



The Olga Lengyel Institute for Holocaust Studies and Human Rights

TOLI INTERNATIONAL IMPACT GRANT PROGRAM

**2024-2025 School Year
Report**

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INTRODUCTION

TOLI - The Olga Lengyel Institute for Holocaust Studies and Human Rights offers professional development opportunities for teachers in the United States, in Europe and in Latin America.

The European Program started in 2012, with yearly seminars for teachers in various countries, and in 2016, the Impact Grant Program became available for European teachers.

The TOLI Impact Grant Program provides graduates of TOLI seminars the opportunity to apply for funding to develop local projects with their students, putting into practice the competences developed during the seminars. Each grant includes financial support of \$250–500, along with guidance in designing and implementing the project. The program encourages educators to take an innovative approach, actively involving students in interdisciplinary learning experiences, based on TOLI's unique methodology that integrates Holocaust, human rights, and intercultural education.

In the period 2016-2025, a total of 986 projects were funded by TOLI in Europe, in 16 countries. Each alumna / alumnus can apply for one project per year, for a maximum of six years.

During the 2024-2025 school year - the period covered by this report - a total of 168 teachers carried out projects in 16 countries: Albania, Bulgaria, Croatia, Georgia, Greece, Hungary, Italy, Lithuania, Moldova, Poland, Portugal, Romania, Serbia, Slovakia, Spain, and Ukraine. The report highlights the main activities organized, which reached over 15,000 students, together with numerous teachers, parents, community members, and partner organizations. Among these initiatives, 26 projects were collaborative initiatives between TOLI teachers, which added a structured dimension of professional exchange and pedagogical co-design. Within this format, students introduced their local contexts, exchanged perspectives on sources and interpretations, engaged in collaborative research efforts, and presented their findings in peer settings - thereby strengthening historical inquiry, communication skills, and intercultural understanding in ways that complemented the projects' substantive focus.

The projects aimed to deepen students' understanding of the Holocaust, human rights, Jewish culture and heritage, while also exploring ways to combat antisemitism, anti-Roma racism, and other forms of discrimination and hate in the present.

To achieve these objectives, students engaged in a variety of meaningful learning experiences: they conducted research online and in local or national archives, read books about the Holocaust, watched documentaries and films on this topic, met with Holocaust survivors or their relatives, connected with members of local Jewish communities, visited memorials, museums, synagogues, and Jewish cemeteries (which some student groups also helped to care for and maintain), while also participating in or organizing commemorative events - sometimes for the first time in the school or community. They expressed their learning through essays, drawings, posters, photo

exhibitions, and multimedia presentations, many of which were shared with wider audiences and passed on as educational resources for younger students.



Figure 1. Word cloud representing the educational methods, tools and resources used in the projects.

Especially noteworthy are the projects led by teachers in Ukraine who, despite living in a situation of war, succeeded in involving their students in meaningful activities that deepened their understanding of the Holocaust and strengthened their commitment to promoting human rights. Many projects emphasized rediscovering and promoting the Jewish history of the students' own hometowns. Across Europe, numerous towns that were once home to thriving Jewish communities - later completely destroyed during the Holocaust - have seen this history fade from public memory. Other projects focused more on developing students' understanding about the events of the Holocaust, about the context which made the Holocaust possible - at local, national and continental levels - and about the diversity of responses taken by people and institutions - rescuers, bystanders, collaborators. This approach guided students to reflect on their role in present societies, empowering their commitment to become ambassadors both for Holocaust remembrance and for social justice today.

What follows is a brief overview of each project carried out during the 2024-2025 school year. The teachers' creativity in engaging students through meaningful and impactful learning experiences, as well as their strong dedication to Holocaust education and the teaching of Jewish history at the local, national, and international levels, are both admirable and inspiring.

Albania

Learning about World War II, the Holocaust, and Their Impact

Schools: Xhaferr Hakani School, Elbasan; Aleks Buda School, Cerrik

Duration: November 2024 - May 2025

Lead teachers: Eriona Bicoku, Brikena Zeqiri and Shpresa Rexhepi



In a powerful educational journey, eighth-grade students from two Albanian schools, guided by their devoted teachers, set out to explore the history of the Holocaust. What began as a classroom project quickly grew into a moving, interdisciplinary experience that wove together history, literature, art, and human rights education. The learning journey started with literary discussions centered on *The Diary of Anne Frank*. Through the voice of a young girl in hiding, students were invited to reflect on Anne's personal story and on broader themes of empathy, courage, and the importance of remembering the past. These reflections soon took creative forms: students wrote essays, painted evocative images, and crafted personal quotes that gave voice to their understanding of loss, hope, and resilience. Seeking a deeper connection to the past, the students visited the Solomon Jewish Museum in the nearby city of Berat.

There, among historic photographs and testimonies, they discovered the rich heritage of Albania's Jewish communities and learned about the solidarity Albanians showed in protecting Jewish families during World War II. The visit left a profound and lasting impact on them. Back in the classroom, the students watched *The Book Thief*, a film that opened space for thoughtful discussions about the power of words and the bravery of those who stood up to injustice. As a tribute and call to awareness, they created a Holocaust Education Corner in each school, a powerful space filled with their writings, artworks, and historical materials, inviting reflection and dialogue among peers and visitors. They also produced an awareness-raising video, blending narration, imagery, and music into a compelling message against hatred, discrimination, and forgetting. All of these efforts were brought together in a student-produced [magazine](#) that documents their journey: a testament to how education can empower young people to remember the past, speak up for justice, and carry forward the lessons of history with heart and conviction.

When Life Rises Above Death

School: Jeronim de Rada School, Elbasan; Vasil Belshi School, Cerrik

Duration: December 2024 - January 2025

Lead teacher: Alkida Hidri and Gezim Halili

The project opened with a presentation for students, teachers and parents about the history of the Holocaust by Florenca Stafa, Head of the Department for Albanological and Balkan Studies at the University of Elbasan, and member of the Albanian History Teachers Association, TOLI partner in Albania. She offered an overview of the Holocaust and the stories of both persecution and rescue. Students were then grouped into teams according to their interests and immersed themselves in research, using various documents, photographs, testimonies, and virtual tours of museum exhibitions. For the history and geography teams, this work culminated in an exhibition that mapped the geographic spread of Jewish communities, the involvement of different countries in the Holocaust, and the various forms of action or indifference that shaped historical events. The exhibition remained open for several days, drawing interest from students, teachers, and

other visitors. During a meeting with representatives of the War Veterans Organization, personal recollections of how Albanian families saved Jews were shared with students from both schools. In January, a session with representatives of the *Roma and Egyptian Youth Movement* was organized for students to examine questions of freedom, rights, and mutual respect under the motto *My Freedom Ends Where Your Freedom Begins*. The arts team transformed their research into visual and musical expression. An exhibition displayed paintings inspired by Holocaust themes, miniature sculptures and bas-reliefs.



The students also presented written and photographic materials showcasing Jewish cultural traditions, from holidays to foods and customs. The school choir performed a concert of Jewish instrumental pieces and songs. The literature team hosted a Jewish literary event, where they discussed works by Tal Nitzan, Amos Oz, Hava Pinhas Cohen, excerpts from *The Diary of Anne Frank*, and interpreted the poem *Kosovo* by the Jewish poet Gili Haimovich. Each partner school organized a round table with students, teachers, and parents on the topic *Reflections on Stereotypes, Human Rights and Antisemitism. What Can We Do Together?* In a joint online meeting, students reflected on their experiences and discussed what they learned about the Holocaust and antisemitism. During the project, the school library was enriched with Holocaust-related publications. The project reached its conclusion on January 27, when students from Vasil Belshi school traveled to Jeronim de Rada school, bringing with them some of their artwork and research. They exchanged reflections on peace and tolerance. To mark the day and symbolize their shared commitment to harmony, students and parents planted olive trees.

Jewish Families in the Cities of Fier and Berat

School: 7 Deshmoret School, Strum

Duration: December 2024 - September 2025

Lead teacher: Alket Shehaj



The project began with dedicated lessons on the Holocaust, supported by video projections and survivor testimonies, including the powerful account of Roman Kent. Students learned about the persecution faced by Jewish communities under Nazi Germany and reflected on the importance of memory, responsibility, and human solidarity. The project extended beyond the classroom. Students worked closely with the Solomon Jewish Museum in the neighboring city of Berat and the Historical Museum in nearby city of Fier, where they explored archival materials and historical records. In Fier, they identified Jewish families such as those of Jozef Kantozi and Jakov Solomoni, who had been active in the manufacturing sector during the war years. Their stories were documented using historical sources, including the book *Private Property in Albania*, which helped students understand the economic and social role these families played in local life. In Berat, the research revealed an even richer mosaic of Jewish presence.

Students identified numerous people whose lives and contributions had largely faded from public memory. Through museum visits and the use of diverse historical materials, students reconstructed fragments of these family histories and reflected on the values of coexistence and protection that characterized Albanian society during the war. To make these findings accessible and engaging, the students created two large exhibitions, depicting panoramic views of Berat and Fier. These artworks visually integrate the names and stories of Jewish families into the cityscapes, symbolically returning them to the places they once called home. The project also left a lasting educational impact within the school. A special section in the school library dedicated to Jewish history and the Holocaust was established, offering students and visitors access to books such as *The Diary of Anne Frank*, *Let Us Learn from the Past*, *The Flower of Vlora*, and *Jews in Albania*.

Bulgaria

History, Memory, Human Rights

School: Secondary School Bratya Petar i Ivan Kanazirevi, Razlog

Duration: November 2024 - May 2025

Lead teachers: Sonya Krancheva and Petar Petrov



Over the course of the school year, students from grades 7 to 12 at Bratya Petar i Ivan Kanazirevi Secondary School in Razlog embarked on a powerful journey through history, memory, and human rights, organized through the school's *Memory Club* and focusing on marking special commemoration days. Their journey began in November 2024, when students came together to mark the International Day Against Fascism and Antisemitism. They organized a thought-provoking exhibition in their school halls, encouraging their peers to recognize and confront the dangers of

stereotypes and prejudice. In December, 10th-grade students honored International Human Rights Day with another exhibition - this time celebrating global figures who fought against injustice and defended human dignity. This topic opened further learning and discussions about the Righteous Among the Nations, as students explored stories of bravery from the Holocaust, discovering what it meant - and still means - to be an upstander in the face of injustice. As International Holocaust Remembrance Day approached, the atmosphere in the school grew more reflective. Students created a moving exhibition and held a literary reading with excerpts from *The Diary of Anne Frank* and the writings of Elie Wiesel. After learning more about the Holocaust in Bulgaria, students traveled to the Dimitar Peshev Museum in Kyustendil, a place closely tied to Bulgaria's efforts to save its Jewish citizens during WWII. They filled out handouts, took notes, asked questions, and brought it all back to school, where they worked together to create an e-book about Dimitar Peshev's life and legacy, filled with historical insights, photographs, and personal reflections.

The final part of the project was dedicated to a series of art workshops titled *Life*, led by Art teacher Petar Petrov. Workshops were held in various settings, including the local park, the museum, and other community spaces. In these inspiring environments, students painted works related to the Holocaust and Jewish culture. Some students also conducted independent research on artists who created works during the Holocaust, presenting their findings and sharing remarkable stories of creativity and resistance in times of persecution. Students' works were displayed in a school exhibition that brought students, teachers, and families together in conversations inspired by color, emotion, and meaning, but also about the need to learn from the past. From research and field visits to artistic expression and exhibitions, every step of this project helped students build knowledge, but more importantly, it helped them grow as thoughtful, empathetic, and courageous individuals ready to stand up for human rights and remember the lessons of the past.

Learning about the Holocaust

School: Stoyan Zaimov Secondary School, Pleven

Duration: December 2024 - June 2025

Lead teacher: Paula Ivanova

In collaboration with: Violeta Bozhkova Yordanova



The project brought students from Pleven on a meaningful journey of discovery about history, human rights, and their own community. Through various activities, students explored the value of human dignity and the importance of remembering the past to build a more tolerant future. The project began with introductory readings, discussions, and critical thinking exercises, followed by group work and poster presentations. On January 27, students opened a reading corner in school, with carefully selected books about the Holocaust. Throughout the project, students visited relevant cultural sites and took part in significant events. On May 9th,

together with their peers in the school, they participated in a commemoration event organized by teacher Violeta Bozhkova Yordanova to mark 80 years since the end of WWII, through a collective reflection on the importance of learning from the past. The students also visited the Regional Museum in Pleven and met g with Dora Matsah, member of the local Jewish community, and with historian and researcher Ani Parvanova, who helped students learn about the local Jewish community, in the past and in the present. Listening to Dora Matsah's life story left a lasting emotional impression on the students - "an angel on Earth," as one student referred to her. Close to the end of the project the students presented their learning journey at the National Scientific Conference in Nikopol, where they raised awareness among fellow students, teachers and researchers from other cities in Bulgaria about the lesser-known history of the Jewish community in the region. Another wonderful opportunity for students to connect with the history of Bulgarian Jews was the visiting of the Sofia Synagogue, where they were warmly welcomed by representatives of the Sofia Jewish community. Through every activity, students learned about the Holocaust and human rights, while also also becoming active participants in breaking stereotypes and building empathy.

The History of Pleven Jews

School: Stoyan Zaimov Secondary School, Pleven

Duration: February - June 2025

Lead teacher: Violeta Bozhkova Yordanova

The project took students on a journey into Jewish history and memory, where research, creativity, and dialogue converged. Through their activities, students deepened their knowledge of Jewish life in Pleven and beyond, while reflecting on the universal lessons of human rights, injustice, and forgiveness. History lessons brought the past of Pleven's Jewish community to light, while the reading of Georgi Bardarov's *Abso/vo te* opened up difficult but important discussions about forgiveness and the right of every culture to exist freely. On March 10, the Day of Salvation of Bulgarian Jews and Victims of the Holocaust and Crimes against Humanity, students honoured the occasion with their creations: presentations, brochures, and a historical booklet about those who stood up against the Holocaust, sparking meaningful debates on dignity and justice. The history club *Legacy* gave this project a creative dimension. Its competition, *The War We Must Not*

Forget, marking 80 years since the end of WWII, inspired students to write stories, create films, and share reflections on the Holocaust. The short story *The Angel of Lom* won first prize, while the student film *Lili*, dedicated to Lilyana Panitsa, was honored at the International Literary Student Competition *Whoever saves one human life saves the whole universe*, and won first place in its category. In May, students traveled to Burgas for the International Youth Festival *Friendship – Meaning and Salvation*, where they engaged with lectures, workshops, and the exhibition *Jews in Bulgarian Lands*. Encounters with historians, writers, and educators deepened their perspectives on the rescue of Bulgarian Jews and the challenges of interethnic relations. The journey closed with visits: to the Memorial of the Bulgarian Righteous and to the Sofia Synagogue, where students connected directly with Jewish traditions and architecture. Their final collective message - *Let's live without hatred* - summed up the spirit of the project: learning from the past to defend human rights for all, tolerance, and peaceful coexistence today.



Art and Holocaust Memory

School: Secondary School *Bratya Petar and Ivan Kanazirevi*

Duration: April - June 2025

Lead teachers: Petar Petrov

In collaboration with: Sonya Krancheva



The project introduced students to the history of the Holocaust through artistic expression, offering a gentle and meaningful approach to learning about this difficult topic. Before beginning their creative work, students were introduced to the main historical facts about the Holocaust, which provided a solid foundation for deeper reflection. This knowledge was then transformed into personal and emotional understanding through a series of art workshops. Workshops were held in various settings, including the school, local park, museum, and other community spaces. In these inspiring

environments, students painted works related to the Holocaust and Jewish culture. Some students also conducted independent research on artists who created works during the Holocaust, presenting their findings and sharing remarkable stories of creativity and resistance in times of persecution. The central idea of the project was to give students the freedom to express themselves through art while reflecting on Holocaust memory. They were encouraged to find their own voice and visual language, using colors, symbols, and emotions to communicate their understanding. This creative process allowed students to engage with the topic in a personal and respectful way. The project concluded with a school exhibition, where students presented their paintings to the wider community. Their works were published on the school website and social media platforms, while the History Club *Memory* created a special page to present the project outcomes.

Behind the Wall

School: Hristo Botev School, Kocherinovo

Duration: January - June 2025

Lead teacher: Vasilka Taseva

In collaboration with: Sonya Krancheva

The project brought together 15 students who set out on a journey to explore Jewish history, traditions, and the memory of the Holocaust. It started with students organizing talks and community discussions about intolerance and discrimination. Students were guided and supported to connect past struggles for human rights with present-day challenges. In February, the focus turned to the events of the Second World War: the rescue of Bulgarian Jews and the deportations of Jews in Bulgaria's annexed territories. Students worked in teams, conducted research with the help of digital tools, and presented their findings, an approach that helped strengthen both their knowledge

and critical thinking. By spring, creativity took the lead. Workshops and roundtables gave students the chance to creatively reflect and express what they learned about the Holocaust and human rights. The resulting art exhibition titled *Life*, organized in partnership with students and teachers from a school in Razlog, celebrated peace, diversity, and coexistence through student artwork. The journey concluded with a visit to the Dimitar Peshev House Museum, where students connected directly with his story of courage and moral responsibility. Inspired by the visit, they designed posters and educational boards promoting human rights, tolerance, and the fight against antisemitism - materials that have been displayed in the school and continue to inspire other students and the local community. Through these steps, the project empowered young people to reflect, create, and take a stand for dignity, diversity, and human rights today.



Unfulfilled Opportunities

School: Saint Ivan Rilski Professional Gymnasium, Bansko

Duration: January - November 2025

Lead teachers: Aneliya Grozdanova and Emil Dimitrov

The project brought together 30 students from grades 9 to 11, enthusiastic to learn about the history of the Holocaust and its relevance for today. The learning journey began with an exploration of the life and work of Janusz Korczak, a Polish-Jewish educator, pediatrician, writer, and humanist. Students watched a film about Korczak and analyzed his humanitarian choices, focusing on his dedication to children and human dignity. The film left a deep emotional impression. Collaborating in small teams, students approached Korczak's legacy from different perspectives, developing empathy and understanding as they reflected on his actions and values. This emotional and intellectual engagement led



naturally to the next major activity: the preparation of a public exhibition. The exhibition became the heart of the project and a space for dialogue between students and the wider community. The opening event was attended by representatives of the local community, including the chairperson of the regional Jewish community, cultural figures, the deputy mayor, and students from the primary school. Over the course of ten days, the exhibition welcomed visitors from other schools across the city. The exhibition centered on two powerful questions: *What do I want to be in ten years?* and *If I become what I want to be, how will I change the world for the better?* Through these themes, students were encouraged to reflect not only about their own future, but also about the tragic fate of Jewish children whose lives and futures were cut short by the Nazis and their collaborators during the Holocaust. This process fostered deep reflection, empathy, and compassion.

The project continued with a visit to the Sofia Synagogue. With the help of the local Jewish community's representatives, students were introduced to Jewish religious and cultural traditions, further enriching their understanding about the need to protect and promote diversity in society. After the summer break, the project resumed with a strong focus on student voice and creativity. Students created videos in which they reflected on the project's themes and shared their visions for the future. An informational brochure was also produced, documenting the project's activities and impact.

Croatia

A Story of a Boy

School: Gymnasium A. G. Matosa, Đakovo and Vladimir Nazor Elementary School, Đakovo

Duration: September 2024 - March 2025

Lead teachers: Ines Jancula and Mira Racic

In Đakovo, two passionate teachers from local schools led their students on a journey of researching and learning about the Holocaust. Wanting to bring history closer to home, they centered their project around the powerful personal story of Ruben Frank, a Jewish boy from their town who was deported to Auschwitz during World War II. His story became a window through which students could explore the experiences of children during the Holocaust and reflect on the consequences of human rights violations. The project began with a broad overview: students created a timeline of key events during the Holocaust in Europe. As they zoomed in on the Independent State of Croatia, they learned about antisemitic laws, the role of the Ustaša regime,



and the concentration camps that were established, including one located in their own city, which was used to detain women and children. This local connection made the history all the more real. With this context in mind, students immersed themselves in Ruben Frank's life, reading about his life story and uncovering additional documents and sources to deepen their understanding. They mapped out the key locations from Ruben's journey, creating historical maps that personalized the broader narrative of the Holocaust. The project also bridged the past and present. Students explored the Universal

Declaration of Human Rights, using the lens of Ruben's story to identify violations of human rights during the Holocaust. They examined how similar injustices still occur in today's society. A moving highlight of the project was a meeting with Ruben's surviving brother, Raphael, who shared his family's story and answered the students' questions. This powerful encounter gave a human face to history and inspired students to dive even deeper into historical research. The project culminated in the creation of a [documentary film](#) and a [traveling exhibition](#), both dedicated to telling Ruben's story. These were shared with the wider community during Museum Night in Đakovo and with other schools in the region, helping to ensure that Ruben's story, and the lessons it carries, continue to be heard.

Jews and Roma in Ivanić-Grad

School: High School Ivan Sear, Ivanić-Grad

Duration: November 2024 - June 2025

Lead teacher: Dubravka Horvatic

In collaboration with: Zeljka Holjevic, Bjelovar Gymnasium

In the Croatian town of Ivanić-Grad, a group of students embarked on a journey into the depths of history and human dignity. Their mission was both personal and collective: to uncover the stories, culture, and resilience of the Jewish and Roma communities in their town, and to learn how to stand up against prejudice, stereotypes, and discrimination. The project began with a symbolic commemorative act, planting crocus bulbs in memory of children who were killed in the Holocaust. On International Human Rights Day, December 10, the students came together in

small groups to explore the concepts of tolerance, prejudice, stereotypes, and discrimination. Through writing poetry, analyzing powerful quotes, and the thought-provoking *Raft Game*, where they had to decide which of 11 imaginary people could not fit on a life-saving raft, they were confronted with moral dilemmas and reflected on social judgments. The students visited the Jasenovac Memorial Site and the Roma Memorial Center in Uštica, activities which helped deepen their understanding of the Holocaust and the genocide of the Roma. Back in the classroom, they transformed into researchers, storytellers, and filmmakers. Each group took on a unique angle: some explored Jewish history and religion, others delved into Roma traditions. Several students uncovered the stories of notable Jewish and Roma people from Ivanić-Grad. One group produced a short film, *Education for the Roma*, shedding light on the educational barriers still faced by Roma communities today. March brought a field trip to Zagreb. At the local Jewish Community, Rabbi Lucijano Moše Prelević offered an introduction to Jewish customs, traditions, and religious life. At Kali Sara, the Association of Roma in Croatia, students participated in an escape room, titled *Escape Rom*, solving clues, discovering cultural symbols, and learning through teamwork. The project culminated with a public presentation where students proudly shared their findings, creative outputs, and film with peers and teachers. They also welcomed guests from Bjelovar Gymnasium, who presented their project, *Being a Jew in Bjelovar*. In the final part of the project, the students took time to reflect. They created bookmarks filled with their thoughts on prejudice, tolerance, and human rights, distributing them to younger students.



David Meisel: The Last Arch Cantor from Karlovac

School: Economics and Tourism School, Karlovac

Duration: October 2024 - July 2025

Lead teacher: Tatjana Protulipac



This project set out to help students rediscover the presence and legacy of the Jewish community in the city. At the heart of this journey was the story of the Meisel family, through which students came to understand not only Jewish life before the war, but also the devastating impact of antisemitism and the Holocaust on individuals and families. The path began with a deeply personal meeting with Tena Korkut, a descendant of the Meisel family, who shared her family's stories with the students, as well as her motivation to establish the association *Jews in Karlovac*. This meeting

was followed by a visit to the Jewish Community in Zagreb, where the Rabbi introduced students to Jewish traditions and culture. Soon after, the students brought this knowledge back home: at the Karlovac Associations Fair, they presented objects that once belonged to David Meisel and explained Jewish holidays to the wider public. From October 2024 to January 2025, the students

worked on a book dedicated to the life of David Meisel - researching, drawing, photographing, and editing with digital tools. They attended a lecture on Judaism in their school and learned about Jewish cuisine at the *Hugo Kon Elementary School* in Zagreb. Their activities even reached a national audience: they produced a short film about their work, appeared on Croatian national television evening news on Holocaust Remembrance Day, and presented the project on the TV program *Prizma*. The project also brought several visits to sites of memory. In January 2025, with the support of the Ministry of Science, Education and Youth, students traveled to Auschwitz, and in the months that followed, they visited the Jasenovac Memorial Site and the Roma Memorial Center in Uštica, and last but not least the Danica Memorial in Koprivnica. The journey culminated in July 2025, when the students exhibited their works at the *Jewish Heritage Days* in Karlovac, sharing their research, reflections, and creativity with the wider community.

Being a Jew in Bjelovar

School: Bjelovar Gymnasium

Duration: October 2024 - June 2025

Lead teacher: Zeljka Holjevic

In collaboration with: Dubravka Horvatic, High School Ivan Svear, Ivanić-Grad

The project *Being a Jew in Bjelovar* set out to uncover and share the almost forgotten history of the Jewish community in the city - who they were, when and how they arrived, and how they shaped Bjelovar's cultural, economic, and educational life. The story began with a visit to the Jewish Community in Zagreb, where the Rabbi introduced students to Jewish traditions and spoke about the suffering of Jews during the Holocaust. Students also planted crocus bulbs in the shape of a Star of David in front of their school, honoring children who perished in the Holocaust. Then, they worked in groups to research the history of Bjelovar's Jewish families and their contributions to culture, economy and other spheres of life in the city. The findings came together in presentations and a documentary [film](#), *In the Footsteps of the Jews of Bjelovar*, created after visits to archives, museums, and historic buildings once owned by Jewish people. To commemorate the International Holocaust Remembrance Day, students prepared a public presentation of their film, exhibitions, and testimonies. The event was made especially moving by the participation of Ms. Melita Kraus, the only Jewish person still living in Bjelovar, who spoke about her family's history and presented her book *My Father's Star*. Three exhibitions highlighted Jewish life and memory: one about Bjelovar's Jewish families, one about the artist Melita Kraus, and one honoring Dr. Josip Jagodić, who was recognized as Righteous Among the Nations. Students later presented their work in the town of Ivanić-Grad, at the invitation of the partner school Ivan Švear under the theme *Jews and Roma*, creating new spaces for dialogue. The journey concluded on May 28, 2025, with a visit to the Jasenovac Memorial and the Roma Memorial Center in Uštica. There, students reflected on what they had learned about memory, loss, and the dangers of intolerance.



Diversity Unites Us

School: Izidor Krsnjavi Primary School, Zagreb

Duration: November 2024 - June 2025

Lead teacher: Sanja Maricevic



The project engaged 13 students and four teachers in exploring the values of respect, empathy, and the beauty of human diversity. Designed for a group of 10-year-old students, the project focused on developing understanding and compassion, within the classroom and toward the broader community. At the heart of the project was the story of Lea Deutch, a gifted Jewish actress and singer from Zagreb who was banned from the Croatian National Theatre during the Ustaša regime and later died on a train bound for Auschwitz. Her life story became a powerful lens through which students examined the fate of Jewish children during the Holocaust, especially in their own city.

Through workshops, group work, and creative presentations, students reflected on human rights and the importance of inclusion. They also visited the Croatian National Theatre, where Lea once performed, had a tour in the theatre, and learned more about Lea and her life. Students also met with representatives of the Jewish community Bet Israel, and visited the synagogue, where they deepened their understanding of Jewish culture, religion, and customs. At the end of the project, students reflected on what they had learned and felt. They created educational posters, which were exhibited in their school and presented to other students. The project *Diversity Unites Us* helped the young students build strong foundations in empathy, cooperation, and civic values, showing them how learning about the past can shape a more inclusive future.

Georgia

The Holocaust and Jewish Physicists

Schools: Chanchkhalo Public School, Baratauli Public School, Nagvarevi Public School

Duration: January - April 2025

Lead teacher: Levan Katamadze

In an inspiring initiative, students from grades 8 to 12, under the guidance of their physics teacher, embarked on a months-long exploration of the Holocaust that wove together history, science, literature, and civic education. The journey began with collaborative planning meetings, where students took on roles and responsibilities that matched their skills and interests. This inclusive approach fostered a sense of ownership and commitment to the project's goals. The early stages focused on uncovering the historical facts of the Holocaust. Students explored diverse sources: books, documentaries, online materials, carefully analyzing and synthesizing information to prepare for a school conference. Their research went beyond general history: they explored the concept of "German" or "Aryan" physics, studying how science was distorted under Nazi ideology. Through figures like Nobel laureates Philipp Lenard and Johannes Stark, students confronted the dangers of politicizing knowledge and the devastating effects of declaring science the property of one nation. This critical lens extended to a powerful investigation into the persecution of Jewish physicists. Students prepared detailed reports on the lives and contributions of scientific giants such as Albert Einstein, Niels Bohr, and Gustav Hertz. In doing so, they deepened their understanding of history and developed a profound respect for the role of Jewish scientists in shaping modern physics.



The viewing of Holocaust documentaries, like the *Holocaust. History of the Second World War (Russian)*, *Auschwitz: The place where you are now standing... (Georgian)*, and *Shoah*, offered vivid depictions of human suffering, which helped students better grasp the human dimension of genocide and injustice. Literature provided another profound entry point into understanding the Holocaust. Reading literary works gave students access to personal narratives that statistics and timelines alone could not convey. The texts served as a bridge between disciplines: history provided the context, literature gave it a voice, and civic education turned reflection into responsibility. The learning extended beyond the classroom walls. A visit to the Batumi Synagogue and the local Museum of Religion allowed students to engage directly with Jewish culture and traditions. There, they gained first-hand insights into religious diversity and the values of dialogue, tolerance, and mutual respect. This experience helped break down stereotypes and deepened students' capacity for empathy and intercultural understanding. The culmination of the project came in the form of a powerful school conference titled *The Holocaust – A Bitter Lesson from the Past*. Held in April 2025, the event gave students a platform to present their research and express their thoughts and feelings about the Holocaust. It was a deeply moving and intellectually rigorous gathering, combining historical evidence with personal reflections, creative works, and calls for justice and remembrance.

Beyond Memory

School: I. Javakhishvili Public School No. 3, Poti

Duration: January - May 2025

Lead teacher: Eliso Vadakaria



A group of high school students embarked on a powerful journey with the mission to learn about the Holocaust, to explore the roots and consequences of antisemitism, and to become active voices for justice and human rights. First, flyers with questions about Holocaust awareness and democratic values were distributed to the school community, setting the stage for reflection and discussion. Over the months that followed, learning unfolded in layers. Through survivor testimonies, archival documents, historical photos, and powerful literature, including *Night*, *The Diary of Anne Frank*, and *Eichmann in Jerusalem*, students learned about the Holocaust and about centuries of antisemitism that

made the Holocaust possible, as well as about its manifestations in the modern world. To make these lessons accessible beyond the classroom, they translated key materials into Georgian language and compiled a digital book, now available in their school library. Through weekly meetings they explored the layers of identity, challenged stereotypes through guided scenarios, and discussed real-life examples of discrimination. One especially meaningful activity was the *Tree of Justice*: on colorful paper sheets, students wrote examples of discrimination on one side and proposed solutions on the other, then added them to a classroom tree. In April, students visited the Jewish Museum and synagogue in Tbilisi, deepening their understanding of Jewish life and culture through personal experience. Back in school, they shared their insights with peers in other classes, through presentations and open discussions, encouraging a ripple effect of awareness throughout the school community. In the reflection stage of the project, students wrote letters to future generations, describing what they had learned and how they hoped to build a world free of hatred. These letters were placed in a *time capsule*, now buried in the schoolyard, to be opened in ten years. The project concluded with a school-wide conference attended by students, teachers, parents, and administrators. Students presented their research and creative work, sparking dialogue and inspiring others to take action.

