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International conference, "New Approaches to the Legacy of the Holocaust and Holocaust Education", held in Zagreb

Program

10:00 – 10:15

Welcome and Introduction

Vesna Teršelič, *Documenta* – Center for Dealing with the Past
H.E. William Robert Kohorst, Ambassador of USA

10:00 – 11:30

Holocaust Education in the Classroom, from Elementary School to University

Miljenko Hajdarović, editor, Profil-Klet, Croatia
Tamara Janković, Elementary School Izidora Kršnjavog, Croatia
Natka Badurina, professor at University of Udine, Italy
Vjeran Pavlaković, professor at University of Rijeka, Croatia
Helena Strugar, Gymnasium Lucijana Vranjanina, Croatia

12:00 – 13:30

Holocaust Education programs of Public Institutions and Civil Society Organizations

Neven Budak, professor at the Faculty of Humanities and Social Sciences, University of Zagreb and associate of the Shoah Academy
Magdalena Geier, The Max Mannheimer Study Center, Dachau, Germany
Milovan Pisarri, Center for Public History, Belgrade, Serbia
Aneta Vladimirov, Serb National Council, Zagreb, Croatia
Tena Banjeglav, *Documenta* – Center for Dealing with the Past, Croatia
Kristina Dilica, Ines Mlletić and Martina Barešić "Interdisciplinary Holocaust Education"

15:00 – 16:00

New Approaches to Legacy of Holocaust

Cherrie Daniels, U.S. Special Envoy for Holocaust Issues, USA

Ivana Franić, State Secretary, Ministry of Science and Education of Republic of Croatia

Tena Šimonović Einwalter, Deputy Ombudswomen, Ombudsperson institution of RoC

Ivo Pejaković, Director Jasenovac Memorial

Ognjen Kraus, President of Coordination of Jewish Municipalities in Republic of Croatia

16:00 – 17:00

Media and Legacy of Holocaust

Boris Pavelić, journalist, Zagreb, Croatia

Aleksandar Trifunović, editor, Buka, Banja Luka, Bosnia-Hercegovina

Saša Petejan, journalist and curator, Slovenia

Final discussion on Recommendations and Closing

Short Memory Walk to Square of Victims of Fascism

18:00

Attending Remembrance Ceremony in occasion of International Day against Racism and Antisemitism at Square of Victims of Fascism, Zagreb, organised by Antifascist League of Republic of Croatia

Report



On the occasion of the International Day Against Fascism and Anti-Semitism and the 82nd anniversary of the Night of Broken Glass, an international conference was held at the Journalists' House in Zagreb, under the title, "New Approaches to the Legacy of the Holocaust and Holocaust Education".

The conference was organised by *Documenta* – Centre for Dealing with the Past, with support from the US Embassy and the Europe for Citizens programme, as well as the Education, Audiovisual and Culture Executive Agency. The Conference was also attended by members of the Australian, Austrian, Irish, Italian, German, US, Serbian and Swiss Embassies.

Due to the situation involving the pandemic, the conference was held as a hybrid event, combining presentations in the main auditorium of the Journalists' House and online contributions through the Zoom platform.

The main focus of the discussions was on the challenges in Holocaust education, the result of years of relativisation and denial of the crimes of Nazis, Fascists and their collaborators in Croatia and elsewhere, as well as on presenting perspectives and examples of good practice from Croatia, Germany, Italy and Serbia.

In her opening speech, **Vesna Teršelič**, head of *Documenta* – Centre for Dealing with the Past, offered words of support to all teachers and educators who approach the Holocaust in a responsible manner, as well as all organisations engaged on this topic. She highlighted the institutional silence on the issue of commemorating crimes committed by the Ustasha regime in the Croatian public sphere, citing the example of the unsuccessful proposal to install an information board about the thousands who perished during the Independent State of Croatia in the Dotrščina memorial park. It took the City of Zagreb eight years to respond, and the board has still not been installed. She defined the silence and denial around this part of Croatian history as one of the key issues not only where Holocaust education is concerned, but also in public discourse. Teršelič also emphasised that there has been a visible decline in public and media interest in this subject-matter. Despite this, there has been a visible positive shift over the recent months, she added, mentioning that this year, the Ministry of Science and Education started to co-sponsor school visits to the Jasenovac Memorial Site.

His excellency William Robert Kohorst, the United States Ambassador to the Republic of Croatia, also gave his unequivocal support to the conference and its subject matter. Kohorst welcomed the involvement of participants from various countries, highlighting that both the event and its participants' day-to-day work on Holocaust education as vital to democratic processes in Croatian society.

