



MENSCHEN RECHTE BILDEN TEACHING HUMAN RIGHTS

Publikationen zur Verbindung
von Menschenrechtsbildung
mit historischem Lernen

Publications on the connection
between human rights education
with history learning

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Recherche/Research: Danna Bader (Israel), Verena Böhnisch, Sarka Dankova (Tschechische Republik), Elzara Galimova (Ukraine), Akim Jah, Andreas Knoth, Robert Latypov (Russland), Ewa Niedbala (Polen)
Übersetzung Deutsch-Englisch/Translation German-English: Andrea Knaak

Programmleitung/Programme Manager: Christa Meyer, meyer(at)stiftung-evz.de
Schlussredaktion/Final Editing: Dietrich Wolf Fenner
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EINLEITUNG

Diese Online-Publikation gibt einen Überblick über die Vielfalt der seit 2010 entstandenen Materialien zur Verbindung von Menschenrechtsbildung und historischem Lernen vor dem Hintergrund der nationalsozialistischen Verbrechen. Die Stiftung „Erinnerung, Verantwortung und Zukunft“ (EVZ) leistet seit 2008 mit dem Förderprogramm „Menschen Rechte Bilden“ einen spezifischen Beitrag zu dieser Verbindung.

Was ist der Mehrwert dieses Ansatzes? Wer historisch denkt, begreift die Menschenrechte als historisch Entstandenes, das sich ständig weiterentwickelt und das erodiert, wenn wir uns nicht dafür einsetzen. So kann die Auseinandersetzung mit historischem Unrecht zu Menschenrechtsengagement heute inspirieren. Der menschenrechtliche Blick auf Unrechtsgeschichte wiederum fragt nach Opfern und Tätern, aber auch nach den spezifischen Bedingungen, unter denen das Unrecht geschah. Entsprechend stellen sich Fragen nach der Änderung oder Abschaffung dieser Bedingungen sowie nach Entschädigung der Opfer und Bestrafung der Täter. Zwischen historischem Lernen und Menschenrechtsbildung kann also eine konstruktive Spannung erzeugt werden.

Ziel des Förderprogramms „Menschen Rechte Bilden“ war es, die Verbindung von Menschenrechtsbildung mit dem Lernen aus der NS-Geschichte zu stärken und Impulse für eine historisch orientierte Menschenrechtsbildung zu geben. Wir möchten damit Lerninhalte ermöglichen, die beide Bereiche jeweils für sich genommen nicht erbringen können.

Im Rahmen des Programms wurden nationale und internationale Bildungsprojekte in Mittel- und Osteuropa sowie Israel gefördert. In vielen Projekten sind Lehrmaterialien und andere Produkte entstanden. Mit diesem Online-Angebot möchten wir die Bildungsmaterialien bekannt machen, die wir zur Nutzung empfehlen. Wir möchten ihr Auffinden erleichtern und zu ihrem Gebrauch anregen.

Wir danken der Berliner Agentur SOCIUS Organisationsberatung gGmbH für die Zusammenstellung. Die Liste ist sicher nicht vollständig. Wir freuen uns über Anregungen und Ergänzungen, die wir gern aufnehmen.

Dr. Martin Salm
Vorstandsvorsitzender

INTRODUCTION

This online publication aims to give you an overview of the diverse materials produced since 2010 that link human rights education and history learning in the context of the National Socialist crimes. Since 2008 the Foundation „Remembrance, Responsibility and Future“ (EVZ) has specifically contributed to this link with the funding programme „Teaching Human Rights“.

What is the added value of this approach? Thinking in terms of history, human rights can be comprehended as something of historical origin that continues to advance and that erodes if we do not stand up for it. That way, a discussion about historic injustice can today inspire a dedication to human rights work. A human rights-orientated point of view regarding history of injustice not only focuses on victims and perpetrators, but also on the specific conditions under which injustice happened. Respectively, questions arise about changing or abolishing those conditions, about compensating the victims and punishing the perpetrators. Thus, a constructive exchange can be created between history learning and human rights education.






The purpose of the programme „Teaching Human Rights“ was to strengthen the link between human rights education and learning from National Socialist history, and to create impulses for a history-orientated human rights education. Thereby we hope to provide learning contents that the two areas could not generate individually.





As part of the programme national and international educational projects in Central and Eastern Europe and in Israel were funded. In several of those projects teaching materials and other products were developed. With this overview we would like to promote those educational materials we recommend. We hope to assist you in locating them and to encourage you to use them.





We would like to thank the Berlin Agency Socius Organisationsberatung gGmbH for the compilation. The list is certainly not exhaustive. Therefore, we welcome suggestions and additions which we are happy to include.




Dr. Martin Salm
Chairman of the Board of Directors




DEUTSCHSPRACHIGES MATERIAL/GERMAN-LANGUAGE MATERIAL





AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Anne Frank Zentrum Berlin	2014	Nicht in die Schultüte gelegt. Schicksale jüdischer Kinder 1933–1942 in Berlin. Ein Lernmaterial zu historischem Lernen und Kinderrechten	Pädagogisches Material
		Das pädagogische Material umfasst eine Handreichung für Lehrende, ein Glossar und 85 Karteikarten mit biographischen Informationen zu sieben jüdischen Zeitzeug/innen, die in Berlin in den Jahren 1933–42 zur Schule gegangen sind. Es gibt Arbeitsaufträge zum historischen Lernen und optional zu den Kinderrechten durch Hinweise auf entsprechende Artikel der Kinderrechtskonvention.	
		Quelle: www.metropol-verlag.de/pp/neuerscheinungen/neu_1_2007.htm	
Bildungsstätte Anne Frank e. V.	2014	Menschenrechte in Erziehung: Schule aus ganzheitlicher Perspektive	Broschüre Pädagogisches Material
		Die Bildungsstätte Anne Frank in Frankfurt am Main und das Masar Institute for Education aus Nazareth haben sich in einem dreijährigen Projekt, gefördert vom Deutsch-Israelischen Zukunftsforum, mit der Frage auseinandergesetzt, welche Möglichkeiten es gibt, eine schulische Umgebung zu gestalten, in der Menschenrechte respektiert und gefördert werden. Entstanden ist eine dreisprachige Publikation (deutsch, hebräisch, arabisch) mit einem Theorieteil und einem Instrumentarium für Lehrende mit praktischen Methoden und Aktivitäten sowie Beiträgen zum interkulturellen Kontext des Projektes.	
		Quelle: www.bs-anne-frank.de/publikationen/menschenrechte-in-erziehung/	
Böhm, Otto/ Katheder, Doris	2014 2013 2012	Grundkurs Menschenrechte	Monografie Pädagogisches Material
		Die aus insgesamt fünf Bänden bestehende Reihe bietet ein kompaktes Grundwissen zu den Menschenrechten. Systematisch wird jeder Artikel einzeln vorgestellt und ergänzt durch Kommentare sowie Anregungen für weiterführende Auseinandersetzungen in pädagogischen und politischen Handlungsfeldern. Band 4 ist im Sommer 2014 erschienen.	
		Quelle: www.menschenrechte.org/lang/de/publikationen-2	
Miteinander e. V.	2014	Geschichte(n) Würde(n) Leben. Kulturpädagogische Ansätze für eine historisch-politische Arbeit im lokalen Raum	Pädagogisches Material
		Diese Handreichung bietet Impulse für die pädagogische Arbeit mit lokaler NS-Geschichte, Rechtsextremismus und Menschenrechten. Der Schwerpunkt liegt auf kreativen und theaterpädagogischen Methoden, die während des Projekts „Geschichte(n) Würde(n) Leben“ erprobt wurden.	
		Quelle: www.miteinander-ev.de/index.php?page=46&modaction=detail&modid=522	
Agentur für Bildung – Geschichte, Politik und Medien e. V. – Didaktik der Geschichte, FU Berlin	2013	„Queer History“	Webportal Pädagogisches Material
		Das Webportal „Queer History“ stellt multimediale Lernangebote zu Themen queerer Geschichte für den Unterricht wie für die außerschulische Bildung bereit. Ziel des Portals ist es, die Bildungsarbeit zur queeren Geschichte zu unterstützen.	
		Quelle: http://queerhistory.de/	





AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Amadeu Antonio Stiftung	2013	Film ab! Gegen Nazis. Pädagogische Handreichung zur Auseinandersetzung mit Rechtsextremismus anhand von Dokumentar- und Spielfilmen	Webportal Pädagogisches Material
		Im Fokus der Website und Broschüre stehen zwölf Filme, die für die schulische und außerschulische Arbeit empfohlen werden. Jeder Film wird einzeln vorgestellt mit einer Inhaltsangabe, Informationen zum Verleih, zur entsprechenden Alterszielgruppe und zu pädagogischen Fragestellungen. Ebenso findet man Schlagwörter zu Themen, die in dem Film auftauchen und im umfangreichen Glossar vertiefend behandelt werden. Für jeden Film gibt es ein Arbeitsblatt, das für die Arbeit in der Schule oder in der Jugend-einrichtung genutzt werden kann. Ein Begleitheft enthält grundlegende Artikel, u. a. zu Menschenrechtsbildung in Verbindung mit historischem Lernen.	
		Quelle: www.film-ab-gegen-nazis.de	
Deutsche Vereinigung für Politische Bildung	2013	Polis. Report der Deutschen Vereinigung für Politische Bildung 1/2013	Zeitschrift
		Die Zeitschrift widmet sich in dieser Ausgabe dem Schwerpunktthema Menschenrechte und insbesondere der Bedeutung von Menschenrechtsbildung.	
		Quelle: www.dvpb.de/index.php?option=com_content&view=article&id=129:polis-20131&catid=38:unsere-zeitschrift&Itemid=72	
Pastoor, Ulrike/ Wrochem, Oliver von (Hg.) KZ-Gedenkstätte Neuengamme	2013	NS-Geschichte, Institutionen, Menschenrechte. Bildungsmaterialien zu Verwaltung, Polizei und Justiz	Sammelband Bildungsmaterial Webseite
		Die Publikation enthält grundlegende Beiträge zur Verbindung von historischem Lernen und Menschenrechtsbildung und konkrete Bildungsbausteine für die Zielgruppen Verwaltung, Polizei und Justiz zu NS-Geschichte und Menschenrechtsbildung. Die Webseite dokumentiert die Ergebnisse des Projekts und stellt Fortbildungsmodulare für im Bildungsbereich Tätige sowie für die Zielgruppe Militär zur Verfügung. Teile des Materials finden sich dort auch auf Englisch.	
		Quelle: www.ns-geschichte-institutionen-menschenrechte.de	
Degueldre, Patricia/ Schlösser, Susanne	2012	„Weil das, was sie trieben, so unmenschlich war“ Menschenrechte im Blick – Ein deutsch-polnisches Filmprojekt der KZ-Gedenkstätte Mannheim-Sandhofen mit Jugendlichen und ehemaligen Zwangsarbeitern	Aufsatz Gedenkstättenrundbrief Nr. 166 (6/2012)
		Projektbeschreibung eines deutsch-polnischen Filmprojektes: Ausgehend von den Menschenrechtsartikeln, die für die jugendlichen Teilnehmenden besonders bedeutsam erschienen, beschäftigten sich die Teilnehmenden mit der Frage, welche Artikel für KZ-Häftlinge wichtig gewesen wären.	
		Quelle: www.gedenkstaettenforum.de/nc/gedenkstaetten-rundbrief/rundbrief/news/weil_das_was_sie_triben_so_unmenschlich_war/	
Deutsche Vereinigung für Politische Bildung NRW	2012	Politisches Lernen 3–4/12: Menschenrechtsbildung in KZ-Gedenkstätten?	Zeitschrift
		Diese Ausgabe der Zeitschrift „Politisches Lernen“ umfasst grundlegende Aufsätze zur Verbindung von historischem Lernen (insbesondere in KZ-Gedenkstätten) und Menschenrechtsbildung.	
		Quelle: www.dvpb-nw.de	




AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Giesecke, Dana/ Welzer, Harald 	2012	Das Menschen Mögliche – Zur Renovierung der Deutschen Erinnerungskultur	Monografie Das Buch kritisiert den Umgang mit der Erinnerung an den Nationalsozialismus in Deutschland und stellt Vorschläge für einen neuen Ansatz von historischem Lernen zur Diskussion, der experimentelles Lernen und Elemente der Menschenrechtsbildung einschließt. Quelle: www.koerber-stiftung.de/edition-koerber-stiftung/neue-buecher/artikel-detailseite/buch/das-menschenmoegliche.html
Huhle, Rainer	2012	Der Schutz der Menschenrechte nach dem Zweiten Weltkrieg – eine Antwort auf den Nationalsozialismus?	Aufsatz Gedenkstättenrundbrief Nr. 167 (9/2012) In dem Aufsatz wird die Entstehung der Allgemeinen Erklärung der Menschenrechte vor dem Hintergrund der NS-Geschichte dargelegt. Quelle: www.gedenkstaettenforum.de/nc/gedenkstaetten-rundbrief/rundbrief/news/der_schutz_der_menschenrechte_nach_dem_zweiten_weltkrieg_eine_antwort_auf_den_nationalsozialismus/
Jaiser, Constanze Pampuch, Jacob David Haus der Wannsee-Konferenz 	2012	Ein Schmuggelfund aus dem KZ Erinnerung, Kunst & Menschenwürde: Projektmappe für einen fächerübergreifenden, handlungsorientierten Unterricht	Pädagogisches Material Die Projektmappe besteht aus einer Broschüre mit Bildungsbausteinen, zwei CDs, 100 Arbeitsblättern und 72 Memory-Karten für die pädagogische Arbeit und basiert auf Dokumenten, die polnische Häftlinge als zukünftige Beweismittel von Menschenrechtsverletzungen aus dem Konzentrationslager Ravensbrück geschmuggelt hatten. Ausgehend von diesem Material „Schmuggelfund“ wird u. a. das Thema Menschenwürde thematisiert und damit eine Brücke zwischen historischem Lernen und Menschenrechtsbildung geschlagen. Teile des Materials gibt es auf der Webseite auch auf Englisch. Quelle: www.tonworte.de/schmuggelfund/zur-geschichte/
Konferenz für Geschichtsdidaktik 	2012	Zeitschrift für Geschichtsdidaktik 2012: Menschenrechtsbildung, Holocaust Education, Demokratieerziehung	Zeitschrift Der Sammelband enthält einen grundlegenden Text zur „länderübergreifenden ‚Holocaust Education‘ als Demokratie- und Menschenrechtsbildung“ und ein Plädoyer für eine „historische und transkulturelle Menschenrechtsbildung“ als Kritik an der „westlichen“ Menschenrechtserzählung. Ansonsten umfasst der Band Beiträge zu verschiedenen Aspekten des historischen Lernens (z. B. Holocaust-Geschichte im Schulgeschichtsbuch) und der Menschenrechtsbildung. Quelle: www.v-r.de/en/magazine_edition-0-0/zeitschrift_fuer_geschichtsdidaktik_2012_11-1007329/
Oswald, Anne von/ Schmelz, Andrea/ Lenuweit, Tanja Netzwerk Migration in Europa 	2012	Lernen über Migration und Menschenrechte Flüchtlinge gestern – Flüchtlinge heute. Handreichung für Unterricht und Bildungsarbeit	Pädagogisches Material Die Handreichung umfasst Unterrichtsmaterial zu Migration und Menschenrechte mit Einheiten zur jüdischen Emigration während des Nationalsozialismus und zum – in Kuba und den USA abgelehnten – Flüchtlingsschiff St. Louis. Quelle: http://migrationeducation.de/fileadmin/uploads/Broschuere_Deutsch_2.Auflage_01.pdf

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Schmitt, Andreas	2012	NS-Gedenkstättenpädagogik im postnazistischen Deutschland als Hilfe zum adäquaten Umgang mit migrantischen Jugendlichen	Monografie
		In der Diplomarbeit wird u. a. die Verbindung der Vermittlung der NS-Geschichte und der Integration von Zuwanderern erörtert.	
Zumpe, Helen Esther	2012	Menschenrechtsbildung in der Gedenkstätte. Eine empirische Studie zur Bildungsarbeit in Gedenkstätten	Monografie
		Das Buch enthält eine theoretische Diskussion des Nexus' von historischem Lernen in Gedenkstätten und Menschenrechtsbildung sowie empirische Forschungsergebnisse über Menschenrechtsbildung an ausgewählten Gedenkstätten.	
		Quelle: www.wochenschau-verlag.de/menschenrechtsbildung-in-der-gedenkstaette.html	
Benz, Wolfgang Stiftung Gedenkstätten Sachsen-Anhalt	2011	Handeln aus Erinnerung: Toleranz und Menschenrechte nach dem Holocaust	Aufsatz
		Der Aufsatz ist ein allgemeines Plädoyer für Respekt und Menschenwürde als Lehre aus dem Holocaust.	
		Quelle: <i>Erinnern! Aufgabe, Chance, Herausforderung.</i> Heft 2011/1	
Benzler, Susanne (Hg.) Evangelische Akademie Loccum	2011	Vor allzu langer Zeit? Die Praxis historisch-politischer Bildung zum Nationalsozialismus heute	Sammelband
		Der Sammelband dokumentiert eine Tagung der Evangelischen Akademie Loccum mit Beiträgen zu verschiedenen grundlegenden Aspekten der historisch-politischen Bildung, u. a. zur Bildung in der Einwanderungsgesellschaft mit Bezug auf Demokratie und Menschenrechte.	
		Quelle: www.loccum.de/protokoll/inhalt/inh0921.html	
Borries, Bodo von	2011	Menschenrechte im Geschichtsunterricht (Geschichtslernen und Menschenrechtsbildung). Auswege aus einem Missverhältnis? Normative Überlegungen und praktische Beispiele	Monografie
		In der Monografie plädiert der Autor für die Auseinandersetzung mit Menschenrechten als normative Bezugsgröße in der historischen Bildung (in pluralistischen Gesellschaften gäbe es keine Alternative zur Auseinandersetzung mit Menschenrechten im Geschichtsunterricht). Als Beispiele für den Beitrag des historischen Lernens für die Menschenrechtsbildung werden fünf Fallbeispiele zur Entdeckung und Durchsetzung von Menschenrechten erörtert.	
		Quelle: www.wochenschau-verlag.de/menschenrechte-im-geschichtsunterricht.html	
Deutsches Institut für Menschenrechte	2011	Online-Handbuch Inklusion als Menschenrecht	Webportal Pädagogisches Material
		Das Online-Handbuch umfasst eine umfangreiche Material- und Methodensammlung zur Vermittlung der Rechte von Menschen mit Behinderungen von der Antike bis heute. Einen Schwerpunkt bildet die „Euthanasie“ im Nationalsozialismus. Durch die historischen Perspektiven wird gezeigt, wie sich Haltungen, Einstellungen und die rechtliche Situation entwickelt haben und wie die heutige rechtliche Situation erkämpft wurde. Die UN-Behindertenrechtskonvention bildet einen weiteren Schwerpunkt.	
		Quelle: www.inklusion-als-menschenrecht.de	

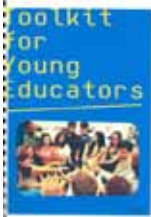



AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Dokumentationszentrum Prora	2011	Arbeit und Bildung – Menschenrechte in Geschichte und Gegenwart	Pädagogisches Material DVD
		Die DVD beinhaltet Bildungsmaterial (Karteikarten und Zeitzeugeninterviews), das für die Schnittstelle historisches Lernen und Menschenrechte ausgelegt ist. Thematisch zielt das Material auf die Bildungs-, Arbeits- und allgemeine Lebenssituation der polnischen NS-Zwangsarbeiter, der Häftlinge des Kinder-Konzentrationslagers Litzmannstadt, der heute in Deutschland lebenden afrikanischen Kindersoldaten sowie anderer Flüchtlinge und Arbeitsmigranten. Für deutsch-polnische Begegnungen liegen ein polnischsprachiger Themenblock zur Situation der Flüchtlinge und Migranten im heutigen Polen sowie – auszugswise – eine polnische Sprachversion der Karten vor.	
Miteinander e. V.	2011	Geschichte(n) Würde(n) Leben. Eine Projektdokumentation	Pädagogisches Material
		Ausgangspunkt dieser Projektdokumentation, in der die Ziele und die Vorgehensweise des gleichnamigen Projektes erläutert werden, ist die Frage, wie Menschen den widrigen Umständen im Nationalsozialismus couragiert getrotzt haben. Im Mittelpunkt steht eine lokalhistorische Recherche. Ziel des Projektes ist, durch die Auseinandersetzung mit der Geschichte auch eine Sensibilität gegenüber Menschenrechtsverletzungen heute zu erlangen. Quelle: www.miteinander-ev.de/index.php?page=46&modaction=detail&modid=410	
Pollak, Alexander European Union Agency for Fundamental Rights (FRA)	2011	Die Verknüpfung von historischem Wissen und Reflexion über Menschenrechte – Herausforderung für Gedenk- stätten und Schulen: Eine empirische Studie der EU- Grundrechteagentur (FRA)	Aufsatz
		in: Pampel, Bert (Hg.): Erschrecken – Mitgefühl – Distanz: empirische Befunde über Schülerinnen und Schüler in Gedenkstätten und zeitgeschichtlichen Ausstellungen	
Schoßig, Bernhard (Hg.) Institut für Jugendarbeit des Bayerischen Jugendring	2011	Historisch-politische Bildung und Gedenkstättenarbeit als Aufgabe der Jugendarbeit in Bayern. Einrichtungen – Projekte – Konzepte	Sammelband
		Der Sammelband ist eine Bestandsaufnahme der historisch-politischen Bildung in Bayern mit randständiger Thematisierung von Menschenrechtsbildung (v. a. in einem Beitrag von Helga Brandstätter). Quelle: www.utzverlag.de/shop.php?bn=44054	
Schwendemann, Wilhelm/ Oeftering, Tonio (Hg.)	2011	Menschenrechtsbildung und Erinnerungslernen: Eine Ringvorlesung zur Menschenrechtspädagogik im Sommersemester 2010	Sammelband
		Im Sommersemester 2010 veranstaltete das Freiburger Institut für Menschenrechtspädagogik (FIM) eine Ringvorlesung zum Thema „Menschenrechtspädagogik“. Das Ziel der Vorlesungsreihe bestand darin, den Teilnehmerinnen und Teilnehmern einen breit gefächerten Zugang zum Thema Menschenrechte und Menschenrechtsbildung aufzuzeigen. In der Dokumentation befinden sich Beiträge aus so unterschiedlichen Disziplinen wie der Sozialpsychologie, der Holocaust-Education, der politischen Bildung, der Gedenkstättenpädagogik, der Kinderrechtspädagogik, der Theologie und der politischen Theorie. Quelle: www.eh-freiburg.de/news-detail/neuer-band-menschenrechtsbildung-und-erinnerungslernen-von-wilhelm-schwendemann-tonio-oeftering-herausgegeben/50	




AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Stadt Nürnberg, Bürgermei- steramt, Bildungsbüro	2011	Menschenrechtsbildung in Nürnberg. Beispiele aus der Praxis	Broschüre
		In der Broschüre werden Angebote zur Menschenrechtsbildung in Nürnberg vorgestellt, u. a. ein Studientag „Gegen den Nationalsozialismus: Die Menschenrechte“, bei dem es um Menschenrechte, Menschenrechtsverletzungen und -verbrechen während der NS-Zeit geht. Quelle: www.nuernberg.de/imperia/md/bildungsbuero/dokumente/br-menschenrechte.pdf	
August Bebel Institut	2010	Station Berlin: Gehst du weg? Kommst du an? Bleibst du hier?	Ausstellung
		Die Ausstellung blickt auf Menschenrechtsverletzungen im Nationalsozialismus, die Allgemeine Erklärung der Menschenrechte als Reaktion auf diese Erfahrungen und das Recht auf Asyl in der heutigen Gesellschaft. Die Ausstellung besteht aus vier doppel-seitigen Aufstellern und kann kostenfrei von Schulen und anderen öffentlichen sozialen Einrichtungen ausgeliehen werden. Quelle: http://august-bebel-institut.de/projekte/station-berlin-gehst-du-weg-kommst-du-an-bleibst-du-hier/	
Beutin, Lorenz Gösta/ Beutin, Wolfgang/ Heilmann, Ernst Menachem (Hg.)	2010	In Nürnberg machten sie ein Gesetz: Diskriminierung, Ausgrenzung, Verfolgung – Kontinuitäten und Brüche	Sammelband
		Der Sammelband dokumentiert eine Tagung anlässlich der 75-jährigen Wiederkehr der Machtübertragung an die Nazis. Es werden historische und aktuelle Probleme diskutiert, um Schlüsse für gegenwärtige politische Aktivitäten zu ziehen. Ein Beitrag behandelt soziale Menschenrechte, Menschenrechtsbildung und historisches Lernen. Quelle: www.peterlang.com/index.cfm?event=cmp.ccc.seitenstruktur.detailseiten&seitentyp=produkt&pk=60087	
Böhm, Boris/Scharnetzky, Julius/Zeman, Pavel Kuratorium Gedenkstätte Sonnenstein e. V.	2010	„Daher liegt bei keinem der Angeklagten ein kausaler Zusammenhang zwischen seinem Handeln und dem Tod jener Nervenkranken vor und alle Angeklagten mussten in diesem Punkt von der Anklage freigesprochen werden.“ Der Prozess gegen „Girschek und andere“ in Opava 1946	Sammelband
		Der Sammelband widmet sich der Verfolgung und dem Prozess gegen eine der Schlüssel- figuren der Troppauer Transporte, den ehemaligen Direktor des Instituts Karel Girschek (1898–1992) sowie gegen die Pfleger Rudolf Grande und Jan Jauernig vor dem Ausseror- dentlichen Volkstribunal in Troppau in 1945–46. Es handelte sich dabei um den ersten und zugleich einzigen Prozess in der Tschechoslowakei der Nachkriegszeit, bei dem es (zumindest zum Teil) um die „Euthanasie“ während des Nationalsozialismus ging. in: Transporte in den Tod. Die Ermordung von Patienten aus dem Regierungsbezirk Troppau (Reichsgau Sudetenland) in der „Euthanasie“-Anstalt Pirna-Sonnenstein 1940/41. Heft 9/2010	
European Union Agency for Fundamental Rights (FRA)	2010	Die Vergangenheit für die Zukunft entdecken. Die Rolle historischer Stätten und Museen in der Holocaust- und Menschenrechtsbildung in der EU	Broschüre
		Die Broschüre dokumentiert die Ergebnisse einer Studie über die Rolle von Holocaust Gedenkstätten und -Museen beim Lernen über Holocaust und Menschenrechte (u. a. wie Jugendliche historisches Wissen mit heutigen Problemstellungen in Verbindung bringen können.) Quelle: http://fra.europa.eu/de/publication/2012/die-vergangenheit-fur-die-zukunft-entdecken	


AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
European Union Agency for Fundamental Rights (FRA)	2010	Reisen in die Vergangenheit – Lehren für die Zukunft. Ein Handbuch für Lehrer	Broschüre
		Das Handbuch ist zur Vorbereitung von Besuchen von Holocaust-Gedenkstätten und -Museen sowie zur Vertiefung der Auseinandersetzung mit Menschenrechten konzipiert. Es enthält methodisch-didaktische Hinweise zur Auseinandersetzung mit der NS-Geschichte und zum Lernen über Menschenrechte. Quelle: http://fra.europa.eu/sites/default/files/fra_uploads/1218-Handbook-teachers-holocaust-education_DE.pdf	
Gesicht Zeigen! Für ein weltoffenes Deutschland e. V.	2010	7 x jung – Dein Trainingsplatz für Zusammenhalt und Respekt; die Ausstellung von Gesicht zeigen!	Ausstellung Broschüren Pädagogisches Material
		7 x jung ist eine künstlerische Ausstellung in Berlin, die Erfahrungen von Ausgrenzung, Antisemitismus und Diskriminierung behandelt – und zeigt, was man dagegen tun kann. 7 x jung inszenieren in sieben Themenräumen heutige Lebenswelten von Jugendlichen. Die Ausstellung schafft persönliche, emotionale und sinnliche Zugänge zur Auseinandersetzung mit der Zeit des Nationalsozialismus. Die Webseite und die Broschüren gibt es teilweise auch auf Englisch. Quelle: www.7xjung.de/das-ist-7xjung/ www.7xjung.de/fileadmin/Redaktion/Downloads/Presse/7xjung_katalog_GZ_end.pdf www.7xjung.de/71/	
Herzog, Dagmar	2010	„Das späte Menschenrecht“: auf der Suche nach einer nachfaschistischen Sexualmoral	Aufsatz
		Der Aufsatz diskutiert die Sexualmoral und das Sexualstrafrecht nach 1945. in: Fulda, Daniel (Hg.): Demokratie im Schatten der Gewalt: Geschichten des Privaten im deutschen Nachkrieg	
Huhle, Rainer (Hg.) Stiftung EVZ	2010	Human Rights and History. A challenge for Education	Sammelband
		Der Sammelband auf englisch enthält grundlegende Texte zu verschiedenen Aspekten der Verbindung von historischem Lernen zum Nationalsozialismus und zur Menschenrechtsbildung. Als PDF gibt es zum Download manche Beiträge auf deutsch. Quelle: www.stiftung-evz.de/fileadmin/user_upload/EVZ_Uploads/Publikationen/Studien/human.rights.history-aufsaeetze.deutsch.mitindex.pdf	
Krause-Vilmar, Dietfrid	2010	Historisch-politische Bildung zum Thema Nationalsozialismus – künftig nur eine Frage der Menschenrechte?	Aufsatz
		In dem Aufsatz wird das Verhältnis von historischem Lernen, d. h. der Auseinandersetzung mit dem konkreten historischen Geschehen und einer abstrakten Menschenrechtserziehung erörtert. Der Autor plädiert für eine historisch-politische Bildung, „die Aufschluss über die komplexen Ursachen menschlicher Leid- und Unrechtserfahrung in konkreten historischen Situationen geben kann.“ Quelle: https://www.uni-kassel.de/fb01/fileadmin/datas/fb01/Institut_fuer_Erziehungswissenschaft/Dateien/Krause_Vilmar/historisch-politische.bildung.pdf	
Kuretsidis-Haider, Claudia/Garscha, Winfried R. (Hg.)	2010	Gerechtigkeit nach Diktatur und Krieg: „Transitional Justice“ 1945 bis heute: Strafverfahren und ihre Quellen	Sammelband
		Der Sammelband enthält verschiedene Aufsätze zum rechtlichen Umgang mit schweren Menschenrechtsverletzungen und Einzelstudien aus verschiedenen Ländern. Quelle: http://old.doew.at/aktuell/mitt/197_transitional_justice.html	



AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Lein, Annette/ Wenge, Nicola Dokumentationszentrum Oberer Kuhberg	2010	Jugendarbeit und Demokratieerziehung an KZ- Gedenkstätten in Baden-Württemberg. Ein Leitfaden des Dokumentationszentrums Oberer Kuhberg Ulm für bürgerschaftlich getragene Erinnerungsorte	Monografie
		In dem Band wird das Selbstverständnis der Arbeit des Dokumentationszentrums Oberer Kuhberg in Ulm dargelegt und für eine reflektierte Demokratie- und Menschenrechtserziehung am historischen Ort eines ehemaligen frühen KZ plädiert, die auf die Kernkompetenzen der Gedenkstätten setzt und erst dann, methodisch abgesichert, den Gegenwartsbezug herstellt.	
		Quelle: http://dzokulm.telebus.de/paedagogik/Leitfaden_DZOK_Print.pdf	
Nürnberger Menschen- rechtszentrum e. V.	2010	Diskriminierung trifft uns alle!	Pädagogisches Material Webportal
		Die Webseite enthält umfangreiches pädagogisches Material zum Thema Diskriminierung aus historischer und aktueller Perspektive. Der Materialkoffer enthält Filme, Bücher und eine pädagogische Handreichung zur Auseinandersetzung mit den Nürnberger Gesetzen, sämtlichen Formen von Diskriminierung, aktueller Gesetzeslage und Handlungsoptionen. Ziel der Bildungsarbeit ist die Anerkennung gleicher Rechte für alle.	
		Quelle: www.diskriminierung.menschenrechte.org/materialien www.menschenrechte.org/lang/de/projekte/bildung-projekte/bildungskoffer/diskriminierung-trifft-uns-alle	
Schmid, Harald	2010	Treffpunkt Menschenrechte? Die „Einsatzarmee“ Bundeswehr und die Gedenkstätten; Überlegungen zu einem erinnerungskulturellen Spannungsfeld	Aufsatz
		in: Wrochem, Oliver von/Koch, Peter (Hg.): Gedenkstätten des NS-Unrechts und Bundeswehr: Bestandsaufnahme und Perspektiven	
Schwendemann, Wilhelm (Hg.)	2010	Menschenrechte im Religionsunterricht: Bausteine für die Sekundarstufe I	Pädagogisches Material
		Das Material dokumentiert ein Unterrichtsmodul für den Religionsunterricht mit dem Schwerpunkt auf Sophie Scholl.	
		Quelle: www.v-r.de/de/title-0-0/menschenrechte_im_religionsunterricht-1004602/	
Wrochem, Oliver von/ Koch, Peter (Hg.)	2010	Gedenkstätten des NS-Unrechts und Bundeswehr – Bestandsaufnahme und Perspektiven	Sammelband
		Dieser Sammelband widmet sich dem Verhältnis zwischen Gedenkstätten zum NS-Unrecht und der Besuchergruppe Bundeswehr von den 1950er Jahren bis zur Gegenwart und formuliert Fragen und Herausforderungen zur gemeinsamen historisch-politischen Bildungsarbeit der beiden Institutionen.	
		Quelle: http://www.schoeningh.de/katalog/titel/978-3-506-76778-3.html	



ENGLISCHSPRACHIGES MATERIAL/MATERIAL IN ENGLISH



AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Humanity in Action Poland 	2014	Toolkit for Young Educators	Educational material
		The "Toolkit for Young Educators" was conducted within a framework of the "Humanity in Action Poland's Fellowship 2013: Poland in Theory and Practice: from Resistance to Solidarity, from Transformation to Civic Society". The publication consists of several tailor-made workshops with essays, created by 21 young activists and leaders from Germany, Poland, Ukraine and the U.S.A., which are focused on discriminated minorities such as: the Jews, Roma, Migrants, LGBTQ, People with Disabilities. The workshops are a great tool for educating young people (mostly high-school students) on how to take wise action in the face of discrimination also on daily basis.	
Lower Saxony Memorials Foundation-Bergen-Belsen Memorial/Auschwitz- Birkenau State Museum/ International Youth Meeting Centre in Oświęcim/ Memorial Center for the History of Political Repression Perm-36	2014	Human rights education and historical learning at memorials to mass atrocities	Educational material
		This Polish-German-Russian Training Programme for educators from the field of formal and non-formal education aims to work out methods and modules of combining of historical learning and human rights education, to test them and spread out. The learning modules will be published in English language at the end of the year 2014 on the website. Source: www.uczyc-sie-z-historii.pl/en/projects/view/178	
KARTA Center 	2014	Learning from history	Web portal Educational material
		This online platform accessible in Polish and English points out ways to combine history learning and human rights education. It suggests publications and materials for teachers in the fields of formal and non-formal education. Source: http://www.uczyc-sie-z-historii.pl/en http://www.uczyc-sie-z-historii.pl/	
Kreisau-Initiative e. V. 	2013	MICC School Handbook	Educational material Manual
		The material was designed as a preparatory manual for participants of the MICC School project (Model International Criminal Court). It contains information on the Nuremberg Trials, the International Criminal Court and on specific cases. It also includes references on the simulations and the project. Source: www.model-icc.org/micc-school.html www.kreisau.de/micc/ http://www.model-icc.org/fileadmin/upload/MICC_World_2014/MICC_World_Handbook_2014.pdf	
Mason, Patrick L. 	2013	Encyclopedia of race and racism	Monograph
		The encyclopedia examines the anthropological, sociological, historical, economic, and scientific theories of race and racism in the modern era. It delves into the historic origins of ideas of race and racism and explores their social and scientific consequences. It includes biographies of significant theorists, as well as political and social leaders. Source: OCLC WorldCat	




AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Netzwerk Migration in Europa/Network Migration in Europe 	2013	Migration Citizen Education	Web portal Educational material The website contains educational material on the topics of (forced) migration in Europe, migration politics and migration in a historical context, including in the countries of Germany and Poland after World War II. It also includes country profiles. Source: www.migrationeducation.org/home.0.html
Neuengamme Concentration Camp Memorial	2013	History of Nazi-Germany, Institution, Human Rights Website: Course Materials on the Role of the Police, the Judiciary, Public Administration and the Armed Forces in Nazi Germany	Educational material Website In the course of the project "History of Nazi Germany, Institutions, Human Rights" at the Neuengamme Concentration Camp Memorial, educational materials were developed that discuss the role of the police, the judiciary, public administration and the armed forces in Nazi Germany as well as current human rights issues. These materials aim to bring together approaches from both historical/civic and human rights education in discussions about the role of state institutions in the past and the present. Source: www.ns-geschichte-institutionen-menschenrechte.de
Cowan, Paula/ Maitles, Henry 	2012	Teaching controversial issues in the classroom: key issues and debates	Anthology The anthology explores critical points in teaching controversial issues in classroom, drawing on international case studies sharing teachers' and pupils' experiences. It investigates the nature of this type of learning experience and also explores its contribution to the curriculum, particularly history and citizenship education. Source: OCLC WorldCat
Duranti, Marco	2012	The Holocaust, the legacy of 1789 and the birth of international human rights law: revisiting... The legacy of the Nuremberg Doctors' Trial to American bioethics and human rights	Article This study revisits the place of the Holocaust and the French revolutionary tradition in the birth of international human rights law, with particular reference to the genesis of the Universal Declaration and European Convention. It argues against conceptualizing the drafting of the Universal Declaration as an exceptional moment of Holocaust remembrance in the immediate aftermath of the war, positing instead that the framers' silence on the Jewish identity of the victims of Nazi genocidal acts functioned as an instrument of consensus politics. The article also examines how figures on the French far right practiced their own form of consensus politics by recasting their counterrevolutionary corporatist agenda in the idiom of human rights. in: Journal of genocide research, 14, no 2 (2012): 159–186 Source: OCLC WorldCat
Facing History and Ourselves 	2012	Facing History and Ourselves: Holocaust and Human Behavior	Educational material The material gives an examination of racism, prejudice and antisemitism in order to promote the development of a more humane and informed citizenry. It traces the historical events that led to the Holocaust and other examples of genocide to help students make the connection between history and the moral choices they will confront. Source: www.facinghistory.org/publications/facing-history-ourselves-holocaust-hu