Understanding the Holocaust Through the Life of Anne Frank

School: Public School No. 2, Tsalenjikha

Duration: September 2024 - June 2025

Lead teacher: Tsiala Chanturia

In collaboration with: Nino Akhaladze

Seventh-grade students embarked on a powerful journey through history. Blending literature, civic education, art, and media, the project aimed to make the story of Anne Frank - and the lessons of the Holocaust - deeply personal and relevant for young learners. The project launched in May 2025 with an introductory event that brought together the 7th-grade participants, four 9th-grade student mentors, a civic education teacher, and the school director. Together, they explored historical facts related to Anne Frank's life and laid the



foundation for a year of learning, reflection, and creativity. Students were then grouped into small teams and given specific topics to research: Anne's legacy, her time in hiding, meaningful quotes from her diary, and a question: What would you take with you if you had to go into hiding? These themes came to life through the creation of posters, each one combining research, creativity, and personal reflection. A film screening of Anne Frank's story gave students a vivid, emotional connection to her experience and sparked powerful discussions. Throughout the project, students practiced peer mentoring, worked collaboratively, and developed critical thinking by connecting the past with human rights issues in the world today. Later in the year, the students visited Jewish heritage sites in the nearby city of Kutaisi, gaining a local perspective on Jewish history and memory. The project concluded with a joint reflection event together with students from a partner school, giving all students the chance to share what they had learned and felt, and to see their voices as part of a broader dialogue about memory, tolerance, and human dignity.

Georgian Schindlers

School: Kvemo Sobisi Public School, Gori Municipality

Duration: October 2024 - June 2025

Lead teacher: Simon Gigauri

In collaboration with: Rusudan Karkadze

The project began with an informational meeting that invited students into a journey of learning, reflection, and responsibility. Grouped in small teams, students researched key topics, from the Holocaust and the Nuremberg Trials to the history of Jews in Georgia, the courage of *Georgian Schindlers*, and modern forms of antisemitism. They created presentations and shared them with their classmates. Their learning experience deepened during the school screening of the documentary *The Place Where You Are Standing Now*. Students reflected on responsibility, solidarity, and freedom, realizing that the past shapes how we act in the present. On Holocaust Remembrance Day, a wall dedicated to



democratic culture and an exhibition of student artwork were opened. Visits to a synagogue and to Jewish neighbourhood connected students with living history, while their own research into the contribution of the Jewish community to their hometown revealed stories of cooperation in business, art, education, and daily life. Watching *The Diary of Anne Frank*, while reading the book in parallel, helped students connect personally with Anne's story. They responded creatively, writing letters, diaries, and essays that gave shape to their emotions and questions. Classroom discussions tackled difficult issues: the power of propaganda, moral courage, and whether obedience can ever justify inhumanity. Students also became advocates, launching an awareness campaign on human dignity and equality, through brochures and leaflets shared with the school and local community. S The project ended with a meeting with peers from Kutaisi Public School No. 24. Students presented their drawings, interviews, sketches, and letters, showcasing months of learning and collaboration. Their shared work on the topic of *Georgian Schindlers* demonstrated how cooperation between schools can multiply, impact and inspire young people beyond their own classrooms. Throughout the project, every activity ended with reflection through discussions and online questionnaires, ensuring that learning was not only experienced but also consciously understood.

Women During the Holocaust

School: Public School No. 105, Tbilisi

Duration: January - May 2025

Lead teacher: Mariam Oragvelidze



Throughout the year, students engaged in a powerful journey to explore how women experienced the Holocaust as victims, survivors, and fighters. The project began with four educational sessions, where students connected the Universal Declaration of Human Rights to Holocaust history. Through group discussions, they asked questions like: Which rights were violated? How can we protect them today? They reflected on personal responsibility by writing and sharing short articles with their peers. Students also watched selected scenes from *Schindler's List*, sparking conversations about justice, humanity, and the value of a single life. They wrote letters exploring themes of courage and regret and studied the testimony of Assia Raberman and other Holocaust survivors. Afterwards, the students created group presentations, reflection journals, and a chronological map of key Holocaust events linked to women's stories. In another phase, students worked in teams to explore Anne Frank's life, her diary, and the historical context surrounding her story. With the help of art teacher Maia Mangoshvili, students from grades 9 to 11 created drawings and handmade works that expressed the emotional depth of what they had learned. These works became part of a deeply moving school exhibition, unveiled during a final conference where students shared personal reflections and presented the stories of individual women from the Holocaust. Students also created a collective book titled *Women During the Holocaust*, based on their research, and visited the Museum of the History of Georgian Jews and a local synagogue, bringing their learning to life through first-hand experiences. By the end of the project, students had not only learned about a difficult chapter of history – they had grown into thoughtful young people more aware of human dignity, the dangers of discrimination, and their role in shaping a more just and compassionate world.

Jewish History of Sachkhere

School: Public School No. 3, Sachkhere

Duration: January - April 2025

Lead teacher: Nino Chikhladze



The project began with interdisciplinary lessons focused on prejudice, discrimination, and historical responsibility. Students analyzed Holocaust survivor testimonies, discussed contemporary human rights issues, and kept reflection journals. As an initial outcome, they created a Memorial Wall and thematic posters linking past experiences to present-day civic responsibility. Afterwards, students conducted historical research on Jewish migration to Georgia, the development of the Jewish community in their city, Sachkhere, and Jewish life during World War II and the Soviet period. Using books, digital sources, and archival materials, they prepared presentations and shared them with their classmates, teachers, and invited guests. The month of March was dedicated to archival and oral history work. Students examined local documents, collected photographs, and interviewed

residents and historians. This phase strengthened their understanding of how personal testimonies contribute to historical knowledge and helped them develop research and documentation skills. In April, the project moved into its field visits and public engagement phase. Students visited local historical sites and participated in an educational trip to Kutaisi to explore Jewish heritage locations and museums. Based on their findings, they designed educational brochures and posters, developed a cultural tour of Jewish Sachkhere, and produced awareness videos addressing antisemitism and human rights. Students also prepared a research report on local Jewish history, created a digital archive of collected materials, and developed educational resources for future classes. The project concluded with a community presentation event, where participants shared their work and reflected on the importance of preserving cultural and historical memory.

The Holocaust - An Important Lesson for Humanity

School: Public School No. 24, Kutaisi

Duration: December 2024 - September 2025

Lead teacher: Ekatherine Naroushvili



The learning journey began in the classroom, where thematic lessons brought together videos, testimonies, and historical resources, supported by guided discussions. Students explored the personal stories of Holocaust victims and reflected on prejudice, antisemitism, and the devastating consequences of indifference. These classroom discussions were further deepened through virtual visits to former concentration camp museums, where students paid tribute to the victims and confronted, in a powerful and emotional way, the human scale of the genocide. Learning continued beyond the classroom. Visits to the Jewish History Museum in Tbilisi and the local synagogue enabled students to meet representatives of the Jewish community. A visit to the city's World War II Museum placed the Holocaust within a broader wartime context, helping students connect global historical events with their local environment. Two students participated in TOLI's international student training and conference aiming to empower students in Europe to become ambassadors of Holocaust remembrance. They later took on the role of peer educators within the school, organizing interactive classroom activities, thus ensuring that knowledge and reflection were shared widely among their peers. Other students represented the project in an international art competition, creating artworks inspired by the themes of the Holocaust and human rights. One of the most impactful phases of the project was the archival research component. During a visit to the Kutaisi State Archives, students met with the head archivist, Mr. Merab Kezevadze. Through original documents and compelling narratives, they discovered prominent Jewish figures from Kutaisi and explored the cultural and economic contributions of the Jewish community to the city's development. The project revealed inspiring stories of Georgian citizens who sheltered Jews, assisted prisoners of war, and demonstrated remarkable moral courage. These stories will be further explored in future projects. The project culminated in a school-based exhibition, where students presented posters and artworks to their peers and the wider school community.

Greece

Jewish History in Greece

School: School No. 4, Keratsini

Duration: November 2024 - April 2025

Lead teacher: Maria Tolimenou

This project invited students to learn about Holocaust history through the eyes of children and young people. Inspired by the life of Rosina Asser-Pardo, a Greek Holocaust survivor, the teacher used literature, cinema, and direct encounters with sites of memory to help students understand how fear, hope, and moral choice shaped Jewish lives in Greece, and why these stories matter for understanding the need to respect human dignity today and always. The learning process began with an exploration of Jewish communities in pre-war Greece, then



moved to studying modern Greek prose. Students read texts such as *Anna's Grandson* by G. Bougelekas, *548 Days with Another Name* by Rosina Asser-Pardo, and *A Letter for Rebecca* by M. Kliafa, using them to connect historical events to individual voices. Films offered another way into learning about the Holocaust: students watched *Un sac de billes (A Bag of Marbles)* and *Schindler's List*, engaging in a long discussion to examine the brutality of the Nazi regime and the contributions of the Righteous Among the Nations. Memory was not only learned about, but also put into practice, as students planted yellow crocus bulbs in remembrance of the children who were killed in the Holocaust. Each student studied and presented one of 16 biographies from the Jewish Museum of Greece's archives, bringing stories of hiding and survival into the classroom. In groups, they created presentations and maps showing Jewish community populations across Greece, locating Holocaust memorials, linking human experience to geography. Two field trips gave the project its most direct contact with history. At the Jewish Museum of Greece in Athens, students and their parents took a guided tour and were particularly moved by concentration camp artifacts and prisoner uniforms. A temporary exhibition by artist Xenis Sachinis inspired students to create their own Sentinels of Memory artworks back at school. The project then expanded to the martyr town of Distomo, where 218 civilians were massacred in 1944. Led by a local historian, students followed a walking route through the village and visited the Mausoleum, an experience that showed how trauma can remain present in families and places long after the violence ends. The project's message of tolerance reached beyond the classroom through a visit from the Glafka Association for People with Special Needs. By taking part in an Easter bazaar and exchanging poems with association members, students practiced solidarity and acceptance of diversity in a concrete, relational way. The closing discussions returned to responsibility. Students shared what they learned with their friends and reflected on the Holocaust as one of history's most inhumane chapters, highlighting the role of education and art in preventing dehumanization. For the coordinators, the strongest outcome was seeing students' empathy deepen and their commitment sharpen toward defending human rights and resisting prejudice in their own communities.

Holocaust and Human Rights, Modern Reflections

School: 2nd High School in Ilioupolis

Duration: November 2024 - April 2025

Lead teacher: Theodora Kefala



A group of students embarked on a journey to learn about the Holocaust and understand its relevance in a world facing rising antisemitism, xenophobia, and challenges to human rights. The project began with a powerful introduction: the screening of *May Your Memory Be Love*, the moving testimony of Ovadia Barouch, a Greek Jew from Thessaloniki who

survived Auschwitz. Inspired by his story, students dove into the history of Jewish communities in Greece during the Holocaust. Divided into five groups, they first explored life in pre-war Thessaloniki, the brutal deportations to Auschwitz, the horrors of arrival and daily life in the camp, and the unimaginable task of survival and return. In the following project activity, another voice from history entered their classroom: Marios Soussis, one of the Hidden Children in Nazi-occupied Athens. He spoke softly but powerfully of loss, survival, and moral choices. His story sparked passionate conversations among students about courage, complicity, and what it means to resist. Then, the project moved into its second phase where students explored the broader ideological and moral frameworks of the Holocaust and WWII. Using a mix of historical sources, they studied the Sonderkommando scrolls of Marcel Nadjary, the testimony of Albert Speer, a German architect who served as Minister of Armaments and War Production in Nazi Germany during most of World War II, and other digital resources from the Jewish Museum of Greece. They reflected on personal responsibility, the progression of genocide, and the psychology behind collective cruelty, working in groups to unpack complex moral questions. In the last phase, the students created slogans, drawings, and sketches, a visual testimony of everything they had absorbed. Their works echoed emotions, questions, and a deepened understanding of history. Through this journey, the students connected their memory of the Holocaust to today's world, seeing how dangerous forgetting can be, and how vital it is to remember.

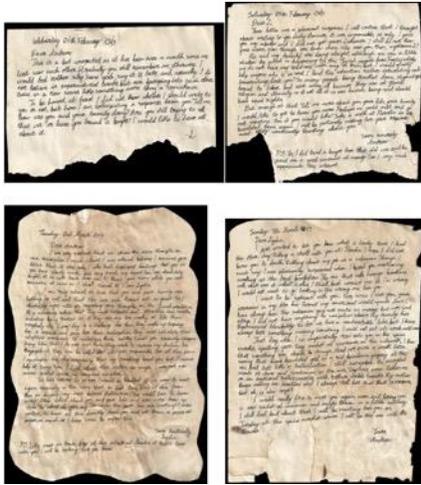
Thessaloniki: The Jerusalem of the Balkans

School: 2nd Model Senior High School of Thessaloniki

Duration: November 2024 - April 2025

Lead teacher: Theodora Toli

In November 2024, a new learning chapter began for a group of students at a Model Senior High School in Thessaloniki. Their journey into memory and history started not with dates or textbooks, but with a story: *Renée Molho: A Bookstore in Six Chapters*, a poignant video chronicling the life of the Molho family, one of many Jewish families whose lives were forever changed by the Holocaust. Afterwards, the students, divided into groups according to their specific interests, launched into months of dedicated, creative, and thoughtful work. One group researched the



demographics of pre-war Thessaloniki, uncovering the vital role played by the Jewish community in shaping the city's identity. Another group created a historical timeline, stretching from the Jewish community's arrival in the 15th century to the devastation of the Holocaust. Meanwhile, biographies of Holocaust survivors brought voices of resilience into the classroom. These powerful testimonies spoke of childhoods interrupted, families shattered, and the long road to healing. The creative writing group composed poems and short stories inspired by the lives of Thessaloniki Jews before, during, and after the war. Students gifted in the arts expressed themselves through painting and music. They reimagined the White Tower, Thessaloniki's iconic symbol, through a new lens of remembrance. One group even set a student-written poem to music, recorded it, and created a video, blending emotion and artistry into a [touching tribute](#). Finally, a team of editors brought all these threads together. They carefully wove the videos, interviews, songs, and stories into a cohesive and respectful final product that honored the Jewish community of Thessaloniki and the tragedies they endured. By the end, the project had become a living testimony, combining historical research, personal stories and artistic expression. It left the students more informed, more compassionate, and with a shared mission: to remember, to learn, and to ensure such atrocities never happen again.

The Jewish Presence in Thessaloniki. The Past Communicates with the Present

School: 28 High School of Thessaloniki
 Duration: November 2024 - April 2025
 Lead teacher: Efsevia Chalvatzi
 In collaboration with: Alina Tomi-Satmar, Romania

This project set out to bring students closer to the city's Jewish history: its vibrant life before the Second World War, the gradual loss of rights under Nazi occupation, and the devastation of the Holocaust. The journey began in October 2024 with a visit to the Islahane Cultural Center and the exhibition *Art – An Antidote to Oblivion*, where students discovered how trauma can be transformed into artistic expression. Soon after, at the Aristotle University of Thessaloniki, they stood before the Holocaust Memorial built on the grounds of the destroyed Jewish cemetery, reflecting on the memory of those deported to Auschwitz-Birkenau. In November, students watched Centropa's film *Renée Molho – A Bookstore in Six Chapters* and discussed how solidarity and hatred coexisted in wartime Thessaloniki. They explored the Yad Vashem website and learned about the Righteous Among the Nations, ending the lesson by writing their own feelings on the classroom board. In January, their exploration deepened through a guided visit to the Jewish Museum, the Yad Lezikaron Synagogue, Eleftherias Square, the Modiano Market, and



the Old Railway Station from which deportations once began. Working in groups, students researched museum archives and actively participated in interactive tours. In order to honor the Holocaust Remembrance Day, they created drawings, read poems, and connected their emotions to the lessons of history. Towards the end of the project, students broadened their perspective by engaging in an online exchange with peers in Romania, sharing with each other their experiences of learning about Jewish history in Greece and Romania. A reflective and creative phase followed, when students created posters about human rights, teamwork, and reinforced their commitment to tolerance and equality.

Discover The Food Culture Of The Romaniot Jews

School: Neochori High School, Arta

Duration: November 2024 - April 2025

Lead teacher: Aikaterini Antoniou



The project began in October with the screening of the Centropa film *So That Memory Does Not Die*, about the life of Teofila Silbering. Through Teofila's story of a blueberry pie that accompanied her in life's critical moments, students reflected on the universal power of food memory. A second film watched, *Renée Molho – A Bookstore in Six Chapters*, opened the door to Jewish history in Greece and sparked discussions on the two main Jewish groups: Romaniotes and Sephardim. Motivated to learn more, students began searching for Romaniote recipes. They reached out to the local Jewish community and to the Facebook group *Former Jewish Community of Arta*. During their research they discovered a painful truth: authentic Romaniote recipes are scarce because the Holocaust had silenced many voices. Not giving up, students organized their first food festival with the recipes they had managed

to collect. Students and parents cooked the dishes, and then enjoyed them together, discovering the similarities between Jewish and Christian recipes. Alongside food, students also learned about Jewish holidays such as Hanukkah, Yom Kippur, and Purim. The project continued with lessons from the Jewish Museum of Greece, discussions about antisemitism, and commemorative activities for International Holocaust Remembrance Day. Students also prepared for a long-awaited trip to Ioannina, supported by conversations with the General Secretary of the Jewish Community, Mr. Markos Batinos, and a visit to the Synagogue *Kahal Kadosh Yashan* in Ioannina. Professor John Kalef-Ezra welcomed them and gave a powerful presentation on Jewish life in Europe and Epirus. Upon their return, students collected their work on recipes, testimonies, and reflections on prejudice, in order to create an informative collection of materials for their peers, capturing what they had learned throughout the project.

The Holocaust and the Jews of Kastoria

School: High School of Oinoi, Kastoria

Duration: December 2024 - January 2025

Lead teacher: Eleni Gerousi

The project began with the screening of the documentary *Treasures: The Lost Jews of Kastoria*, created by Lawrence Russo and Larry Confino to honor their own ancestral community. Students watched attentively, using worksheets to engage with the survivors' stories. Literature then became a bridge to empathy. Through excerpts from *The Dragon's Cave* by Konstantinos Stoforos and *Cry for Tomorrow* by Holocaust survivor Berry Nahmia,



students encountered voices of trauma, resistance, and remembrance. Students then visited the Holocaust Memorial in Kastoria, built on the site where the city's Jews were once gathered before deportation. At the Municipal Library, they explored old newspapers and historical material, piecing together fragments of the once-thriving Jewish community. The dialogue continued in a virtual meeting with author Konstantinos Stoforos, where students reflected on the power of literature and memory to combat injustice. They created a digital Padlet wall to capture their reactions, filling it with statements of remembrance and hope. The learning journey concluded with a field trip to the Jewish Museum of Thessaloniki and its exhibition *Ashes and Tears in the Lake – The History of the Jews of Kastoria*. Guided by a descendant of Kastoria's last rabbi, students connected the objects, documents, and stories they saw with the knowledge and emotions built throughout the project. In their final reflections, they spoke of their responsibility to stand against intolerance and antisemitism today - raising awareness, promoting inclusion, and protecting those who face discrimination.

Stereotypes and the Shoah

School: 3rd Epal Esperino School, Patras

Duration: September - March 2025

Lead teacher: Christos Tegas

A mixed-age group of students came together to examine how prejudice takes root, how stereotypes can shape actions, and why these mechanisms matter in society today. With participants ranging from 16 to 70 years old (20 students and tens of volunteers from the local



region), the project became both a shared investigation of history and a space for dialogue across generations. The activities began with a screening of *Schindler's List*, which sparked extended conversations about human tragedy, ethics, and the meaning of courageous action in times of violence. To ground these discussions in historical context,

students learned about Jewish communities across Europe, using maps and an interactive board. They explored key concepts such as antisemitism, pogroms, and the so-called *final solution*, with a particular focus on Greek Jewish communities in Thessaloniki, Chalkida, Zakynthos, and Rhodes. Social workers contributed to this phase by introducing the Universal Declaration of

Human Rights and helping students process themes of rights, dignity, and responsibility. In the next phase of the project, photography became a central thread, approached as a way of witnessing history. The group analyzed a poster exhibition from the Yad Vashem Museum and then explored the work of two Greek Jewish photographers. Renee Revah, a third generation Holocaust survivor, sent her photographic album to the school. The teacher introduced the students to the abstract, philosophical images and read the accompanying texts describing the loss of Renee Revah's family members in Auschwitz, which led to an open discussion about humanity and the nature of the world around us. Students also examined the life and survival story of historian Rena Molho, using articles and interviews to follow her artistic journey after the war, and to reflect on how art can preserve personal humanity and serve as memory, resistance, and solidarity. The diversity of the group shaped the learning in a distinctive way. Because participants came from different cultural backgrounds and age groups, workshops became a space where teenagers and adults exchanged views on tolerance and social acceptance. This multigenerational collaboration also challenged age-based stereotypes from within, adding another layer to the project's theme. The work reached around 100 community members through public poster exhibitions. In their end-of-project reflections, the students concluded that education and art are essential tools for safeguarding democracy and human rights.

Keeping Memory Alive

School: Senior High School No. 3, Ano Liosia

Duration: December 2024 - March 2025

Lead teacher: Matthaios Foufoudakis

Throughout the project, the teacher introduced students to the Jewish religion and community, the fate of Jews in concentration camps, and the history of the Greek Jewish community before and after the Second World War. These historical themes were consistently connected to contemporary issues, including antisemitism today, modern forms of racism, and the persistence of stereotypes. To support students' learning process, educational materials from the Jewish Museum of Greece were used, as well as literary and historical books purchased through the project grant. Students were encouraged to reflect personally by writing down their thoughts and producing artworks.



Working in groups, they exchanged ideas, discussed different perspectives, and prepared presentations, strengthening both collaboration and peer learning. The project reached its central public moment on Holocaust Remembrance Day. During the event, participating students presented their artworks, read selected excerpts from the books they read, and shared the insights they had gained. A short informative lecture on the Holocaust was delivered, followed by the screening of the documentary *The Song of Life*, which tells the story of the Jewish Community of Zakynthos during the Second World War. Following the completion of the activities, students were asked to reflect on the impact of the project. Their feedback was overwhelmingly positive, confirming that the project had successfully deepened their understanding of Holocaust history, and its relevance for today's world.

Echoes of the Holocaust

School: 1st Epal Sykeon School, Thessaloniki

Duration: October 2024 - April 2025

Lead teacher: Kyriaki Efraimidou

Students from Thessaloniki took part in an eTwinning project carried out together with schools in Poland and Romania. Across the school year, the project combined online teamwork with a field trip, helping students learn about the Holocaust through real women's life stories and a human rights lens. Students worked in mixed international teams and started their journey by introducing themselves and their hometown, Thessaloniki, to their international peers. They researched the life stories of women who survived the Holocaust: Lisa Pinhas Lisa, Eni Wygodzka and Rifca Segal, using sources from Centropa, the Jewish Museum of Greece, and Yad Vashem, while also learning about survivors from Poland and Romania. Together, the teams produced three main outputs: acrostic poems based on the word SURVIVOR, a digital map marking key places in the three women's lives, and interactive timelines that traced each woman's journey before, during, and after the Holocaust. The project also included a study visit for 30 students to the former ancient cities of Aigai and Veria. In the latter, they visited the historic Jewish quarter, Mparmpouta, as well as the oldest surviving synagogue in the Balkans. Their history teacher gave an on-site talk and guided a discussion about Jewish life in the area and what happened there during World War II. In the final phase, students shared their findings and project activities on the school website, social media, and on the Greek Ministry for Secondary Education's digital platform.



What is NEVER AGAIN?

School: 1st High School, Panorama-Thessaloniki

Duration: January - May 2025

Lead teacher: Charikleia Stefani

The project began with introductory lessons about the Holocaust in Greece and Europe. This was done in order to prepare them for a study visit to the Dachau former concentration camp. The visit confronted them with the reality of Nazi persecution and mass murder, and it became the turning point that pushed the group from general knowledge about World War II toward a more personal, ethical inquiry about human rights, tolerance, and the multicultural history of their own city. Back home, grouped in five teams, they read and analyzed selected books about the Holocaust to gather more concrete information about Jewish history, building the background they felt they had been missing. Their learning process then took a turn into local discovery through a visit to the Jewish Museum of Thessaloniki and a local synagogue. What they learned there did not stay in



their notebooks: they documented new insights in an article for the school's digital newspaper, *Youth Step*, sharing the city's Jewish history with a wider audience. The emotional center of the project came through an interview with Bergen-Belsen survivor Rina Revah. Students prepared questions in advance and listened to her experiences and her message for the future - an encounter they described as very meaningful and emotional. By the end of the project, the teacher observed that students who had initially felt reluctant and cautious because of limited prior knowledge became more confident in speaking about rights, discrimination, and

responsibility. The learning process also left a visible trace in the school: educational banners were created and displayed in the corridors, so the project's themes remain present in daily school life.

Deconstructing Stereotypes: Exploring Jewish Characters in Theater

School: Third High School of Alimos

Duration: December 2024 - March 2025

Lead teachers: Aimilia Makraki and Kosmas Chatzirafailidis

Students from the 3rd High School of Alimos went through a strong preparatory phase that used literature and history to take stereotypes apart piece by piece. Students were introduced to the concept of stereotypes and then turned to literature, reading selected scenes from Gregorios Xenopoulos' *Rahel* and William Shakespeare's *The Merchant of Venice*. By comparing the characters of Rahel and Shylock, they examined how Jewish people were portrayed in different eras and what those portrayals suggest about the societies that produced them. From reading, they moved into analysis and organisation. Working in groups, students created digital padlets to sort and categorize the antisemitic stereotypes they identified. One padlet focused on ideas about Jewish people in Shakespeare's time (16th-17th



centuries), while another focused on the era of Xenopoulos (late 19th century and first half of 20th century), helping students see what stayed the same, what changed, and how stereotypes adapted to their context. History lessons then added the necessary grounding. Students researched Jewish communities in Greece and Venice, learned about the 1891 pogrom in Corfu, and watched footage of antisemitic acts that took place in Thessaloniki during the summer of 1942. With this context in place, they discussed how long-standing false beliefs can shape behavior, and how stereotypes contributed to the persecution and the murder of millions during World War II. A smaller media team of four students also produced a six-minute video about the Holocaust and Greek Jews for a contest held by the Jewish Museum of Greece. This work fed

directly into the field learning that followed: students took a school trip to Jewish landmarks and monuments in Athens, visiting the Holocaust memorial and the two synagogues in the city center. After the visit, the project shifted into reflection. Students shared what they had learned, discussed challenges they faced during the process, and recorded their thoughts and feelings on Padlet. They also created a *wall of respect* in their classroom, where they posted reflections for others to read. The two project videos were presented to students at the school, extending the learning beyond the original group. To ensure the work remained accessible in everyday school life, the team also created a Holocaust reading corner in the school library, where all students and teachers can find books, articles, and posters about World War II and the Holocaust.

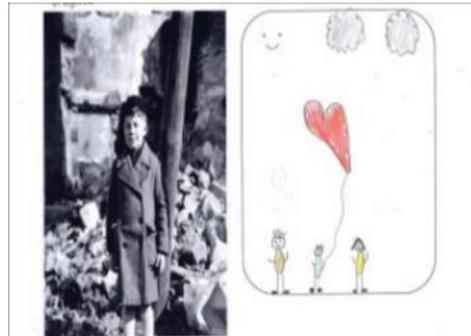
Never Forgotten Children

School: Primary School of Doliana

Duration: November 2024 - April 2025

Lead teacher: Vaia Manoli

The project was designed to help primary school students understand human rights and how empathy and responsibility can be practiced in everyday life, by linking the Holocaust to the present-day forced migration crisis. Using the book *The Forgotten Key* students followed the experience of a Jewish child named Jacob. The students researched the book's historical context and built a digital timeline that connected events from the book to world history. From there, the focus shifted to rights. Students explored the European Convention on Human Rights



through digital games and videos, then returned to Jacob's story to identify which of his rights were violated. They turned their conclusions into a digital word-art poster so their learning could be shared visually. To mark International Holocaust Remembrance Day, students explored the Jewish Museum of Greece's digital exhibition *Hidden Children in Occupied Greece*. Each student chose one child's story, presented it to the class, and created artwork inspired by it. They also learned about the Righteous Among the Nations, using their example to discuss solidarity, trust, and what it means to help someone at risk. Students compared the deprivation of rights experienced by Jewish children during the Holocaust with the realities faced by refugee children today. They watched a film about a refugee girl named Peace, which opened discussions about discrimination and what students can do to challenge it in their own environment. The students produced an original digital book about children's rights, combining what they had learned from Holocaust history and refugee experiences into a resource meant to raise awareness in their local community.

Hungary

Human Stories Through the Arts

School: Bessenyei Gyorgy High School and College, Kisvárdá

Duration: November 2024 - October 2025

Lead teacher: Tari Istvanne Czomba Magdolna



The project offered students the opportunity to learn about the Holocaust in Hungary from survivors' testimonies, and to creatively express their understanding through artworks. The teacher engaged her students in the annual Art Project organized by TOLI partner in Hungary, Zachor Foundation for Social Remembrance, which guided students into identifying, watching, analyzing and reflecting on testimonies of Holocaust survivors from their region, available on the IWitness platform. Each student watched a full-length

Holocaust survivor testimony, which included references to the pre-war Jewish life in their region, the events during the Holocaust, as well as life after the Holocaust. The teacher supported students in analyzing the testimonies with particular focus on aspects which are relevant for their region and facilitated the creation of artworks through which students expressed the specific life stories, but also their emotions, and moral questions that had moved them. They edited videos related to their regional history of the Holocaust and curated a school exhibition for Holocaust Memorial Day on April 16, turning the school into a space of remembrance and reflection. For students, the project was both emotionally powerful and intellectually demanding. Working with survivor testimonies and then responding through art helped them develop critical thinking, historical awareness, media literacy, and empathy. Many reported that history no longer felt distant and abstract, but living, personal, and emotionally engaging, revealing both the vulnerability of human life and the strength of the will to survive. The project concluded with participation in the national closing ceremony of the Art Project, where students and teachers from all across the country shared their artworks, insights, and experiences with peers from other schools.