In the first session of the conference, history teachers talked about the challenges they face when teaching about this period in history. **Miljenko Hajdarović**, formerly a primary and secondary school history teacher and member of the working group for the implementation of the national curriculum reform that resigned in 2016, and currently an editor with the publishing house Profil-Klett, named his presentation "An Optimistic View on the Future of Holocaust Education", as the new curriculum has reserved space for such education, while improving the opportunities for professional training. A large number of teachers have already gone through some kind of education on this topic. As challenges he listed too little time for a complex topic that has to be rushed in 2 to 3 lessons; a lack of suitable materials, especially for remote teaching, the pressure that revisionist narratives exert on teachers, as well as anybody involved in educating pupils and adults; and the fact that it is still allowed to present such narratives, for instance about the threefold Jasenovac camp and similar revisionist notions, in schools, in some cases originating from the community and the parents themselves. Hajdarović also expressed an expectation that the new history textbooks that are currently in preparation will once again provoke public controversies over their content. He also highlighted the problem of the absence of strong professional bodies that might come to the defence of educational materials and teachers. We also have entrenched institutions that defend their perspectives to serve whichever particular interests, leaving these topics further out in the cold.

Tamara Janković is a teacher at the J. J. Strossmayer and Izidor Kršnjavi primary schools and member of the Croatian History Teachers' Association. She was among the first generation of teachers who attended a seminar at Yad Vashem organised in cooperation between Croatia and Israel, as well as, later on, programmes led by Loranda Miletić of the Education and Teacher Training Agency. Janković said that she had a good notion of how pupils react to the subject of the Holocaust. It can be a sensitive topic which many teachers are averse to, believing it to be too difficult, and that the pupils are too young, so they often pass it over. At the very beginning, the problem lay in the lack of study materials. This is no longer an obstacle as today there are plenty of materials adapted to different age groups. In addition, the International Holocaust Remembrance Alliance recently gave its strong support in the form of recommendations. She highlighted that studying and learning about the Holocaust represents a crucial opportunity to stimulate critical thinking, as well as to develop social awareness, as well as for personal growth, and that it should be possible to introduce it in the latter years of primary school. The education reform that took off, ceased, then took off once again, did not foresee citizenship education as a standalone subject. She added that April 22, the day commemorating the break-out from Jasenovac, is rarely, if ever, observed in schools. She mentioned that the topic of the Holocaust can be addressed within the new curriculum as part of the society and politics syllabus, yet also warned that it can happen that the amount of teaching hours teachers themselves reserve to cover the topic of the Holocaust, the Ustasha regime and the victims of Nazism can vary. She mentioned supplementary programmes, which can be carried out outside the 70 lessons allocated to the subject, and the value of using documentary films, for instance the film about Oleg Mandić, the last boy to leave the Auschwitz death camp – a viewing experience as part of instruction that should be supplemented by a discussion and a workshop. She also cited the example of interviews the pupils themselves conducted with survivors of Jasenovac, as well as visits to exhibitions, the Festival of Tolerance, or the Jewish primary school Hugo Kon. She highlighted the great importance of field instruction, especially visits to the Jasenovac Memorial Site, noting that for years it has been getting increasingly difficult to motivate parents to give their consent for such visits. Since 2009, in cooperation with the Holocaust Education Trust Ireland and the Jasenovac Memorial Site, pupils have been planting crocus bulbs around their school in memory of the victims of the Holocaust, an activity which is also open to pupils in lower age groups.

Natka Badurina, from the Department of Foreign Languages, University of Udine, partner of the "Meeting memory" Europe for Citizens project, joined the conference from Italy. She highlighted that different countries share similar circumstances, and related problems, and that the keys to solving them may therefore also be common. Many minorities live in the border region with the Slovene national minority especially marked by dramatic historical events. Curricula have a national bent in both the majority Italian, and minority Slovene schools. There are some efforts for reorienting them towards a more transnational approach. For this reason, instruments such as the joint report by the Italian-Slovene commission, on which 14 historians worked between 1993 and 2000, are important even though it has never been officially made part of the curriculum, but is used by teachers on a discretionary basis.