AUTOR/IN AUTHOR/INSTITUTION	JAH R YEAR	TITEL TITLE	
Gale, Fran/ Dudley, Michael	2012	Promoting a just society and preventing human rights violation: a post Nuremberg inheritance for the helping professions	Article
<p>The post-Nazi reckoning saw justice linked with the development of human rights standards. The lessons from this time and the inheritance of international human rights have had far-reaching implications for the helping professions and for civil society. This chapter focuses on responses that helping professionals are making or may make, as they reconfigure their practice in response to these developments. It follows these responses through a series of themes. After considering the relationship of science and technology to instrumental rationality and utility, particular attention is given to the burgeoning area of post-conflict interventions, including justice, forgiveness, and reconciliation processes. We examine professionals' role in programmes that promote a just society and prevent genocide, such as Holocaust education, anti-racism and discrimination programmes, and the cultivation of communities that care. The chapter begins and finishes with reflections on codes of ethics in medicine, psychiatry, and helping professions, and how professionals might deploy their skills and authority, adopt forms of practice that respect service users' rights, and realize social justice.</p> <p>in: Mental Health and Human Rights: Vision, Praxis, and Courage</p>			
Gulf Coast Center for Holocaust and Human Rights Education	2012	Guide for Holocaust educators on the Gulf Coast	Educational material
<p>This CD-ROM contains PDF files with lesson plans, resources, links to internet resources, and suggestions for general guidelines on teaching about the Holocaust</p> <p>Source: OCLC WorldCat</p>			
Mazur-Rafał, Monika/ Szarota, Magdalena (Ed.) Humanity in Action Poland	2012	MEGAzin: You Never Know What's Inside	Brochure
<p>The brochure, available in Polish and English, contains journalistic articles (reports, essays, interviews and feature reviews) on the link between legal rules and the stereotyped portray and perception of disabled people. It outlines the impact those stereotypes have on disabled people's quality of living and their participating in society. The texts also address the victims of "euthanasia" during the Nazi era. Finally, the publication includes a manifesto which represents the first unofficial translation of the UN Convention on the Rights of Persons with Disabilities into youth language.</p> <p>Source: www.humanityinaction.org/files/375-HIAPoland_PreemptingPrejudice_MEGAzin.pdf</p>			
			
Morgan, Katalin	2012	From Auschwitz to apartheid – conceptual representations in history textbooks	Article
<p>The transformation of the South African curriculum for high school history meant that, according to outcomes-based education philosophy, conceptual representations largely replaced the narrative form. Secondly, it meant that the process was driven by a political, human rights-oriented framework that aimed, among other things, to develop a sense of agency in learners. This article endeavours to determine how both these drives are reflected in the curriculum and in recently published grade 11 history textbooks. The subject of Nazi Germany is examined for this purpose. Some comparisons between this and apartheid are made, so as to illustrate conceptual and historical links between the two. Thereafter, using discourse analysis, three themes from the sampled data are discussed. These are, firstly, missed opportunity to develop agency by simplified, a-historical conceptual representations of racism, human rights and democracy. Secondly, discourses that do invoke a sense of agency are identified and discussed, using some illustrations. Thirdly, gap-filled discourses that obstruct the opportunity to understand issues of "race" are named and discussed.</p> <p>in: Education as Change, 16 no 1 (2012): 3–20</p> <p>Source: www.tandfonline.com/doi/abs/10.1080/16823206.2012.691681</p>			

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Moses, A. Dirk	2012	The Canadian Museum for Human Rights: The ‘uniqueness of the Holocaust’ and the question of genocide	Article
		<p>This article analyzes the debate about the controversial Canadian Museum for Human Rights by reconstructing the efforts to establish a government-sponsored Holocaust museum from the late 1990s. This history reveals that the controversy inheres in part in the conflation of the rival imperatives to promote atrocity memorialization on the one hand, above all of the Holocaust, and human rights education/activism.</p> <p>in: Journal of Genocide Research, 14 no2 (2012) Source: www.tandfonline.com/doi/abs/10.1080/14623528.2012.677762</p>	
Oswald, Anne von/ Schmelz, Andrea/ Lenuweit, Tanja Network Migration in Europe	2012	Learning about Migration and Human Rights Refugees yesterday – refugees today Teaching materials for schools and extracurricular educational institutions	Educational material
		<p>The handout contains teaching material on migration and human rights, including about the Jewish immigration during National Socialism and the refugee ship St. Louis that was denied entry by Cuba and the USA.</p> <p>Source: www.migrationeducation.org/fileadmin/uploads/Handreichung_Migration_Englisch.pdf</p>	
Scheffer, David	2012	All the Missing Souls	Monograph
		<p>The book is an autobiographical accounts of David Scheffer, the former American Ambassador for War Crimes Issues during the second term of the Clinton Administration, in connection with contemporary/recent genocides and human rights violations. Having been a participant in the creation of more recent war crimes tribunals, Scheffer frequently gives reference to the Nuremberg trials and their influential role as standard guidelines to future war crimes trials. This book is part of a series published by the Princeton University Press entitled Human Rights and Crimes Against Humanity. All publications deal with the history, implications of human rights violations and genocides before and after the Holocaust.</p> <p>Source: http://press.princeton.edu/catalogs/series/hrch.html</p>	
Shah, Rachayita	2012	The contributions of a Holocaust and human rights education program to teacher learning	Article
		<p>Drawing on the principles of critical multicultural education and teacher learning, this mixed methods study examined the contributions of a professional development program (the Holocaust and Human Rights Education Program – HEP) to teacher’s knowledge, attitudes, and practices, and the role of contextual factors such as school support, HEP support, years of teaching experience, and grade levels in mediating teachers’ practices concerning Holocaust and human rights education...The findings revealed that from the participants’ perspectives, the HEP contributed to their content knowledge, pedagogical knowledge, attitudes, and classroom practices. Participants also reported learning about age appropriate curriculum resources and about useful pedagogical approaches such as personalization, discussions, and analysis. The participants reported developing a sense of efficacy and positive attitudes towards Holocaust and human rights education, and also designing curriculum with integration of diverse perspectives and various instructional strategies.</p> <p>Source: OCLC WorldCat</p>	

AUTOR/IN AUTHOR/INSTITUTION	JAH R YEAR	TITEL TITLE	
Baar, Huub van	2011	Cultural policy and the governmentalization of Holocaust remembrance in Europe: Romani memory between denial and recognition	Article
<p>Taking the example of Romani minority governance in Europe, this paper analyzes the consequences of the shift in the European Union's cultural policy from conceptualizing culture in symbolic terms to instrumentalizing it in governmental terms. It focuses on the nexus between Romani Holocaust remembrance and cultural policy in the EU and its member states, the Czech Republic in particular. Governing through cultural and memorial practices, rather than predominantly through social policies and human and minority rights, represents a relatively new stage in how the EU tries to deal with Romani minorities in post-communist Europe.</p> <p>in: International Journal of Cultural Policy, 17, no. 1 (2011): 1–17 Source: www.tandfonline.com/doi/abs/10.1080/10286631003695539#.Uae_shwcrYE</p>			
Cowan, Paula/ Maitles, Henry	2011	We Saw Inhumanity Close Up. What is Gained by School Students from Scotland Visiting Auschwitz?	Article
<p>As the education for citizenship agenda continues to impact on schools in the UK and with the Holocaust Educational Trust (HET) in conjunction with the Scottish Government introducing its Lessons From Auschwitz (LFA) project for students and teachers in Scotland, this article focuses on the Scottish context and investigates the school processes by which students are chosen to participate in the LFA project, the impact the LFA project has on student personal growth, and the range of follow-up activities in their schools and communities. There was clear evidence that the LFA project had led to extra teaching and awareness of the Holocaust, racism, and human rights; and that students' citizenship values had been enhanced.</p> <p>Source: http://thenhier.ca/en/node/503</p>			
European Union Agency for Fundamental Rights (FRA)	2011	Discover the past for the future – The role of historical sites and museums in Holocaust education and human rights education in the EU	Brochure
 <p>The publication is a summary report of the findings of a FRA research on the contribution of memorial sites to Holocaust education and human rights education in the European Union. Its findings include successful pedagogical approaches and obstacles to historical learning at memorial sites and existing links to Human Rights Education. The study concludes that there are very few successful pedagogical approaches linking Holocaust Education and HRE and that memorial sites can only play a modest role in this.</p> <p>Source: http://fra.europa.eu/sites/default/files/fra_uploads/1791-FRA-2011-Holocaust-Education-Main-report_EN.pdf</p>			
European Union Agency for Fundamental Rights (FRA)/Yad Vashem	2011	Toolkit on the Holocaust and Human Rights Education in the EU	Educational material
 <p>The Toolkit is a practical guide for teachers and educators who wish to develop teaching projects by linking Holocaust and human rights. In addition, some examples of teaching projects and learning activities of Holocaust Education and Human Rights Education are provided in the Toolkit. The current online materials represent a Beta Version.</p> <p>Source: http://fra.europa.eu/fraWebsite/toolkit-holocaust-education/index.htm</p>			


AUTOR/IN AUTHOR/INSTITUTION	JAH R YEAR	TITEL TITLE	
Hrabovska Olena/ Borenko, Yaryna Regional Charity Resonance Foundation 	2011	Still coming back to Crimea	Educational material
		The English and Ukrainian publication “Still coming back to Crimea” was produced within the project of the same name run by the regional welfare organisation “Resonance” (Lviv). This handbook focuses on linking history and human rights education with media work. The project allows young Ukrainians to explore the history of the Crimean Tatars from a human rights perspective. The handbook is oriented to teachers and education officers. Source: www.stiftung-evz.de/fileadmin/user_upload/EVZ_Uploads/Publikationen/Englisch/20_krym_eng_end.pdf	
Lock, P.A./Sullivan, M.A.	2011	Transcending Time to Redeem Humanity: Human Rights Education and the Holocaust	Article
		This article presents the results of a qualitative, phenomenological case study focused on teachers’ perceptions about human rights education in light of the Holocaust. Results are based on interviews with six participants in a professional teacher program upholding human rights education. Data analysis reveals three core perceptions about human rights education: (a) human rights education is excluded from the curriculum, (b) focus on human rights is supported by Holocaust survivor testimony, and (c) teachers’ perceptions about human rights education are strengthened through the “Freedom Writers Institute”. This work is grounded in critical theory linked to social and educational justice. The study has relevance for secondary teachers of literature and history, and particularly for those who work with disenfranchised students. in: Education, 1 no 1 (2011): 12–20 Source: http://article.sapub.org/10.5923.j.edu.10110101.03.html	
Nates, Tali	2011	“But, apartheid was also genocide ... What about our suffering?” Teaching the Holocaust in South Africa – opportunities and challenges	Article
		Participants in South African educator workshops focusing on teaching the Holocaust and the 1994 genocide in Rwanda frequently declare that apartheid was also genocide. These comments seem like a cry to recognize that South Africa’s past of human-rights abuses and pain also deserves a definition, and genocide seems to be the desired title of ultimate suffering. How do you teach the Holocaust and use it as a tool to understand human rights and democracy in a country recovering from the legacy of apartheid? Is it possible to make connections between the Holocaust and current issues in South Africa, such as xenophobia? And what are the best practices with respect to teaching the Holocaust in a large and diverse country, with 11 official languages and vastly different levels of education? in: Intercultural Education, 21 suppl 1 (2010): p17–p26 Source: http://www.tandfonline.com/doi/abs/10.1080/14675981003732183?queryID=%24%7BresultBean.queryID%7D	
National Task Force on Holocaust Education/ Remembrance and Re- search League for Human Rights/B’nai Brith Canada 	2011	Welcome to Canada? Teacher’s guide	Educational material
		This guide accompanies the student resource, „Welcome to Canada? A Student Resource on Canadian Immigration Policies – Past, Present and Future“ which examines the history of Canada’s immigration policies. The goal of this new material is to inform and engage students, and to sensitize them to the factors involved in decision-making on complex and sensitive policy issues. The ultimate aim is to encourage them to accept their civic responsibility, as they take their place as the future leaders of Canada. Source: http://bnaibrith.ca/wtc/	



AUTOR/IN AUTHOR/INSTITUTION	JAH R YEAR	TITEL TITLE	
Misco, Thomas	2011	“Most learn almost nothing”: building democratic citizenship by engaging controversial history through inquiry in post-communist Europe	Article
		<p>This article addresses the challenges and pathways of Holocaust education in post-communist countries through two case studies. It first examines historiographical, institutional and cultural obstacles to deep and meaningful treatments of the Holocaust within Latvian and Romanian schools. Drawing upon the unique experiences both countries had with partial or full ‘dual occupation’ of Nazi Germany and the Soviet Union, it presents a rationale for constructing inquiry-based Holocaust education experiences.</p> <p>in: Education, Citizenship and Social Justice, 6 no. 1 (2011) 87–104 Source: http://esj.sagepub.com/content/6/1/87.abstract</p>	
Provost, René/ Akhavan, Payam (Ed.)	2011	Confronting Genocide	Anthology
		<p>The publication integrates a collection of articles treating the global political aftermath of the Holocaust (i.e. 1948 UN Genocide Convention etc.) and its influence on Genocide prevention today. (Payam Akhavan published several works in this field)</p> <p>Source: www.springer.com/social+sciences/political+science/book/978-90-481-9839-9</p>	
Zarankin, Julia (Ed.) Humanity in Action	2011	Reflections on the Holocaust	Anthology
		<p>Each essay in this volume reflects upon the difficult necessity of understanding, teaching and memorializing the Holocaust. In addition, the essays consider responsibility “for citizens living under democracies”, to draw moral and ethical lessons from the Holocaust, as well as other mass genocides.</p> <p>Source: www.humanityinaction.org/knowledgebase</p>	
Bialecka, Alicja/ Oleksy, Krystyna/Regard, Fabienne/Trojanski, Piotr Council of Europe	2010	European pack for visiting Auschwitz-Birkenau Memorial and Museum: guidelines for teachers and educators	Educational material
		<p>This pack offers insights into the complexities of human behaviour so that students can have a better understanding of what it means to be a citizen. How are they concerned by what happened at Auschwitz? Is the unprecedented process of exclusion that was practised in the Holocaust still going on in Europe today? In what sense is it different from present-day racism and anti-Semitism?</p> <p>Source: http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit_aliasid=2582</p>	
Boschki, Reinhold/ Reichmann, Bettina/ Schwendemann, Wilhelm	2010	Education after and about Auschwitz in Germany: Towards a theory of remembrance in the European context	Article
		<p>This article provides an overview of education after and about Auschwitz (Holocaust education) in Germany in both theory and practice, with particular attention to three critical areas. The first is the status of research in, as Adorno famously phrased it, “education after Auschwitz” within the context of contemporary Germany. (...) The second area, given these challenges, is the fact that Holocaust education can fail. And finally, the European dimension of Holocaust remembrance means teaching about Auschwitz in the context of a general effort to resist inhumanity, as well as attempts to identify the connections between learning after and about Auschwitz, on the one hand, and learning and understanding human rights as a European and global vision on the other.</p> <p>in: Prospects, 40, no. 1 (2010): 133–152 Source: OCLC WorldCat</p>	