Andrássy 1944

School: Gyula Andrásy Primary School, Vecsés

Duration: November 2024 - January 2025

Lead teacher: Gábor Kiss

A dedicated group of students took on learning about the Holocaust through research of their own school. They started by building the background needed to understand the past. Students learned about Judaism and Jewish traditions, the political context of Hungary during the Horthy era, and key concepts and ideas linked to antisemitism and human rights. They continued by studying the Jewish community of their city, Vecsés, and visiting the local Jewish cemetery, grounding national history in their own town. With this newly acquired knowledge students transformed into archivists, analysing the school registry and enrollment records from 1928 to 1944, searching for students affected by anti-Jewish laws. In the school files, they identified 14 former students persecuted, of which 13 Jewish students and one Christian pupil who was affected by family circumstances. Afterwards they followed the trail of events further and found that four of these students were murdered during the Holocaust, while the others managed to survive. What began as research became a public act of remembrance. When the municipality prepared a memorial for Second World War victims, the students formally requested that the names of the 14 former pupils be included. The request was accepted, and the memorial was inaugurated on the 80th anniversary of the end of the war in Europe. During the ceremony, students read poetry and played traditional Jewish music. Their committed work reached beyond the school community and included local government representatives, church members, and the wider local community. For the students, one realization stayed strong: the people about whom they had learned had once walked the same corridors they do today. They had been persecuted and killed without having done anything wrong - only on the basis of their identity. Learning this made a lasting impression on all the students involved. To keep the topic active for future generations of students, the coordinating teacher plans to develop an IWalk educational resource, a digital, place-based tool that guides learners through the school, the memorial, and the surrounding neighborhood, so the site becomes a part of learning in the long run.



Italy

We Need to Understand, to Remember, to Act

Schools: I.I.S. A. Volta, Caltanissetta; Liceo Scientifico Statale Archimede, Acireale; IISS Don G. Colletto, Corleone

Duration: December 2024 - March 2025

Lead teachers: Assunta Gallo Afflitto, Marinella Venera Sciuto, Anna Buscemi



In a collaborative effort across four Sicilian schools, students engaged in a rich program of activities designed to confront antisemitism, explore propaganda, and strengthen civic responsibility. The project combined workshops on stereotypes, prejudices, and discrimination, guided by TOLI's handbook *Learning from the Past, Acting for the Future*, with opportunities for students to critically reflect on the mechanisms of hate speech both past and present. One of the project highlights was the online meeting with Holocaust survivor Sami Modiano and writer Dacia Maraini, whose testimonies underscored the urgency of transmitting memory to younger generations. The schools also hosted the traveling exhibition *La razza nemica* (The Enemy Race) from the Shoah Museum in Rome. The students involved in this project prepared to serve as guides and curators, presenting the content of the exhibition to over 40 visiting classes and more

than 500 peers and community members. The inauguration of the exhibition featured music and readings by students, and for a week they took responsibility for leading tours, moderating discussions, and answering questions. Through these activities, students gained historical knowledge, while also developing practical skills in communication, research, and public presentation. They produced videos, photography, and digital materials to share their reflections with peers in the partner schools. The collaborative nature of the project enabled exchange between students of three different schools in three different cities, broadening the impact of the activities and creating a regional network of students committed to memory work. By the end of the program, participants had grown into active memory keepers and critical thinkers, able to recognize the dangers of propaganda and discrimination and inspired to act in defense of human rights today.

The Memory Around Us

School: IISS Luigi Dell'Erba, Castellana Grotte, Bari

Duration: February - March 2025

Lead teachers: Genny Catalano

This project offered students an interdisciplinary and experiential approach to Holocaust education, linking historical understanding with the local memory of refugee reception in the region of Apulia and encouraging reflection on present-day discrimination. The program included interactive workshops that explored the relationship between prejudice and genocide, memory studies, and forms of antisemitism and discrimination still present today. Using Padlet and other collaborative tools, students worked together on activities inspired by TOLI's educational resources. A seminar was organized in collaboration with the Apulian Institute for Antifascism and Contemporary History (IPSAIC), focusing on the refugee reception systems established in the

region after the 1943 armistice. Students learned from historians how communities recovered and rebuilt daily life in the aftermath of war. Field visits were a central part of the project. Students traveled to the sites of former refugee camps in Bari and Altamura. An impromptu meeting with a woman who lived through the post-armistice period added a deeply personal dimension to their exploration of memory and civic responsibility. As a final product, students wrote and recorded a new season of the podcast *The Memory Around Us: Places, Words, Voices*, which is now available on [Spotify](#). The episodes address a wide range of themes, from Holocaust memory and the pyramid of hate to contemporary discrimination, including an episode dedicated to and the story of Olga Lengyel.



Human Rights through Artistic Creativity

School: Historic Institute of Resistance, Novara; Caluso Highschool, Turin; Institute for History of Resistance and Contemporary Society, Asti

Duration: December 2024 - June 2025

Lead teachers: Elena Mastretta, Ileana Orsini, Paola Malandrone



Three schools in the Piedmont region collaborated on a broad-ranging project that used creativity and the arts as a lens for Holocaust and human rights education. The initiative began with a survey across the three institutes, asking students to identify three key terms they associate with human rights. This common starting point framed a shared exploration of memory and civic responsibility. At Caluso Highschool in Turin, students hosted the Yad Vashem traveling exhibition on the Righteous Among the Nations. They guided peers and visitors

through the 17 stories presented, reflecting on the power of individual choice against indifference. At Technical Highschool Fauser in Novara, the focus was on graphic novels and illustrated books: students read and discussed works on Anne Frank and Primo Levi, then curated reflections for the school library and produced a collective digital presentation. Meanwhile, in Asti adult learners engaged in photography and creative writing, connected to a walk among the Stolpersteine of Asti and reflections on local memory. The three strands came together in May, when Novara students curated a shared online documentation of the entire project, titled *Obiettivo: Umanità (Goal: Humanity)*. This collection of outputs - photographs, Padlets, drawings, and reflections - was shared across the participating schools, highlighting both local work and the value of collaboration. Students of different ages and backgrounds were able to see how Holocaust memory connects to human rights challenges today. By combining exhibitions, literature, photography, and digital tools, the project empowered them to reflect critically, create artistically, and share their voices as active participants in civic life.

Righteous Among the Nations - An Example for Today

School: Istituto Comprensivo Merano 2 – Scuola Negrelli

Duration: October 2024 - February 2025

Lead teacher: Patrizia Biagi

This project introduced students to the stories of the Righteous Among the Nations through a Yad Vashem traveling exhibition, which presented 17 stories of Jewish rescue during the Holocaust. Since students had limited prior knowledge of the Holocaust, the program began with foundational historical study and then introduced the notion of the Righteous Among the Nations. Dynamic activities invited students to reflect personally on the concepts of indifference and choice, encouraging them to recognize the moral imperative to act against violence and injustice. The project culminated in student-led guided tours of the exhibition, during which students became interpreters of history for their peers and teachers.



Activities continued with a school visit to the Garden of the Righteous in Milan, where participants were especially touched by the courage and moral strength of those who chose to defy inhumane orders and save lives. Finally, students created artistic interpretations of the lives of the Righteous they studied, using the Caviardage technique, which combines writing and artistic expression. It consists of removing words from a text until a single message is visible. The experience proved highly meaningful for students, enhancing both historical understanding and personal reflection while helping them see themselves as active memory keepers in today's society.

Educating for Memory and Peace

School: ITC P. F. Calvi, Padua

Duration: October 2024 - June 2025

Lead teacher: Beatrice Rizzato

In collaboration with: Andrea Camilletti

At the Istituto Tecnico Economico P. F. Calvi in Padua, students embarked on a journey to uncover the layers of Holocaust memory, human rights, and local history. The project opened with an exhibition on the racial laws passed by fascist Italy, curated and presented by students to their peers, encouraging critical discussion on the roots of discrimination. This was followed by field visits to the former Jewish Ghettos of Padua and Venice, where students encountered history in situ, guided by educators who helped them understand the significance of these memory sites in the context of Italian Jewish life and the persecution of Jewish communities. One of the highlights was a conference bringing together four diverse voices: Professor Mariarosa Davi, who spoke about the fate of the Jewish students of Padua in 1938; Professor Giulia Simone



who contextualized the situation of the campaigns for the construction of racial hatred in schools and in university; journalist Barbara Serra; and Ursel Kingway, a migrant from Congo and former student of the school. The conference sparked deep reflection among students. Some students also undertook a memory journey to Istrian-Dalmatian exile sites and the Foibe Memorial at Basovizza, confronting another chapter of Italian history marked by displacement and violence. Working together with Andrea Camilletti's students from Aosta, students produced a podcast and a video story dedicated to the memory of deported students from Padua, and the Jona brothers of Aosta. These creative outputs not only deepened students' engagement but also allowed them to share their work with a wider community through online platforms. Reflections gathered throughout the project revealed the strong impact of testimonies and visits: students described being profoundly moved by personal stories and historical places, which made the lessons of the Holocaust and human rights tangible and urgent.

The Alphabet of Peace and Human Rights

Schools: Mezzolombardo Middle School A. Eccher Dall'Eco; Secondary School of Business H. Kunter, Bolzano

Duration: October 2024 - May 2025

Lead teachers: Christian Giacomozzi, Beatrice Rigatelli

In the Italian region of Trentino-South Tyrol, two schools joined forces to build an Alphabet of Peace and Human Rights, a collaborative journey weaving testimony, literature, and local memory sites. The project began with the reading of Holocaust survivor Edith Bruck's works and culminated in an online encounter with the writer herself, whose testimony shaped the students' reflections on memory, dignity, and resilience. Students then connected history to places through a series of memory visits: planting



crocuses in the city of Mezzolombardo; visiting the De Gasperi House in the neighboring city of Pieve Tesino; discovering stumbling stones and the Lager of Via Resia in nearby city of Bolzano; and meeting witnesses such as Franca Avataneo, granddaughter of partisan Aldo Castelletti, and Oleg Mandic, the last child to leave Auschwitz. A highlight was the *Viaggio della Memoria* (Remembrance journey) to Milan, where students explored *Binario 21* and the Shoah Memorial, the archives hosted by Fondazione CDEC, and the Brera neighborhood in Milan, focusing on the story of Fernanda Wittgens, the first woman to direct a museum in Italy and a brave opponent to the Nazi regime during World War II. Working together across both schools, students created a collective Alphabet of Peace and Human Rights: posters with QR codes, podcasts, drawings, and a shared decalogue of rules for civic responsibility. The project concluded with a public exhibition on Europe Day (9 May 2025), where students guided peers and community members through their work, turning reflection into dialogue. Through this collaboration, students not only deepened their historical knowledge but also became memory keepers and civic actors, learning how propaganda and hate speech can be challenged by critical thinking, empathy, and the defense of human rights.

Walking through Memory: Citizenship, Equality, and Democratic Values

School: Innocent Manzetti Technical High School, Aosta

Duration: January - May 2025

Lead teacher: Andrea Camilletti

In collaboration with: Beatrice Rizzato



This project engaged students in an interdisciplinary exploration of Holocaust memory, citizenship, and democratic values through historical inquiry, creative expression, and public dissemination. Building on a collaboration between two Italian schools, students worked on local and European histories of persecution, deportation, and resistance, with a particular focus on the Holocaust. A central element of the project was the creation and public presentation of a photographic exhibition connected to the *Journey of Memory*, which guided visitors through key sites of twentieth-century European history, including Terezín, Kraków, and Auschwitz. Through images taken by students and teachers, the exhibition encouraged reflection on historical responsibility, civic values, and the transmission of memory to new generations, reaching approximately 300 students. In parallel, a smaller group of students developed a podcast dedicated to the story of the Jona family from Issime, deported to Auschwitz, combining historical research with narrative reflection. Together, these activities fostered

critical thinking, empathy, and active citizenship, encouraging students to take responsibility for preserving historical memory and upholding democratic values in their communities.

From Books to Life: An Actualization of the Shoah

School: IIS Amedeo d'Aosta, L'Aquila

Duration: November 2024 - May 2025

Lead teachers: Roberto Gianfelice and Domenico Nardecchia



At IIS Amedeo d'Aosta in L'Aquila, students engaged in a collaborative project that brought together literature, history, and art to explore Holocaust memory in contemporary terms. Working in groups, they read and discussed works by Sami Modiano, Liliana Segre, Anne Frank, Primo Levi, and Viktor Frankl, identifying significant ideas, concepts and sentences which they transformed into illustrated panels. This creative process combined close reading and analysis with artistic interpretation, enabling students to act as interpreters and communicators of memory. The panels were

presented in a school-wide exhibition, with students serving as guides for their peers and teachers. The initiative also included exchanges with partner classes, expanding the conversation and linking the project to the school's wider program *In Viaggio per la Memoria (On a Journey to Memory)*, which encompassed an educational trip to Auschwitz-Birkenau in February 2025.

Through this multifaceted journey, students deepened their historical understanding of the Holocaust and also developed critical thinking, creativity, and communication skills. By curating and presenting their own exhibition, they experienced how memory work can move from books to life, inspiring reflection on the relevance of Holocaust education for today's society.

Save the Music!

School: Balilla Pinchetti High School, Tirano

Duration: October 2024 - October 2025

Lead teacher: Simone Evangelisti



From October 2024 to October 2025, the project *Save the Music!* engaged students in Holocaust and human rights education through music, theater, historical research, and international collaboration. The initiative combined artistic expression with rigorous historical inquiry. Students organized public concerts of Jewish music to commemorate the victims of the Holocaust, including a performance marking the anniversary of the 1943 roundup of Roman Jews and a Holocaust Remembrance Day event for the local community. The project also led to the laying of the first Stumbling Stone in the region, accompanied by a student-organized conference on the topic of Holocaust in the province of Sondrio. International cooperation with partners in Bulgaria strengthened the project's civic dimension, with four students travelling to Burgas, Bulgaria to lead a workshop on combating antisemitism and online hate. This partnership culminated at the International Youth Literature and Film Festival in Burgas, where students received international prizes for a video they produced documenting the historical ties between Jewish

communities in Italy and Bulgaria. Students also presented a theatrical production exploring the life of Israeli poet Yehuda Amichai and the fate of Holocaust victim Ruth Hanover. The project concluded with a visit to the Shoah Memorial in Milan, linking local refugee history to broader European narratives. By integrating artistic performance, research, and public engagement, the initiative transformed historical learning into active civic responsibility and community impact.

Witnessing Life Together

School: Galileo Galilei High School, Verona

Duration: October 2024 - June 2025

Lead teacher: Camilla Tinelli

Over two years, students at Galileo Galilei High School in Verona carried out an in-depth research project on the story of the Jenna family, deported from Verona during the Holocaust. Building on a digital archive created in the school year 2022-2023, they consulted sources from the local police archives and the Fondazione CDEC archives in Milan, and reconstructed the life of Paolo Jenna through documents and testimonies. Working in groups, students wrote a collective narrative of Paolo Jenna's story. The manuscript was reviewed by Paolo Jenna himself, who in the end decided not to proceed with authorizing the publication. This turning point became an

essential part of the project: students learned about the fragility of memory and the ethical responsibility that comes with testimony. To help process the disappointment of non-publication, the group engaged in guided reflection with experts Marcus (University of Trieste) and Patrizia Baldi (CDEC). The research process was presented in February 2025 to over 300 peers and 25 teachers, making their work part of the wider school community. The project closed in June 2025 with a symbolic gift of Primo Levi's *If This Is a Man* to all participants, paired with personal reflections on the meaning of memory. Through this journey, students improved their historical knowledge and research skills and also experienced the complexity of testimony: the balance between personal stories and public memory, and the responsibility of carrying forward what survivors have entrusted to future generations.



The Legacy of Memory

School: Don Roberto Angeli High School, Livorno

Duration: December 2024 - May 2025

Lead teacher: Maria Vincenza Matteucci

In collaboration with: Anita Rucioch-Gótek, Poland

At Don Roberto Angeli High School in Livorno, 8th-grade students explored the Holocaust through historical study, testimonies, and local research. They began with guided readings, documentaries, and survivor accounts (including materials from the USC Shoah Foundation), examining how antisemitism, persecution, and deportation unfolded. Students then investigated the Livorno



context, learning about figures such as refugees Isacco Bayona and Frida Misul, and rescuer Don Roberto Angeli, to connect national history with local memory. The project also included an online exchange with a group of students from Poland coordinated by another TOLI teacher, where students shared their research on sites of memory and compared perspectives. A project highlight was the visit to the Shoah Memorial in Milan, with a didactic workshop that deepened students' understanding and prompted a reflective discussion on the meaning of the place. As a final outcome, students created group presentations to share their learning with the school community. Across the project, students reported strong emotional engagement and a clearer sense of civic responsibility, recognizing how small acts of discrimination can escalate and why defending human rights matters today.

Memory Around Us: 80 Years After Italy's Liberation (1945–2025)

Schools: M. G. Agnesi High School, Merate

Duration: January - May 2025

Lead teacher: Cristina Mazza



This project engaged students in an in-depth exploration of the Holocaust, the Resistance, and the history of local Jewish and antifascist families, through an interdisciplinary and local-based approach. Building on the school's ongoing commitment to historical memory, students researched the life stories of political activists such as Leone Ginzburg, Ursula Hirschmann and Carlo Rosselli, as well as local stories of persecution and resilience, including the experience of the Milla family and the escape routes toward Switzerland during 1943-45. Guided by historical sources, literature, and documentary materials,

students analyzed and reflected on how individual choices - helping, resisting, fleeing, remaining silent - shaped lives during the period of Fascism and the Shoah. Field experiences played a central role: the group visited the Memoriale della Shoah and the Garden of the Righteous in Milan, and completed an educational hike along partisan paths in the Val Biandino area, tracing the routes used by refugees and Resistance groups. As a final outcome, students created eight podcasts related to the stories they had learned about (imaginary interviews with the protagonists, first-person narrations, reconstructions of meetings with historians, excerpts of speeches and readings taken from the works of the authors discussed). The podcasts combine research, narration, and creative reinterpretation, allowing students to give voice to historical figures and to connect past events with present-day reflections on human rights, discrimination, and civic responsibility. The students created an exhibition of eight panels, associated with the stories presented on the podcasts and presented it on April 25, commemorating Italy's Liberation Day, enabling students to serve as peer-educators for families and the wider community.

From Forgotten Lives to Emerging Memories

School: Artistic High School A. Modigliani, Padua

Duration: November 2024 - May 2025

Lead teacher: Antonio Spinelli

At the Artistic High School A. Modigliani in Padua, students carried out an in-depth exploration of the Holocaust through the lens of local history, memory, and human rights. Building on research begun the previous year, students revisited historical sources, scholarly publications, and archival documents related to the Jewish community of Padua and the impact of Fascist persecution at local level. Working in small groups, they investigated themes such as the 1938 racial laws, experiences



of Jewish students at the University of Padua, arrests and deportations, local resistance figures,

and individual stories of persecution and survival. Through guided research, discussion, and reflection, students transformed their findings into an exhibition of large-format panels designed to make complex historical content accessible to peers. Displayed at the school and accompanied by student-led guided tours, the exhibition encouraged dialogue about historical responsibility, the denial of human rights, and the importance of preserving memory. The project proved highly meaningful, strengthening students' historical understanding, collaborative skills, and awareness of their role as active custodians of memory within the school community.

Between Resistance and Surrender. 80 Years of Freedom

Schools: Pablo Picasso High School, Pomezia; Giacomo Matteotti Professional High School, Monserrato

Duration: October 2024 - May 2025

Lead teachers: Deborah D'Auria and Barbara Mocci

This project engaged secondary school students in an in-depth exploration of the connections between the Italian Resistance and the Holocaust, framed through the lens of restorative justice and civic responsibility. Students examined themes such as hate speech, Holocaust distortion, identity, and solidarity. Site visits to the Historical Museum of the Liberation in Rome and the Shoah Memorial in Milan consolidated students' knowledge of history and strengthened their engagement with local memory and national history.



A central component of the initiative was a week-long study trip to Budapest, where students and teachers deepened their understanding of Hungarian Jewish history and Holocaust memory in Europe. During their trip, students met with writer Gábor Szántó and art historian Zsófia Farkas, and they visited key memorial sites. These encounters offered powerful opportunities to connect historical study with lived experience and contemporary cultural reflection. The project concluded with a final workshop in Milan at the CDEC Foundation, featuring student presentations. Throughout the year, students documented their learning through podcasts, videos, and other multimedia outputs published on a [dedicated website](#). By linking historical memory to present-day social challenges, the project strengthened students' critical thinking, empathy, and commitment to countering antisemitism and discrimination in their communities.

Let's Stumble upon It

School: Federigo Enriques High School, Rome

Duration: October 2024 - June 2025

Lead teachers: Patrizia Colao and Stefania Nardone



This project involved a group of secondary school students in a deep and meaningful exploration of Holocaust memory by examining the stumbling stones located within their local community in Rome. Combining archival research with field investigation, students examined the origins of the *Stolpersteine* initiative and researched the individual biographies of Holocaust victims commemorated in their neighborhoods. By reconstructing personal histories and visiting the physical sites where victims once lived, students established a tangible and deeply personal connection between historical events and their contemporary urban environment. A key component of the initiative was a

cultural exchange with students from Amedeo D'Aosta High School in L'Aquila, coordinated by two other TOLI teachers. The two groups shared their respective research projects - one focused on local commemorative practices, the other on broader Holocaust history and visits to former concentration camps in Germany - creating space for dialogue, comparison of methodologies, and collective reflection on the meaning of remembrance. The project culminated in the creation of a virtual multimedia platform featuring maps, biographies, and visual materials documenting the lives of those commemorated by the stones. This digital resource serves as a lasting educational tool, extending the impact of the project beyond the classroom. By humanizing victims and linking memory to place, the initiative strengthened students' historical awareness, teamwork, and sense of responsibility to confront contemporary discrimination and uphold human rights.

Discovering Platform 21

School: Carl Wolf Middle School, Merano

Duration: September - October 2024

Lead teacher: Patrizia Arcaini

Between September and October 2024, twenty students of the Carl Wolf Middle School in Merano embarked on a learning journey focused on Holocaust history, active citizenship, and the recognition of contemporary hate speech. The project began with a brainstorming session and the screening of Ari Folman's animated film *Where Is Anne Frank*, which allowed students to approach the historical period through the perspective of a peer. To connect past and present, students also explored the life and testimony of Holocaust survivor Liliana Segre, analyzing videos and articles which helped them reflect on both historical exclusion and discrimination, and their contemporary relevance. The learning experience culminated in a study visit to the Shoah Memorial in Milan, including Platform 21, the site from which Liliana Segre was deported to Auschwitz. The visit had a strong emotional impact: students engaged actively with the memorial guide and left a



symbolic message inside one of the original deportation wagons. The project also adopted an interdisciplinary approach by linking Holocaust memory to the UN 2030 Agenda for Sustainable Development. In collaboration with their Science teacher and English teacher, students created multilingual 3D cubes representing specific global goals and documented personal actions they had taken to contribute to them. In doing so, the project connected historical memory with present-day responsibility, encouraging students to see themselves as active and responsible members of society.

Visiting Jewish Palermo

School: Lercara Friddi High School, Palermo

Duration: October 2024 - May 2025

Lead teacher: Loredana Fiorello



At Lercara Friddi High School, students explored Jewish history and Holocaust memory through a strong focus on local heritage and experiential learning. Throughout the school year, they studied the history of Jews in Sicily, including the 1492 expulsion, and reflected on long-standing patterns of exclusion and persecution. A central activity was an educational visit to Palermo, where students traced the sites of medieval Jewish life and visited Palazzo Steri, a former Inquisition prison whose graffiti made tangible the suffering of persecuted Jews, Protestants, and Muslims who were forced to convert to Christianity. Students processed their learning through multimedia projects that they created and shared within the school and online. They further deepened their engagement by participating in a national project promoted by the Jewish Museum of Rome, earning first prize for their creative interpretation of Sami Modiano's book *Thus We Became Brothers*. The project culminated in a Journey of Memory to Berlin, including a visit to former concentration camp in Sachsenhausen and other key memorial sites, strengthening students' historical awareness, empathy, and commitment to defending human rights and freedom of religion.

Lithuania

Not Only out of Duty

School: Prienai Balbieriskis Basic School, Balbieriskis

Duration: August 2024 - September 2025

Lead teacher: Reda Valančienė



The learning journey proposed in the framework of this project began in the city of Prienai, where students participated in a commemoration event for the victims of the massacre of August 26, 1941, by placing stones and lighting candles. They joined the *We Remember* campaign in September, connecting their own voices to the global act of remembrance. A series of educational visits followed, aiming to help students understand the

magnitude of the Holocaust. In Kaunas, they visited the house-museum of Japanese diplomat Chiune Sugihara, learning how his courage and compassion saved Jewish lives during the Holocaust. An important part of the visit included a tour of the Kaunas Ghetto sites, where Chairman of the local Jewish community, Gercas Žakas, shared significant information about the history of the community's destruction. During their trip to Vilnius, the newly opened Lithuanian Jewish Culture and Identity Museum helped students understand what it means to be a Lithuanian Jew, and how Jewish identity shaped national culture. On January 27, 2025, the entire school community marked the International Holocaust Remembrance Day, reflecting on centuries-long history of Jewish life in Lithuania and its brutal erasure during the German occupation. In March, students attended the play *When People Played God... One Girl's Story*, based on *The Diary of Anne Frank* at the Vilnius Chamber Theatre. This offered an insight into the European dimension of the Holocaust, helping students widen their understanding. At the Prienai Regional Museum, students, teachers, community leaders, and politicians gathered to discuss how to counter antisemitism and discrimination today. On March 15, the Day of the Rescuers of Lithuanian Jews, historian Vitas Rymantas Sidaravičius reminded students about Lithuanians who risked everything to protect their Jewish neighbors, teaching lessons of courage and compassion. Throughout the project, students reflected on their learning process through creative work and class discussions, turning history into lived memory. On May 20, at the conference *Local Projects about the Holocaust and the History of Lithuanian Jews*, several TOLI teachers from the region shared their project activities demonstrating the strong value of exchanging experiences and learning from one another.

Lessons From the Past

School: Meile Luksiene Education Center, Marijampolė

Duration: December 2024 - June 2025

Lead teacher: Arūnė Vaičiūnaitė-Levuškinienė

The project began in the place of a former synagogue, today home to the Education Center's art gallery. More than 100 students and their teachers stepped into lessons that brought them face to face with Jewish history and heritage. In March and April, the traveling exhibition *One Age of*

Seven opened its doors in local schools in Marijampolė, drawing over 1,000 visitors. Its stories sparked questions, conversations, and reflection on the legacy of the Holocaust. Beyond the classroom, students walked the city's streets, uncovering Jewish heritage sites and visiting the House of the Righteous Among the Nations, where they retraced stories of courage and survival. On the *Day of Mourning and Hope* on June 14, students gathered at the train station to honor Lithuanians and Jews deported to Siberia 80 years ago. Guided by international educators such as Kilian Whitelegg from Austria's *Gedenkdienst* and Alexandra



Eleonora Imprisi of the Vilnia Gaon Museum of Jewish History, students engaged in workshops that explored the topic of moral choices in times of war. Working with original documents, photographs, and testimonies, they gave shape to their reflections through writing and art. These sessions asked them to think deeply about responsibility, resistance, and the defense of human rights today. Nearly 100 students joined the creative workshop *Human Rights and Military Conflict*, while the *Stories of Steps* walking tour carried participants from the site of the Vilnius old city gates to the Paneriai Memorial, an experience that tied personal impressions to the broader arc of national history. By May, the project's presence was felt across the community. At the Marijampolė City Day celebration, an open educational space in the local park showcased the project *Lessons From the Past*, drawing more than 100 citizens and local leaders. Now in its second year, the project continues to grow. More schools are joining educational activities about Jewish history and the Holocaust, more students are finding their voices, and with every step, remembrance is transforming into a living commitment to human dignity and justice.

The Holocaust in the Baltic States

School: Merkelis Rackauskas Gymnasium, Mazeikiai

Duration: March - June 2025

Lead teacher: Rita Meskiene



The Baltic States were once home to thriving Jewish communities, nearly erased during the Holocaust. Building on prior learning about Vilnius' Large and Small Ghetto, the students set out on a journey to understand the Holocaust not as a tragedy confined to one city or country, but as a pan-European catastrophe. In March 2025, students revisited a previous trip they had taken to Vilnius, through integrated English and History lessons. They shared photographs, facts, and personal reflections, then tackled difficult questions connected with the topic of the Holocaust. April brought a powerful field visit to the Riga Ghetto and Latvian Holocaust Museum. Walking among the exhibits and listening to survivor voices, students gained a broader perspective, connecting Vilnius' stories with those of Latvia and recognizing the shared fate of Jewish communities across borders. Back in the classroom, a reflective workshop deepened this understanding. Students

compared the histories of the Vilnius and Riga ghettos, by studying daily life, acts of resistance, Nazi policies, and the role of local collaborators. They discovered both the uniqueness of each story and the common threads of systematic persecution. In the second part of the project, participating students became peer educators, presenting their insights to 10th-grade students. In doing so, they passed on not just historical knowledge, but also values of empathy, respect for diversity, and a commitment to promoting human rights. The project left students with a stronger awareness of the Holocaust as a European tragedy, and a living sense of responsibility: to remember, to reflect, and to ensure that such atrocities never happen again. Plans to extend the journey to Tallinn promise to weave the final threads of this Baltic-wide exploration.

Children's Stories in Literature and Reality

School: Juozas Balciikonis Gymnasium, Panevezys

Duration: January - May 2025

Lead teacher: Rita Stonienė



Beginning in January, students worked as literary researchers, analyzing documents and fictional texts included in the Lithuanian language curriculum, such as *The Diary of the Vilnius Ghetto* and *The Yellow Patch*. As part of this phase, the school's Book Club organized a commemorative event where students presented book reviews and historical insights, emphasizing the importance of human values and moral choices. In March, students became historians and performers by organizing and contributing to a regional conference titled *To Those Who Carried the Light of Conscience, Integrity, and*

Love for Others in the Darkest of Times. The event brought together 70 participants and focused on local rescuers recognized as Righteous Among the Nations, including nun Maria Rusteikaite and former student of their school, priest Alfonsas Lipniunas. During the conference, the school's theatre group presented an artistic performance inspired by the short story *The Yellow Patch*, adding an emotional and creative dimension to the historical content. In May, students took on the role of cultural explorers during educational trips. They visited the Ninth Fort in Kaunas, where they joined the program *Unchildlike Stories of the Ghetto*, an experience they described as harsh and emotionally challenging, yet deeply engaging. The group also traveled to Kedainiai, where they participated in the *Sabbath and Shtetl* program, learning about Jewish traditions and the history of local rescuers who supported persecuted Jews. After these visits, students acted as editors and reflectors. They created a collection of book reviews titled *For Teenagers About Teenagers*, which was added to the school library as a long-term educational resource. They reflected on their emotional responses and learning outcomes, noting that the project helped them connect historical trauma with present-day issues such as racism, xenophobia, and antisemitism. The impact of the project extended beyond the school. In May, the students' teacher presented the project's integrated lesson experiences at the Panevezys City Teachers' Good Practice Conference, thus inspiring other teachers in the region to organize similar projects and transform Holocaust history from distant facts into meaningful local and personal narratives.