An analogous initiative by Croatian-Italian historians never got off the ground. A network of institutes for the history of resistance movements is also important for introducing transnational approaches in school curricula. But still, education with a national and sometimes even the one with transnational orientation comes with the risk of reducing the Holocaust and the persecution of Jews to something that happened "to some other people, not us", because we are so focussed on national conflicts. In this context, she spoke about the nationalisation of memory. This is especially pertinent when it comes to the topic of remembering Partisan crimes in Istria at the end of the war, where the victims are represented as exclusively Italian, and the Partisans exclusively Slav. Since 2004, this memory has been observed at the national level, with February 10 declared the Day of Remembrance of the Foibe – the pits into which some of the victims had been thrown – which clearly rivals the Holocaust Remembrance Day. With such a rivalry between memories we arrive at what Aleida Assmann called the lack of a common framework and the need for the hierarchisation of memory. Badurina also explained how the memory of partisans' crimes is subject to a crude holocaustization, where the victims (Italians) are represented as Jews, and the perpetrators (Partisans) as the Nazis. She stated that this holocaustization took place at all levels of the society – from popular culture, literature to novels, comics etc. This is also an example of the problem of a question that remains unresolved on the European level – that of the superficial equilibrium between two totalitarianisms. She presented the example of professor Sabrina Benussi, from the Petrarca gymnasium in Trieste, and her project "Racism in the classroom", which used extra-curricular activities to study the implementation of race laws at their very gymnasium, as it was precisely in Trieste that Mussolini promulgated them in 1938, and the Jewish community almost entirely exterminated. The pupils indeed did research the cases of the around eighty teachers and pupils who were expelled then, presenting their histories and organising an exhibition, as well as creating a half-hour film, all of which were to be shown in a city-owned space, only for the mayor to intervene two days ahead, denying them the space with the explanation that the manifesto announcing the event was "offensive", demanding that it be modified "in order to avoid offence being taken by either side". The exhibition was subsequently displayed in another building.

Vjeran Pavlaković from the Department of Philosophy at the University of Rijeka spoke at the conference about the importance of teachers, who need to offer high-quality material, thus motivating those students who show less interest in the topic of the Holocaust and the related revisionism. He mentioned an anecdote from the USA, where a student approached him after a lecture, thanking him for learning that the Nazis and the Nazi regime were responsible for the Holocaust, rather than the Communists as he had thought up until that moment, thus illustrating how revisionism is a global phenomenon, concluding that we therefore have a lot to learn from comparative experiences. The first challenge lies in too little interest among young people. He cited some positive examples: Anti-Fascism Day in Opatija, initiated by Oleg Mandić, and the excellent work by schools in Rijeka, as well as university courses in the history of anti-Semitism. Students involvement in research projects specifically tied to local echoes of the Holocaust is especially important.

The second challenge is encouraging critical thinking among pupils and students, which is key to teaching this subject matter. The drawback here lies in the fact that Croatia lacks a number of museums and sites which students might see in organised visits, such as the Jasenovac Memorial Site, whose administration is always open to cooperation. Developing a culture of memory is also essential, for instance in discussions around the planned monument to the victims of the Holocaust, where it will be very important to see what kind of inscription it will bear, just as it will be important to see how much political backing there will be in the future for study visits not only to Vukovar, but also Jasenovac.

Helena Strugar, history teacher at the Lucijan Vranjanin gymnasium and member of the Croatian History Teachers' Association, who has been engaged on this topic for a very long time, worked over the past year with pupils attending elective courses in citizenship education, as well as students. Their task was to prepare a creative history instruction workshop, drafting a microplan for field instruction, which was to include a discussion about revisionism. Some of them paid a visit with Saša Šimpraga to the Dotrščina memorial park, the site of the greatest massacre in Zagreb during World War II. After the visit, pupils and students had to produce the microplan; the difference between those who took part in the visit and those who only read the suggested literature. Among the outcomes, the microplans listed the following: "Create a project to raise awareness about the Dotrščina memorial park" – many pupils and many parents had no knowledge at all about the executions in Dotrščina and the existence of the memorial park. One of the envisaged activities was learning about revisionism, with the help of a short text from the Encyclopedia and through a discussion about revisionism and the changing culture of memory.

Historian and professor **Neven Budak** from the Faculty of Philosophy in Zagreb warned that dealing with the past in school settings cannot make up for a frequent lack of critical dialogue within the family itself. Prof. Budak also presented a handbook, "Anti-Judaism, anti-Semitism and the Holocaust in Croatia", which he edited. This publication was issued by the Shoah academy, which was established by the Jewish Community of Zagreb and the Representative of the Jewish national minority of the city of Zagreb, and which has developed programmes tailored for teachers in primary and secondary schools as well as students, and designed special seminars intended for education workers and future teachers. The aim of the handbook is to supplement teachers' competencies. Apart from professor Budak, the texts in the handbook were authored by historians Hrvoje Klasić and Tvrтко Jakovina from the Philosophy Faculty, and philosopher Žarko Puhovski. Part of the material for the book was made available by the curators of the exhibition "If I forget you" by the Croatian History Museum and the Croatian State Archive. The book closes with a random selection of persons who perished during the Holocaust, which is meant to bring the victims of the Holocaust closer to the teachers and pupils in as direct a way as possible.