AUTOR/IN AUTHOR/INSTITUTION	JAH R YEAR	TITEL TITLE	
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Bromley, Patricia/ Garnett Russell, Susan	2010	The Holocaust as history and human rights: A cross-national analysis of Holocaust education in social science textbooks, 1970–2008	Article
<p>This article examines Holocaust education in secondary school social science textbooks around the world since 1970, using data coded from 465 textbooks from 69 countries. It finds that books and countries more connected to world society and with an accompanying emphasis on human rights, diversity in society and a depiction of international, rather than national society are more likely to discuss the Holocaust. Additionally, textbooks from Western countries contain more discussion of the Holocaust, although the rate is increasing in Eastern European and other non-Western countries, suggesting eventual convergence. We also find a shift in the nature of discussion, from a historical event to a violation of human rights or crime against humanity. These findings broadly support the arguments of neo-institutional theories that the social and cultural realms of the contemporary world are increasingly globalized and that notions of human rights are a central feature of world society.</p> <p>in: Prospects: Quarterly Review of Comparative Education, 40 no. 1 (2010): 153–173 Source: http://patriciabromley.com/BromleyRussellProspects2010.pdf</p>			

Chyrikins Mariela/ Vieyra Magdalena	2010	Making the past relevant to future generations. The work of the Anne Frank House in Latin America	Article
<p>This paper provides the context and outlines the barriers and opportunities for developing promising Holocaust education programmes in Latin America, especially working with diverse communities and societies. In particular, the conflictual history of Latin American and recent democratization processes present opportunities for educational work. It is argued that teaching about the history of the Holocaust through a human rights and anti-racism lens can be an especially effective tool. The authors take the work of the Anne Frank House in Latin America as a case study of how Holocaust education can be connected to human rights education in an attempt to help young people in Latin America confront their past as well as their present situation. The insights gained from such work in Latin America can help educators to develop future programmes in various Latin American countries, as well as in other post-conflict societies. (Contains eight notes.)</p> <p>in: Intercultural Education, 21, no. suppl 1 (2010): p7–p15</p>			

Defiant Requiem Foundation	2010	Defiant Requiem Education Materials (Online Course)	Educational material
	<p>The materials consist of a Historical Learning (HL) and a Human Rights Education (HRE) Section. HRE Section: This eight-module section engages students in the intellectual, emotional and ethical consideration of universal human rights, through researching pertinent historical information and applying lessons learned to contemporary contexts. Students study the Universal Declaration on Human Rights as well as other important human rights conventions and learn about the role of the International Criminal Court and the topic of genocide. This section guides students through a broad range of case studies, including the organized and sanctioned art theft by the Nazis during World War II, the South African Truth and Reconciliation Commissions, the International Criminal Tribunal for the former Yugoslavia, and various United Nations Peacekeeping Missions. Each module approaches a different angle related to human rights, from the need for constructive development after the devastation of civil war to the power of music as an expression of social protest, compassion and solidarity. Interactive instructional methodologies and collaborative learning opportunities deepen students' understanding of history and promote application of fundamental precepts to current issues, at school and in the world.</p> <p>Source: www.defiantrequiem.org/education/teaching-modules/holocaust-education</p>		

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Dijk, Lutz van	2010	Examples of Best Practice 3. Holocaust Education and Sexual Diversity: A Positive Link between Teaching about the Persecution of Jews and Sexual Minorities	Article
<p>This article discusses two important lessons on the persecution of homosexuals during World War II based on the book “Damned strong love” which narrates the life of Polish gay survivor Stefan K. Holocaust education has been most successful in creating empathy, historical understanding and present responsibility against racism/antisemitism and towards human rights by telling true stories of children, women and men who were victims of these crimes during the Nazi period, while also raising awareness of the consequences for the present. The same holds true for education against the discrimination of sexual minorities and for sexual diversity.</p> <p>in: Intercultural Education, 21 suppl 1 (2010) S81-S84 Source: www.tandfonline.com/toc/ceji20/21/sup1</p>			
Eckmann, Monique UNESCO	2010	Exploring the Relevance of Holocaust Education for Human Rights Education	Article
<p>The article clarifies some basic concepts regarding the traditions of Holocaust education and human rights education, and then makes a distinction among learning about, learning for, and learning within a framework of human rights. This distinction makes it possible to differentiate the possible contributions, and the limits, of Holocaust education as a human rights tool in these three areas.</p> <p>in: Prospects, 40, no. 1 (2010): 7–16</p>			
European Union Agency for Fundamental Rights (FRA)	2010	Excursion to the past – teaching for the future: Handbook for teachers	Brochure
	<p>The handbook was designed to prepare teachers and students for visits of Holocaust memorials and museums as well as to deepen the engagement with human rights. It contains methodological-didactic references on the discussion of National Socialist history and on human rights education.</p> <p>Source: http://fra.europa.eu/sites/default/files/fra_uploads/1218-Handbook-teachers-holocaust-education_EN.pdf</p>		
Gesicht Zeigen! (Show your face!) For a liberal-minded Germany	2010	7 × young – your training ground for solidarity and respect; exhibition of “Gesicht Zeigen!”	Exhibition Brochures Educational material
	<p>7 × young is an artistic exhibition based in Berlin that addresses the experience of exclusion, anti-Semitism and discrimination, also showing how to prevent them. In seven differently themed rooms the exhibition stages young people’s contemporary living environments. It creates personal, emotional and sensorial access to dealing with the National Socialist era. The website and brochures are partly available in English.</p> <p>Source: www.7xjung.de/71/</p>		

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
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Grenier, Robin	2010	Moments of Discomfort and Conflict: Holocaust Museums as Agents of Change	Article
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Using transformational learning theory as a conceptual frame, this article presents two cases for exploring museums' role in supporting HRD and offers suggestions for partnerships between organizations and museums. Looking to museums and historic sites as sources of human resource development has far-reaching implications for cultural, organizational, and individual practices and is an innovative approach to initiating societal and institutional change. Museums serve as a place of memory, where heritage is conserved, collections cared for, and the best possible conditions are created for visitors to experience exhibits and the meanings and events they represent. These cultural institutions are increasingly defined by the ability to act as disseminators of culture and history as well as conveyors of controversial issues and have the ability to provide a vast range of informal and purposeful learning opportunities for adults. Programming that addresses a range of issues centering on social and environmental consciousness and human rights allows cultural institutions to draw upon resources and expertise to provide chances for individuals to change professional practice, gain new perspectives on societal norms, and challenge existing mental models. The events of the Holocaust and its representation in museums serve as an agent of change to improve the social and environmental situations for individuals and the organizations and communities in which they live and work.

in: *Advances in Developing Human Resources*, 12 no. 5 (2010): 573-586
Source: OCLC WorldCat

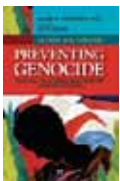
Gutman, Yifat/Brown, Adam/Sodaro, Amy	2010	Memory and the Future	Anthology
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This book brings together an interdisciplinary group of prominent scholars to examine the relationship between past and present, and especially past and future. For those who study memory there is a nagging concern that memory studies are inherently backward-looking, that memory itself and the ways in which it is deployed, invoked and utilized can potentially hinder efforts to move forward. However, there are many memory scholars and practitioners who firmly believe that the study of memory is ultimately about and for the present and future. This view of memory as looking to the past as a way to shape the present and future is the basis for the increasingly relevant and pressing concerns about the relationship of memory to conflict and democratic politics: human rights and transitional justice, post-colonial memory, revenge and violence, testimony, imposture and forgery, social movements and utopian ideas, and the role of historical knowledge and testimony.

Source: www.palgrave.com/page/detail/memory-and-the-future-yifat-gutman/?K=9780230247406

Hamburg, David A.	2010	Preventing genocide: practical steps toward early detection and effective action	Monograph
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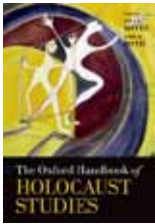


The monograph maps out numerous practical steps to recognise genocidal conflicts early and stem their tides of violence before they become large scale tragedies.

Source: <https://paradigm.presswarehouse.com/books/BookDetail.aspx?productID=180342>

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
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Hayes, Peter/Roth, John K. 2010 **The Oxford Handbook of Holocaust studies** Anthology



The Handbook is a forward-looking and multi-disciplinary text that draws on the work of an international team of forty-seven outstanding scholars. The book is thematically divided into five broad sections. Part One concentrates on the broad and necessary contextual conditions for the Holocaust. Part Two concentrates on the principal persons and groups involved in the Holocaust and attempts to disaggregate the conventional interpretive categories of perpetrator, victim, and bystander. It examines the agency of the Nazi leaders and killers, and of those involved in resisting and surviving the assault. Part Three concentrates on the particular places, sites, and physical circumstances where the actions of the Holocaust's protagonists and the forms of persecution were literally grounded. Part Four engages complex questions about how the Holocaust can and should be grasped and what meaning or lack of meaning might be attributed to events through historical analysis, interpretation of texts, artistic creation and criticism, and philosophical and religious reflection. Part Five explores the Holocaust's impact on politics and ethics, education and religion, national identities and international relations, the prospects for genocide prevention, and the defence of human rights.

Source: www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199211869.001.0001/oxfordhb-9780199211869

Huhle, Rainer (Ed.) 2010 **Human Rights and History. A challenge for Education** Anthology
Foundation EVZ



The anthology includes basic texts on different aspects about the linking of history learning with National Socialism and human rights education.

Source: www.stiftung-evz.de/service/publikationen/studien.html

Middle East Media 2010 **The Tom Lantos archives on anti-Semitism and holocaust denial: first year review, April 2009–April 2010** Anthology
Research Institute



The archives document anti-Semitism and Holocaust denial in every form of media throughout the Middle East and in all of its manifestations in political, educational, cultural and religious spheres. They are the largest archives in the world of translated Arabic, Farsi, Urdu/Pashtu and Turkish material on anti-Semitism from the past decade.

Source: www.memri.org/lantos/




Murphy, Karen 2010 **Examples of best practice 1. Teaching a Holocaust case study in a post-conflict environment: education as part of violence, reconstruction and repair** Article

This article presents a brief synopsis of one example of the Facing History and Ourselves (FHAO) approach to pedagogy and in-depth study of the events leading to the Holocaust. This particular approach puts the focus on the decisions made by individuals, communities and nations who contributed to that genocide or, in very exceptional cases, resisted it or protected victims. The program described provides opportunities for teachers and students in countries emerging from mass violence to make connections to their own lives and histories as well as to the history of the Holocaust itself. Through in-depth study of cases of mass atrocity and genocide, FHAO engages teachers and students in a critical exploration of the steps that led to full-scale violence and destruction, as well as strategies for prevention and positive participation to sustain democracy. (Contains 3 notes.)

in: *Intercultural Education*, 21, no. suppl 1 (2010): p71–p77

Source: www.tandfonline.com/toc/ceji20/21/sup1

AUTOR/IN AUTHOR/INSTITUTION	JAH R YEAR	TITEL TITLE	
Oberman, Anthony/ Brosh-Nissimov, Tal/ Ash, Nachman	2010	Medicine and the Holocaust: a visit to the Nazi death camps as a means of teaching medical ethics in the Israel Defense Forces Medical Corps	Article
<p>A novel method of teaching military medical ethics, medical ethics and military ethics in the Israel Defense Force (IDF) Medical Corps, essential topics for all military medical personnel, is discussed. Very little time is devoted to medical ethics in medical curricula, and even less to military medical ethics. Ninety-five per cent of American students in eight medical schools had less than 1h of military medical ethics teaching and few knew the basic tenets of the Geneva Convention. Medical ethics differs from military medical ethics: the former deals with the relationship between medical professional and patient, while in the latter military physicians have to balance between military necessity and their traditional priorities to their patients. The underlying principles, however, are the same in both: the right to life, autonomy, dignity and utility. The IDF maintains high moral and ethical standards. This stems from the preciousness of human life in Jewish history, tradition and religious law. Emphasis is placed on these qualities within the Israeli education system; the IDF teaches and enforces moral and ethical standards in all of its training programmes and units. One such programme is "Witnesses in Uniform" in which the IDF takes groups of officers to visit Holocaust memorial sites and Nazi death camps. During these visits daily discussions touch on intricate medical and military ethical issues, and contemporary ethical dilemmas relevant to IDF officers during active missions.</p> <p>in: Journal of medical ethics, 36 no 12 (2010): 821–6 Source: OCLC WorldCat</p>			
Petersen, Tracey	2010	Moving beyond the toolbox: teaching human rights through teaching the Holocaust in post-apartheid South Africa	Article
<p>What role might Holocaust education play in post-apartheid South Africa? What role might the teacher of the Holocaust play? This paper examines the considerations that have shaped the programmes developed by the South African Holocaust Foundation to support South African teachers teaching about the Holocaust. This programme is set against a society removed in time and space from the history of the Holocaust, but in which teachers, like other members of this society, have recently emerged from a traumatic past. Informed by the experience of working with history teachers from diverse communities across rural and urban areas of South Africa, this paper argues that, if teachers are to be active players in the process of social transformation, teacher training has to go beyond supporting the content knowledge and methodological skills of teachers.</p> <p>in: Intercultural Education, 21, no. Supplement 1 (2010): 27–31 Source: www.tandfonline.com/doi/abs/10.1080/14675981003732217?journalCode=ceji20#.UbTbdxwcq68</p>			
Polak, Karen	2010	Tolerance Education in Morocco. "Anne Frank: A History for Today" – Learning about Our Past – Contributing to Our Future	Article
<p>This paper describes recent developments in the field of history education and human rights education in Morocco. Educational reform in Morocco is ongoing and includes measures such as mandating that all schools create after-school Human Rights Clubs. These developments are then related to the possibility of teaching about the history of the Holocaust within this particular context. As a case study, this paper examines some of the challenges encountered by the Anne Frank House in its attempts to work on Holocaust-related issues in Morocco.</p> <p>in: Intercultural Education, 21 suppl S1 (2010): S51-S59 Source: www.tandfonline.com/toc/ceji20/21/sup1</p>			