Memory in the Depth of Art

School: St. Ignatius of Loyola College, Kaunas

Duration: January - July 2025

Lead teacher: Giedrė Kvedarienė



Students started the project with a visit to the IX Fort in Kaunas. They learned about the rise of National Socialism, the Nazi occupation of Lithuania between 1941 and 1944, and the roles of perpetrators and rescuers. They examined information about the Holocaust, and studied the history of the Viliampole ghetto. After the visit, students reflected on the experience by taking part in in-depth discussions about moral choices, responsibility, and the *us-versus-them* mindset that enables

exclusion and violence. This stage involved strong emotional reactions, with students expressing feelings of sadness, shock, and disbelief, and questioning how such cruelty could have been possible. Back at school, they created artworks inspired by their reflections. On International Holocaust Remembrance Day, they used color and painting therapy techniques to express their inner responses to the visit and their thoughts on human rights, dignity, and loss. The project concluded when students took on the role of community educators. They opened the exhibition *Memory in the Depth of Art*, presenting their paintings to around 200 members of the school community. Through their artworks, students encouraged dialogue on tolerance, respect, and the fundamental rights to life and freedom.

The Tragedy of the Jews of Liepaja

School: Merkelis Račkauskas Gymnasium, Mažeikiai

Duration: May - June 2025

Lead teacher: Irena Tiškienė



A group of high school students started their educational journey about the history of the Holocaust by aiming to learn about the continental dimensions of this historical event, and to try to find answers to the hardest questions: how and why it was made possible. In nearby Liepaja's old town, students walked through the area of the former Jewish ghetto, while their guide described the lives of a community that had once been part of the

city's everyday rhythm. The learning path then led them to the Baltic Sea shoreline and the Menorah Memorial on the Škėdė dune, an open landscape that carries a heavy memory. There, students read aloud excerpts from Mario Berzins' novel *The Taste of Lead*, letting literature hold what facts alone can struggle to convey. The stop at the Alley of the Righteous Among the Nations shifted the focus from loss to moral choice. The students read names of people who had risked their lives to hide and save their Jewish neighbors. When they returned to Mažeikiai, the students

carried the journey back into their own community. They curated a photo exhibition, produced a video documenting what they had seen, and shared the project through presentations to around 120 peers during history classes. The closing reflection brought the work into the present, as students discussed what they could do in their daily life to defend human rights and to confront antisemitism, xenophobia, and other forms of hatred, so that remembrance becomes not only a duty, but a practice.

Saved Lives

School: Naujamiescio School, Vilnius

Duration: January - June 2025

Lead teacher: Arnoldas Riekumas

The project unfolded as a structured educational journey designed to introduce 8th-grade students to Jewish history and culture, the Holocaust, and the foundations of human rights education. While the core target group consisted of 8th-grade learners, the project gradually expanded its reach, engaging a total of 75 students from the 8th, 9th, and 10th grades, supported by five teachers. From the outset, the initiative was conceived as a blended learning process, combining classroom-based instruction with experiential field activities. The learning process began with cultural and historical lessons led by educator Natalia Heifec, who introduced students to Jewish culture and traditions. Through interactive sessions, students explored the symbolic meaning of stones in Jewish culture and encountered personal stories of individuals who were saved or survived during World War II in the Vilnius Ghetto. These narratives provided an emotional and historical framework that anchored the project's thematic focus. The project then expanded into interdisciplinary learning with the book *Vilnius Ghetto Diary* by Yitskhok Rudashevski, using literary analysis as a gateway to deeper historical understanding. As a creative response to their learning, students decorated stones with traditional Jewish ornaments, transforming abstract historical knowledge into tangible artistic expression. This phase was further strengthened after the project coordinator's participation in the *March of the Living* at Auschwitz in April, which inspired the development of additional specialized educational activities on the Holocaust and human rights. Research-based learning was reinforced through the use of exhibition materials provided by Yad Vashem. On June 6, students visited the Paneriai Memorial, where they participated in dedicated educational activities focused on remembrance and the consequences of discrimination and violence. As the project progressed toward dissemination and reflection, students prepared group presentations, sharing their learning outcomes with classmates, parents, and teachers. During social and emotional education lessons and class meetings, students reflected on their experiences, discussed ethical questions, and articulated personal insights related to memory, responsibility, and human dignity.



Rescuers of Lithuanian Jews

School: Zirmunu Gymnasium, Vilnius

Duration: September 2024 - May 2025

Lead teachers: Laura Martinaitė and Zita Jackūniene

Mums įdomiausia ir labiausiai įkvepianti istorija

Stefanija Ladigienė – žymi tarpukario Lietuvos moterų teisių gynėja, pirmoji žurnalo „Motėris“ redaktorė, Seimo narė, Lietuvos generolo Kazimiero Ladigos našlė ir šešių vaikų mama. Gili tikėjimu grindžianti savo gyvenimą, ji buvo ne tik aktyvi katalikė, bet ir drąsi kritikė, ginusi moterų orumą ir pasisakiusi prieš kunigų patriarchalinius požiūrius.

Antrojo pasaulinio karo metu Stefanija priglaudė žydaitę **Ireną Veisaitę**, kurią priėmė kaip savo dukrą. Rūpinosi ja kaip tikra motina, suteikdama saugumą, meilę ir šilumą – net bučiny prieš miegą tapo Irenai stebuklingu, iki ašarų gaudinančiu žmogiškumo ženklu.

Nors pati vėliau buvo ištremta į Sibirą už „antitarybinę veiklą“, Stefanija niekada neatsisakė idealų – grįžusi tapo šeimos ir daugelio žmonių dvasiniu centru. Ji iki gyvenimo pabaigos liko ištikima savo vertybėms: meilei, teisingumui ir žmogaus orumui.

Emilija, Adeliją ir Miglė



The project began with the marking of the Righteous Among the Nations Day on March 15, commemorated for the first time at this school. During subsequent educational activities organized in Ethics classes, students explored the historical context of the Holocaust in Lithuania, and the moral choices faced by individuals who risked their lives to save others. Through guided discussions and case-based examples, students developed an understanding of civil courage, personal responsibility, and the consequences of

ethical decision-making in extreme historical circumstances. Students also participated in a presentation led by an intern from the Vilna Gaon Museum, which deepened their knowledge of Holocaust history at national and regional levels. Museum-based learning played a central role in transforming theoretical knowledge into concrete understanding. At the Vilna Gaon Museum, students engaged in structured educational activities focused on real-life stories of Jewish rescuers. By analyzing personal narratives and archival materials, students learned to interpret historical sources and to connect individual biographies with broader historical processes. Students also visited the Marija and Jurgis Šlapeliai House-Museum, where they documented key aspects about the topic of Righteous Among the Nations through photographs. At the Sugihara House-Museum in Kaunas, students participated in an interactive activity which helped them gain historical knowledge about diplomatic rescue efforts during the Holocaust. The learning process was further enriched through a meeting with architect Tauras Budzys, who helped students gain insight into contemporary memory culture and the practical aspects of commemorating rescuers. Reflection activities played a key role in consolidating the learning outcomes. As a result of the project, students produced research-based presentations and digital learning materials that demonstrated improved historical literacy, critical thinking, and communication skills.

Jewish Cuisine

School: Balbieriskis Primary School, Prienai

Duration: April - September 2025

Lead teacher: Asta Marcinkevičienė

The project began as a response to a growing silence in the local community. With no surviving Jews left in the area to share the stories, memories, and culinary traditions of the Litvaks - Lithuanian Jews - the school set out to recreate this lost connection through education. The journey began in April, when 5th to 7th-grade students gathered for a lecture led by educators from the Vilna Gaon Museum. Students were introduced to basic concepts related to kosher food, they learned about dietary rules, food preparation methods, and the symbolic role of specific dishes during Jewish holidays. Through stories and historical examples, they also discovered everyday culinary life and learned about distinctive personalities of the Lithuanian Jewish community during the interwar period, gaining insight into a cultural world that once thrived in their region. In May, learning moved beyond the classroom as students traveled to the cities of Kraków

and Kėdainiai. In Krakės, they followed a walking route through surviving Jewish buildings and historical sites, gradually reconstructing the traces of a vanished community. The visit became truly hands-on when students rolled up their sleeves and learned how to knead, roll, and braid *challah* bread. Another important chapter of the project unfolded during the visit to the Multicultural Center in Kėdainiai, where students explored the meaning of Shabbat. They examined ritual objects such as the *kippah*, Shabbat candlesticks, and *Kiddush* cups, while tasting *matzo* and drinking grape juice. At the same time, the project did



not avoid difficult conversations. Students engaged with the story of Anne Frank and participated in guided discussions about the context which made the Holocaust in Europe and Lithuania possible. To honor the destroyed Jewish community of their region, students visited the nearby mass murder memorial sites in Prienai, Marijampolė, Paneriai, and Kėdainiai. During these visits, they walked a short distance along the so-called *roads of the final journey*, retracing the paths taken by victims on their way to execution sites. This experience created a powerful space for silence, remembrance, and emotional processing. The project also strengthened ties within the local community. The school organized a Community Family Celebration event that brought together around 120 participants, including students, parents, and teachers. Students presented the outcomes of their learning through photos and videos that had been published on the school website. The event transformed individual learning experiences into a shared community moment. As the project came to a close, students reflected on what they had gained from the experience. Many emphasized how meaningful it was to learn about the people who once lived alongside their own ancestors.

Signs of Jewish Life in Anykščiai

School: Antanas Baranauskas School, Anykščiai

Duration: November 2024 - May 2025

Lead teacher: Rimutė Šerepkienė

The project *Signs of Jewish Life in Anykščiai* began with an invitation for students to look at their hometown through new lenses. Many students were surprised to learn that, during the interwar period, Jewish residents once made up nearly half of Anykščiai's population of 4,000 inhabitants. What followed was a journey into streets, stories, and memories that had long been part of the town's landscape yet often passed unnoticed. The first major step of this journey took place when eighth-grade students set out on a guided walk through Anykščiai's old town neighborhood. Led by museum specialist Tautvydas Kontrimavicius, the group followed a trail marked by small sculptural artworks created by Romualdas Inčirauskas, a famous metal work artist in Lithuania whose sculptures adorned the Great Samogitian Wall in memory of Jewish community. Each stop revealed another fragment of the town's Jewish past. Students stood in front of the former Jewish bank on Vilnius Street and the wooden Komercija hotel and restaurant, once owned by Hirsh and Golda Feldman. They paused at the former Palestine Street and observed the symbolic Shabbat



bench, decorated with figures representing the days of the week. Along the way, they encountered a mural dedicated to poet Miriam Libenron, learning about her journey to British Mandate Palestine and the tragic fate of her sister, who was killed during the Holocaust. The walk reached its most emotional moment in the synagogue courtyard. Here, students learned that this space had once been used to imprison and humiliate Anykščiai's Jewish residents before they were forced

to march toward the nearby forest in August 1941 where they were killed. Standing in this courtyard, surrounded by familiar town buildings, students began to understand how closely everyday life and historical tragedy were intertwined. Back at school, fifth-grade to eighth-grade students explored together the causes of the Holocaust and discussed its impact on communities across Europe and Lithuania. On March 25, 2025, an Austrian volunteer from the Vilna Gaon Museum of Jewish History visited the school. During an open discussion, students asked questions, shared their thoughts, and reflected on the broader European context of the Holocaust. Afterwards, students traveled to Vilnius, to visit the old Jewish cemetery and continued on to Ponary, one of the largest mass extermination sites in Lithuania. During the guided tour, students read excerpts from Rimantas Vanagas' book *Do Not Turn Away from Yourself*, accounting the murder of 2,000 Jewish inhabitants in the town of Anykščiai at the hands of their neighbors. Back at school, the project shifted into a phase of reflection and knowledge sharing. Students prepared written reflections and photo-based slideshows, using images they had taken themselves during the visits. These materials were designed not only as personal learning tools, but also as educational resources for future history lessons, allowing younger students to learn about the people who shaped their town. What began as a school initiative gradually became a shared act of remembrance, ensuring that the signs of Jewish life in Anykščiai would not fade into silence again.

Holocaust Memorial Places

School: Merkelis Rackauskas Gymnasium, Mazeikiai

Duration: February - June 2025

Lead teacher: Silva Paulauskiene

The project began by introducing the students to the topic of the Holocaust through lessons, discussion, and exploration of historical sources. The students learned about the Holocaust in Europe and Lithuania, about its causes, the creation of concentration camps, and the systematic nature of mass extermination. This helped students understand the scope of the Holocaust at continental level. Learning moved beyond the classroom when the students traveled to Latvia to visit the former camp in the town of Salaspils and the Rumbula Forest, places where history remains embedded in the landscape. At Salaspils, students explored the memorial complex and examined archival photographs and documents that revealed details about everyday life inside the camp. They documented their observations through photographs and video recordings, already thinking about how these materials would later be shared. Rumbula Forest offered a quieter, more demanding kind of lesson. Here, students learned about the 1941 execution of more than 20,000 Jewish people. Standing at the site itself encouraged reflection on scale and loss in ways that could not be fully conveyed through written sources alone. Many students later

described this moment as the point where historical knowledge gained personal weight. After returning to school, the focus shifted toward interpretation and communication. Students worked collaboratively to transform their research and collected materials into multimedia presentations. These were presented during civic education lessons to fellow students, extending the impact of the project beyond the original group and creating space for discussion within the wider school community. The project concluded with structured reflection sessions. Most participants evaluated the experience positively, noting increased awareness of historical responsibility and stronger emotional understanding of the topic. Teachers also observed growth in students' cooperation, communication skills, and openness to dialogue.



The History and Fate of the Šiauliai and Žagarė Ghettos

Schools: Vydūnas Gymnasium, Šilutė; Algimantas Mackus Gymnasium, Pagėgiai

Duration: December 2024 - June 2025

Lead teacher: Žydrūnas Mickeliūnas



Students from two different schools came together for a shared purpose, to learn about the Holocaust in their region and about the Jewish heritage. With four teachers and fifty students involved, the project set out to recover the traces of Jewish communities that once shaped the region's life, and to connect this history to questions of peace and justice today. The work began in the schools' *Civic Initiatives Club*, where students worked in groups to conduct research. They collected and systematized information about the former Jewish shtetls of Šiauliai and Žagarė, paying attention to cultural heritage, historical sites, and the memorials that now mark what was destroyed. The project's central

learning moment was a joint educational excursion to the places they had studied. In Šiauliai, students visited the site of the former ghetto and continued to the Chaim Frenkel Villa-Museum and the Frenkel Factory Synagogue. In Žagarė, they visited the old Jewish cemetery, the ghetto memorial, and the monument to Rabbi Israel Salanter. At Holocaust memorial sites, they paused for a moment of silence and lit candles. After returning to school, students' educational journey shifted from witnessing to sharing. They presented their findings in school and at various events. They also documented the project activities in journals, and shared them on the schools' websites, and on social media. Reflection was built in through digital surveys, which captured both the emotional weight of the experience and students' motivation to continue learning together.

The Jews of Biržai Region

School: Lizdeika Gymnasium, Radviliškis

Duration: March - September 2025

Lead teacher: Vaida Jankuniene

In the Radviliškis Lizdeika Gymnasium, students set out to rediscover a missing piece of their local history: the once-vibrant Jewish life of the Biržai region. Before stepping into fieldwork, students strengthened their knowledge base through structured research, using books and online sources to explore the history of the Jewish community in Biržai during the interwar period and to trace what happened to local Jewish families during the



Second World War. This groundwork shaped the questions they carried into the next phase: how everyday community life looked before the war, how antisemitism escalated, and how a community that once belonged *like anyone else* could be erased. With this preparation in place, the project opened into creative and place-based learning. Students developed a performance titled *The Green Aquarium*, inspired by the works of Matilda Olkinaitė and Abraham Sutzkever, two Jewish poets who wrote during the Holocaust, as a way to engage with Litvak voices through literature. They also returned to their own town's landscape, visiting the site where the local synagogue once stood and honoring its memory by reading historical accounts prepared in advance. The unveiling of a memorial plaque prompted students to pause in remembrance of the Jewish victims and to reflect on the importance of respecting human rights. Their journey then led to the local Tolerance Center, where they encountered the life stories of Jewish families and connected their prior research to real people, places, and testimonies. The most somber moment came in the nearby Pakamponys Forest. There, students visited the site where 2,400 people were murdered in 1941. They read the individual names of over 500 victims recorded in stone and observed the Stars of David replacing the names of people whose identities remain unknown. Back from the visits, students analyzed the information they had collected, drew conclusions, and prepared educational materials grounded in what they had seen and learned, supported by their own photographs and notes. They began creating an interactive map tracing their route through the region and linking each stop to the historical and cultural information gathered along the way. After each activity, students discussed not only what they had learned, but also what it means in daily life, how to promote and protect human rights, and how to challenge antisemitism and other forms of discrimination. The project reached the wider school community when students presented their activities in the school. Their presentation served both as a commemoration of the tragedy experienced by Jews in Lithuania and as a public statement that young people can resist stereotypes and build a more respectful, inclusive civic culture.

Threads of Memory

School: Ryto School, Kėdainiai

Duration: October 2024 - April 2025

Lead teacher: Audrone Rudiene



Seventh-grade students began by building a foundation of knowledge about Jewish history, religion, and the Holocaust, then widened their focus beyond events and dates to the moral and civic questions that history leaves behind. The learning process was grounded in local context and deepened during two educational workshops at the Kėdainiai Multicultural Centre: *Shtetl and Traditions* and *The Righteous among the Nations. Who are they?* Students learned about the Righteous Among the Nations. They were especially curious about the rescuers' everyday identities and

motivations: what professions they held, what might have shaped their choices, how they acted without expecting any reward, and what happened after the war to the people they saved. Through discussions about human rights violations and the use of force, students examined how the conditions for genocide can take shape in the modern world and what responsibility citizens carry to defend human rights and refuse hatred. The students also explored what it means in daily life to recognize and challenge antisemitism, discrimination, and dehumanizing attitudes. Art became the students' way of holding and translating what they had learned into a language of memory. By looking closely at memorial sites and the symbols used to commemorate Holocaust victims, they learned how memory is shaped and passed on. In their notebooks, they created original symbolic drawings, choosing visual language to express help, compassion, courage, and heroism. By the end, the project *Threads of Memory* left students with a clearer sense of responsibility, and with respect and tolerance grounded in real stories and real choices.

The Holocaust in Lithuania

School: VDU Žiburys School, Šakiai

Duration: January - September 2025

Lead teacher: Asta Urbaitienė



Step by step, the project linked local history to moral responsibility. The students' journey started close to their home. They met members of the Kaunas Jewish community and attended a conference at the *Zanavykai Museum*, then witnessed the unveiling of a monument in Šakiai's town square dedicated to the Jewish community that once lived there. From remembrance, the project moved into reflections on the progression of violence. Students traveled to the Batiškės Jewish cemetery, a site of mass executions, where they lit candles and discussed the severe violations of human rights that the place represents. A central

thread of the project focused on the Righteous Among the Nations and the weight of moral choice. At school, an open lesson brought students into dialogue about residents who refused to close their doors to people in danger, with local government officials and a Member of Parliament present for the discussion. The theme of rescue and conscience deepened through visits in Kaunas. At the 9th Fort of the Kaunas Fortress, students joined the *Saving the World* program, examining how rescue efforts for Jews unfolded in Lithuania. At the Sugihara House Museum, they learned about the Japanese consul's decision to issue thousands of transit visas, an example that made the idea of individual responsibility tangible. On the Day of Commemoration of the Victims of the Genocide of Lithuanian Jews students from five schools in the region joined a procession along *The Memory Road*, walking to the mass shooting sites at Batiškės cemetery. The walk was both commemorative and educational, designed to strengthen an open and tolerant civic culture. Later, the group traveled to Šeduva to visit the Lost Shtetl Museum, where encountering a vanished world through exhibits and storytelling gave students another way to understand what was destroyed. Students described the experience as deeply touching and emphasized how standing at historical sites felt entirely different from classroom lessons. One student noted that seeing these places firsthand helped her better understand her role in a democratic society.

Save One Life - Save the World

School: Juozas Grusas Art Gymnasium, Kaunas

Duration: December 2024 - June 2025

Lead teacher: Tomas Pažarauskas

The project unfolded in layers, starting in the classroom and gradually moving closer to the places and stories the students were learning about. Students widened their understanding of history and human rights using multiple sources: digital archives from the YIVO Museum and Yad Vashem exhibitions focused on the Shoah and the Righteous Among the Nations. They watched documentaries and survivors' testimonies that showed how people tried to hold on to dignity in extreme conditions. Film analysis became a way to reflect and discuss, as students watched *Life Is Beautiful*, *The Book Thief*, *One Life*, and the animated film *Where Is Anne Frank*. From there, the learning moved outside the classroom. Students took part in the Day of the Rescuers of Lithuanian Jews event in Vilnius, focusing on how themes of rescue can be communicated through visual media. The most intense moment came during a visit to the Kaunas IX Fort, where they joined the *Saving the World* educational program. Guided through the stories of rescuers, students participated in interactive tasks and games designed to help them understand the reality behind their moral decisions. After the session, they stayed in the memorial space, taking photographs of what touched them most and making initial sketches on site. Back at school, students worked with art teachers to turn those photographs and sketches into an exhibition on panels and canvases. Each artwork became a personal interpretation of the project's central theme, shaped by what students had seen and felt during their time at Fort IX. The project closed



with a reflection circle, where students shared their thoughts and emotions and presented their final drawings, explaining the symbols and messages they chose. The exhibition reached more than 2,000 people in the school and surrounding community, and plans were made to display the works at the Kaunas IX Fort Museum and the Kaunas Education Innovation Center so the message of tolerance could travel further.

Jewish Memory and Culture in the Šiauliai Region

School: Romuvos High School, Šiauliai

Duration: January - June 2025

Lead teacher: Ingrida Saunoriene



To mark the International Holocaust Remembrance Day, students opened a collage exhibition in the school reading room. Built on their knowledge about the Holocaust from previous years, the collages worked as an early snapshot of understanding and a starting point for conversations about humanity and memory. The learning then deepened through integrated ethics and citizenship lessons, where students analyzed films such as *Fania's Vilnius* and *The Pianist*. As they processed what they had watched, they created a *Wall of Thoughts*, posting reflections and personal insights as a shared space for discussion. The project then moved into living history during the

Day of the Rescuers of Lithuanian Jews. Students gathered at the Square of the Righteous Among the Nations in Šiauliai, read their own original poems about humanity, and met members of the local Jewish community. Following this visit, students prepared a short video documenting the square's significance and the stories connected to the Righteous. The final phase expanded into the wider region through a conference and study visit in the Kelmė district, organized in collaboration with the Cultural Centre in the neighboring city of Kražiai. During the conference, three students presented their research on contemporary manifestations of antisemitism, linking historical knowledge to current social issues. The visit continued at Holocaust memorial sites, where students worked in small groups to present to their peers the historical facts associated with the respective sites, and photographed the locations for a later exhibition. For many, standing at sites of mass executions was a profound emotional experience that led to reflection on the fragility of human life and the importance of protecting human rights for all. The project concluded with a round table discussion titled *Crimes Against Humanity in the 20th Century and Today*. Two student moderators guided the conversation through questions about emotions, empathy, and lessons carried forward. Students expressed their reflections in writing and displayed them in the common student space in the school, leaving behind a lasting reflective product for the whole school community.

The Memory Alive in the History of My Country

School: Raseiniai District School, Ariogala

Duration: March - October 2025

Lead teacher: Rasa Zakaitė

With 110 students and nine teachers involved, the learning process began from a striking historical fact: in the 19th century, the population of the city of Ariogala was 75% Jewish. From the start, the work aimed to turn that knowledge into responsibility, strengthening citizenship and tolerance through research, commemoration, and reflection. Representatives from the Office of the Seimas, the Lithuanian Parliament, delivered a civic education lesson to the students, emphasizing that democracy and freedom must be continuously cherished and strengthened. From there, the school community stepped into public remembrance



through several commemorative activities: reading out loud names of rescuers during a commemorative event organized at Vilnius University, joining the *Path of Memory – March of the Living* in Ponary, and taking part in a civic initiative at the Ariogala Deportees Memorial. Students traveled to the cities of Betygala, Kėdainiai, and Vilnius, to learn about Jewish culture and gain a clearer sense of the scale of the Holocaust. A central focus became the story of Anelė Tarapienė, a local housekeeper recognized as Righteous Among the Nations. With the school's Tolerance Education Center named after her daughter, students used Tarapienė's legacy as a learning anchor and created a new educational resource titled *Life and Time in Ariogala* to be used in future lessons. The project concluded with creative work designed to help students process and express what they had learned. Round-table discussions and specialized questionnaires helped students reflect on their growth, with many describing a stronger commitment to defending human rights and preserving cultural heritage.

Jewish Life and Culture

School: Saule School, Biržai

Duration: January - October 2025

Lead teacher: Jurgita Sereikienė

Throughout the project, students were encouraged to make research feel closer to real life, linking historical knowledge to empathy, dignity, and an understanding of what happens when rights are systematically taken away. They began by collecting information from multiple sources on Jewish traditions and culture, while also examining the human rights violations at the core of the Holocaust. This learning was grounded locally through a visit to the Biržai Regional Museum, where students explored interwar Jewish life and analyzed new historical sources. They also worked with place-based history, examining former ghetto locations in Biržai and in the neighboring city of Alytus, thus understanding how persecution unfolded in familiar urban spaces. From there, the project moved into collaboration and fieldwork through an educational exchange in Alytus with the Tolerance Education Center of the Adolphas Ramanauskas-Vanagas Gymnasium. They completed educational tasks across Alytus's old town and visited the local museum and synagogue, connecting prior research to lived geography and community traces.

The exchange also included creative advocacy, as students reflected together on the importance of respecting human rights, and created posters to carry on their reflections. The visit in Alytus concluded with a commemoration event at the Vidzgiris Forest memorial, honoring victims of mass murder at the site where these events occurred. Back in Biržai, students created presentations for the school community about what they learned and held round-table discussions and debates comparing children's rights today with violations of children's rights during the Holocaust. Moreover, they explored Jewish traditions and cuisine and prepared a range of Jewish dishes, adding an everyday, sensory dimension to what they had been studying through documents and memorial sites. The closing phase focused on reflection and sharing. Students captured their experiences in a virtual photo album and published their activities and findings on the school website and social media to reach a wider public.



The Shoah in Lithuania

School: Aukštakalnis School, Utena

Duration: April - June 2025

Lead teacher: Roma Diktaraitė



The journey began in the classroom around three guiding themes: the Holocaust in Europe, the Holocaust in Lithuania, and stories of rescuers. Students worked with these topics through storytelling, slide presentations, and films such as *Shoa*, *So That Memory Doesn't Die*, and *A World Destroyed*, *A World To Remember*. Each resource opened space for discussions about human rights violations, genocide, and the weight of individual choice. From there, students moved into their own

research on rescuers connected to the Utena region. The learning then shifted to visits to Vilna Gaon Museum of Jewish History, and the Samuel Bak Museum in Vilnius where they followed the artist's personal story through the exhibition *Rescued Lithuanian Jewish Child Tells about the Shoah*. Guided by Roma Jančiauskienė from the local Tourist Information Centre, students visited the old Utena city cemetery and paid tribute at the graves of well-known rescuers of Jews buried there. Many had been recognized posthumously as Righteous Among the Nations or awarded the Cross of the Rescue of the Perishing, and seeing these names in place helped students connect their research to the lived history of their own community. The project concluded with student-led presentations for their peers. One group presented the story of Konstancija Bražėnienė, who had saved four Jewish people and was described by students as a symbol of humanity. In their end-of-project reflections, students mentioned that the Holocaust history was sad and scary, but also meaningful in showing how human kindness could make survival possible. The project closed with plans to use students' materials in future commemoration days and to share their findings with other schools in the district.

Cultural Heritage of the Jewish People in Lithuania

School: Krokialaukio Tomo Noraus-Naruševičiaus School, Biržai

Duration: December 2024 - June 2025

Lead teacher: Aušra Maižiešienė



Students began the project by doing research on interwar Jewish life and massacre sites in Lithuania. They then used literature as a way of meeting history through voices and stories. In history and Lithuanian language lessons, older students worked with texts such as Icchokas Meras' *Stalemate. A Novel* and Grigory Kanovičius' *Miestelio romansas (Small town romance)*. Younger students read *Saved in Potato Sacks*, a book focusing on the stories of 50 children from the Kaunas Ghetto. Film screenings and follow-up discussions added another layer, as students watched *It Was Here* about the Łódź Children's Ghetto and *The Harmonica Musician from Auschwitz*. The project also stepped into the public space

through the Yellow Daffodil Initiative, as students marked the Warsaw Ghetto Uprising by distributing leaflets to the town's residents. The Day of the Rescuers of Lithuanian Jews was marked through the exhibition *Saviors and the Saved: The Righteous of the Alytus District*, which brought local rescue stories into focus. Students also took part in a workshop called *Get to Know the Synagogue* at the Alytus Audiovisual Arts Center, located in a former synagogue, where they explored the Jewish traditions and culture. The learning became even more tangible during an educational excursion to the Vilnius Ghetto, the Paneriai Memorial, and Kaunas Fort IX. Standing in these places of persecution and mass murder confronted students with the scale of violence and the banality of evil, and teachers noted that, in the context of today's military conflicts, the experience made questions of cruelty and human vulnerability feel painfully current. The project closed with a discussion titled *The Principle of Supremacy of Human Dignity over State Interests*, focusing on the need to promote undistorted historical narratives about the Holocaust, and with a community-wide survey on how tolerance in Lithuania can shape the promotion of human rights. Students reflected on what they learned and stored all their collected materials in the local gymnasium museum, for future lessons and extracurricular activities, supporting continued human rights advocacy.

The Jews of Jonava

School: Jeronimo Rally School, Jonava

Duration: November 2024 - May 2025

Lead teachers: Aušrinė Živaitienė and Egidijus Živaitis

At the beginning of the project a large group of students and teachers joined the *Path of Remembrance* march, tracing the final route taken by Jonava's Jews to the mass killing site in the town of Girelė. There, students paid tribute by reading victims' names written on stones. A smaller group continued this work through the *Jonava Regional Museum's NAMES* initiative, reading individual stories and names aloud to reinforce the fact that these were people, not numbers. The learning also crossed school walls through a joint lesson and an exploratory trip with students from Jonas Jablonskis Gymnasium from Kaunas. During this meeting, students

compared information about interwar Jewish life in their two cities. Literature offered another entry point: inspired by Jonava-born writer Grigorijus Kanovičius, students took part in a Youth Forum and created illustrations for the book *Hiršas Lived in Jonava*, following the story of a Jewish boy from their town. At the Kaunas IX Fort, students joined the *Escape* educational program and learned about the 64 prisoners who had escaped in 1943, working through the story to better understand the desperation and courage of the moment. An international dimension followed during a trip to Gdańsk, Poland, where students visited the World War II Museum and discussed the wider European scale of the Holocaust while linking it back to what they had been researching locally. During the reflection, students noted that they had never previously stopped to think about the Jewish community who had lived in their city in the past, or what had happened to this community. Teachers observed that the project strengthened new competences and built lasting connections between participating schools.