Magdalena Geier's presentation introduced teachers to the Max Mannheimer Study Centre in Dachau (Germany). Geier spoke about field work with young people, and with interested individuals of various generations, in an authentic memorial site, in the vicinity of a former Nazi concentration camp, highlighting the importance of dialogue and opening up space for dealing with the past.

Milovan Pissari from the Centre for Applied History (Belgrade, Serbia) presented a research project about camps for Jews and Roma in Serbia during World War II – Mapping the Holocaust: Sites of Remembrance in Serbia. A total of 9 locations were mapped and presented online through archival documents, contemporary photographs and accompanying historical texts. There is also a physical publication, designed as a text accompanying the exhibition, as this gives the opportunity for deeper discussion about places of suffering.

The Serb National Council's **Aneta Vladimirov** highlighted the glaring difference in the financial support the Jasenovac Memorial Site and the Homeland War Memorial Centre in Vukovar receive from the relevant institutions, very much to the benefit of the Vukovar memorial site. She warned that the current context in which Holocaust educators live and work is fraught with the revisionism and denialism that suffuse our society. This state of affairs sometimes means that professors need civic bravery to teach about the World War II period. In the second part of her presentation, Vladimirov looked back on a number of memorial interventions in public space that the SNC has either supported or devised since 2013, when a Pavilion in memory of the prisoners' break out from Jasenovac turned up on the Cvjetni square, a work by Saša Šimpraga, David Kabalin and Niko Mihaljević. There followed a series of similar artistic-activist events, among them Zlatko Kopljar's K19, which has recently been permanently installed in Varaždin. Finally, Vladimirov shared a couple of less familiar examples of solidarity and resistance that she found educationally relevant, particularly that of the teacher Ante Dumbović. As the closest confidant of Kamilo Bresler, Dumbović tried to care for the children imprisoned in the Sisak camp. Today Ante Dumbović is forgotten, as were his deeds, which he carried out in truly impossible conditions, the terrifying number of children who died, and witnessing their unimaginable suffering.

Tena Banjevlav from *Documenta* – Centre for dealing with the past presented a historic guide to Zagreb, which covers around 50 locations in Zagreb that are connected to the Holocaust and to suffering, but also to anti-Fascist resistance. The guide provides teachers with additional sources and innovative online methods of teaching about the Holocaust, and is a starting point for historic walks for secondary school pupils to uncover the hidden layers of the history of the Croatian capital. Where online education is concerned, the materials can be used by teachers employing maps prepared in advance to take pupils on a virtual walk around Zagreb, to chosen locations. Teachers can use guide maps prepared in advance when teaching lessons about the Holocaust in Croatia, the establishment and functioning of the ISC, the Ustasha movement, the Anti-Fascist movement etc.

Teachers **Kristina Dilica**, **Ines Miletić** and curator of the Jasenovac Memorial Site **Martina Barešić** spoke about the interdisciplinary approach to the topic of the Holocaust in schools and gave examples of how history can be taught as part of other school subjects, in their presentation entitled "Interdisciplinary teaching about the Holocaust". For example, in teaching Croatian language, it can be done by reading *The Diary of a Young Girl* by Anne Frank and comparing it with the story about the "Croatian Anne Frank", Lea Deutsch. As part of music education, it can be done by listening to compositions, such as the Schindler's list theme, while as part of art education it can be organized through visiting exhibitions or linking photographs with other historical sources, etc.

Special Envoy for Holocaust Issues at the U.S. Department of State, **Cherrie Daniels**, stressed that the lessons we can learn from the Holocaust are still important today, as ethnic and racial hatred are present around the world, while Holocaust awareness is not on an enviable level. The lack of understanding, she added, is becoming an increasing problem as we have lost the first generation of survivors, making it difficult to connect with the legacy of the past, and some governments are showing a tendency to distort history. Therefore, in December 2019 in Luxembourg, they made recommendations for teaching and learning about the Holocaust. Daniels emphasized that the exhibition "If I Forget You... – the Holocaust in Croatia 1941–1945 / Auschwitz's Last Destination", which opened in February 2020 in Zagreb, is a major contribution to the knowledge of the history of the Independent State of Croatia. She concluded that Prime Minister Andrej Plenković sent a strong message at the opening of the exhibition, saying that these crimes were a warning to the world and that forgetting them would be a crime against humanity.