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Rittner, Carol Seton Hill University	2010	Learn Teach Prevent: Holocaust Education in the 21st Century	Anthology
		A series of essays from the Seton Hill Ethel LeFrak Conference on Holocaust Education in the 21st Century. Every paper includes questions for discussion and a literature list for further readings. Source: http://catalog.ushmm.org/vwebv/holdingsInfo?searchId=264&recCount=50&recPointer=12&bibId=224866&searchType=7	
Rubinfeld, Sheldon (Ed.)	2010	Medicine after the Holocaust: from the master race to the human genome and beyond	
		In an effort to create the “Master Race”, Nazi physicians and bioscientists, using American legislative models, money, and moral support, sterilized 400,000 and euthanized 200,000 German citizens while developing the gas chambers and crematoria used to murder 6,000,000 Jews. Rubinfeld and the contributors to this collection posit that German physicians betrayed the Hippocratic Oath when they chose knowledge over wisdom, the state over the individual, a führer over God, and personal gain over professional ethics. This work questions whether, since the best physicians of the early twentieth century could abandon their patients, the best physicians of the twenty-first century be certain that they will not do the same.	
Schlag, Thomas/ Wäckerlig, Oliver	2010	Far away and nearby: Holocaust remembrance and human rights education in Switzerland	Article
		The article considers how young people in Swiss schools are taught about the history and background of the Holocaust within the wider perspective of human rights education, as an important basis for education concerning democratic citizenship. Given the country’s specific history, for decades the Holocaust was not a matter of great interest in Swiss schools, or a topic that pupils often learned about as a part of their own history. Recently, however, sensitivity about historical incidents and the processes of the Third Reich has increased. Holocaust education has also become more important in the context of Swiss state institutional policy and non-governmental initiatives and has also become an issue in schools. This article includes an overview of relevant Swiss history and the current political situation, and a review of Swiss educational policies and especially of activities related to Holocaust remembrance and human rights education. in: Prospects, 40, no. 2 (2010): 223-237 Source: http://link.springer.com/article/10.1007/s11125-010-9157-3	
Campaign Against Homophobia	2009ff	Berlin–Yogyakarta. From the murder of homosexuals in Hitler’s concentration camps to human rights for gays, lesbians and transsexuals today – travelling exhibition against homophobia	Exhibition Brochure
		The portable exhibition consists of 21 boards and can be rented for free. It is available in Polish, English, Russian, Estonian, Slovakian, Dutch and Swedish and can also be viewed online. A complementary brochure summarizes the project that aims to inform about the persecution of non-heterosexual people during the time of National Socialism and to draw attention to the international standards of the protection of human rights of LGBT in the present. Source: www.erinevusrikastab.ee/berlin-yogyakarta/en/tp.html	

AUTOR/IN AUTHOR/INSTITUTION	JAH R YEAR	TITEL TITLE
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Humanity in Action
Germany

2009ff

Simulation Games on Human Rights Dilemmas – Seven Manuals with Scenarios, Role Cards and Guidelines for Facilitators

Educational material



Planpolitik (Berlin) supported as external expert team the development of the seven different simulations. DARE – Democracy and Human Rights Education in Europe supported the dissemination and publication. Various groups of Humanity in Action Senior Fellows authored the eight simulations during four different educational programs 2009-2012. The manuals have been updated constantly based on feedback from users. Target group for the games are adults with fluency in English and basic knowledge of the human rights conflicts dealt with in the simulations.

Topics of Simulation Games developed by Humanity in Action:

— **Diversity in the Police Force**

... a fictitious scenario of a town where questions of racial profiling and discriminatory hiring practices within the police department are being addressed ...

Summary and simulation manual download: <http://www.humanityinaction.org/knowledgebase/397-diversity-in-the-police-force>

— **Post-Conflict Resolution and Transitional Justice**

... case study on post-conflict resolution and instruments of transitional justice in a fictitious country ...

Summary and simulation manual download: <http://www.humanityinaction.org/knowledgebase/331-transitional-justice-reconciliation-talks-a-simulation-for-use-in-youth-and-adult-education>

— **Segregated vs. Integrated Schools in Bosnia-Herzegovina**

... issues of civic, ethnic and religious identity and integration based on a case study of a school for Bosniaks and Croats ...

Summary and simulation manual download: <http://www.humanityinaction.org/knowledgebase/394-segregated-vs-integrated-schools-in-bosnia-herzegovina-a-simulation-for-use-in-youth-and-adult-education>

— **European Regime Changes in the late 1980s**

... the transition from an authoritarian regime to democracy in a fictitious country based on the experiences of the collapse of the Communist Eastern bloc ...

Summary and simulation manual download: <http://www.humanityinaction.org/knowledgebase/307-understanding-the-mechanisms-of-1989-a-simulation-for-use-in-youth-and-adult-education>

— **Business Ethics in a Globalized Economy**

... an explosion in a supplier factory of an international electronics corporation leads to a discussion about labour rights, corporate social responsibility and consumers' choices ...

Summary and simulation manual download: <http://www.humanityinaction.org/knowledgebase/334-business-ethics-in-a-globalised-economy-a-simulation-for-use-in-youth-and-adult-education>

— **Human Rights, National Security, and Preventive Detention**

... a fictitious parliamentary committee meeting on the controversy around preventive detention in Germany ...



Summary and simulation manual download: <http://www.humanityinaction.org/knowledgebase/335-preventive-detention-a-simulation-for-use-in-youth-and-adult-education>



— **The Fairest System of All: Challenges in Education Reform**

... a fictitious scenario gives participants the chance to experience the obstacles when aiming for an educational reform ...





Summary and simulation manual download: <http://www.humanityinaction.org/knowledgebase/398-the-fairest-system-of-all-challenges-in-education-reform>



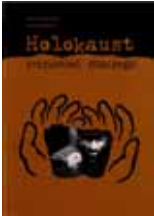

HEBRÄISCHSPRACHIGES MATERIAL/MATERIAL IN HEBREW




AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Anne Frank Educational Centre	2014	Human rights in education: an integral way of viewing school	Brochure Educational material
		<p>Within the framework of a three-year project, funded by the German-Israeli Future Forum, the Anne Frank Educational Centre in Frankfurt and the Masar Institute for Education in Nazareth have been discussing ways to form a school environment, in which human rights are respected and encouraged. The project has resulted in a trilingual publication (German, Hebrew and Arabic) that includes a theoretic part and a set of practical methods and activities for teachers as well as texts regarding the project's intercultural context.</p> <p>Source: www.bs-anne-frank.de/publikationen/menschenrechte-in-erziehung/</p>	
Amnesty International Israel	2013	Home, shelter and civil protest	Educational material
		<p>The material contains three methodological handouts for teachers of 7th to 12th grade. It discusses human rights in the context of World War II and addresses the examples of the right to housing and the right to civil society actions.</p> <p>Source: https://amnesty.org.il/?CategoryID=392&ArticleID=1005</p>	
Magen, Shira/ Gazit, Na'ama Yad Vashem	2013	Anti-Semitism-related activities	Educational material
		<p>The teaching material for school classes was conceived for a discussion of the Holocaust and the combating of anti-Semitism and racism.</p> <p>Source: www.yadvashem.org/yv/he/education/lesson_plans/antisemitism.asp</p>	
TALI Foundation	2013	Holocaust Remembrance Day – Racism	Educational material
		<p>The educational handout on the subject of human rights was conceived for Holocaust Remembrance Day.</p> <p>Source: www.tali.org.il/pirsoum_images/yomhachohmora.pdf</p>	
Ghetto Fighters House Museum	2012	“Holocaust and Human Rights” Education Programme	Grey literature
		<p>This unpublished collection of material contains instructions on democratic education in a group. It also addresses human and civil rights. A publication is planned.</p>	
Hameorer	2012	Intruders or asylum seekers? – “mistanenim o plitim?”	Educational material
		<p>The educational handout covers the subject of asylum seekers and was conceived for Holocaust Memorial Day.</p> <p>Source: http://www.meorer.co.il/articles/show/222</p>	
Mahapach-Taghir	2012	Florentine Youth Publication	Brochure
		<p>The brochure illustrates a project in which young Arabs actively explore the topics of identity, history and human rights.</p> <p>Source: http://mahapach-taghir.org/our-communities/florentine</p>	

AUTOR/IN AUTHOR/INSTITUTION	JAH R YEAR	TITEL TITLE	
Mahapach-Taghir 	2012	Kiryat Yovel Guidance Kit on Human Rights, Equality and Tolerance	Brochure
		The brochure documents young people's human rights activities in Jerusalem. Source: http://mahapach-taghir.org/activities/learning-community	
Shenhav, Yehuda The association for civil rights in Israel – "Haaguda lezhuyot haezrah" Acri	2012	What is racism?	Essay
		The article portrays racism during World War II as well as racism and human rights violations in present-day Israel. Source: www.acri.org.il/education/2012/03/18/what-is-racism/	
Ghetto Fighters House Museum – Beit Lohamei Hagetaot	2011	Democratic education as a result of the Holocaust	Brochure
		The brochure contains various summaries of lectures given at a conference on Holocaust education for democratic values. Source: http://issuu.com/madene/docs/summaryreport2012?mode=window&pageNumber=2	
Noal	2011	There is still a lot to be done – "yesh od hamon dvarim sheasur laasot"	Educational material
		This educational handout on the subject of human rights was conceived for Holocaust Remembrance Day. Source: http://noal.org.il/9916/articles/131066/print	
Hayut, Noam Am Oved 	2010	My Shoah thieves – "Ganevet hashoa sheli"	Monograph
		The book portrays the author's life as an Israeli child that grew up with the Holocaust and reflects his experiences as a soldier against this background. Source: http://www.am-oved.co.il/htmls/page_554.aspx?c0=20455&bsp=13471	
Luria, Shani/Richler-Friedman, Yael Yad Vashem	2010	For education	Essay
		The article presents different perspectives on the correlation between Holocaust and totalitarianism. It also gives suggestions for teachers on how to discuss this topic in class. Source: www.yadvashem.org/yv/he/education/units/for_memories/magazine6_educ.pdf	
Ministry of Education (Israel)	2010	International Holocaust Remembrance Day	Educational material
		The publication contains teaching material on the Holocaust and on human rights. Source: http://cms.education.gov.il/EducationCMS/Units/Mazkirut_Pedagogit/Tarbutisraelmoreshet/HomreyLemida/YemeyMudautLuach/	
The association for civil rights in Israel – "Haaguda lezhuyot haezrah" (Acri)	2010	Further civil studies: Human rights, not only on paper	Educational material
		This handout for teachers of the subject "Civil Studies" contains ten different units on the topic of human rights. The first unit aims to establish a connection between human rights and the Holocaust. Source: www.acri.org.il/education/2010/02/02/human-right-program/	