They Were Our Great-Grandparents' Neighbors

School: Marcelinas Šikšnys School, Šiaulėnai

Duration: December 2024 - November 2025

Lead teacher: Laima Maminskienė

In collaboration with: Ina Krasauskienė



A group of committed students set out to bring Šiaulėnai's Jewish community back into view, so that former Jewish neighbors of their grandparents would be remembered by the local community. High school students took on the main task of translating information about the murdered Šiaulėnai Jews from Yad Vashem records into Lithuanian. It was patient, detailed work, but it changed what the past looked like: names, professions, and small pieces of life stories that made the prewar community feel closer. The translated materials became a lasting resource for other students and teachers in the region, with whom they were later shared during a town

ceremony on the Day of Remembrance of the Victims of the Genocide of Lithuanian Jews. After this translation work, students widened their learning through an integrated approach across several school disciplines. Civics lessons looked at Jewish life in Europe between the wars, the reality of concentration camps, and stories of people who were rescued. Students also joined national initiatives such as *Wind of Change for Tolerance Day* and designed activities linked to International Human Rights Day. A partnership with Radviliškis Lizdeika Gymnasium added a strong local connection: students attended the unveiling of a local synagogue memorial sign, with the Israeli Ambassador present, and visited exhibitions that showed both the prosperity and the destruction of Litvak life. High school students also traveled to the town of Šeduva to visit the

newly opened Lost Shtetl Museum. Younger students explored the synagogues of Pakruojis and Rozalimas and learned about peaceful interwar religious coexistence. In Vilnius, students visited the Great Synagogue site, the monument to the Vilna Gaon, and the memorial plaque for Ona Šimaitė. One of the most emotional moments came during the *Memory Road* initiative, when students and community members gathered to read the names of Jewish people who had been murdered. By the end of the project, the school library had been enriched with new educational texts, and the students' work was shared through regional websites.

The Living History of Jews in Radviliškis

School: Vaižgantas High School, Radviliškis

Duration: December 2024 - December 2025

Lead teacher: Aušra Krasuckienė



During the project *The Living History of Jews in Radviliškis*, Jewish history and culture were treated as an integral part of the life of the town through which students walk every day. By weaving these topics into regular lessons, the teacher helped students understand both the richness of local heritage and the tragedy of its destruction during the Second World War. Learning unfolded across various school subjects, and each one added a different layer. In history and civic education, students traced the origins of the Jewish community in Radviliškis, learning that it dates back to the end of the 19th century. They explored local businesses and everyday life, then followed the story into the Holocaust. In Lithuanian language

lessons, memoirs brought forward personal accounts of life before the war, and real voices helped students connect to the facts. In English classes, students prepared and delivered a public presentation to the school community. In art classes, students analyzed sources about Jewish crafts and businesses. They used modeling clay and other materials to create a model of the historical Jewish quarter of Radviliškis. Their work was displayed in an exhibition titled *Businesses of Radviliškis Residents Between the Wars*. The entire school community visited the exhibition. Educational trips took students beyond their own town to see Litvak heritage in the wider region. They visited the Synagogue Complex in Joniškis and the town's historic Jewish quarter, where traces of Jewish enterprises made regional history still visible in the streets. They also traveled to Šeduva and visited the Lost Shtetl Museum, which offered a window into everyday Jewish life and its surroundings, but also confronted the destruction brought by the Second World War. Taken together, research, creative reconstruction, and travel strengthened students' knowledge of local Jewish heritage. The process also helped them feel more connected to the diverse past of their town and their region.

We Remember

School: Algimantas Mackus School, Pagėgiai

Duration: November 2024 - June 2025

Lead teacher: Nijolė Mickeliūnienė

In collaboration with: Žydrūnas Mickeliūnas, Vydūnas Gymnasium, Šilutė; Algimantas Mackus Gymnasium, Pagėgiai

Students from two partner schools came together for a project built around cooperation and place-based learning. Working across grades 6 to 11, the teachers set out to strengthen historical awareness and civic responsibility by exploring Jewish heritage in their region and the Holocaust legacy that still marks local landscapes. From the start, the project was shaped by interschool teamwork. Students formed mixed teams, shared research methods and materials, and learned from one another as they explored the history of Lithuania's Jewish community, along with the causes and consequences of the Holocaust. Field research became the heart of the learning journey. Students visited Jewish cultural and historical sites in the towns of Tauragė, Skaudvilė, Kelmė, Šiauliai, and Žagarė, including mass killing



sites where they honored the memory of Jewish people murdered during the Holocaust. These visits left a strong emotional impact, especially as students connected what they had studied to places that still carry traces of what was lost. Students watched and discussed Holocaust-related films such as *Schindler's List*, *The Grey Zone* and *The Pianist* to deepen their understanding of human rights and tolerance. They created videos and digital presentations to document what they learned and how it impacted them. Reflection sessions gave students space to speak openly about how stories of suffering and resilience reshaped their thinking about human rights, empathy, and responsibility.

Republic of Moldova

Crimes Against Humanity - The Holocaust
School: Theoretical High School, Mălăieștii Noi
Duration: November 2024 - October 2025
Lead teacher: Rodica Antocica



This project invited students to look directly at how totalitarian regimes affect people and values. Students worked across various disciplines, such as history, science, art, and literature, building an understanding that unfolded through research, artistic creation, and public sharing. Students worked in pairs and in small teams, each team

responsible for a different topic. Their findings were turned into digital and physical posters. One group, under the title *Memory of Darkness*, created a digital map of concentration camps and ghettos located in the territories of Romania and the Republic of Moldova. Another team, *Triumph of Knowledge over Oppression*, traced the biographies of European mathematicians and other scientists who suffered under the Nazis and later shaped the world, including Simon Wiesenthal, Stanisław Ulam, Emil Artin, Kurt Gödel, and Otto Hahn. A third group of students, *Engineers under Pressure*, documented the endurance and work of Albert Einstein, Leo Szilard, and Wernher von Braun. Alongside these initiatives, the literature and art teams produced posters titled *Memory in Words and Visual Echoes*, exploring survival through testimony, language, and visual expression. Midway through the process, the students proposed widening the frame. They suggested adding themes linked to Soviet totalitarianism, including the famine of 1946–1947, the deportations of 1941, 1949, and 1951, and anti-human policies. This student-driven expansion reshaped the final product into one unified exhibition: *Human Rights in Totalitarian Regimes*, built around critical reflection on how different totalitarian regimes used violence, fear, and exclusion to break communities. The closing phase moved from learning to civic positioning. A round table discussion focused on what it takes to prevent future atrocities and to protect democracy in practice. Students created a thematic banner with the message *Europe Starts from My Village*, as a public statement that safeguarding dignity begins locally, through everyday choices and shared values. The exhibition, displayed in the school hall, attracted around 300 visitors, including parents, local administration representatives, and younger students. Reflections showed the depth of impact: one student wrote that memory does not only mean remembering, but also responsibility, while another concluded that democracy is not a given, but is built through respect and courage.

How Could We Forget? The Holocaust: An Echo of Pain

School: Constantin Stamati-Ciurea Theoretical High School, Caracuseonii Vechi

Duration: December 2024 - May 2025

Lead teacher: Inna Didic

In the beginning of the project, students learned about the Righteous Among the Nations through the example of Irena Sendler, who saved over 2,500 Jewish children during the Holocaust, and used her choices as a first entry point into discussions about human dignity and responsibility. From there, the learning moved into reading and reflection. Students worked with Holocaust-related books such as *Anne Frank's Diary*, *The Auschwitz Librarian*, and *The Tattooist of Auschwitz*, discussing what these texts reveal about persecution and survival. Alongside the literature, they filled out a survey about personal experiences of discrimination, creating a bridge between historical injustice and the ways prejudice can appear in everyday life. Films added another layer of learning, as students watched *The Pianist* and *Schindler's List* and talked about the horrors of war and the tragedy experienced by Jews during the Holocaust. The project then shifted into civic thinking: students held thematic debates on democratic issues using the *No Hate* platform, studied historical sources, and worked together to formulate practical ways to combat antisemitism, racism, and xenophobia today, ending this phase by shaping a message for humanity grounded in universal values. Learning also stepped into local memory when the students visited the Jewish cemetery in the nearby town of Briceni, helped clean the *matzevoț*, and documented the visit with photographs, turning remembrance into concrete and shared action. The journey then expanded outward through a virtual trip to the Auschwitz-Birkenau Memorial and Museum in Poland. Afterwards, students translated what they had learned into a cross-curricular creative set of outputs, producing drawings that expressed their understanding and displaying them in the school hall. To close the learning cycle, students completed a structured Reflection Diary and answered questionnaires focused on values and competences such as valuing human dignity and rights, valuing cultural diversity, democracy and the rule of law, empathy, tolerance of ambiguity, and conflict-resolution skills.



Poland

Memory of Places

School: Arkady Fiedler Primary School, Zbąszyń

Duration: January - June 2025

Lead teacher: Anita Rucioch-Golek

In collaboration with: Maria Vincenza Matteucci, Italy



The project invited sixth-grade students to explore the history of the Holocaust through the lens of their own town and region. They first learned about Jewish life before the war, about neighbors, traditions, and shared spaces, so they could understand what was lost when persecution and deportation began. As the project unfolded, students were encouraged to reflect on human rights and their fragility. They discovered how rights can be threatened by totalitarian systems and hateful ideologies. These reflections were reinforced through discussions, critical reading, and careful analysis of historical sources. Along the way, students also learned how to recognize misinformation and responsibly engage with difficult content, especially on social media, where the group took a clear stand against hate speech. One of the project highlights was a study trip to the city of Wrocław. Walking through the city with a guide, students

discovered Jewish heritage sites in Wrocław's Jewish neighborhood, listened to personal stories, and encountered Stolpersteine. At the local synagogue, the guide was impressed by the students' knowledge of Jewish culture and religion. Throughout the project, historical learning was consistently linked to contemporary issues connected with human rights. Students discussed current conflicts, including the humanitarian situation in Gaza, and practiced finding reliable sources and balanced perspectives. An unexpected and especially meaningful outcome was the students' initiative to design workshops for younger pupils. Around the anniversary of the Warsaw Ghetto Uprising, they organized activities on Jewish culture for fourth graders. International cooperation further enriched the project. Online meetings with a partner school in Italy challenged students to present their knowledge, compare perspectives, and recognize their own expertise. The impact of the project became visible later in the school year. As Holocaust survivor Avi Briton unexpectedly visited Zbąszyń, the students welcomed him with maturity and respect, thus revealing how deeply they had internalized the project's values.

Remember the Holocaust

School: Technical School and Construction School, Bydgoszcz

Duration: December 2024 - June 2025

Lead teacher: Aleksandra Wachowiak

In collaboration with: Marian Pleșa, Romania

This project began in the students' hometown of Bydgoszcz, where they researched the history of the local Jewish community and traced how war and persecution transformed a once-vibrant society. From the very beginning, they were encouraged to connect these local stories with the broader European and Polish context and to reflect on the relationship between the Shoah and human rights. Working in small research groups, students investigated the roots of antisemitism and the mechanisms that lead ordinary people to commit acts of cruelty. They used international sources, studying survivor testimonies and historical documents. Afterwards, they also

researched about the massacre of Barbarka, where in 1939 hundreds of Polish civilians were murdered during the Intelligenzaktion. They worked with witness accounts and documentaries, searching for individuals and families who were murdered there. A visit to the Barbarka memorial site prompted students to reflect on patterns of dehumanization and violence, and the need to recognize these patterns in order to prevent such atrocities from ever happening again. An important international dimension was added through cooperation with students from Timișoara, Romania. Online meetings allowed young people from Poland and Romania to exchange experiences, compare historical perspectives, and discuss shared values. A special moment was the meeting with historian Mirosław Golon, who helped them understand the broader historical background of mass executions and Nazi occupation policies. At the end of the school year, students closed the project with an exhibition and multimedia presentation dedicated to the victims of the Holocaust, with a light installation designed to symbolically restore the dignity of victims, who should never be forgotten.



The Butterflies of Memory and Hope

School: School Complex No. 1, Powstańców

Duration: November 2024 - June 2025

Lead teacher: Katarzyna Frąckiewicz

The project started with introductory lessons in which students explored the history of the Holocaust, the fate of Jewish children, and reflected on how hatred, dehumanization, and war deprive children of their childhood. These discussions were connected to contemporary realities, especially the war in Ukraine. Since the school educates many students from Ukraine, the topic gained a deeply personal dimension. A central activity of the project focused on learning about biographies of children who were killed during the Holocaust. Through these stories, students discovered personal dreams and family ties. Inspired by these narratives, they wrote letters to the children, expressing empathy, asking questions, and sometimes describing today's world. The butterfly became the main symbol of the project, representing the fragility of life, memory, and hope. Students created paper butterflies decorated with fragments of their letters and the names of the children. These were assembled into a public display in the school hall, transforming the school space into a place of remembrance and reflection. This artistic dimension was further developed through ceramic workshops, where students created and decorated clay butterflies. Each unique piece reflected the individuality of the children being commemorated and formed part of a symbolic memorial installation. An important educational component of the project consisted of meetings with experts from the Institute of National Remembrance and the Museum of Polish Children – Victims of Totalitarianism. These encounters helped students learn about persecutions against Polish children and youth during the Holocaust. The project concluded with a deeply moving activity inspired by wartime correspondence. Students wrote letters to Henio Zytomirski, child victim of the Holocaust, an experience that helped them understand the meaning of irreversible loss in a powerful, emotional way.



The Holocaust in Białystok

School: Wisława Szymborska 10th Senior High School, Białystok

Duration: December 2024 - May 2025

Lead teacher: Małgorzata Sokół



The project invited students to rediscover the history of their own city and to see how the global tragedy of the Holocaust was reflected in local streets, homes, and lives. The work began in January, when students formed small research teams and explored Jewish customs, religion, and cultural traditions. They searched for information, gradually building presentations that reflected both knowledge and personal engagement. One student presented these findings to younger classmates, turning learning into peer education. Selected presentations were published on the school website and shared with teachers, ensuring that the results would

continue to inspire future students. During in-depth educational activities, students analyzed fragments from books such as *Fate Untold. Holocaust of the Jews of Białystok 1939–1945* and *In Time for God*, reading personal testimonies from people confined in the Białystok and Warsaw ghettos. These life stories were discussed through the lens of the Universal Declaration of Human Rights. Working in small groups, students compared fundamental rights with their systematic violation under Nazi rule. They recognized the deliberate nature of persecution and reflected on how dignity, freedom, health, and spiritual life were taken away from innocent people. Later, students visited the Sybir Memorial Museum for a workshop titled *Jews in Białystok under Two Occupations*. Through diaries, maps, photographs, and eyewitness accounts, they learned about Jewish life under Soviet and German rule. The walk to the former Factory Station, once a departure point for deportations to Siberia and to Treblinka Extermination Camp, was especially powerful. In June, the project reached its final stage with a historical walk. Students explored the area of the former Białystok Ghetto and visited the Great Synagogue Monument in Białystok, commemorating the destruction of the synagogue and the murder of thousands of Jews in 1941. Standing before the memorial plaque, students confronted the consequences of hatred and violence in the most direct way, and reflected on the need to become upstanders whenever they encountered human rights violations in their communities

Kamishibai - Paper Theatre, And the Word is Forever Alive

School: Podstawowa School No. 1, Sztumie

Duration: November 2024 - June 2025

Lead teacher: Ludmiła Zdziennicka

The project unfolded like a story, inviting students to step gently into the past and discover how history, culture, and human values are woven together. It began with an imaginative journey using the educational tool *Museum in a Box – Malka's Town*, created by POLIN. Through a narrative game, students traveled to a prewar town where Poles and Jews once lived side by side. Guided by the fictional characters Antek and Malka, they explored Jewish holidays, traditions, cuisine, and everyday life. During the workshop *Personal Stories: The Righteous*, students watched a film about Irena Sendler and Jadwiga Piotrowska, who risked their lives to save Jewish children from the Warsaw Ghetto. This guided students to explore concepts of courage and moral choice. In February 2025, art became a powerful teacher. The students attended a performance of *Yentl*,

based on a story by Nobel Prize winner Isaac Bashevis Singer: the story of a young girl who defies expectations in her search for knowledge. Afterwards, students reflected on freedom, identity, and the courage to follow one's own path. March brought another important step: an online workshop with an educator from POLIN entitled *How to Differ Beautifully?* Students explored what makes people unique, what connects them, and how to respond to prejudice and exclusion in everyday life. Experiential learning continued during culinary workshops, where students discovered the meaning of kosher rules and Jewish holidays. As they prepared traditional *hamantaschen* cookies for Purim, history and culture were literally brought to the table, turning learning into a joyful, shared moment. Towards the end of the school year, the project entered its creative phase. Students read and discussed books such as *The Ark of Time*, and *Adventures of the Other*. Inspired by these stories, they created visual boards and scripts for a kamishibai theatre performance. Through drawing, writing, and discussion, they transformed historical experiences into stories they could share with others. The journey reached its climax when students presented their kamishibai theatre to classmates, younger children, parents, and teachers. Standing on stage, they shared stories of Jewish artists, wartime experiences, and universal human values. Their voices carried a powerful message: that art, memory, and empathy can overcome divisions and speak to every generation.



The Shtetl of Grybów – A Reconstruction

School: Primary School No. 1, Grybów

Duration: September 2024 - June 2025

Lead teacher: Aneta Świąż



The project began with identifying material traces of Jewish life in the city of Grybów, including the synagogue, the Jewish cemetery, former school records, and memorial sites. Students visited these places as starting points for historical research and reflection. A key activity involved analyzing pre-war school registers, as well as national and international archives to identify Jewish students whose names had disappeared from official records. They also

studied survivor testimonies and oral histories, which helped them understand the personal experiences behind historical events. Based on archival research and historical sources, students reconstructed lost elements of the town's Jewish quarter. They prepared sketches, built architectural models, and placed them on a spatial map of Grybów. Information boards and guidelines were created to support respectful remembrance. These reconstructions were presented in a school exhibition, allowing the wider school community to engage with the project. Students also documented their findings through creative and media-based activities. They produced a documentary film portraying the former local Jewish community and calling for respect and human rights, they created short biographies using historical materials and digital tools, and published infographics and articles in the school newspaper. The project included meetings with cultural and educational institutions, cooperation with museums and archives, and participation in national remembrance initiatives. Students learned about Jewish traditions, engaged in intercultural dialogue, and shared their work during school events and exhibitions.

Echoes of Coexistence: Exploring Jewish Heritage in Włodawa and Lublin

School: Krzysztof Kamil Baczyński Second General Secondary School, Świdnik

Duration: February - June 2025

Lead teacher: Katarzyna Mądrachowska



The project focused on guiding students to explore Jewish heritage and Holocaust memory through an educational study visit to the Great Synagogue in the city of Włodawa. During the visit, students participated in a workshop on Jewish traditions together with peers from a local high school. They documented the experience through notes and photographs, which were later used to prepare a school exhibition. The workshop strengthened intercultural dialogue and helped students better understand everyday Jewish life before the war. The second part of the project took place in the city of Lublin, often called the *Jerusalem of Europe*. Students followed the historical route from the former Lublin ghetto area past the Maharszal Synagogue and Mostowa Street. Along this path, marked by 21 concrete slabs with Hebrew letters, they learned about the deportation of approximately 28,000 Jews to the Bełżec Extermination Camp in 1942. This walk served as a symbolic act of remembrance and reflection. Students also visited key historical locations, including Podzamcze, Kalinowyszczynna Street, the former slaughterhouse area, and Zimna Street. The visit to Lublin also offered students the opportunity to experience elements of contemporary Jewish culinary heritage. In the end of the project, student reflected on their visit, sharing their impressions, what they learned and how much it influences them.

Łódź - The Promised Land of Many Nations and Cultures

School: Gabriel Narutowicz Second General Secondary School, Łódź

Duration: April - November 2025

Lead teachers: Anna Rylek

The project unfolded as a gradual journey into the multicultural past of Łódź, a city once shaped by the everyday coexistence of different communities and cultures. It began with workshops at the Muzeum Sztuki in Łódź, where students explored the themes of the novel and film *The Promised Land* - the beginnings of industrial Łódź, and the friendship between a Pole, a Jew, and a German against the backdrop of capitalism emerging in the city. The next stage brought students to the Marek Edelman Dialogue Center, where presentations offered by the Center's experts opened for the students a window onto the multicultural character of prewar Łódź and the dramatic fate of its Jewish community during the Holocaust. Back at school, the students watched and discussed the film together, continuing to connect historical narratives with the spaces they encounter in their own city every day. During educational walks, students explored the multicultural landscape of the city, observing how history remains embedded in streets, buildings, and memorial sites. As the project progressed, the students themselves became researchers and storytellers. Working in groups, they documented traces of multicultural heritage still visible in



Łódź, photographing places connected with Jewish, German, and Russian history, producing short films about the city's past and especially about the former ghetto, interviewing survivors and residents of Jewish origin, and preparing school newspaper articles devoted to artists of foreign origin linked to the city. Workshops at the city library supported them in shaping these materials into coherent publications and presentations. A study visit to the Auschwitz-Birkenau Memorial and Museum added a profound and reflective dimension, helping students get a deeper understanding of the consequences of war, discrimination, and the destruction of communities that once formed an integral part of Łódź. The project culminated in a Multicultural Day, when the school space was transformed into an exhibition and meeting place, as students presented the results of their work to the wider community. As a final step, students designed a campaign poster promoting tolerance, friendship, and cooperation between people of different cultural backgrounds.

Łódź - The Promised Land at a Time of Great Trial

School: Secondary School Complex No. 1, Jarocin

Duration: March - May 2025

Lead teacher: Katarzyna Witwicka



The project began with a lecture and workshop led by a historian from the Regional Museum in Jarocin, who introduced students to the history of the Jewish community and other minorities in the town before the Second World War. Using archival photographs, documents, maps, and excerpts from letters and testimonies, the session reconstructed a shared world in which cultural differences did not prevent cooperation and social engagement. At the same time, students were shown how, in the interwar period, signs of exclusion and growing resentment began to appear. The next stage of the project moved from the classroom into the town itself. During a guided

walk through Jarocin, students explored the physical traces of its multicultural past, through residential buildings, places of worship, and cemeteries connected with different communities, including the synagogue area, the Evangelical and Catholic churches, and the Jewish cemetery. Workshops devoted to everyday life in a Jewish family added a more personal dimension to the project. By learning about traditions, holidays, and customs, and by preparing short sketches inspired by these themes, students compared different cultural practices and discovered many shared values, such as family bonds, hospitality, and celebration as a way of building community. Working in groups allowed them to actively engage with the topic, breaking down stereotypes and building empathy through experience rather than only historical facts. The project expanded beyond the local perspective through a study visit to the city of Łódź, where students encountered the broader historical context of the Holocaust in their region. Visiting the Radegast Station, which had been used as a deportation point, and learning about the Litzmannstadt (Łódź) Ghetto made a strong impression on the students, especially as they followed the path that symbolically reflected the fate of Jewish families confined there. Watching a documentary about the events of 1942 deepened their understanding of how hate speech, intolerance, and discrimination could escalate into deportations and mass violence. A visit to the *Black World* exhibition, which addressed different forms of social exclusion, encouraged students to connect the lessons of history with contemporary challenges.

Old Fordon - One City, Three Cultures

School: I High School with Bilingual Departments, Bydgoszcz

Duration: January - June 2025

Lead teacher: Danuta Kopińska-Kołowacik

Using the history of the Old Fordon former town, today part of Bydgoszcz city, students explored how Poles, Germans, and Jews had once lived side by side, and how this shared world was destroyed during the Second World War. The activities began with student-led lessons on the Universal Declaration of Human Rights, during which participants worked with historical sources and prepared a poster exhibition on the observance and violation of human rights in the 20th century and today. Their presentations opened a school-wide debate about whether these rights are respected in the modern world and what role young people can play in defending them. The historical dimension of the learning process deepened as students learned about the multicultural past of Old Fordon and visited important sites connected with the town's former communities, including the building of the former synagogue, the sukkah, the locations of Jewish and Evangelical cemeteries, and local churches.



Based on the knowledge gathered, they designed an educational game about the shared history of Poles, Jews, and Germans in Old Fordon and the traces of their presence that still exist today. The game was also translated into Spanish so it could be used in international youth exchanges. Students then reflected creatively on what they had learned by preparing artworks titled *Windows of Memory*, which were exhibited in the school library. A major educational moment followed during a study visit to Auschwitz-Birkenau Memorial and Museum, where workshops on the former camp's history and the experiences of women prisoners helped students better understand the reality of the Holocaust. Inspired by the visit, students created poster exhibitions presenting the stories and living conditions of camp prisoners. The project concluded with the production of a short film summarizing the entire initiative. The film reflects on the shared history of local communities before the Holocaust and emphasizes the importance of preserving both the memory of tragedy and the memory of everyday coexistence that once connected them.

To Learn and to Make Connections

School: Kazimierz Lisiecki Primary School with Integration Departments No. 247, Warsaw

Duration: September 2024 - September 2025

Lead teacher: Justyna Łazor

The project was designed to help students recognize stereotypes and develop nonviolent communication skills, with the broader aim of preventing antisemitism and racism. Media education played an important role throughout the activities, encouraging students to critically reflect on how history, prejudice, and identity are presented and discussed in the media. The work began with an introductory lesson using the educational kit *Museum in the Box – Malka's Town* produced by POLIN Museum, which introduced students to key concepts related to Jewish history and culture. This was followed by a teacher training session focused on discrimination, stereotypes, and the Holocaust, highlighting inclusive language and practical approaches to addressing prejudice in education. Through these early steps, both students and educators in the school built a shared framework for discussing difficult historical and social issues. In the spring of 2025, the project activities increasingly connected learning with public remembrance and

cultural exploration. Students took part in the POLIN Museum Daffodil campaign, commemorating the victims and heroes of the Warsaw Ghetto Uprising. Soon after, fifth-grade students joined workshops at the National Museum in Warsaw, where they explored the exhibition *Way to Jerusalem* and examined how different cultures and religions coexist, while discovering elements of Jewish identity and cultural heritage. A key moment of the project was the study visit to the site of the former Treblinka Extermination Camp in June 2025. There, students participated in a workshop about the fate of Warsaw's Jewish community during the Holocaust. They also discussed the legacy of pediatrician, educator, children's author and pedagogue Janusz Korczak, and his lasting influence on modern educational thought. The visit culminated in a symbolic and collective act of remembrance: planting a maple tree in the Korczak Forest, marking the completion of a year of interdisciplinary learning and reflection. The project concluded with another commemorative action in September 2025, when students planted daffodil bulbs in memory of children who were killed during the Holocaust. Through these activities, combining education, remembrance, and active participation, students not only deepened their knowledge of history but also strengthened skills and attitudes that support empathy, dialogue, and respect for diversity.



Poland – Germany: War and Memory

Schools: Janusz Kusociński VII High School and Dr. Emil Warmiński VIII High School, Bydgoszcz

Duration: May - December 2025

Lead teachers: Aneta Plewa and Marzena Wolschlaeger



This interdisciplinary project unfolded as a months-long learning journey for high school students, gradually moving from historical knowledge to personal responsibility for remembrance. The work began with the story of one person: Jacek Zieleniewicz, an Auschwitz-Birkenau prisoner from Bydgoszcz. His biography allowed students to approach the vast history of the Second World War and the Holocaust through an individual experience. From this starting point, students were organized into research teams and explored different aspects of camp reality and postwar memory. They analyzed testimonies, archival materials, and literary texts, including works by Primo Levi, Tadeusz Borowski, and formulated reflections on forgiveness inspired by the book *The Sunflower* by Simon Wiesenthal. Through this work, students examined how propaganda and institutional violence gradually stripped people of identity, dignity, and humanity. Particular attention was given to learning about the fate of Jewish prisoners. Studying about deportations, selections, the inhumane

treatment, and the mechanisms of systematic extermination helped students understand Auschwitz primarily as a central site of genocide. After each stage of the project, students reflected together on what they had learned, and what was difficult to understand. A key moment

was represented by the study visit to Oświęcim. The visit began with a lecture by Dr. Alicja Bartuś, Head of the Auschwitz Institute of Human Rights, titled *Why Do We Need Auschwitz?*, which framed the experience and encouraged students to think about the role of memory in the present. During their visit to the memorial site, students encountered many types of exhibits that impressed them: lists documenting deportations of Jews from across Europe, personal photographs, suitcases, shoes, and other belongings taken from prisoners. In the following days, they visited the exhibition *Memory Plates* by Holocaust survivor Marian Kołodziej in Harmęże, and took part in workshops at the Auschwitz Institute for Human Rights, where they worked on the exhibition dedicated to Jacek Zieliniewicz. There, students began preparing to become peer guides, learning how to present aspects of this complex and sensitive history accurately and responsibly. Another important component of the workshops addressed the role of language in violence and exclusion. A lecture on propaganda and hate speech, drawing parallels with the genocide in Rwanda, helped students recognize how stereotypes, dehumanization, and indifference can escalate into mass violence. At the end, students reflected on their learning process, stressing how their thinking about the topics had changed, how they view media language differently, and how they better understand the distinct and unprecedented nature of the Holocaust.

The Past Is a Lesson for the Future – Against Discrimination

Schools: School Complex No. 1, Stargard: Construction School Complex, Szczecin

Duration: January - June 2025

Lead teachers: Agnieszka Maciejko and Aleksandra Wesołowska



The project began with students starting to explore the long and complex history of Jewish life in Poland. During the first phase, lessons focused on introducing the foundations of Jewish culture, religion, and everyday life, helping students understand how deeply Jewish communities were rooted in Polish society before the Second World War. As the classes progressed, the discussions gradually moved toward one of the most difficult chapters of history: the Holocaust. Students learned about the persecution of Jews, the mechanisms of exclusion and violence, and the broader historical context that led to genocide. A key moment in the

project came in early June 2025, when students from the two schools traveled together to Warsaw for a study visit to the POLIN Museum. Over several days, they explored the museum's permanent exhibition, which presents a thousand years of Jewish history in Poland. While the exhibition covers many historical periods, the group devoted particular attention to the section dedicated to the Holocaust. There, students learned more about the history of the Warsaw Ghetto, the daily realities faced by the people imprisoned there, and some of the Nazi-operated extermination camps. The visit was not limited to a guided tour: students also participated in educational workshops organized by the museum team under the title *Don't Be Indifferent*. These sessions encouraged students to reflect on the social and political processes that can lead to discrimination, violence, and ultimately mass crimes. Through discussions and analysis, students examined how prejudice, propaganda, and indifference can gradually create conditions in which atrocities become possible. Afterwards, the students created a video about the museum and their learning experience at POLIN. This film was later shown to other classes, allowing the students to share what they learned and encourage further discussion.