State Secretary at the Ministry of Science and Education **Ivana Franić** said that Croatia has made great progress in teaching about the Holocaust, such as making recommendations to all schools to visit the Jasenovac Memorial Site, where students are educated at the authentic site as part of a field trip. As of this year, this project has been funded by the Ministry of Science and Education. She also added that the Government of the Republic of Croatia financed the participation of Croatian students in international programs as part of the activities of the Ministry of Science and Education.

Tena Šimonović Einwalter, Deputy Ombudsman of the Republic of Croatia, emphasized that in addition to learning about the Holocaust, education about human rights and tolerance is important, but there is also a need for the whole society to seriously address the issue of hate speech, discrimination and hate crimes, which also applies to politicians and public figures. She stressed the importance of promoting clear messages from the highest positions of government and joint action by decision-makers, teachers and professors and civil society organizations. In her presentation, she also emphasized the importance of citizenship education, which can offer tools for developing critical thinking.

The director of the Jasenovac Memorial Site, **Ivo Pejaković**, said that the visit to Jasenovac is an important experience for the students, because it can help them understand the history of that place and that period. He added that in the last few years, through communication with the Ministry of Science and Education and with the help of the Ministry of Culture and Media, they have managed to cover the costs of students' visits to Jasenovac, which had until then had to be covered by their parents. From the beginning of the year until March, 50 schools applied for visits, but most were cancelled due to the pandemic, Pejaković said, adding that the interest among schools in visiting Jasenovac Memorial Site shows good potential.

The president of the Jewish Community of Zagreb, **Ognjen Kraus**, also spoke at the conference, calling on Prime Minister Andrej Plenković to pass a law banning Ustasha symbols and insignia. He pointed out that the ruling party, together with national minorities, has a majority in Parliament, and that the Prime Minister got rid of nationalist and pro-Ustasha groups in his party, because of which such a law could not be passed earlier. Kraus said that the Prime Minister now has a unique opportunity to do that and thus make history.

Boris Pavelić, a journalist from Zagreb, believes that the media could insist on passing the law requested by Mr. Kraus. But the media are often subject to writing about political tactics. Namely, Prime Minister Plenković failed in his attempt to pull the Croatian Democratic Union out of the ambivalence into which Franjo Tuđman dragged the party with his bizarre conception of reconciliation between the Ustashas and the Partisans, which to this day has resulted only in conflicts in society, revisionism and negationism, and in recent years in the rehabilitation of the Ustashas and the Independent State of Croatia. Pavelić added that he wondered in which direction Croatia was going, on the day the German president sent a video message to the Israeli president in which he said that he was ashamed that Jews were still afraid for their security in Germany. He spoke about the paradox in which Holocaust victims are recognized in Croatia, but the role of the Independent State of Croatia is still subject to revision. As an example of this phenomenon, he reminded those gathered of the plan to build a monument to the victims of the Holocaust in Zagreb, which will look very impressive, in line with similar monuments in Germany. However, the Jewish community in Croatia and the World Jewish Congress strongly opposed not the monument itself but the explanation and the inscription that was supposed to be on the monument "because the role of the Independent State of Croatia in committing crimes during World War II is shamelessly ignored." On the one hand, Nazi crimes and victims of the Holocaust are acknowledged, while on the other hand, Ustasha crimes are denied. There was an initiative to put an inscription "Victims of the Ustasha regime" on the monument, but it is uncertain what will happen. He concluded that "in Croatia we are permanently witnessing that we are not clear about our own history and the Ustasha movement, which we are not able to get out of the legitimate collective consciousness, as well as its crimes, hatred and everything that this movement and its successors carry with them."