POLNISCHSPRACHIGES MATERIAL/MATERIAL IN POLISH




AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
KARTA Center 	2014	Learning from history	Web portal Educational material This online platform, accessible in Polish and English, points out ways to combine history learning and human rights education. It presents publications and material for teachers in the fields of formal and non-formal education. Source: http://www.uczyc-sie-z-historii.pl/
Milczarski, Radosław/ Mazur-Rafał, Monika/ Szarota, Magdalena/ Lipka, Monika/ Kochanowski, Jerzy/ Czajka, Katarzyna KARTA Center 	2013	History and human rights. Textbook	Educational material The book aims to work as a foundation for (minor) projects that deal with the topics of history and human rights. It discusses human rights against the background of historic events and the present-day situation all over the world and particularly in Poland. The authors refer to a balanced perspective on human rights and history and thereby support the idea of learning from history for a better present and future. A theoretical essay and a series of suggestions for workshops form the mayor part of the publication in which actual human rights that are considered relevant for present-day Poland are discussed. Source: www.uczyc-sie-z-historii.pl/pl/materialy/2 www.uczyc-sie-z-historii.pl/pl/pobierz/559?psid=cb246f7:44ea0&konqi=great&filena me=559
Nasierowski, Tadeusz/ Herczyńska, Grażyna/ Maciej Myszka, Dariusz (Ed.) 	2013	Extermination of the mentally ill. Memory and history	Collection The publication addresses the subject of “euthanasia” during the Nazi regime, demanding against this background the abolishment of the “belief” that the world would be a “better”, “healthier” place without mental illnesses. It recommends that psychiatrists should remind patients, their families and the public that mental illness like every disease is part of the human condition. Source: www.eneteia.pl/index.php?option=content&task=view&id=856&Itemid=1
Pasternak, Elżbieta/ Majewska, Martyna (Ed.) Foundation for the Inter- national Youth Meeting Centre in Oświęcim 	2013	Human rights begin with rights of children and young people	Educational material The educational handout represents a project documentation. The project’s aim was to link human rights education with teaching about National Socialism and the Holocaust. In order to build a constructive and coherent bridge between human rights and the Holocaust, it used examples from both history and present and developed exercises to enable the young participants to actually imagine the consequences of human rights violations. The publication, directed to teachers and trainers, aims to help developing innovative educational projects. Source: www.mdsm.pl/pl/edukacja/inne-programy-menu/prawa-dzieci-i-mlodziezy-menu
Ambrosewicz-Jacobs, Jolanta Foundation for the Inter- national Youth Meeting Centre in Oświęcim/ Auschwitz-Birkenau State Museum	2012	Is there a way to link Holocaust and human rights education?	Essay The essay explores ways to link Holocaust education with human rights education referring to an empirical research done by the European Union Fundamental Rights Agency (“Discover the past for the future – The role of historical sites and museums in Holocaust education and human rights education in the EU”). The author outlines the criteria of success as well as the greatest challenges and obstacles. in: Bartuś, Alicja/Trojański, Piotr (Ed.): Auschwitz and the genocide of the 20th century Source: http://pl.auschwitz.org/m/index.php?option=com_content&task=view&id=1521&Itemid=10

AUTOR/IN AUTHOR/INSTITUTION	JAH R YEAR	TITEL TITLE	
Campaign against Homophobia	2012	“Pink triangle”. National Socialist crimes against homo- sexuals in the context of education against discrimination	Brochure
		The publication covers a broad spectrum from historical human rights violations to good examples of current education against discrimination. An article about the persecution of homosexuals in the National Socialist state is accompanied by the memories of a Polish eyewitness who in 1942 as a sixteen-year-old fell in love with a Wehrmacht soldier and was consequently sent to prison for five years. The brochure also discusses pros and cons of using historical references in education against discrimination and presents some relevant projects and methods.	
		Source: www.kph.org.pl/publikacje/rozowe_trojkaty.pdf	
Mazur-Rafał, Monika/ Szarota, Magdalena (Ed.) Humanity in Action Poland	2012	MEGAzin: You Never Know What’s Inside	Brochure
		The brochure, available in Polish and English, contains journalistic articles (reports, essays, interviews and feature reviews) on the link between legal rules and the stereotyped portray and perception of disabled people. It outlines the impact those stereotypes have on disabled people’s quality of living and their participating in society. The texts also address the victims of “euthanasia” during the Nazi era. Finally, the publication includes a manifesto which represents the first unofficial translation of the UN Convention on the Rights of Persons with Disabilities into youth language.	
		Source: http://www.humanityinaction.org/files/376-MEGAzin_UprzedzUprzedzenia.pdf	
Szuchta, Robert/ Trojański, Piotr Auschwitz-Birkenau State Museum/Centre for Education Development	2012	Understanding the Holocaust. A textbook about transfer of knowledge on the Holocaust	Educational material
		The publication refers to the idea that, in order to “understand” the Holocaust, it is essential to first discuss some basic questions, e.g. “how was that possible?”, “what were the reasons?”, “how can something like that be prevented from ever happening again?”. The book also discusses the discrimination of Jews which has existed for centuries and outlines its content, origins, different forms and consequences, addressing details of Jewish history, culture and religion.	
		Source: http://pl.auschwitz.org/m/index.php?page=shop.product_details&flypage=shop.flypage&product_id=146&category_id=10&manufacturer_id=0&option=com_virtuemart&Itemid=101	
Adamczyk-Garbowska, Monika/Tych, Feliks (Ed.) Maria Curie Skłodowska University Lublin	2011	Jewish presence in absence. The aftermath of the Holocaust in Poland 1944–2010	Anthology
		The publication analyses the impact of the Holocaust and the German occupation of Poland on the situation of the few surviving Polish Jews, elaborating on post-war Polish-Jewish relations from 1944 until the first decade of the 21st century. It is divided into four main sections which mainly coincide with the most important phases of Jewish post-war life in Poland as perceived by the majority of its population: (1) the years of estimating the losses, (2) hope and rebuilding, (3) the establishment of taboos and forgetting, and finally (4) the present-day situation. The anthology represents the first important publication reflecting the impact of the Holocaust on the post-war situation of Jews and the whole society in Poland. (Before World War II Poland had the largest Jewish community in Europe and the second largest worldwide after the USA.) While there is no direct link to human rights education, the chapter “Holocaust as today’s challenge” however analyses post-Auschwitz genocides in Cambodia, Rwanda, former Yugoslavia and Darfur. The authors come to the conclusion that the Holocaust reminds us not to be passive and indifferent in the face of injustice or the harm of others and that it also helps to establish a tolerant position regarding diversity, others and their opinions.	
		Source: www.umcs.pl/pl/zaklad-kultury-i-historii-zydow,3477.htm	




AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Prora Documentation Centre	2011	Work and Education – Human rights in history and present age	Educational material DVD
		This DVD contains educational material (flash cards and interviews with contemporary witnesses) that is designed for the connection between historical learning and human rights. The material aims at educational, work and general living conditions of NS forced labourers in Poland It also focuses on the situation of detainees of the Children's Concentration Camp at Litzmannstadt, African child soldiers and other refugees and migrant labourers who are living in Germany today. For German-Polish encounters the DVD contains a Polish-language subject area with regards to the situation of refugees and migrants in contemporary Poland as well as – in extracts – a Polish-language version of the cards.	
Campaign Against Homophobia	2009ff	Berlin–Yogyakarta. From the murder of homosexuals in Hitler's concentration camps to human rights for gays, lesbians and transsexuals today – travelling exhibition against homophobia	Exhibition Brochure
		The portable exhibition consists of 21 boards and can be rented for free. It is available in Polish, English, Russian, Estonian, Slovakian, Dutch and Swedish and can also be viewed online. A complementary brochure summarizes the project that aims to inform about the persecution of non-heterosexual people during the time of National Socialism and to draw attention to the international standards of the protection of human rights of LGBT in the present. Source: www.kph.org.pl/pl/edukacja/berlin-yogyakarta www.erinevusrikastab.ee/berlin-yogyakarta/pl/index.html	
Campaign Against Homophobia	2009	Yogyakarta Principles	Brochure
		In October 2009 the Campaign Against Homophobia Warsaw published the Yogyakarta Principles in Polish. The Yogyakarta Principles were elaborated in 2006 in the Indonesian city by 29 international experts and are available not only in the official UN languages, but also e.g. in German. They aim to obligate states to respect the human rights of all people, irrespective of their sexual orientation and gender identity. Source: www.kph.org.pl/pl/edukacja/berlin-yogyakarta	

RUSSISCHSPRACHIGES MATERIAL/MATERIAL IN RUSSIAN

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Anti-discrimination centre "Memorial"	2013	The anti-nazi theme (Antifashistskiy motiv) Information newsletter	Newsletter
<p>The newsletter contains articles devoted to cases of discrimination, nazism and neo-nazism, tolerance and historical memory.</p> <p>Source: http://adcmemorial.org/www/category/antifashizm/izdaniya/antifashistskiy-motiv</p>			
Ikhlov, Yevgeny	2013	Grani.ru – Blog	Blog
<p>The author, Yevgeny Ikhlov, uses allusions to the Holocaust and other state-sanctioned atrocities to criticize modern Russian state policy and attempts to hush up historical events or shy away from their consequences.</p> <p>Source: http://grani.ru/blogs/free/entries/195244.html</p>			
Latypov, Robert/ Cheremnykh, M. Youth Memorial Perm 	2013	Infolife: Space of freedom	Educational material
<p>The publication includes a methodological manual and a collection of material on human rights issues and historical references for workshops attended by young adults.</p> <p>Source: www.volonter59.ru</p>			
Euro-Asian Jewish Congress	2012	Antisemitism in Russia in 2011–2012	Report
<p>This report of the Expert Group of the Russian Jewish Community contains information and analysis of cases of anti-semitism in Russia. It covers discrimination of Jews, creating a negative image of Jews, state anti-semitism, and revision of the history of the Holocaust. The report is compiled by an Expert Group of the Russian Jewish Community.</p> <p>Source: www.eajc.org/page666</p>			
Kamenchuk, I.L./ Listvina, E.V.	2012	The Culture of Memory as the Basis for Tolerance: Holocaust and the Problems of Teaching in Russian Schools	Report
<p>The author emphasises the importance of the link between teaching the History of Holocaust in schools and the present-day issues with tolerance, xenophobia and neo-nazism.</p> <p>Source: www.rus-ameeduforum.com/content/ru/?task=art&article=1000933&iid=13</p>			
Vyazemsky, Yevgeny	2012	The Lessons of Holocaust as a Way to Tolerance	Article
<p>The author, Professor of Pedagogics, proposes a module of The History of Holocaust and Modernity as part of the school course of History. He concludes that children should learn about the history of Holocaust to get a "vaccine against Nazism" (Anna Gerber) and that historical material should be presented in the context of the modern national identity, tolerance and the fight against xenophobia.</p> <p>Source: http://socialnauki.ru/?p=2033</p>			

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Youth Human Rights Movement Voronezh	2012	Virtual Museum on the origins of the Universal Declaration of Human Rights (UDHR)	Web portal
		The portal presents various actors and their contributions to the development of the Universal Declaration of Human Rights of 1948. The virtual museum shows how individuals in public life, politicians, legal experts and poets agreed on the concept of the Declaration of Human Rights under the leadership of Eleanor Roosevelt and how these rights are being asserted in various countries. The focus is above all on the former USSR.	
		Source: http://museum.udhr1948.org	
Euro-Asian Jewish Congress	2010	Antisemitism in Russia in 2010	Report
		This report of the Expert Group of the Russian Jewish Community contains information and analysis of cases of anti-semitism in Russia. It covers discrimination of Jews, creating a negative image of Jews, state anti-semitism, and revision of the history of the Holocaust. The report is compiled by an Expert Group of the Russian Jewish Community.	
		Source: www.eajc.org/page454	
Information and Analytics Centre "Sova"	2010	Xenophobia, the freedom of conscience and anti-extremism in Russia: reports of the Information and Analytics Centre "Sova"	Report
		The book contains three reports. The first report is devoted to radical nationalism, hate crime and opposition to such phenomena on the part of the state and the public. The second report is about the realization of the freedom of conscience in today's Russia. The third report is devoted to the abuse of anti-extremism measures. The printed version has updated versions of the reports (compared with the original version at the Sova web site). The attachments contain data on hate crime and its persecution.	
		Source: www.sova-center.ru/files/books/pr12-text.pdf	
Mariaspring	2010	New Assessment of Values in the Culture and History of Belarus	Brochure DVD
		A brochure for multipliers in Belarusian civil society and human rights organisations was published in 2010 in the project „Human rights education as part of a de-sovietising strategy in Belarus“. The Russian language guide explores the history of the struggle for human rights in Belarus. It examines traditions existing in the country in the fight for democratic values, freedom and human rights. A DVD with general learning materials and illustrations was produced along with the brochure.	
		Source: http://eurobelarus.info/files/22/86/History_and_culture.pdf	
Campaign Against Homophobia	2009ff	Berlin–Yogyakarta. From the murder of homosexuals in Hitler’s concentration camps to human rights for gays, lesbians and transsexuals today – travelling exhibition against homophobia	Exhibition Brochure
		The portable exhibition consists of 21 boards and can be rented for free. It is available in Polish, English, Russian, Estonian, Slovakian, Dutch and Swedish and can also be viewed online. A complementary brochure summarizes the project that aims to inform about the persecution of non-heterosexual people during the time of National Socialism and to draw attention to the international standards of the protection of human rights of LGBT in the present.	
		Source: www.erinevusrikastab.ee/berlin-yogyakarta/ru/index.html	