The Place Where the Ghetto Was

School: Zofia Chrzanowska High School, Kraków

Duration: February - September 2025

Lead teacher: Ewa Goczał

The project unfolded over the course of a school semester and was rooted in a place that already carried the weight of history: the students' school stands in Kraków's Podgórze district, an area that was once part of the Jewish ghetto. In the beginning, students immersed themselves in literature about the Holocaust, reading and discussing books that helped them understand both the historical events and the human experiences behind them. Then, these discussions expanded to film. The group watched *Schindler's List* and *The Pianist*, using the films as starting points for conversations about memory, representation, and the reality of life in occupied Poland. The students learned about the historical background of the Kraków ghetto and the circumstances surrounding the creation of *Schindler's List*, helping students see how cinema and historical research can intersect. Learning then moved from the classroom into the city itself. In April, the students participated in a guided visit to the Oskar Schindler Factory Museum and walked through the area of the former Jewish ghetto, encountering places they had previously known only from books and testimonies. In May, they visited the Jewish cemetery in Kraków, reflecting on the traces of a once vibrant community. The experience culminated in June with a study visit to the site of the former Płaszów concentration camp on the outskirts of Kraków, where students learned about the history of the camp and the people who had been imprisoned there. Commemoration became an important part of the project. In the garden next to the school, students planted yellow crocuses, as a symbol of remembrance for the children who were killed during the Holocaust. This act connected historical learning with a visible, living reminder in their everyday environment. When the new school term began in September, students returned to the project with their own creative reflections. They prepared photo reports, poems, short stories, multimedia presentations, and essays describing what they had learned and how the experience affected them.



Lights of Remembrance: Animation Against Prejudice

School: Municipal Public Library *Maria Szembek*, Kępno

Duration: March - May 2025

Lead teachers: Magdalena Wieczorek



The project invited young people to discover the history of the Jewish community of Kępno through a sequence of educational and creative activities. The journey began with an interactive board game, *Museum in a Box – Malka's Town*, created by the POLIN Museum, which helped students step back a century and explore everyday Jewish life in a small town. Working in groups, they encountered objects, traditions, and concepts connected with Jewish culture, learning about customs such as Shabbat meals, kosher food, and important

celebrations. The learning process continued in the city of Kępno itself. During an educational walk through the former Jewish quarter, students followed the traces of a community that had

once been an integral part of local life. Listening to stories about settlement, professions, traditions, and the impact of war and emigration, they also searched for buildings visible in historical photographs, photographing them and comparing past and present. The central creative stage of the project took place during stop-motion animation workshops led by librarians. Over two intensive sessions, students built miniature sets from LEGO bricks depicting the town in the early twentieth century and began constructing a visual narrative. Frame by frame, they recreated scenes of everyday life, gradual social changes, emigration, wartime destruction, and the present day. Hundreds of photographs were combined into a short, animated film telling the story of Kępno's Jewish community and reflecting on the consequences of prejudice and intolerance. The project concluded with a public event at the Municipal Library in Kępno, where students premiered their film before their families, teachers, and other guests. The screening became both a celebration of their creative work and a moment of reflection on local history and memory. The [film](#) was later shared on the library's social media channels, allowing the message of the project to reach a wider audience.

Intercultural Bond

School: Bartłomiej of Bydgoszcz School Complex No. 1, Bydgoszcz

Duration: April - June 2025

Lead teacher: Grzegorz Kacprzak



The project began in April 2025 with historical presentations about the rise of Nazism and the atmosphere of pre-war antisemitism in Europe. By exploring how these ideas developed and what consequences they brought, students were able to place the events of the Second World War into a broader historical context and recognize how prejudice can gradually transform societies. After concentrating on the European perspective, the focus gradually shifted to a local context, while students learned about the multicultural history of Łódź. Through presentations and discussions, students discovered

how the city was shaped by Polish, Jewish, Russian, and German communities living side by side before the war. Particular attention was given to the Jewish inhabitants of the city and their role in its social, cultural, and economic development. A key moment of the project was a visit to the Marek Edelman Dialogue Center where students explored the exhibition *We Are the Eternal Trees* and visited the Survivors' Park. The visit allowed them to connect historical knowledge with real stories and places, deepening their understanding of the fate of Jewish residents and their importance in shaping the identity of pre-war Łódź. The experience continued with a walking tour through the city, tracing the layers of its multicultural past. As students moved through streets which had once been filled with factories, homes, and community life, they learned how various investments and initiatives from different communities, especially Jewish entrepreneurs, played a crucial role in building the modern city. Walking through the former Jewish ghetto area and exploring other sites connected to various minority groups helped students see the city as a shared space created collectively over generations. The project concluded with a reflection meeting in which students discussed what they had learned and how their perspectives had developed to appreciate interculturality more.

History of Our City

School: Leszczyński Family First High School, Leszno

Duration: December 2024 - May 2025

Lead teacher: Monika Konopka



The first stage of the project was devoted to research. Students gathered historical materials, visited the District Museum in Leszno, and carefully examined archival sources documenting the wartime fate of Jews in the region. They identified key dates, testimonies, and stories that helped them construct a local historical narrative. At the same time, they began exploring the city itself. Walking through Leszno's streets, they traced the

everyday spaces once inhabited by Jewish residents and mapped important locations connected with their presence, turning the town into an open-air classroom of memory. A turning point came during their study visit to the POLIN Museum of the History of Polish Jews in Warsaw. Students took part in the guided tour focused on stereotypes and the ways in which they are formed and how they can be dismantled. Learning about the broader history of Polish Jews and the Holocaust deepened students' understanding of how prejudice can evolve into exclusion and violence. This reflection was reinforced through discussions about the life and message of Marian Turcki, especially his appeal *Eleventh Commandment: Don't Be Indifferent*, which students linked to the concept of escalating discrimination described by Gordon Allport's model *Pyramid of Hate*. As the project progressed, students moved from learning to sharing knowledge. In May, they organized workshops for three groups of seniors from the local community. Through presentations, music, and video materials, they told the story of Jewish life in Poland and in their town in a modern and accessible way. These meetings became moments of intergenerational dialogue, where history sparked conversations about freedom, respect, and the protection of human and minority rights. By the end of the project, the results were both educational and social. Students created mapped documentation of Jewish heritage sites in Leszno and built a clearer understanding of local and national Jewish history, while developing the confidence to present this knowledge publicly and become ambassadors of human rights.

History Station

School: Szreiber Family Primary School, Mikołajki Pomorskie

Duration: October 2024 - April 2025

Lead teacher: Teresa Lipka-Antoniuk

At the beginning of the project, the students were invited to take part in a journey that would connect local history, memory, and contemporary values. The first activities focused on students discovering the multicultural past of their region, Powiśle. Students created a large historical map and marked places where Polish, German, Mennonite, and Jewish residents had lived before the Second World War. Using the book *Saved Memory* by local historian Leszek Sarnowski as a guide, they began to see their surroundings as a landscape shaped by many communities. Workshops led by regional historian Krystian Zdziennicki deepened this perspective, introducing

details about cultures, religions, and traditions that once coexisted in the area. Gradually, the project moved from geography to everyday life and personal stories. Inspired by the paintings of Majer Kirszenblat, students created their own artworks showing scenes from Jewish daily life. At the same time, historical reflection became more personal through readings and discussions. Passages from Dawidek Rubinowicz's *Diary* and *The Girl in the Red Coat*, together with the film *Korczak*, brought the wartime experience, especially the fate of Jewish children, closer to the students. They also listened to expert material on the Holocaust in the Pomerania region and learned about remembrance through the story of Marek Edelman, who inspired them to prepare symbolic daffodils and commemorate the Warsaw Ghetto Uprising. An important dimension of the project was connecting historical knowledge with present-day responsibility. Students translated what they had learned into action by designing posters about promoting respect and tolerance, and combating violence. During a study visit to the Stutthof



Museum, students learned about the history of the camp, the daily lives of prisoners, and the reality of persecution. The visit sparked discussions about the different responses people manifested during the Holocaust, about acts of courage undertaken by people such as Irena Sendler, but also about indifference and betrayal. Back at school, further workshops on tolerance and otherness were organized by Katarzyna Trojanowska-Frydrych. As the project progressed, the students explored films about camps in Piaśnica and Auschwitz and discussed broader human-rights issues, including violence and child labor around the world. An inspiring project outcome was a letter-writing campaign in which students prepared supportive messages for people in crisis and promoted the Children and Youth Helpline. These letters, full of empathy and practical advice, showed how historical learning had translated into real social awareness.

Portugal

Learning About the Shoah: Challenges

Schools: Lower Secondary School D. Martinho de Castelo Branco and Upper Secondary School Poeta António Aleixo, Portimão

Duration: November 2024 - June 2025

Lead teacher: Elisabete da Conceição Rodrigues Flosa



The project began with a January event honouring Holocaust victims, featuring testimonies of survivors and stories of Portuguese Righteous Among the Nations. The emotional highlight was a musical tribute by students and the Portimão Music Academy choir, celebrating peace and human dignity. In February, the exhibition *Beyond Appearances* transformed the school's entrance hall into a space of remembrance. Through photos and class

discussions, over 20 student groups examined the daily lives and persecution of Jews in Nazi Europe, linking this history to modern human rights issues. In Art and Technology classes, students brought Holocaust memory to life: 11th graders created graphite portraits of victims and survivors, while in multimedia classes they produced animations and digital art exploring Holocaust themes. These creative projects combined empathy, historical research, and digital skills. A series of Holocaust-related movies such as *The Pianist*, *Schindler's List*, and documentaries on Aristides de Sousa Mendes, a Portuguese diplomat based in Bordeaux, France, who defied his own government's orders and issued visas that allowed thousands of people to flee to Portugal, deepened students' emotional engagement and sparked classroom reflections. Meanwhile, 6th-graders learned about the Holocaust through curated content in their school library. In June, students explored the broader context of 20th-century totalitarianism with the exhibition *Memory of Suffering: Repression and Terror*, analyzing the crimes of the Nazi, Stalinist, and Maoist regimes. Students engaged in structured debates, connecting history lessons to current threats like hate speech and authoritarianism. The project concluded with a public presentation at a regional educational center, where the teacher shared the project's outcomes and its impact on building empathetic and engaged citizens, equipped with historical awareness and critical thinking. This multidisciplinary approach empowered students to reflect on the past, connect it to today's world, and recognize the enduring importance of memory, justice, and human rights.

Memoria Viva – Living Memory

School: Castro Verde Secondary School

Duration: March - June 2025

Lead teacher: Aura Maria Esperança Rosa Pereira Mestre

At the Secondary School in Castro Verde, students embarked on an emotionally powerful journey through the project *Living Memory*, dedicated to exploring the Holocaust, human rights, and the importance of remembrance and resistance. The project began with a presentation on the rise of the Nazis to power and World War II, helping students understand the political and social context that made the Holocaust possible. In English classes, students examined Jewish life before, during, and after the Holocaust through testimonies, historical photos, videos, and other resources. Working in groups, students analyzed documents, drew conclusions, and presented

their insights to classmates. They also wrote poems to express their reflections and emotions. The journey continued with a field trip to Lisbon, where students visited the synagogue and engaged with members of the Jewish community. They also explored the Aljube Museum, dedicated to resistance and the fight for human rights during the Portuguese dictatorship, deepening their understanding of both Jewish heritage and broader struggles for freedom and justice. In April, students read *I Wanted to Fly Like a Butterfly* by Hannah Gofrit, then wrote heartfelt letters to the author. In May, students participated in a videoconference with Jon Lackman, who shared the moving Holocaust survival story of his grandparents. They also researched Righteous Among the Nations, creating personal ID-style cards and presenting their stories in class. After watching and analyzing *Schindler's List*, students discussed themes of heroism, moral choices, and historical memory. That same month, they organized a round table discussion on human rights and the dangers of extremism, moderated by their history teacher. Students created a Human Rights collage exhibition and displayed it in the school, while presenting what they had learned to younger students, and ensuring that the messages of the project reached a wider audience. The project concluded with final reflection letters, where students shared their impressions, emotions, and takeaways.



Keep On Reading about the Holocaust

School: Secondary School of Amares

Duration: October 2024 - February 2026

Lead teacher: Jorge Brandão Carvalho



This project placed literature at the center of Holocaust and human-rights education, using reading as a way to strengthen democratic citizenship in the present. The initiative treated literature not as something additional, but as a practical response to today's risks of Holocaust denial and distortion, new forms of populism, and the spread of fake news and online hate speech. Sixteen classes of high school students took part in the project activities, which were organized across multiple school subjects: History, Philosophy, Portuguese, English, and Citizenship, so the history of

the Holocaust could be approached from different angles. Teachers from the school also joined dedicated training sessions done by the project coordinator, designed to strengthen interdisciplinary approaches to Holocaust and human-rights education, aligning classroom work along shared values and methods. The school librarian provided a thematic guide and bibliography to help students choose what to read. Students then worked with a wide range of genres: diaries, memoirs, testimonies, and fiction, including: Morris Gleitzman's novels *Always, Maybe, and Now*; graphic novels such as *The Librarian of Auschwitz* and *A History of Jerusalem*; and historical and memoir works including *Atlas of the Holocaust* by Georges Bensoussan, *The Children of the Nazis* by Tania Crasnianski, and *Auschwitz - Prisoner 119198* by Tadeusz Borowski. The students used digital tools to create reading records and to write biographies of Holocaust victims and all resources were shared with their teachers and classmates.

Where Were Human Rights in Concentration Camps

School: À Beira Douro Basic and Secondary School, Gondomar

Duration: November 2024 - April 2025

Lead teacher: Helena Sofia Vieira

Students approached Holocaust education through the lens of a guiding question: When human rights disappear, what does that look like and what does it demand from us today? Bringing together learners from the 8th, 10th, and 11th grades, the project connected school subjects such as History, Philosophy, Geography, Information and Communication



Technology into one shared process, moving from research and debate to a public, student-made message for the school community. Teachers first ensured a solid knowledge base by providing curated readings, documentaries, and films. In class, students debated what human rights mean, how they are defined, and how rights were violated in concentration camps during the Holocaust. Their learning became visible to others through a commemorative exhibition prepared by high school students to mark International Holocaust Remembrance Day, turning the day into a school-wide moment of attention and reflection. The heart of the project was a short film created by the students themselves. They wrote original script texts in English focused on how human rights were violated in concentration camps. Students rehearsed, prepared and then took full responsibility for the filming process. In the final production, students read their own messages about loss of human dignity and its impact on the whole of society. To keep the process visible to the rest of the school, a Holocaust-themed educational area was set up at the entrance of the school library, gathering resources and showcasing ongoing work. The result reached around 800 people, including students, teachers, school staff, and members of the wider community. The film was uploaded to the school's digital portal and scheduled for screening in both the students' common room and the teachers' lounge, ensuring the work remained part of daily school life.

Romania

Surviving Evil

School: Tudor Jarda Music High School, Bistrița

Duration: October 2024 - June 2025

Lead teacher: Alina Tomi-Sătmar

In collaboration with: Efsevia Chalvatzi, Greece



During this project, 40 high school students from the *Tudor Jarda* Music High School embarked on a transdisciplinary journey moving beyond traditional textbooks to explore the topic of the Holocaust and human rights through artistic and historical immersion. The project was launched in October with students watching the documentary *Defiant Requiem*, about musicians from the Terezin ghetto, and using the inspiration

of the documentary to create original drawings. This introductory phase established both the emotional and historical framework of the project. In November, the learning continued with structured lessons on Nazi propaganda, strengthening students' critical understanding of manipulation and ideology. December focused on literary analysis: students read *The Devil's Arithmetic*, discussed it and translated their reflections into a concrete project output by creating a book trailer. In January, students took part in a commemorative concert alongside the local Mazel Tov music band and presented drama segments based on writings of Holocaust survivors Primo Levi and Miriam Korber-Bercovici, integrating music, theatre, and historical testimony.

The project expanded internationally in March through an online round table with a partner school from Greece, where participants exchanged perspectives on Jewish history and contemporary Jewish community life. This was followed in April by a dedicated lesson on human rights, linking historical events to present-day civic values. In May, experiential learning was reinforced through a study visit to several sites in Bucharest, including the Choral Temple and the Holocaust Memorial. During the same period, the teacher disseminated the project methodology and outcomes at a national online symposium, contributing to professional knowledge exchange with other teachers in Romania. The project, whose main activities are included in a public presentation on the [Padlet platform](#), concluded in June with a structured reflection phase. Students who encountered the topic for the first time described the experience as emotionally impactful, while those with prior exposure reported feeling empowered and more mature in their understanding.

A Story About Kindness

School: School No. 29, Galați

Duration: October 2024 - May 2025

Lead teacher: Geanina Țurcanu

Grounded in the belief that education is the most powerful tool for countering the sometimes subtle forms of contemporary intolerance, this teacher developed the eight-month initiative *A Story About Kindness*, integrating Holocaust history with human rights education. From October to December, students took on the roles of researchers, using digital archives such as Centropa and Europeana to uncover historical facts and listen to survivor testimonies. This foundational



phase also positioned students as literary critics, as they analyzed Anne Frank’s Diary through mind maps and structured debates to understand how personal values such as hope can challenge the erasure of human dignity. These early learning activities were consolidated into a comprehensive educational portfolio, serving as a curated database of media articles, books, and student reflections, designed for long-term educational use. In the beginning of 2025, students transitioned into the role of civic advocates, using a guided question game to explore concepts of justice and fairness. They then created awareness posters and student-led rules promoting human rights, preserved in a symbolic time capsule. In the spring phase, students strengthened storytelling and reflection skills through structured activities, producing digital stories and mind maps showcased in a virtual gallery for the wider school community. Through this process, students came to understand that history is made up of real human suffering rather than abstract dates, discovering that kindness is a strategic tool to combat hate. Reflections from both teacher and students revealed a profound moral transformation, as

participants evolved from having limited or vague knowledge of the Holocaust into articulate young advocates for human rights, confident in debating discrimination, and promoting remembrance and democratic values. The project concluded with a closing ceremony and the launch of the online exhibition *A Tribute to Yesterday*, a public showcase linking historical tragedy to the ongoing need to protect human rights and democracy.

The Holocaust and the Lessons of Human Rights: Memory, Justice, and Empathy

School: Ienăchiță Văcărescu National College, Târgoviște

Duration: September 2024 - April 2025

Lead teacher: Claudia-Loredana Horjea



In the beginning of the project, students took on the role of historical researchers, as they viewed documentaries on the Iași and Bucharest pogroms and the Antonescu regime to understand the local reality of the Holocaust in Romania. They then moved into the digital sphere, combining historical knowledge with creative media to produce original video projects that documented Holocaust memory for a national competition. To deepen their understanding of systemic injustice, the students participated in a Privilege Walk, an experiential learning

activity. This was complemented by guided identity-reflection exercises, helping students recognize how discrimination operates by reducing people to a single identity marker. As a result, students connected these mechanisms to Nazi persecution of Jews and identified stereotyping as an early step toward exclusion and violence. After engaging with Holocaust survivor testimonies online on the IWitness platform, students learned more about the complexity of

Jewish life before, during and after the Holocaust. The exploration continued as students became media critics and biographers, using digital applications to review essential books and films in order to identify specific human rights violations that occurred during the Holocaust. Working in groups, they created a collective e-book titled *Stories of Jewish Personalities*, illustrating the vital role Jewish communities played in the development of Romania's culture and science. The focus then shifted toward active citizenship during a Democratic Dialogue workshop, where students analyzed propaganda and fake news, connecting interwar ideologies with misinformation present in contemporary society. The journey moved from the classroom to Bucharest, where students visited the Choral Temple and the Holocaust Museum, as well as the Cotroceni Palace where they had the opportunity to reflect on the importance of democratic responsibility, voting, and presidential accountability. The project ended with the writing of Letters to the Future, a reflection activity which offered students the opportunity to think about how Holocaust education is a vital instrument for developing civic courage and preventing the recurrence of antisemitism, xenophobia, and racism.

Voices of the Past: A Journey into Human Rights Education

School: Sfinții Constantin și Elena Lower Secondary School, Bucharest

Duration: September 2024 – June 2025

Lead teacher: Camelia Badea



Around 120 students were involved in a wide range of activities designed to help them understand human rights, democracy, and the lasting impact of the Holocaust. The project began with creative learning activities, where students took part in the Butterfly Project, learning about children victims of the Holocaust and painting symbolic butterflies, as well as developing visual artworks around the theme of democracy as an expression of human dignity. These artworks were later presented in a virtual exhibition and collected on a [digital Padlet](#), allowing the wider school community to access and reflect on their messages. Students watched and discussed the movie *The Wave* and the Documentary *Blue Eyes, Brown Eyes*. These films helped them examine group dynamics, obedience to authority, and the mechanisms that lead to discrimination. To connect historical knowledge with real human experience, students listened to video testimonies from Jewish and Roma Holocaust survivors. Many reflected that hearing these personal stories made history feel closer, more real, and emotionally meaningful. Working in teams, students engaged in practical learning sessions using *Adolescents and Democracy* board games, which helped them better understand democratic processes and civic responsibility. They also took part in themed quizzes focused on Holocaust history. As reflective writers, students used resources from the project's Democratic Library, a collection of books purchased specifically for this initiative, and wrote essays linking past injustices to responsibilities in today's society. Community involvement was strengthened through volunteering workshops, where older students supported younger pupils by working together on learning activities. The project concluded with an event to share facts about the Holocaust, present project activities and plans to create a permanent school space dedicated to human rights education.

Truth and Memory: We Won't Forget the Holocaust

School: Nicolae Titulescu Economic High School, Baia Mare

Duration: January - June 2025

Lead teacher: Laszlo Zoltan Magyarosi

In collaboration with: Cristina-Ioana Roatiș, Romania

The project started in January with a school-wide event that explained the goals of the initiative, bringing together a core group of 35 motivated students. The students' first close contact with Holocaust history took place during International Holocaust Remembrance Day, when they explored local history through the photo exhibition *We Have Overcome*, created by two local organizations. Students analyzed photographs and personal stories of Jewish survivors from the Maramures region, watched the film *Train*



of Life (1998), and created artistic works such as collages about Jewish life, symbolic drawings, and written manifestos, including messages like *Tolerance Begins with Us*. These works were permanently displayed in the newly created Corner of Jewish Culture and Civilization in the school library. The space was also enriched with a selected collection of Holocaust books, including *Night* by Elie Wiesel, *Five Chimneys* by Olga Lengyel, and *The Diary of Anne Frank*, encouraging students to read with empathy and understanding. Using the Bookcreator app and information from archives, libraries, and online sources, students created an interactive e-book titled *Jewish Personalities from Baia Mare*. This digital product highlighted the cultural and scientific contributions of local Jewish figures and presented them as positive role models for young people. This work was strengthened by meeting with Peninah Zilberman, second-generation Holocaust survivor. An important part of the project was the collaboration with the Taras Shevchenko Pedagogical High School in Sighetu Marmatiei. This partnership led to the *Together Against Discrimination* conference, where students from both schools shared their e-books, drawings, and essays and took part in joint discussions about peace and human rights. To connect learning with real places, students participated in a thematic visit to Sighetu Marmatiei, where they visited the Elie Wiesel Memorial House, the local Synagogue, and the Holocaust Memorial, lighting candles in memory of the victims. The most emotional moment of the project took place at the Sighetu Marmatiei train station, the site of mass deportations, where students reflected on the scale of the tragedy and on their personal responsibility to prevent hatred and discrimination from happening again.

The Holocaust: Never Forget

School: Nicolae Iorga Middle School, Baia Mare

Duration: January - May 2025

Lead teacher: Natalia Dancu



In this project, the students began their journey by exploring the causes and consequences of the Holocaust through the analysis of archival documents, academic studies, and survivor testimonies. A strong emphasis was placed on local history, with resources provided by the Maramures Heritage Association helping students learn about the deportations of Jewish people from their region. To bridge the gap between the classroom and historical sites, students participated in a virtual tour of the Auschwitz Memorial. During commemorative moments, they acted as speakers of memory, reading aloud the names of children and young people who were murdered. Through the activity

My Jewish Neighbors, and through the study visits to the local History and Archaeology Museum and the Art Museum, they learned about how Romanians, Hungarians, and Jews had lived together in their region for centuries.

An essential element of this project phase was the collaboration between students from the Romanian and Hungarian teaching sections in the school, who learned side by side and developed a deeper understanding of their shared local history. Students engaged with a carefully selected reading and viewing list (*The Diary of a Young Girl. Anne Frank, The Book Thief, The Twins of Auschwitz* and more), supported by the expansion of the school library with 20 new volumes in Romanian, Hungarian, and English. Working in teams, they created informative posters that included author biographies and critical viewpoints, as well as individual essays and original drawings reflecting their personal reactions to the material. Students handcrafted a cardboard butterfly and wrote a personal message of remembrance of the children who perished during the Holocaust. The same theme inspired a presentation titled *Children without Childhood*, which received first place at a county-level history competition. In the final stage of the project, using the Universal Declaration of Human Rights as a key reference, students identified rights that were violated during the Holocaust and proposed democratic solutions to prevent such injustices from happening again. These materials were accompanied by suggestive mottos and drawings for justice, reinforcing the link between historical knowledge and active citizenship. All activities were brought together in a comprehensive project portfolio of artistic works such as paintings, drawings, and posters focused on human dignity; written reflections, compositions, and anti-violence messages; and digital products, including presentations and materials connected to the virtual visit to Auschwitz.

The Shelf of Consciousness

School: Emil Racoviță Theoretical High School, Vaslui

Duration: January - June 2025

Lead teacher: Ionela Adriana Lepărdă

This project engaged students in a deep exploration of Holocaust history and human rights through a carefully curated selection of literature. Acting as literary researchers and historical fact-checkers, students used a dedicated collection of books to distinguish between historical truth and literary fiction, while also finding inspiration in the psychological resilience of Holocaust survivors. The books used during the project included *Night* by Elie Wiesel, *If This Is a Man* by Primo Levi, *Man's Search for Meaning* by Viktor Frankl, *All the Light We Cannot See* by Anthony Doerr, *The Tattooist of Auschwitz* by Heather Morris, *I Am 70027* by Lidia Maksymowicz, *The Nazis Knew My Name* by Magda Hellinger, *The Dressmakers of Auschwitz* by Lucy Adlington, *My Friend Anne Frank* by Hannah Pick-Goslar, *The Little Horse Caretaker* by Dexter Ford, *The Nazi Hunter* by Josef Lewkowicz and Michael Calvin, *White Bird* by R.J. Palacio, *The Diary of Anne Frank*, and *Five Chimneys* by Olga Lengyel. Students integrated these resources into monthly reading circles and roundtable discussions, where they identified the



personal qualities of the characters described and the emotional strategies used to survive the extreme hardships of the Holocaust. By comparing literary narratives with survivor testimonies and historical photographs, students learned to approach Holocaust history critically and responsibly: they understood the devastating consequences of hatred and learned to refrain from romanticizing historical events. The project concluded with students taking on the role of peer educators. They created presentations and posters based on their readings and delivered peer-to-peer history lessons that emphasized civic responsibility, empathy, and respect for human dignity. By placing the difficult truths of the Holocaust onto the shelf of their own consciousness, students ensured that the lessons of the past would remain present and meaningful as they navigate the moral and social challenges of the future.

An Open Window Between the Past and the Present

School: Ștefan cel Mare Lower Secondary School, Focșani

Duration: December 2024 – May 2025

Lead teacher: Nicoleta Căinap

The project started with analysis of photos - through techniques such as *Crop It* and *Think, Feel, Care* to slow down their viewing, notice details, and name the emotions and messages - in order to learn about stereotypes and antisemitism. Afterwards, the students read Anne Frank's *Diary*. As they selected passages that stood out to them, they began to place Anne's dreams beside their own lives today. The comparison made the story feel immediate and personal. Students responded by writing letters and crafting creative projects dedicated to Anne. While exploring local history books and online sources, students learned that their school was built on the site of the city's first Jewish school. The finding sparked strong interest and a new kind of attention: students



began to see their everyday surroundings as part of a wider local heritage, one that had been present all along but rarely spoken about. With the support of the school librarian, the students presented their research to peers and displayed their letters to Anne Frank, turning the library into a place where memory, learning, and student voice could be seen and read by others. Using *Forum Theater*

methods, students worked through themes of cooperation and inclusion and wrote a short play about the discrimination of a Roma student. Performed in the school's main hall, the play generated an honest, open discussion with other students about equality and human rights, linking what they had learned from Jewish persecution in history to the responsibility of recognizing exclusion in the present. As part of the project, the students visited the local synagogue, where they met Harieta Rond, President of the regional Jewish Community. She shared the history of the synagogue and explained Jewish traditions and customs, giving students a direct and personal connection to the past and valuable insights into Jewish culture. During the visit, students also presented their project materials inside the synagogue, strengthening the link between school learning and the local community and bringing their work back to the place where this heritage still lives.

Lessons in Humanity: Learning from the Holocaust

School: Anghel Saligny Technological High School, Baia Mare

Duration: January - June 2025

Lead teacher: Camelia Elena Ciurte



Students worked with key terminology, archival images, and academic texts to understand how the Holocaust unfolded in Europe and in Romania. Acting as young researchers, they analyzed historical documents and selected texts. Their understanding was strengthened through interviews and survivor testimonies, including those of Octavian Fulop and Olga Gavor, as well as through films such as *Shoah* by Claude Lanzmann, *Schindler's List* by Steven Spielberg, and *The Pianist* by Roman Polanski. An important part of the project was the collaboration with the Maramures Heritage Association, represented by its president, Robert Cotos. During an interactive discussion, students reflected about the history and future of the Jewish community in their region,

Maramures. In a commemorative activity, they read aloud names of Jewish children who died in the camps, paying tribute to the victims. This moment was recorded in a short student-made film and shared on social media. The project also included cooperation with Nicolae Titulescu Economic College, where students attended a presentation by Peninah Zilberman, second-generation Holocaust survivor, gaining direct insight into human rights and democratic values. Students read and discussed books purchased in the project, such as *Where Is Anne Frank?*, *Anne Frank's Diary* in graphic novel form, *History of the Dachau Concentration Camp*, *The Tattooist of Auschwitz*, *I Am 70072*, *The Nazis Called Me by Name*, *The Seamstresses of Auschwitz*, *Year Zero: 1945*, *Five Chimneys*, and *The Gift*. Working in groups, students created

posters, short stories, bookmarks, and presentations based on their readings. They also visited virtual museums in Timisoara, Oradea, and Simleu Silvaniei, where they studied Jewish symbols and ritual objects. These were later recreated as drawings and photographs and displayed in a school exhibition. To connect historical learning with present-day values, students read the Universal Declaration of Human Rights and discussed how human rights were violated during the Holocaust and in the present. They analyzed case studies related to the violation of children's rights, using flipcharts and worksheets to suggest solutions that promote tolerance and respect today. Learning continued outside the classroom during a themed trip to Cluj-Napoca, where students visited the Neolog Synagogue, the Muzeon Jewish History Museum, and the street where the former home of Olga Lengyel was. The project ended with reflection and the creation of an electronic portfolio that included anti-violence messages, written reflections, and paintings. This digital collection ensured that the lessons learned would remain part of the school's educational culture.