Aleksandar Trifunović, editor of Buka news and media website from Banja Luka, said that revisionism in Bosnia and Herzegovina is so common that "you can take whatever suits you from history and interpret it as you see fit without any sanctions". He pointed out the conditions in which journalists work, and young people do not know what is true and what is a lie. "This year, a mass was held in the centre of Sarajevo for the Bleiburg victims, but despite the protests of thousands of people, neither the Catholic Church nor the representatives of the Bosnian Croats distanced themselves from it. You have a very strange situation in which the leader of the opposition in the Republika Srpska, Jelena Trivić, stated that Draža Mihajlović was unjustly convicted and killed, and that he was the first guerilla fighter in Europe. At the same time, Milorad Dodik, when asked to comment on this topic, said that he learned in school that the Chetniks were allies of the occupiers, so for him this discussion stops there. We can only agree with that statement. Thus, a representative of the opposition who criticizes Dodik's corrupt methods of governing defends the Chetniks. On the other hand, in Sarajevo, where thousands are protesting against the Mass for the Bleiburg victims, you have a street named after Mustafa Busuladžić, a man who wrote anti-Semitic texts and collaborated with the Ustasha movement. In a country where the war has left the greatest consequences, having such views is devastating for the future. The need to talk about it is greater than ever. Now we are also questioning World War II, and you can only imagine the ways in which the last war is talked about in schools, because there is no consensus on its nature, and everyone is both winner and victim at the same time. The biggest problem of Bosnian-Herzegovinian society is that the process of dealing with the past has never even begun. What kind of future awaits us in the region if we cannot reasonably summarize everything that has happened to us?"

Saša Petejan, a journalist and curator from Koper, Slovenia, emphasized the importance of constantly advocating for the rights of victims and survivors of Italian fascist camps. "We do this through socially engaged media and the collaboration of the media and educational institutions. We have managed to bring historical memory to parliament, libraries and classrooms. We want to analyse how this happened, whether it was planned or an event that emerged from a broader context. We want a discussion about the policies of the then Italian government. We ask the question: what happened in the fascist camp on the island of Rab and what should we remember? Through our work, we humanize crime so that people can understand it, so that they become aware of these crimes. After World War II, there was no interest in what happened to the Jews. Through the stories of the survivors and the advocacy of their rights, some kind of justice has been achieved. It required commitment. We would like to remind you that the horrors in the hundreds of fascist camps were not accidental, as you can see for yourself on the web-page I Campi Fascisti. It takes decades to understand, apologize, and acknowledge suffering. This is what people can do for each other. We have a common goal."

Recommendations



1. Implementation of recommendations for classroom and field teaching

- Implementation of the new Recommendations for teaching and learning about the Holocaust, made by International Holocaust Remembrance Alliance (IHRA) and released in December 2019. The recommendations are the result of the work of a group of twenty experts from the IHRA Education Committee.
- Encouraging field teaching in authentic historical places, such as the Jasenovac Memorial Site, the Memorial Center Lipa Remembers, the Kampor Memorial Graveyard (in Croatia) and Gonars and other Fascist concentration camps (in Northern Italy) as well as other places of suffering in other countries.

2. Cooperation between institutions

- Improving cooperation especially between research institutions, universities, memorials, civil society organisations and youth centers
- Visiting different events, such as festivals on the topics of tolerance and human rights, institutions and museums, primary and secondary schools for ethnic minorities (Jewish, Serb, Slovene...) as it may be very interesting for the students. These encounters also provide new materials for teaching methods, improve critical thinking, etc.

3. Creation of new didactic materials

- Support for teachers by governmental and professional institutions, as well as by civil society organizations, with the continued development of teaching aids and presentations designed for use in collaboration with students, as there is not enough customized content available, especially when it comes to local history
- Use of interdisciplinary methods - music, literature...
- Inclusion of innovative methods and digital materials in teaching
- Encouraging students' critical thinking through working with different sources of information
- Inviting Holocaust survivors to schools and using their testimonies
- Incorporating the theme of revisionism, memory struggles, and the changing culture of remembrance into the curriculum

4. Croatian and European perspectives regarding possible legislative changes

- Passing a law banning the public display of Ustasha symbols and insignia in Croatia
- Consistent removal of revisionist narratives from schools and hateful content from the Internet

5. Next steps

- Preparation of events in different countries including a new conference in Croatia in November 2021 which would address the questions: "How is the topic of the Holocaust and genocide education presented in the new history textbooks?", "What changes have been introduced, in terms of scope and the narrative itself?", "How does this Holocaust narrative relate to some other narratives related to World War II events, and narratives about other events from recent past?"

Press Clipping



- <https://www.jutarnji.hr/vijesti/hrvatska/konferencija-o-obrazovanju-o-holokaustu-izbaciti-govor-mrznje-s-interneta-15002155>
- <https://www.hina.hr/vijest/10515562><https://www.portalnovosti.com/novi-pristupi-nasljedu-holokausta-i-obrazovanju-o-holokaustu>
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