TSCHECHISCHSPRACHIGES MATERIAL/CZECH-LANGUAGE MATERIAL

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Milfait, René (Ed.) Stredokluky: Zdenek Susa	2013	Human rights of disabled, terminally ill and dying people in the context of forced sterilisations and the National Socialist “euthanasia” programme	Anthology
		The anthology addresses certain areas of human rights in the context of the National Socialist programme of forced sterilisation and “euthanasia”. It shows how important knowledge about the committed injustice is for human rights education and for understanding human rights in general. The role of human rights in biomedical-ethical discussions is one of the books topics.	
		Source: https://is.jabok.cz/do/JA10/954367/955291/Lidska_prava_osob_s_postizenim.pdf	
Doláková, Bohuslava Masaryk University Brno	2012	Women as victims of the Holocaust	Monograph
		The book aims to explore how women relate to their experiences as victims of the Holocaust. In a biographical approach the author analyses several diaries of women that survived the Holocaust.	
		Source: http://is.muni.cz/th/175975/fss_m/Dolakova_Bohuslava_175975.pdf	
Hříbek, Tomáš	2012	Utilitarianism, nazism and euthanasia	Article
		The article is an answer to prof. Munzarová who criticised my defence of physician assisted suicide. The article points to shortcomings in the reply of Prof. Munzarová which flow from the author’s underestimation of normative theory. Among these shortcomings are the ignoring of the arguments of her opponent; her calling into question the moral credit of the proponents of the competing theory (utilitarianism) rather than a critical analysis; an unconvincing version of the “argument of the slippery slope” (ignoring the diametrical differences between the contemporary demand of some patients for assisted death and the Nazi programme of involuntary euthanasia) etc.	
		in: Filosofický časopis, 60 no 6 (2012)	
		Source: http://filcasop.flu.cas.cz/index.php?page=starsi-cisla&rok=2012&cislo=6-2012&obsah=550	
Tomášková, Klára Masaryk Universitát, Brno	2012	Nazism as a moral problem	Monograph
		The book tries to explain the ideas of the National Socialist ideology and to outline its aims and its gradual development. The author also reflects the nazi crimes executed in Germany during 30’s and 40’s of the 20th century. She mainly deals with the holocaust issues, the reasons of its origin, its progress and also the consequences of this phenomenon.	
		Source: http://is.muni.cz/th/403702/pdf_c/	
Barša, Pavel Argo Praha	2011	Memory and genocide (thoughts on the Holocaust politics)	Monograph
		The book mainly focuses on the relation between social reality and social memory. Using the example of a collective memory regarding the Holocaust, it explores the European, Israeli and US perspective on the genocide of Jews.	
		Source: www.argo.cz/knihy/158568/pamet-a-genocida/	

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE
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People in Need

2010

History, Film and Human Rights



Brochure
Film collection



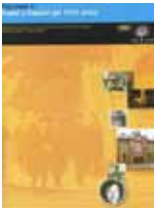




The society “People in Need”, organiser of the international documentary film festival “One World” in Prague, has published a compilation of 31 documentary films exploring historical and present perspectives of human rights and human rights violations. The selection of films on a variety of themes such as slavery, genocide, war crimes, torture, freedom of opinion and discrimination is complemented by a reader in the Czech language with film summaries, suggested questions for discussions and accompanying educational material, so that students and teachers can hold their own documentary film events at universities.

Source: www.dejinyfilmalidskaprava.cz

UKRAINISCHSPRACHIGES MATERIAL/MATERIAL IN UKRAINIAN

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Kharkiv Human Rights Protection Group 	2013	Human rights in the focus of modern history	Anthology The anthology includes translated essays by international authors (e.g. by R. Huhle) as well as Ukrainian essays of historical and human rights background. It partly focuses on the historical (Soviet) perspective. Source: http://library.khpg.org/files/docs/1405969663.pdf
USC Shoah Foundation 	2013	Where do human rights begin? Historical guidelines and current approach	Educational material The material for teachers aims to create an educational field, where through the analysis and empathy of historical examples and video testimonies of witnesses and victims of tragedies of totalitarian regimes of Nazi Germany and Stalin's Soviet Union, there is an opportunity for a deeper understanding of human rights and the needs of their establishment as the State's obligation to everyone. It contains lectures on the history of the Stalin regime and Nazi Germany until the end of the World War II, which will support the videos of witnesses. Also it contains lectures on Human Rights with different examples that should be used for discussions. There is also a set of practical tasks for studying Human Rights with step by step instructions. Source: http://sfi.usc.edu/teach_and_learn/for_educators/resources/lessons/humanrightsbegin
Gon, Maksym Nova Doba – The allukrainian Assosiation of teachers of history and social disciplines	2012	“The memory about Holocaust: the subjects of forming and functioning in Ukraine”	Article The author writes that the Ukraine as a state is forming the memory of Holocaust but this process can be called the passive assistance of saving memory about the victims of the genocide. He concludes that there are not enough projects to publish the memoirs of the Holocaust victims. in: Modern discussions on the World War II Source: http://www.novadoba.org.ua/ukr/contemporary-debates-book
Hryzak, Jaroslav Nova Doba – The allukrainian Assosiation of teachers of history and social disciplines	2012	“Incomprehensible Holocaust”	Article The text comments on the representation of Holocaust and Holodomor in Ukrainian History. It claims that in the first years of independence there still existed the situation of „Soviet“ suppression of these tragedies and that V. Yushenko tried to actualise the memory about these events; it concludes, that although his policy was inconsistent, it was successful. in: Modern discussions on the World War II Source: www.novadoba.org.ua/ukr/contemporary-debates-book
Kendzyor, Petro (Ed.) Nova Doba – The all-ukrainian Assosiation of teachers of history and social disciplines	2012	There is no someone else's grief. Human choice during Holocaust and Poraimos	Educational material The material features a step by step lesson on the Holocaust. It contains parts of official documents, witnesses' testimonies, photos of documents and events of the period of the Holocaust. It involves different questions about human rights and human values for discussion with students. in: Together on one land. The multicultural history of Ukraine Source: www.novadoba.org.ua/ukr/together-on-the-same-land-book

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Shupak, Igor Nova Doba – The allukrainian Assosiation of teachers of history and social disciplines	2012	“The history of Holocaust in Ukrainian, Polish and Russian textbooks”	Article
<p>The article pays attention to the image of the Holocaust in Ukrainian, Russian and Polish school textbooks. The author presents requirements of how the history of the Holocaust should be represented in textbooks. According to these requirements Polish handbooks have the best level of representing the material. Ukrainian and Russian textbooks have some problems such as the absence of information about the preconditions of Holocaust, lack of clarity, inconsistency while representing the racist and anti-Semitic nature of Nazi ideology, the lack of actualisation of the Holocaust material and the lack of paying attention to the lesson of Holocaust for nowadays.</p> <p>in: Modern discussions on the World War II Source: www.novadoba.org.ua/ukr/contemporary-debates-book</p>			
The Ukrainian Institute of Shoah Studies “Tkuma”	2012	The revival of memory: memories of witnesses and victims of the Holocaust. Issue 5	Brochure
<p>This collection contains the testimonies about World War II, mass abolishment of Jews on the occupied territories as well as testimonies of people who survived evacuation. There are more than 40 lifestories of witnesses of that period.</p> <p>Source: http://tkuma.dp.ua/</p>			
Ukrainian Helsinki Human Rights Union	2012	Everyone has a right to know his right	Educational material
	<p>This handbook is based on the materials of the exhibition “Everyone has a right to know his right”. It consists of sections explaining different human rights. These sections contain visual aids, historical documents and additional information. The Holocaust is discussed in connection with the origins of human rights and the Universal Declaration of Human Rights 1948.</p> <p>Source: http://edu.helsinki.org.ua/b-bl-oteka/metodichn-mater-ali/peresuvna-ekspozits-ya-kozhen-ma-pravo-znati-svo-prava</p>		
USC Shoah Foundation	2012	Encountering Memory	Educational material
	<p>This publication contains a lesson guide for teachers for the film about Holocaust in Ukraine “Spell your name”. The purpose of the manual is education on tolerance and respect for human rights, critical and conscientious attitude to the complexities of social life, respect for history of own and other nations, forming a personal attitude towards history and an understanding of human values. It is structured not according to the chronology of the Holocaust but according to educational themes that concern on human values.</p> <p>Source: http://sfi.usc.edu/teach_and_learn/for_educators/resources/lessons/encountering-memory?tab=0</p>		
Anne Frank House/ OSCE-ODIHR	2011	The educational materials from Jewish history and antisemitism in Europe	Educational material
	<p>This is a collection of handbooks (3 parts) about Jewish history, the Holocaust and the prejudice and dicrimination in modern world. It contains many pictures, testimonies, articles and questions for discussion with children. The material tells the history of the Holocaust and the history of Jews after World War II and it discusses different kinds of discrimination and how to combat them.</p> <p>Source: www.osce.org/odihr/104613 www.holocaust.kiev.ua/index.html</p>		

AUTOR/IN AUTHOR/INSTITUTION	JAHR YEAR	TITEL TITLE	
Driel, Barry van/ Lenchovska, Anna Anne Frank House/ Congress of National Communities of Ukraine	2011	“Free to Choose”: the borders of freedom	Educational material
<p>This handbook contains recommendations how to use the human rights and antidiscrimination program “Free to Choose”. This method is used to reflect people’s opinion on controversial questions. The most important topics are the liberty of speech, the freedom of religion, the freedom of the press, the right to congregate, the right on privacy.</p> <p>Source: www.tolerspace.org.ua/pdf/free_choose_1-12-2011.pdf</p>			
Hrabovska Olena/ Borenko, Yaryna Regional Charity Resonance Foundation	2011	Still coming back to Crimea	Educational material
 <p>The English and Ukrainian publication „Still coming back to Crimea“ was produced within the project of the same name run by the regional welfare organisation „Resonance“ (Lviv). This handbook focuses on linking history and human rights education with media work. The project allows young Ukrainians to explore the history of the Crimean Tatars from a human rights perspective. The handbook is oriented to teachers and education officers.</p> <p>Source: www.stiftung-evz.de/fileadmin/user_upload/EVZ_Uploads/Publikationen/Englisch/20_krym_eng_end.pdf</p>			
The Ukrainian Institute of Shoah Studies “Tkuma”	2011	Discrimination, racism, xenophobia, Anti-Semitism: history, present and ways to overcome	Educational material
 <p>The material deals with the problems of discrimination, racism, xenophobia, anti-Semitism and their impact on society. Particular attention is paid to the definition of key concepts, as well as consideration of preconditions of certain social phenomena, focusing on social and psychological aspects of social problems in history and their echoes in the present. The main topics are: The formation of anti-Semitism. Religious anti-Semitism. Xenophobia – a precondition for anti-Semitism; Historical background of anti-Semitism in Europe; Inter-ethnic relations in the Russian Empire, Ukraine; From Anti-Semitism to the Holocaust; Modern anti-Semitism.</p> <p>Source: http://tkuma.dp.ua/content/view/386/79/</p>			
The Ukrainian Institute of Shoah Studies “Tkuma”	2011	The revival of memory: memories of witnesses and victims of the Holocaust. Issue 4	Brochure
<p>This collection contains the testimonies about World War II, mass abolishment of Jews on the occupied territories as well as testimonies of people who survived evacuation.</p> <p>Source: http://tkuma.dp.ua/</p>			
Voytenko, Oleksandr USC Shoah Foundation	2011	“Pain of memory”, educational and methodological manual for the exhibition “Holocaust by Bullets, mass execution of Jews in Ukraine in 1941–1944”	Educational material
<p>This material contains multimedia educational manual for secondary schools teachers for the exhibition “Shoah by Bullets, mass execution of Jews in Ukraine in 1941–1944”. It helps to study history of Holocaust in two perspectives, by general historic and by the history of the ordinary person. Is aimed to educate about Holocaust as a genocide, and a pre-source for development of the human rights concept. Contains DVD with videos of eyewitnesses’ testimonies, from the collection of Yahad – In Unum and the Visual History Archive, recommendations for use, step by step plans of lessons, historical documents, maps and other additional resources.</p> <p>Source: https://sfi.usc.edu/cms/files/pdf/SBB_Credits.pdf</p>			

AUTOR/IN AUTHOR/INSTITUTION	JAH R YEAR	TITEL TITLE	
Lenchovska, Anna/ Musychenko, Yaroslava Congress of National Communities of Ukraine	2010	The memory about the tragedies of ethnic groups in Europe	Educational material
<p>This material is used on the Memory Day in the international camp "Sources of Tolerance". It contains a step by step description for activities with children on different tragic events that happened to ethnic groups in Ukraine (the deportation of Crimean Tatars, the Holocaust, the Armenian genocide). It contains theoretic material about these events, real life stories, and different questions for the discussion with children in order to cultivate tolerance, to counter xenophobia, racism and discrimination in the world today.</p> <p>Source: Polikulturika: How to organise cross-cultural tolerance training at school and out of school activities</p>			
Otten, Marko/ Smilyanska, Yulia (Ed.)	2010	Research and Teaching Holocaust. Ukraine, Netherlands, Belgium. Collection of materials of the international project "The history of Holocaust in Ukraine and lower lands"	Educational material
<p>This collection of materials is the result of a cooperation of teachers and students of pedagogical universities in three countries in the field of Holocaust teaching. It covers problems of understanding and specifics of teaching the topic in different European countries. The purpose of the analytical articles, teaching materials, reflections of the project participants about working together at seminars in Ukraine and the Netherlands is to find ways of forming a common European space for teaching the Shoah. The collection includes an introduction, 36 articles in five chapters and a Bibliography.</p>			
The Ukrainian Institute of Shoah Studies "Tkuma"	2010	The revival of memory: memories of witnesses and victims of the Holocaust. Issue 3	Brochure
<p>This collection contains the testimonies of witnesses of historical events – the Holocaust victims and the Righteous Among the Nations. Memoirs contain rich material about relationships between people of different nationalities, information about the Nazi persecution of the Jews, mass abolishment and salvation. It has three parts: the testimonies about the mass abolishment of Jews in the occupied territories, testimonies of concentration camps and ghettos prisoners, and testimonies of people who survived evacuation.</p> <p>Source: http://tkuma.dp.ua/</p>			