Young People Against Discrimination: Remember the Holocaust

School: Taras Shevchenko Pedagogical High School, Sighetu Marmatiiei

Duration: October 2024 – May 2025

Lead teacher: Cristina-Ioana Roatiş

In collaboration with: Laszlo Zoltan Magyarosi



The students' journey began with visiting the exhibition *Images from the Past. The Holocaust in Maramures*, organized by the Elie Wiesel National Institute for the Study of the Holocaust in Romania in partnership with the Freedom House Romania Foundation. They also engaged with the *We Have Overcome* exhibition, collaboratively developed by two local organizations - Tarbut Sighet Foundation and the Maramures Heritage Association. This exhibition presented the life stories of

Holocaust survivors from the Maramures region and helped students better understand themes of memory, dignity, and human resilience. At the same time, students started working with literature as a research tool, using a carefully selected bibliography that included *Night* by Elie Wiesel, *The Tattooist of Auschwitz* by Heather Morris, *The Book Thief* by Markus Zusak, and *The Girl with the Red Hair* by Buzzy Jackson. The students reflected on their experience through drawings and artistic creations. Students had the opportunity to meet second-generation Holocaust survivor Peninah Zilberman during an online Zoom session, where they learned about the cultural contributions of the Jewish community in their hometown and listened to personal reflections connected to Holocaust memory. They became local history researchers, carrying out field investigations in villages such as Remeti and Rona de Sus. During this work, they identified often-forgotten traces of Jewish life, including cemeteries and houses, and discussed the emotional impact of rediscovering this hidden local history. Their research was further deepened during a workshop at the Elie Wiesel Memorial House, where students examined furniture, religious objects, and historical photographs in order to better understand everyday life in the local Jewish community before the war.

As the project developed, students worked in groups studying the Universal Declaration of Human Rights, identifying mechanisms of rights violations during the Holocaust. These workshops ended

with collective reflection sessions, during which groups presented their conclusions to the class. Students also completed the *Legacy and Absence* activity, using reflection questionnaires to contemplate the cultural and spiritual loss caused by the Holocaust, such as the disappearance of Yiddish language and Klezmer music from Maramures. In May 2025, the project concluded with a guided tour of Sighetu Marmatiei, organized together with partner teachers and students from Nicolae Titulescu Economic High School from the neighboring city of Baia Mare. During this visit, students saw the synagogue and lit candles at the Holocaust Monument in memory of the victims. The closing event was the *Together Against Discrimination* conference, held on May 21, 2025. At this conference, they presented their work to their peers from the partner school, who in turn presented their e-book about personalities during the Holocaust and shared experiences from their own project. Students from Taras Sevcenko Pedagogical High School presented their own work during the conference. They wore personalized T-shirts featuring unique stickers with individual reflections, displayed messages of peace, and took part in a symbolic flashmob that included a collective reading of passages from *Night* by Elie Wiesel. Their creative outputs included a notable reinterpretation of Olga Lengyel's portrait inspired by *Five Chimneys*, as well as PowerPoint presentations, reflection sheets, and essays presenting books studied during the project.

Let's Not Forget!

School: Mihai Eminescu National College, Petroșani

Duration: September 2024 – June 2025

Lead teachers: Delia-Elena Cerna and Livia Șorop

The learning process began with students watching documentaries and films as starting points for discussion about ethics. They watched *The Forgotten Holocaust*, a film about the Roma Genocide and the first episode of the Netflix series *How to Become a Tyrant* to understand how dictators of the 20th century gained and maintained power. Older students analyzed *Schindler's List*, debating the meaning of moral courage, and *The Pianist*, which encouraged reflection on survival when one's entire world collapses. Strong emotional responses were elicited by watching *Life Is Beautiful*, and vivid discussions about Holocaust distortion were sparked. They worked with an extensive bibliography that included *Night* by Elie Wiesel, *The Diary of Anne Frank*, *Five Chimneys* by Olga Lengyel, *I Am 70072* by Livia Bitton-Jackson, *The Midwife of Auschwitz* by Anna Stuart, and *The Dressmakers of Auschwitz* by Lucy Adlington. Discussions focused on the loss of humanity in concentration camps, the strength of adolescents during wartime, and difficult moral questions related to justice and revenge. Students participated in a gastronomic workshop designed to introduce Jewish traditions through food. They learned about Kashrut and prepared traditional dishes such as Challah, Latkes and Matzah. The workshop also introduced the symbolism of other foods, such as gefilte fish, and explained differences between Sephardic and Ashkenazi culinary traditions. Many students shared that tasting traditional Jewish food made history feel more real and personal. Students visited the Jewish Cemetery in Petrosani, where they listened to stories about the local Jewish



community. They went on a trip to Cluj-Napoca, where they visited the Muzeon Jewish History Museum, and to Alba Iulia, where they visited the synagogue, recording their reflections in project notebooks. Students analyzed the Universal Declaration of Human Rights with their school counselor and, working in groups, illustrated specific rights such as the right to life and protection from discrimination, directly linking them to the consequences of the Holocaust. The project concluded with a Gallery Tour in the school library, where students presented their own drawings, collages, and posters to their peers.

Auschwitz-Birkenau: Past and Present

School: Mihai Eminescu National College, Petroșani

Duration: December 2024 – May 2025

Lead teacher: Roxana-Gabriela Szakacs



Students received a selected collection of books, including: *The Tattooist of Auschwitz*, *The Diary of Anne Frank*, *The Pianist of Auschwitz* and more. Through these personal stories, students understood how important it is to learn about the complex lives of Holocaust victims, not only about statistics, numbers and historical facts. In January, students watched a screening of *Schindler's List* for International Holocaust Remembrance Day. The film led to guided discussions about dehumanization, moral choices, and the importance of humanity in extreme circumstances. In March, students took part in a roundtable discussion titled *Racism and Xenophobia – Beyond Facts and Figures*, where those who had read the project books shared their knowledge with classmates. Students then worked in groups to design activities promoting human rights and

opposing antisemitism. One group focused on intercultural communication and created a set of principles for respectful dialogue between cultures. These rules were printed on a roll-up banner and displayed in the school hallway as a visible message of inclusion. The most impactful stage of the project took place in April 2025, when students participated in a study trip to Krakow - where they visited the Jewish Quarter, the Jewish Museum in the Old Synagogue, Oskar Schindler's Enamel Factory - and the Auschwitz-Birkenau memorial site. Visiting these locations helped students understand the reality of the past in a direct and emotional way, turning historical facts into lived experience. The project concluded in May with an interactive educational activity, *The Tribunal of History: Learning from the Past to Change the Future*, structured as a guided debate and evidence-based analysis of extremist ideology and its consequences. Working in teams, students examined historical perspectives, assessed arguments through a human-rights lens, and formulated a shared conclusion rejecting Nazi antisemitic ideology. Post-activity reflection questionnaires confirmed that students could clearly connect historical patterns of hate to contemporary risks and responsibilities.

"I realized that hatred doesn't begin suddenly. It's fueled over time, through silence, through accepted prejudices. And now I know I don't want to be just a bystander."

Same Souls

School: Gheorghe Cartianu Technical College, Piatra Neamt

Duration: December 2024 – April 2025

Lead teacher: Roxana Gorduza-Burduja

The project brought together more than 200 students and 20 teachers and focused on cultural understanding and on actively addressing discrimination against Jewish and Roma communities. Students explored the history of Jewish and Roma communities in their city, Piatra-Neamt. They researched local libraries, online sources, and a carefully selected set of books purchased through the project. As their work progressed, students exchanged books and discussed topics such as traditional Jewish occupations, cultural customs, as well as life conditions in concentration camps, and the medical experiments carried out on prisoners. The teacher used the TOLI handbook to organize activities in which students examined how stereotypes and prejudice develop. They learned about human rights and shared personal experiences related to discrimination or offensive behavior. They prepared an exhibition titled *Fighting Racism and Discrimination*, which included drawings and a wooden sculpture in the shape of a Dutch clog, representing the shoes Jewish prisoners were made to wear. The student who created the sculpture used tools from the wartime period inherited from his great-grandfather and was inspired by the book *I Was a Doctor at Auschwitz*, which described how such clogs were deliberately used to harm prisoners. To broaden their historical perspective, students also watched the documentaries *The Forgotten Holocaust* and *The Attempt to Exterminate the Roma*. Students also prepared traditional dishes from three cultures: Moldavian pies known as Poale-n brau, Sufganiyah doughnuts traditionally eaten during Hanukkah, and Saviac pies, a Roma recipe passed down through generations. The project concluded with an event titled *Heroes of My Nation*, where students presented the results of their work. One of the most meaningful moments of the final event was a multilingual poetry reading, in Romanian and Romani. Two Roma students also presented a list of shared words in both Romanian and Romani, emphasizing common values and experiences. In their reflections, students stated that the project helped them move beyond labeling others and gain a deeper understanding of the consequences of hate. The project's impact will continue through a dedicated area in the school library.



Books for Remembrance: Expanding Resources for Holocaust Studies

School: Emanuil Ungureanu Technical College, Timișoara

Duration: February – June 2025

Lead teacher: Cristina Hrițcu

The project began with students learning about the *Pyramid of Hate*, a conceptual model that helped them understand how biased attitudes and discrimination can gradually escalate into systemic violence and genocide. To connect theory with real human experience, students used books with testimonies. Reading these materials became an important emotional turning point, as many students encountered personal Holocaust stories for the first time. Using the Photovoice method, the students selected meaningful quotes from their readings and interpreted them visually. With the help of tools such as Canva and AI, they created 12 posters that translated

historical facts into a story that could speak directly to their peers. These posters were displayed in a school exhibition. In addition to the physical exhibition, students also published their outputs on the school's Facebook page and official website, while keeping individual reflection journals on Padlet. In these written reflections, the students described how their understanding of tolerance, democracy, and human rights deepened, moving beyond academic knowledge toward genuine civic awareness. The project was designed to have long-term impact. A future stage will involve students becoming local history researchers, focusing on the Jewish heritage of Timișoara's neighborhoods. This work will result in a video-guided tour created and narrated by the students, documenting local memory sites and strengthening their personal connection to the values of remembrance.



Kindness Saves the World

School: Doamna Stanca National College, Satu Mare

Duration: November 2024 – May 2025

Lead teacher: Gabriela Silaghi

In collaboration with: Andrada Remeș

The main focus of the project was the Jewish hospital in Satu Mare, founded in 1937. Students researched historical materials to learn how the hospital's doctors offered medical care during the Holocaust not only to persecuted Jews, but also to German and Hungarian soldiers. To strengthen this local historical perspective, students attended a presentation delivered by Dr. Paula Virag, scientific researcher at the County Museum in Satu Mare and read a book on the local history during the Holocaust. A key moment of the project was the International Symposium on January 27, 2025, which brought together the local community, Jewish representatives, and international partners, including Keshet Israel Preschool from the USA. Through poetry, documentaries, and discussions they drew lessons from the Holocaust to understand and counter contemporary manifestations of antisemitism and intolerance. The project involved cooperation with students of another TOLI teacher, Andrada Remeș. Through Zoom meetings, students exchanged ideas about books and documentaries, and they later traveled to Oradea together to visit the Holocaust Museum and the Synagogue. Throughout the project, students honored the memory of children killed during the Holocaust by planting yellow crocuses, watched documentaries such as *Memories from Inferno-North Transilvania* and shared personal responses, noting both their emotional responses, and the deep understanding of the importance of confronting painful history to prevent it from happening again. They created drawings, posters, essays, and bookmarks inspired both by their learning and by the Jewish heritage sites that shaped their exploration. The project culminated in a thematic exhibition where their creative work was displayed—an evocative collection that invited reflection and was experienced by nearly 700 visitors.



Remembering the Places of Suffering in Romania and Poland

School: Lower Secondary School No. 18, Timișoara

Duration: November 2024 – June 2025

Lead teacher: Marian Pleșa

In collaboration with: Aleksandra Wachowiak, Poland



This project was done in collaboration between a Romanian and a Polish teacher. Students began learning about the history of Jewish communities in Romania and Poland before World War II. They analyzed documents provided by the Elie Wiesel National Institute for the Study of the Holocaust in Romania, with a focus on the Iasi Pogrom and the deportation of the Roma community to Transnistria. A key component of the project was its international collaboration: students from both countries communicated regularly through group chats and met online four times. The students from Timisoara presented to their peers their research on the topic of the Iasi Pogrom, while their Polish peers shared information

about the Barbarka massacre during the Holocaust. Students also developed their global citizens and critical thinkers competences by participating in an International Student Conference in Vilnius, Lithuania. Their learning was extended through an online meeting with Peninah Zilberman, president of the Tarbut Foundation in Sighet and second-generation Holocaust survivor, who discussed the consequences of Nazi crimes. Moreover, they were engaged in activities using Holocaust survivor testimonies as a basis for learning about the past and reflecting about the present. In addition, students attended film screenings and used project funds to purchase books such as *Au fost lângă noi* (*They were next to us*) by Ana Barbulescu, which tells 12 stories of the Holocaust in Romania. As the project advanced, students gained critical thinking skills to debate the state of democracy in their own countries. They prepared a set of final questions for each other addressing freedom of expression, media propaganda, political polarization, and the importance of civic education in preventing future atrocities. The project concluded with a compilation of the students' works presented as a brochure titled *Remembering the Places of Suffering in Romania and Poland*.

Cineclub of Memories

School: Constantin Brătescu National Pedagogical College, Constanța

Duration: January - May 2025

Lead teacher: Cristina Iulia Giță

In collaboration with: Cristina Ilincuța, Romania and Zvezdana Petrović, Serbia

The project was done by Cristina Iulia Giță in collaboration with two other TOLI teachers, one from Romania and one from Serbia. Students started the project by analyzing archival documents, library books, and memoirs to reconstruct the life of the once-active Jewish community in Constanța. They collected oral testimonies from their grandparents and great-grandparents about Jewish merchants and craftsmen to uncover local stories. Their main focus was identifying Jewish personalities, such as the architect Harry Goldstein (later Horia Maicu), who designed modern

Florentine and modernist buildings in Constanța before antisemitic legislation stripped him of his right to practice in 1941. To mark International Holocaust Remembrance Day and the 80th anniversary of the liberation of Auschwitz, students organized a round table discussion. They researched testimonies of Holocaust survivors, such as Anna Seelfreund Grosz, Rita Lifschitz Rubinstein, and Nat Shaffir. Students participated in a guided tour of Constanța's Jewish quarter led by museographer Cristian Cealera. They visited various heritage sites, including the Ashkenazi Synagogue, the site of the former Sephardic Synagogue, and several interwar houses and banks. Students learned about the tragic history of the Ashkenazi Synagogue, which was used as a German military warehouse between 1941 and 1944. The students collaborated with their peers from the partner schools through online meetings where they shared local research results, discussed disinformation and *misinformation*, and about the impact of antisemitic laws in their regions. Students analyzed social media posts that contained hate speech and incited to violence. They applied critical thinking skills to identify fake news and created their own digital messages promoting peace, nonviolence, and respect for others. The project also included a trip to Bucharest, where students met Ana Bărbulescu, researcher at the Elie Wiesel Institute and learned about the experiences of Jews and Roma in Constanța county during the Holocaust. Additionally, students researched the story of David Stoliar, the sole survivor of the Struma ship that departed from Constanța in December 1941 and was sunk two months later with 760 Jewish emigrants aboard. Through process concepts like *humiliation* and *deportation*, students recorded their impressions in reflection journals and brainstorming sessions during history lessons. One student reflected on the “grandeur and beauty” of the Ashkenazi Synagogue despite its ruin (the Synagogue is under reconstruction), noting that she was overwhelmed by the thought of past Hanukkah celebrations there. Students were moved by survivors' ability to find meaning in life even during the toughest times in the camps, and afterwards. The project resulted in a series of student presentations, [a digital video](#), and messages of peace shared within the school community.



Understanding the Past to Avoid Repeating It

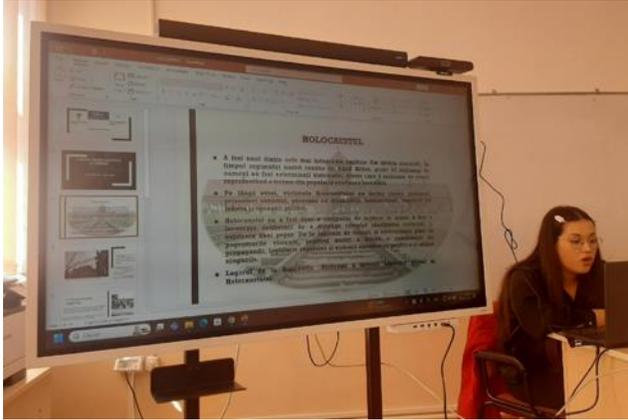
School: Simion Stolnicu High School, Comarnic

Duration: January 2025

Lead teacher: Cristina Ilincuța

In collaboration with: Cristina Iulia-Gilă

The project began in January, when students analyzed written and digital testimonies from Frank Krake, Yvonne Redis-Kleeg, and Anne Frank. Students interacted with digital survivor testimonies using the Dimensions in Testimony AI platform and explored online archives provided by the Holocaust Center for Humanity and the USC Shoah Foundation. To mark the International Holocaust Remembrance Day, they took part in an online meeting with students from Constantin Brătescu Pedagogical College from Constanța, exchanging reflections and presenting information about what they had learned so far. Using the Arcanum digital platform, they studied antisemitic propaganda and caricatures published in interwar Romanian newspapers. To challenge these stereotypes, students used Canva and Adobe Express to design posters that exposed the



dangers of misinformation, manipulation, and discrimination. Students analyzed educational materials from the Holocaust Center for Humanity in Seattle, accessed survivor information cards through QR codes, and studied the structure of the Anne Frank exhibition in order to understand how museums communicate historical truth. During the final phase in June, students reflected on civic responsibility using the IWitness platform. One group explored the Pyramid of Hate through the testimony of survivor Otto Hertz, while another studied the history of the Kindertransport. These learning

activities were followed by creative outputs, including word clouds and poems. Students also expressed themselves artistically throughout the project, creating paintings and drawings that were displayed in a classroom exhibition and reflected their emotional engagement with Holocaust history.

Jewish Traces in Western Romania

School: Iulia Hasdeu Theoretical High School, Lugoj

Duration: December 2024 – May 2025

Lead teachers: Horatiu Suciuc and Monica Suciuc



The project focused on discovering the Jewish heritage of the Banat region through project-based learning and hands-on experiences that engaged students' curiosity about the Holocaust. The project started with students who learned about the history and culture of the Jewish community in Timis County through a series of interactive sessions. Students visited one of the synagogues in Timisoara and met Luciana Friedman,

president of the local Jewish Community, who shared facts about Jewish life in the region. Students also visited the local Opera house, which was the site of a 1938 antisemitic attack. This helped them realize that historical events connected to the Holocaust took place in familiar spaces, not only in distant locations. These activities were enriched by an international exchange with students and teachers from two high schools in France, offering a broader European perspective on memory, identity, and shared history. In the following phase of the project, students worked in small groups to turn their learning into concrete outcomes. They created nine collaborative products, including posters, panels, collages, and multimedia presentations. This phase strengthened teamwork and creative thinking, as students translated historical information into visual and digital formats. The project concluded in early May 2025 with a school-wide exhibition. Through this event, the students became peer educators, sharing their work with around 600 fellow students. After the exhibition, a reflection session allowed participants to discuss how their understanding of history and present-day responsibility evolved, with many reporting greater empathy toward the Jewish community and increased awareness of historical injustice.

Beyond Numbers: Stories of Life and Resistance During the Holocaust

School: Theodor Costescu National Economic College, Drobeta-Turnu Severin

Duration: January - June 2025

Lead teacher: Șerban Nicolae

The first step of this journey took place on International Holocaust Remembrance Day, when fifty students gathered not only to listen, but to take part in a difficult dialogue. They moved beyond the clinical definition of genocide and confronted the question that stayed with them throughout the project: *How was this possible?* Together, they explored the mechanisms that made such persecution imaginable and searched for examples of these dynamics in the world they live in today. As the work continued, the project expanded into an interdisciplinary learning path. Students did not



encounter the topic only through history lessons, but also through the press, literature, and cinema. They followed Anne Frank's story into the secret annex, witnessed resilience through *The Pianist*, and grappled with the moral weight of *Schindler's List*. Through these lenses, they examined how art and testimony preserve memory, and how literature can educate not only the mind, but also the heart. A decisive moment came during a thematic trip to Cluj-Napoca. Seventeen students stood in front of the Neolog Synagogue, also called the *Temple of the Deported*, a witness to history first built in 1886 and later rebuilt after the war. Walking through the space, students described the feeling that the building itself *spoke eloquently about history*. They learned about the once-vibrant Jewish community of Northern Transylvania, and about the devastating fate of those who were deported to death camps. For one student in particular, the testimony of survivor Hanna Meler-Faust transformed abstract knowledge into a personal awareness of the tragedy's magnitude. Back at school, the group turned reflection into action by creating a *Tolerance Path*. Each student traced a footprint on paper and wrote inside it a personal commitment: to intervene when a joke becomes a weapon of discrimination, to report hate online, or to intentionally seek friendships across differences. Placed together, the footprints formed a shared visual map, showing that meaningful change is built through many small steps, taken consistently. The project concluded with a reflection phase. Through anonymous feedback and open discussion, students looked back on what they had learned and how they had changed along the way. The teacher, now in his fourth year of this work, observed that his students were no longer passive learners. They had become active discoverers of the past, developing a stronger sense of empathy and mutual respect. As the school year ended, they prepared to become student volunteers, ready to carry stories of resistance and life forward into the next year.

Learn from the Past, Live in the Present, Build for the Future

School: Spiru Haret National Pedagogical College, Buzău

Duration: September 2024 – June 2025

Lead teacher: Felicia Elena Boșcodeală

The project began with guided discussions about Holocaust denial, and the role education plays when societies are tempted to forget, simplify, or distort the past. From the start, the teacher treated this not as a single history topic, but as a shared learning journey across disciplines. Romanian literature and philosophy teachers worked alongside the history team so students could

explore the Holocaust through multiple perspectives: how it is described in news and mass media, how films shape emotions and understanding, and how art can preserve memory when words feel insufficient. To connect these big themes to their own region, the class visited the Buzău County Museum and focused on the Jewish community in Muntenia. Walking through the museum's materials, students could place Jewish life on a local map: these were not abstract victims *from somewhere else*, but people who had once been part of the area's everyday social and professional life. With the help of museum specialists, students examined the Antonescu regime's legislation. They looked closely at how discrimination can be written into official rules and procedures, how the removal of dignity and rights can happen not only through violence, but also through laws, institutions, and seemingly *normal* administrative language. The visit helped students see how persecution is prepared and enabled, step by step. Back in school, the project moved into a more personal register through music. Students followed the survival journey of Lisa Jura and learned how music can become a form of resistance, something that helps a person hold on to identity and humanity under extreme conditions. This story then opened a creative response across the group. Students viewed Władysław Szpilman's *The Pianist* and expressed what they understood through poems and drawings.

The project also widened its lens beyond one persecuted group by marking the *Day of the Emancipation of the Roma, on February 20*. Using testimonies from the Yahad-In Unum archives, students learned about the deportations of Roma and Sinti communities to Transnistria, an often-overlooked chapter that helped them understand how ethnic inequity affects different communities, and how some histories remain less visible if they are not actively taught and discussed. As the project reached its reflection phase, students described a shift in what *learning history* meant to them. They wrote that it was no longer only about *facts and figures*, but about *real stories that touched our souls*. Other students reflected on what this means for their own path as future teachers, recognizing that they will carry the responsibility of building tolerance and respect for diversity in the next generation. The teacher and students created digital educational resources on the Livresq platform so the learning could be reused and shared; turning their materials into a practical tool for future lessons and keeping the project's *world of hope and peace* available as a bridge for others to cross.



The Holocaust Seen Through the Eyes of a Child

School: Petru Rareș Lower Secondary School, Galați

Duration: October 2024 – May 2025

Lead teacher: Lucian Suciu

The project brought together 70 seventh graders from four different schools. As an introductory step to understanding human rights oppression, students watched the *Elliott Experiment (Blue Eyes/Brown Eyes)*, a powerful documentary that pushed them to confront how arbitrary labels can affect a person's performance and dignity. The film sparked meaningful conversations, as the children began to recognize the quiet ripples of discrimination within their own lives and classrooms. From there, the learning was carried across subjects. What students discussed and discovered was taken further through History,



Social Education, and Romanian Literature classes, helping them approach the Holocaust not only as a historical event, but also as a human story, one that shapes values, language, and responsibility. To bridge the gap between theory and reality, students first learned key facts about the Holocaust in preparation for their field visits. They traced the tragic footsteps of persecution at the Holocaust Memorial, learned about the Holocaust in Romania and observed the names of citizens whose lives were stolen simply because of their identity. Later in the project, students visited Iași, where a group of older students guided them in a peer-to-peer tour of the places connected to the Iași Pogrom. By walking the same paths where some victims were forced onto the *death trains*, students moved beyond the cold distance of theoretical learning and into a deeper, lived understanding. Back in the classroom, the project turned to literature and art to help students process these heavy experiences. Excerpts of Anne Frank's diary were discussed interdisciplinarily and culminated in artistic creations. The children poured their emotions into writings, paintings and dioramas, visually reconstructing the world they had studied. For many students, this was the first time they had travelled outside of their villages and the first time learning was done outside of a classroom. The impact of what they discovered was strengthened by the experience of learning through visiting.

The Holocaust: History and Life Lessons

School: Aron Vodă Lower Secondary School, Aroneanu

Duration: January - October 2024

Lead teacher: Mărioara Lupu

The project represented a year-long journey for students of two collaborating schools in Aroneanu and Târgu Frumos, built to turn historical learning into a personal responsibility of remembrance. Step by step, the work moved from careful classroom inquiry to encounters with places of memory, helping students connect concepts and documents to real lives. The journey began by building a shared language for a difficult past. Students explored terms such as pogrom, genocide, *Final Solution*, then moved beyond definitions through active reading of primary sources and memoirs. They engaged with the survival stories of R. Vrba and F. Wetzler, and the Diary of Anne Frank. Poetry and testimony deepened this first encounter with history: students analyzed Pavel Friedmann's poems and watched interviews with survivors including Tereza Mozes and Ladislau Roth. To bring these voices into their own understanding, students

responded in writing and through artistic drawings, reflecting on the complex relationship between victims and perpetrators. From there, the classroom became a workshop of investigation, as students watched and discussed films such as *The Pianist*, *Diary of Anne Frank*, and the documentary *The Last Children's Camp*, recording their reactions on structured worksheets. Working in teams, they followed individual life stories: Hanna Gofrit, Hanna Meler Faust, Eva Heyman, learning how to discover and listen to the past through a survivor's perspective. Their research grew into visible outputs: multimedia presentations on life in ghettos, extermination



camps, and the Holocaust in Romania; academic reports and literary reviews of books such as Elie Wiesel's *Night*, Hedi Fried's *Stolen Youth*, and Oliver Lustig's *Language of Death*. Each week, teams presented their findings to classmates, turning research into peer learning and keeping an open dialogue alive as new questions emerged. As students' work deepened, the project moved beyond the school walls. They researched local Jewish landmarks online before visiting them in Iași, exploring the Great Synagogue and the Merarilor Synagogue and taking part in a virtual tour of the "New" Jewish Cemetery in Păcurari. Observations were documented carefully through photographs and analysis sheets, turning the visits into material for learning. A central moment came during a joint visit to the Iași Pogrom Museum. Students from both schools met museum specialists, explored exhibits on the Death Trains, and interacted with the hologram of survivor Iancu Țucărman. Students curated a thematic book exhibition titled *Holocaust in Literature* and

organized a school exhibition featuring posters, drawings, and photography collages. They prepared informational leaflets for national and international Holocaust remembrance days and created a digital version of the exhibition. Alongside this, they worked on a comprehensive digital brochure designed to archive their essays, reviews, and artwork in one accessible place. In the closing stage, students returned to the mechanisms behind exclusion. Using flipcharts, they discussed the Nuremberg Laws and Romanian antisemitic legislation, identifying exactly which human rights were violated and how families were affected. The project concluded with self-reflection questionnaires and open discussions, where students expressed a stronger commitment to tolerance and critical thinking, recognizing that history is not only about the past, but about how they choose to act in the world today.

Kindness Saves the World

School: Lower Secondary School No. 1, Carei

Duration: November 2024 – May 2025

Lead teacher: Andrada Remeș

In collaboration with: Gabriela Silaghi

The project unfolded as a series of educational encounters, places visited, stories heard, and small acts of remembrance that slowly made local history feel close enough to touch. It began with the Jewish hospital in Satu Mare. By following its history, students discovered how Jewish doctors continued to provide medical care during the Holocaust, treating persecuted civilians as well as soldiers and holding on to human dignity in circumstances designed to erase it. Dr. Paula Virag, a scientific researcher at the County History Museum in Satu Mare, met the students and helped them see the wider story of the region's Jewish community. From knowledge, the project moved naturally into commemoration. Students planted yellow crocuses in memory of children killed by the Nazis and their collaborators, then joined an International Symposium on January 27, 2025. Speaking with representatives of the Jewish community and international guests, they

experienced remembrance as something lived, an exchange of solidarity, not a ceremonial gesture. To understand how persecution is constructed, students turned to testimony and evidence. They watched documentaries such as *Memories from the Inferno (Amintiri din infern)*, focusing on the Holocaust in Northern Transylvania, and then carried those insights into an interactive lesson that pushed them from watching to questioning. Side by side, they examined antisemitic laws from Nazi Germany and the principles of the 1948 Universal Declaration of Human Rights, tracing what changes when discrimination becomes policy. The comparison led into a structured debate on civic responsibility and the protection of fundamental rights, linking historical mechanisms of exclusion to the safeguards societies claim today. As their awareness grew, students began to look differently at their own surroundings. They became young photographers and observers of Carei, photographing the synagogue and its memorial obelisk and documenting local Jewish heritage through an artistic lens. Their understanding widened further on an educational trip to Oradea, where visits to the Neolog Sion Synagogue and the Holocaust Museum added new layers of place-based learning to what they had already uncovered. Throughout the project, students shared emotional reflections on the books and films they studied with peers from other classes and partner schools through online sessions, turning private reactions into a shared dialogue. The work culminated in a public outcome with wide reach: a thematic photography exhibition and a dedicated book, together engaging around 1,000 people. The final publication brought students' photographs, historical research, and personal reflections into one collective record, both a learning product and a lasting contribution to local memory.



Parts of Local History

School: Petru Cercel High School, Târgoviște

Duration: February – May 2025

Lead teacher: Lavinia Vișan

The project started by giving students a solid foundation through lessons on Jewish history and the Holocaust, focusing on the consequences of antisemitism and what happens when a community's rights and safety are systematically removed. Students chose the Jewish Cemetery in Târgoviște as a central reference point and began preparations for cleaning and maintenance activities meant to rehabilitate the site. Looking at the cemetery as a powerful place of memory, they documented the site through photographs and created a photo album to record its condition and progression over time. International exchanges then turned local learning into shared understanding. During Erasmus+ mobilities in Spain and Greece, students presented what they had learned about the Holocaust in Romania to their peers, many of whom were encountering these parts of history for the first time. These conversations helped students explain why Holocaust remembrance matters for human rights, and how different countries carry difficult pasts in different ways. Back home, the project shifted toward explicit civic involvement. Twelfth-grade



students examined the ethical problems raised by totalitarian regimes and discussed the conditions that allow such systems to rise, linking those discussions to the Holocaust as a warning case. They also explored historical distortion by learning how to protect themselves from misinformation and fake news, reinforcing that defending human rights depends on being able to recognize manipulation, scapegoating, and dehumanizing narratives. The project closed with forward-looking reflection, as students created posters that placed peace at the center of their hopes, framing remembrance as not only looking back, but also shaping the values they want to live by.

Serbia

A Journey Through Memory: Learning About the Holocaust at Belgrade's Historical Sites

School: High School Sava Šumanović, Šid

Duration: November 2024 - June 2025

Lead teachers: Radovan Sremac, Gordana Pavlović



In Šid, a group of high school students from the Sava Šumanović High School embarked on a powerful journey to understand the Holocaust and the suffering of Jews, Serbs, and Roma during World War II, not only through textbooks, but also through walking the streets where history unfolded. The project began in March, with classroom workshops that laid the foundation of the learning process. Led by passionate teachers and historians, students explored Serbia's WWII past, the brutal role of the Independent State of Croatia, and the devastating impact of fascism in their own region, Srem. The learning journey continued in

Belgrade, where the first stop was at the Jewish Historical Museum. Here, the students discovered the rich cultural and religious life of Jewish communities before the war, and the silence left behind after the Holocaust. Afterwards, they visited Staro Sajmište, the site of a former concentration camp, where history spoke through crumbling buildings. Listening to explanations of expert guides, the students were visibly moved. But the experience didn't end there. A memorial walk through Belgrade led them to forgotten corners of the city: places of arrest, deportation, and execution of Jewish people during the Holocaust. With every step, students were guided to connect the past to the present, building empathy and understanding about the effects of prejudice, propaganda, antisemitism and hate. Back at school, the students were engaged in a reflective workshop to draw lessons from the educational visits and to share their emotions and insights with each other, thus transforming memory into meaning.

80th Anniversary of Liberation in World War II: Lessons We Must Never Forget

School: Elementary School Jovan Ducić, Belgrade

Duration: November 2024 - June 2025

Lead teacher: Vesna Kostić

Throughout the school year, students engaged in a powerful interdisciplinary exploration of World War II, the Holocaust, and the consequences of war. The project began in November with history lessons on the causes and outcomes of WWII. In December, students researched their own family histories during wartime, learning to use both archival and oral sources. Themes of prejudice, discrimination, and stereotypes were addressed in both history and literature classes. Students explored these topics through novels, poems, *Anne Frank's Diary*, and the letters of Hilda Dajč. In civic education, they participated in two workshops organized by Haver organization from Belgrade - one workshop



focused on Jewish culture, symbols, and holidays; the other on recognizing and understanding

prejudice and discrimination. Despite disruptions caused by school strikes, activities continued when possible. In art classes, students created illustrated stories about Anne Frank, Hilda Dajč, and Victory Day. In chemistry classes, they studied the effects of carbon monoxide and its use in gas vans during the Holocaust, reflecting on the ethical dimensions of the choice of using science to harm human beings. This knowledge was translated into illustrated stories and short videos, some created using AI. In May, the student artworks were exhibited at school for Victory Day and later in the City Library to commemorate the end of WWII. Students from the nearby Mladost school joined the project after their teacher attended the TOLI seminar in March 2025, collaborating on the same tasks and participating in a joint exhibition. At the opening, students presented their stories and videos, followed by a musical performance and a debate on war, the abuse of science, and the importance of memory and equality. Later that month, a curator from the Museum of Genocide Victims held a workshop on wartime Belgrade and the story of Hilda Dajč, preparing students for a visit to the Staro Sajmište Memorial Center. For most students, it was their first encounter with the history of this former concentration camp. Students' research papers, artworks, and videos were archived in a new virtual museum, continuing the one created in a previous project, as a space to preserve memory and honor those who fought for freedom and human dignity. Reflection results showed that students were particularly moved by the suffering of children during the war, many of whom were their own age.

Cineclub of Memories

School: Svetozar Marković High School, Jagodina

Duration: January - November 2025

Lead teacher: Zvezdana Petrović

In collaboration with: Cristina Iulia Gîlă, Romania

The project began with archival research and group work. Students formed research teams and examined historical documents related to the Jewish community and the discriminatory measures against Jews imposed during the Second World War in Europe. Their research also covered aspects of Judaism and Jewish culture, as students prepared presentations on these topics for the commemoration of the Holocaust Remembrance Day on 27 January, which they presented during *History* and *Religion and Civilizations* classes. For many students, this was their first direct encounter with Jewish religious life and cultural heritage, making the experience especially powerful. In April, students participated in a workshop on Jewish culture and traditions led by Mina Pašajlić, educator from Haver Serbia. On 22 April, the Remembrance Day for victims of genocide in World War II in Serbia, students visited the former Staro Sajmište camp in Belgrade. Later, they walked through Dorćol, the historic Jewish quarter. They visited *the Menorah in Flames* monument, the Jewish Cultural Center, the Stolpersteine dedicated to Aleksandar Bril, and the Sukkat Shalom Synagogue. Listening to stories about the Baruh family and spending time in the synagogue deeply moved the students. The project gained an international dimension through a joint online lesson with students from Constanța, Romania, where they exchanged knowledge about Auschwitz, shared their experiences from the field trip in Belgrade, and discussed plans for future presentations. In September, students visited the abandoned house of Anđelko Tajtacak, where the Star of David still remains on the façade. They explored a nearby fence believed to have been built by the Tajtacak family and visited the memorial plaque at the city cemetery dedicated to his relatives. They later prepared presentations



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about the Tajtacak family to share their findings. The project culminated in an interdisciplinary learning unit developed by teachers of various subjects. Students explored Anne Frank's Diary and excerpts from *Salvaged Pages* by Alexandra Zapruder, learning about young Jewish people's trauma during the Holocaust and the ways some of them were able to document it. In history lessons, they studied the lives of Petr and Eva Ginz, supported by their teacher's personal visit to Terezín. Sociology classes focused on human rights and analyzed articles from the Universal Declaration of Human Rights in connection with Holocaust experiences on the one hand, and in connection to present times, on the other hand. Religious education lessons examined Christian and Jewish prayers, highlighting shared values of compassion and respect, while music classes explored Jewish artistic expression and the role of art in times of persecution, culminating in a moving vocal performance. The project ended with a reflection on the importance of preserving Holocaust memory, recognizing hate speech and discrimination, and taking personal responsibility for building a more just society.

History in the Names of the Streets

School: Technical school and Gymnasium Branislav Petronijević, Ub

Duration: January - June 2025

Lead teacher: Nikola Grahovac

In collaboration with: Inna Gochosvili, Ukraine



Over the course of six months, this project guided students on a journey through their own city's streets and into the deeper layers of history hidden behind the street names. In the first month, students laid the groundwork for their research. They gathered sources, explored digital archives such as survivor testimonies and historical databases, and formed online working groups. At the same time, they met virtually with their peers from Ukraine, beginning a cross-border dialogue about history, war, and remembrance. Then, the project entered its investigative phase. Students began researching Serbian and Jewish victims of the concentration and death camps, using materials from Centropa, and online video testimonies. They explored how ideology and political change influenced street names in their town, discovering how some names were erased while others were preserved. In the third month, students transformed their research into stories. They prepared draft presentations and shared them in front of their classmates, learning how to speak about sensitive topics with respect and clarity. Students also visited the Valjevo City Archive, which was a meaningful experience. Surrounded by original documents, letters, and records, students stepped into the role of young historians. They learned how to search for reliable sources and analyze archival materials. In the fifth month, students completed their research and prepared their final presentations. They shared their findings with classmates, teachers, and their Ukrainian partners, presenting not only historical facts but also personal reflections on justice, loss, and courage. By this stage, many students had also spoken with their parents and relatives, connecting family stories with broader historical events and discovering how World War II had shaped their own communities. The project reached its culmination with joint online presentations by students from Serbia and Ukraine. These final meetings brought together different perspectives shaped by different social and political realities, especially in the context of the contemporary war in Ukraine. Through dialogue and shared learning, students came to understand that peace, education, and remembrance are essential for preventing hatred and violence.

Slovakia

From Past to Present: Paths of Memory

School: Mateja Lechkeho Primary School, Košice

Duration: November 2024 - June 2025

Lead teachers: Lucia Obrinova and Petra Baranova



Throughout the school year, 8th and 9th grade students at Mateja Lechkeho Primary School in Košice took part in an interdisciplinary project connecting history, civics, and ethics education. The program focused on topics ranging from personal identity and prejudice to local Jewish history and contemporary human rights. The project opened with a Day of Jewish Culture, where around 100 students met guests from the local Jewish community, cultural institutions, and civil society. After an introductory activity on personal identity and the ways in which it can be reduced or misused, students learned about Jewish customs and traditions, genealogy and

Hebrew language, Jewish cemeteries, modern Israel, and everyday life in a Jewish family. The day concluded with a tasting of traditional Jewish dishes and an informal space for questions and conversation. In the second phase, students visited the synagogue in Košice and the Ľudovít Feld Gallery, guided by a curator who helped the students make the connection between artworks and local stories on the one hand, and wider Holocaust history on the other hand. Back at school, they analysed the Jane Elliott experiment on discrimination and discussed how similar mechanisms of exclusion have been used to harm Jews in the past and in the present. The third phase took learning into the community: students visited the Jewish cemetery in the nearby town of Krásna nad Hornádom, where they read Hebrew inscriptions, connected names on tombstones with their city's pre-war Jewish life, and took part in voluntary clean-up work. The project culminated in a Students' Conference, where they showcased eight presentations developed during their interdisciplinary lessons, about the Holocaust, life in concentration camps, the Košice synagogue, Jewish holidays, and life stories of survivors and rescuers based on testimonies, books and digital archives. A structured discussion on the Universal Declaration of Human Rights helped them link the Holocaust to broader issues of dignity, equality, and the protection of minorities today. Reflections collected through questionnaires and discussions captured what students appreciated most, what surprised them, and what they wanted to learn more about, showing that the project strengthened both their understanding of Jewish culture and their sensitivity to human rights in the present.

Spain

Shooting Stars

School: Santo Domingo School, Navia

Duration: January - April 2025

Lead teacher: Lilitiana Garcia Garcia



Within this project, a group of students set out on a journey through memory, aiming to learn about some of the millions of lives destroyed during the Holocaust. The project started from the idea that every person lost was a star: bright, unique, full of potential, whose light was extinguished too soon. Through an interdisciplinary approach, students explored the history of the Holocaust not as a distant tragedy, but as a deeply human story. They studied Jewish traditions, culture, and heritage, and researched remarkable Jewish figures, such as scientists, philosophers, writers, musicians whose brilliance still shines across time. Each student chose one of these *stars* to research, learning not only about their lives, but also about the world that sought to erase them. Using the Johari Window technique, students stepped into the perspectives of victims, perpetrators, bystanders, and rescuers, uncovering surprising insights about fear, indifference, courage, and empathy. These reflections came alive in the creative process of building large Stars of David from foam cardboard. At the center of each

star stood a chosen figure; along the points of the stars, students wrote names of Holocaust victims — *shooting stars* — whose names they found in the Yad Vashem database. Letters were then written to these *shooting stars* — emotional messages expressing sorrow, hope, and connection. Through QR codes, the letters and reflections became interactive pieces of remembrance, linking the past to the present. The final exhibition transformed the high school into a constellation of memory, where students presented their work to the entire community.

Ukraine

Paths of Learning about the Holocaust

School: Secondary School No. 25, Kramatorsk, and High School No. 2, Petropavlivka

Duration: January - June 2025

Lead teachers: Yuliia Varlamova and Inna Gochoshvili

In collaboration with: Nikola Grahovac, Serbia



This project brought together students from two different countries and two different regions in Ukraine to research local Jewish history and the Holocaust through places and stories that are often absent from standard narratives. The work began with an online meeting held on International Holocaust Remembrance Day, where students commemorated together the victims of the Holocaust, and agreed on shared research goals.

Teams of students from Ukraine focused on researching about Jewish heritage in places such as Petropavlivka, Pavlohrad, and Dnipro, gathering information through conversations with local historians and regional history groups, research in local libraries and digital archives. Along the way, students looked closely at the lives of specific Jewish residents and families before and during the war, moving from general information to identifiable local histories. In Pavlohrad, students visited the memorial dedicated to Jews killed during World War II, discussed the current condition of the site and how local commemoration could be strengthened. In Dnipro, they visited the site of one of the city's first synagogues and took part in an educational tour at the Menorah Center's Museum of Memory of the Jewish People and the Holocaust in Ukraine, where they learned about Jewish traditions and the stages of the Holocaust. The visit also created a bridge to the present, as students engaged with an exhibition on the current Russian-Ukrainian war and reflected on how human rights violations repeat across different historical contexts. The project closed with a final online conference where each student group shared outcomes and exchanged perspectives. Students from Kramatorsk presented video clips documenting Holocaust history in cities such as Stryi and Bila Tserkva, along with research on forced labor in Polish concentration camps. Students from Petropavlivka presented their regional findings and what they learned during the museum visit in Dnipro. The international dimension was strengthened when teacher Inna Gochoshvili shared facts about the Holocaust and archival documents found in Nice, France related to its history, and teacher Nikola Grahovac presented the work completed by his students in Serbia. Student reflections showed a clear emotional and ethical engagement to not forget the past and act for the future.

Memory and Human Rights

School: Gymnasium No. 29, Mykolaiv

Duration: September 2024 - September 2025

Lead teacher: Yevhen Moroz



This project helped students approach the Holocaust through both historical facts and human experiences. Learning began with a commemoration event as students read poems and Holocaust survivor accounts and held a minute of silence, creating a shared moment of remembrance in the classroom. From there, they worked with letters and eyewitness memoirs, using guided discussion to unpack the emotions expressed in the texts and to consider what those voices reveal about persecution, fear, and resilience. Students

discussed what shapes human behavior when pressure and danger are real and immediate. They also created symbols of memory: decorated candles, butterflies, and stones, each linked to ideas of peace and dignity, and explained the meaning behind their choices as a way of processing what they had learned. Local history gave the learning its clearest anchor. During a visit to the Mykolaiv Regional Museum of Local History, students in grades 6-8 explored archival photographs, documents, and eyewitness accounts specifically related to the Holocaust in their region. The museum visit also highlighted examples of local moral courage: members of the local history club shared with the students real stories about Mykolaiv residents who risked their lives to save Jewish families, helping younger students see that rescue was not an abstract idea, but something that happened in their own city. In the final project reflection session, students connected history to civic life today. One student noted that even one person can change the world for the better if they are not indifferent to someone else's pain, while another student reflected that the project strengthened the class by showing that humanity begins with respect for others.

Together on the Same Land

School: Gymnasium No. 12, Kamianskoye

Duration: January - June 2025

Lead teacher: Valentina Chyrva



With a focus on the Dnipropetrovsk area, the project helped students explore Jewish traditions and community life, the Holocaust in the local context, and the ways different cultural and ethnic groups have lived alongside one another on the same land. They started by watching movies about the Holocaust and visiting the Jewish History Museum, located inside the Beit Reuven synagogue complex. Students created and held presentations about the history, culture, and traditions of the Jewish community of Dnipro, including a dedicated focus on the Holocaust history in the city and region. Students then attended workshops on the

Righteous Among the Nations in Ukraine and at local level, and created informational posters

dedicated to the rescuers. Commemoration was built into the process. On International Holocaust Remembrance Day, the school held an open lesson where students shared what they had researched and created a common space to share the information and process it together. The project also encouraged students to connect past and present. At the end of the project, students shared what they had learned through presentations for their school community.

One Tragedy, One Lesson for All

School: Taras Shevchenko High School, Ozhenyn

Duration: January - June 2025

Lead teacher: Tetiana Oleksiivna Hushchuk

The project connected information about the Holocaust and Jewish heritage across the Rivne, Khmelnytskyi, and Lviv areas and turned it into a publicly accessible information bank for future students. A core group of students began the fieldwork through the geography of memory, visiting places where Jewish life once flourished and where mass murder later took place. In Ostroh, they visited the synagogue and carried out maintenance and cleaning at the memorial for Jewish people murdered in the Krasnostav tract. In the nearby town of Slavuta, they stood at the *Field of Memory* Memorial and reflected on the shared tragedy of local Jews and prisoners of war. In Rivne, guided by a history teacher, they visited the Sosonky tract and learned the story behind the city's Stumbling Stones. In Lviv, students explored the Space of Synagogues complex and the city's Jewish quarters, connecting sites and narratives across regions rather than treating them as isolated points. Back from these visits, students translated what they had seen into learning resources. Students aged 15-19 created drawings, memorial maps, presentations, and videos, alongside more tactile products such as memory mosaics and puzzles. The project also opened space for students to connect historical trauma with their present reality during the Russian-Ukrainian war. Kateryna, a displaced student, wrote about feeling deep empathy for Jewish families who, unlike her, had nowhere to run in a world that offered no refuge. A visit to the Field of Mars, a war memorial in Lviv where modern Ukrainian defenders are buried, prompted reflections on how violence returns in new forms. Current warfare also shaped the project in practical ways: planned trips to Kyiv and the Babyn Yar Memorial were cancelled due to security issues because of Russian attacks, and the coordinating teacher used her own photographs to teach students about the scale of that tragedy. To keep the work active, the school created a dedicated history-classroom resource bank where student research and Holocaust and human rights literature are stored and reused in ongoing school learning.



Holocaust and Human Rights

School: Rivne State University of Humanities

Duration: October 2024 - May 2025

Lead teacher: Roman Yuriyovych Mykhalchuk

At Rivne State University of Humanities, students deepened their knowledge of the Holocaust and human rights through research, presentations, and field learning. Fourth-year undergraduates and first-year MA students researched topics such as sites of mass killings in Ukraine, the role of propaganda in justifying genocide, Babyn Yar as a place of memory, and women's experiences of surviving the Holocaust. Their work culminated in presentations that encouraged both academic reflection and dialogue about present-day realities of human rights violations, in an effort to connect the lessons of the past with the importance of being upstanders in front of social injustices today. To complement the classroom research, students visited the historically multicultural city of Ostroh, where they explored sites of Jewish heritage and Holocaust mass killings sites. This combination of scholarly research and site-based learning strengthened students' understanding of the Holocaust and other genocides, while also highlighting their relevance for contemporary human rights education.



The City of Kovel. Ukrainians, Poles, Jews: How We Lived Together

School: Center of Vocational Education, Kovel

Duration: October 2024 - May 2025

Lead teacher: Myroslava Dika

Students set out to recover a part of their city's past that had faded in time: how Ukrainians, Poles, and Jews lived alongside one another in the interwar years, before the Holocaust shattered that shared world. The project's central product was a student-made educational video. To build it, students and members of the local *Hyperion* History Club met in a series of creative working sessions, gathering relevant information about the city of Kovel's architectural monuments, political and economic interwar life, and the contributions of notable individuals from the city's different communities. A key aim was to restore knowledge about cultural and educational life that had been partially lost over time, and to present it in a form that could be used by others. Learning also moved into local spaces of memory. Students held a commemorative ceremony at the Memorial to the Jews killed in Bakhiv, lighting memorial candles to honor those who were murdered. They also took part in a walking



ceremony at the Memorial to the Jews killed in Bakhiv, lighting memorial candles to honor those who were murdered. They also took part in a walking

tour of Jewish memory sites in Kovel, using the city itself as a learning map, seeing heritage in the streets and buildings rather than only reading about it. To connect history with civic responsibility, participants joined a focused session titled *Totalitarianism: How to Preserve the Human Within Yourself*, using the exhibition *Let Us Protect Memory* as a basis for discussion about human rights and the prevention of genocide. Across these activities, the project aimed to support the development of students' civic competences. The project impact reached beyond the school through presentations and media outreach, strengthening the school's role in community learning. The project's video and research materials will continue to be used in extracurricular education activities in Kovel. The teacher also plans to share the approach with a wider professional audience by presenting the methodology to vocational education teachers across the Volyn region, helping extend the project's lessons on tolerance and historical memory.

Human Rights Through the Lens of the Holocaust

School: School No. 2, Chervona Sloboda

Duration: November - December 2024

Lead teacher: Liliia Kisarova



Through several educational activities, students in Chervona Sloboda examined Holocaust events in Ukraine and in their region, learned about people who were killed, and explored stories of moral courage, including the Righteous Among the Nations and examples of heroism from within the Jewish community itself. The learning opened with a discussion led by a representative of the Ukrainian Parliament Commissioner for Human Rights in their region, Cherkasy, who introduced the historical background of

children's rights and highlighted constitutional protections and pathways for seeking legal protection. Students attended a lecture done by historian Iryna Stadnyk, clarifying who is recognized as Righteous Among the Nations, and how the title is awarded. Afterwards, they strengthened their understanding about the Holocaust through targeted sessions: one class researched and presented stories of rescuers who acted from within the Jewish community, while a lecture on *The Holocaust and Human Rights* connected the topic to the local story of educator Olena Shulezhko, who saved 102 children from death and hunger during the German occupation, including 25 Jewish children. Commemoration was integrated through school-wide remembrance activities, short information moments in classes, a minute of silence, and a thematic event that used documentary materials to reinforce the importance of historical memory and resisting antisemitism, racism, and discrimination. Students analyzed various films: *Schindler's List*, *Shoah*, and *The Pianist*, with the help of structured tasks that asked them to separate historical detail from artistic interpretation and to identify the moral dilemmas faced by the characters. Literature was included through a discussion on *Letters Across the Sea* by Genevieve Graham, used as an entry point into questions of friendship, loyalty, and severe wartime trials. The project also made space for skills that transfer directly into civic life: in a reflection session on recognizing discrimination and hatred, students worked through real-life scenarios involving prejudice linked to gender, nationality, and appearance, discussing how discrimination feels, how to notice it, and

how to respond. Local testimony and research-oriented learning helped keep the work grounded. In a remote lesson, students met a local witness, Tamila Shapiro from Cherkasy region, who shared memories of people who, even in very harsh conditions during the war, did not lose their humanity. Throughout the project, students worked with documents, video materials, and guided discussion to connect bullying, discrimination, and dehumanization to the conditions that can lead to genocide, and to reflect on how individual actions shape the protection of rights.

Holocaust and Human Rights

School: Penitentiary Academy of Ukraine, Chernigiv

Duration: October 2024 - June 2025

Lead teacher: Alla Popruzhna

The project began with a survey addressed to 94 cadets and students from the Chernihiv region, combining basic questions about the history of the Holocaust, definitions of concepts and numbers of victims, with prompts about how the ongoing Russian aggression shapes their thinking today. Compared to previous years, the results showed a 12% increase in general Holocaust



awareness and a 20% increase in understanding the term Righteous Among the Nations. From there, the project shifted from written answers to lived local memory. Students participated in an emotional meeting with Basia Roytberg, a survivor of the Kamianets-Podilskyi ghetto, and visited the Birch Ravine tract, where 800 Jews from Chernihiv were killed by the Germans in September 1941. This visit helped students place regional history in a specific landscape and made commemoration tangible. The work then widened into a round table titled *Women's Stories of the Holocaust*, organized in connection with the 80th anniversary of the liberation of Auschwitz-Birkenau. Participants discussed the fate of Tosi Silberring, a Polish Jewish woman who had survived Ravensbrück and Auschwitz, and explored the Jewish life of Chernihiv through the writings of Margarita Heimlin. Students mapped out the specific locations in the city of Chernihiv mentioned in Margarita Heimlin's novel *The Explorer*, showing how research can be shaped into a resource others can learn from. Film and reading added further depth: students watched *Schindler's List* and worked with Timothy Snyder's book *Black Earth: The Holocaust as History and Warning*, to connect historical evidence with ethical reflection. The project's methodology, including its use of storytelling, was later captured in the educational series of a regional scientific publication, reinforcing the value of combining academic work with direct local engagement to teach historical memory, human rights, and multicultural awareness.

TED: Understanding and Dignity
School: First Gymnasium of Cherkasy
Duration: November 2024 - April 2025
Lead teacher: Galina Leonidovna Kornienko

The project began by building a shared foundation: students explored the history of the Holocaust, discussed stereotypes, prejudice, and discrimination, then deepened this learning through a dedicated museum lesson at the Cherkasy Regional Museum of Local History titled *How the Holocaust Became Possible*. There, they examined World War II in the Cherkasy region with a specific focus on the fate of the Jewish population under Nazi occupation. Reading letters from Holocaust victims made the history immediate and personal, and the discussion turned to the local story of



Oleksandra Shulezhko, recognized as Righteous Among the Nations for saving Jewish children at great personal risk, an example that strongly impressed students and shaped their reflections. This local lens widened through a meeting with Yevheniy Stepko, director of the Cherkasy Jewish Charitable Foundation Care of Generations – Hesed Dorot, and Mykhailo Taibishlak, editor of the local newspaper *Ineinem – Razom*. Supported by documentary photographs, their presentation traced the presence of Jewish communities from early settlement to the devastation of the Nazi occupation, helping students re-read their own city as a landscape of memory. Many students were surprised to discover that familiar buildings had once served as Jewish schools, hospitals, and community centres. The speakers emphasized both the long-term contributions of the Jewish community to Cherkasy and the speed with which it was nearly destroyed. Building on this grounding, students entered an intensive training phase structured around four themes: Human Dignity; Identity and Stereotypes' Antisemitism: Then and Now; and Communication without Discrimination, approached through educational activities inspired by the TOLI Handbook. The training strengthened critical thinking, human-rights awareness, respect for diverse identities, empathy, and practical skills for recognizing and responding to stereotypes, discrimination, and hate speech. They also functioned as a bridge to student voice and leadership in the final project conference: participants drafted and refined their speeches, connected arguments to examples from their own lives, worked with coaches, and rehearsed for confident, authentic public speaking. The culminating TED-style conference featured student talks on topics such as: how do historical myths shape modern prejudice?; how do social networks spread stereotypes?; common myths and how to debunk them; modern racism; the evolution of stereotypes; how are stereotypes formed; can stereotypes be challenged through travel and education? One of the most resonant moments came from students sharing key lessons learned: change begins with refusing silence: hatred is learned, and therefore can be unlearned; injustice always has a human face; and even when modern racism is quiet, it still erodes dignity and equality. Overall, the project's closing reflections confirmed both strong emotional impact and tangible learning outcomes, reinforcing the value of linking Holocaust education with human-rights education and civic responsibility.

Holocaust: Violation of Human Rights and Human Dignity

School: Rafalivka High School, Rivne

Duration: April - May 2025

Lead teacher: Natalia Petrivna Sovgut

Students started out the project refining their knowledge of human rights and the Holocaust in preparation for the following stage of learning: an educational trip to Lviv's two key memorial sites. At the *Territory of Terror* Memorial Museum, an expert guided students through a set of creative research tasks. They did not only listen to a tour guide but actively worked with prompts and questions that pushed them to identify specific forms of human rights violations connected to the Lviv ghetto. Their engagement shaped the pace of the visit: the planned 90-minute program extended to more than two hours because students kept asking follow-up questions, comparing details, and unpacking what they were seeing. From there, the group moved into Lviv's Jewish quarter, to the Space of Synagogues memorial complex. Here, students focused on the memorial's inscriptions carved into stone, reading and discussing how short texts can carry historical



truth, grief, and a moral demand to remember. This visit became a quiet but powerful moment of reflection on dignity, how it is denied, and how it can still be asserted through memory. Back at their school, the students shifted into independent research and presentation-building. They used the school library's Holocaust-related literature alongside digital archives, working as young researchers to develop their own topics and arguments. Their presentations covered several distinct angles: social strategies within the Lviv ghetto during the war; an analysis of Auschwitz concentration camp through Viktor Frankl's *Man's Search for Meaning*; specific survival experiences of women and children; and the idea of a stolen future, how victims' lives, plans, and possibilities were cut off by mass murder. The emphasis was not only on collecting information, but on structuring it: selecting evidence, explaining context, and presenting conclusions clearly to others. The project also included an interactive component designed to connect history with students' own identities and choices. Through the activity *Identity and Stereotypes*, students discussed how stereotypes form, how they shape social behavior, and how they can escalate into exclusion and violence. This discussion then opened space for an analysis of their current reality, as students drew parallels between historical human rights violations during the Holocaust and Russia's aggression against Ukraine. The purpose was not to make quick analogies, but to practice civic reasoning: naming patterns of dehumanization, recognizing risks, and defending positions with arguments. To acknowledge continuity between past and present forms of courage and sacrifice, students visited and laid flowers at the Obelisk of Glory in their town, honoring Ukraine's modern heroes.

The Multicultural World of Zhovkva

School: School No. 2, Zhovkva

Duration: January - August 2025

Lead teacher: Mykhailo Stepanovych Skrypka



Students built this project around sources uncovered in earlier years' research when they collected, organised, and translated documentation about the city's multicultural life in the first half of the twentieth century. Based on these sources the students prepared an original publication about Zhovkva's people, places, and events of the past. At the same time, students worked with personal testimony by translating Gershon Taffet's memoirs from English into Ukrainian, including the experiences of Clara Kramer, a Jewish young woman forced into hiding during the war, and the Holocaust in Zhovkva as seen through her eyes. Learning moved between values and evidence: a lesson titled *Human rights are not abstract*, set the ethical frame, later followed by a focused session on the Holocaust in Zhovkva through the lens of this testimony. The project then stepped into the city itself when students took part in a walking tour, *A Walk Down Memory Lane*, which traced sites mentioned in the memoirs and connected memory to physical place and Jewish culture. The project culminated in

a public presentation that shared both major outcomes, the translation of the memoirs and the published collection [The Multicultural World of Zhovkva](#), linking Holocaust education with intercultural education and human rights. Students and teachers alike reflected on the impact of the project and the lessons learned, committing to continue learning and teaching others about their local Holocaust history in connection with respect for human rights today.

CONCLUSIONS

Across Europe, year after year, TOLI educators are turning classrooms into vibrant spaces for deep learning, critical reflection, and active civic engagement. Through diverse methodologies and creative teaching strategies, they enable middle and high school students to engage meaningfully with the history of the Holocaust, strengthening human rights awareness and reinforcing efforts to combat antisemitism and Holocaust distortion.

The topics addressed were both wide-ranging and impactful. Some projects focused on rediscovering the lost histories of local Jewish communities; others examined broader Holocaust narratives, consistently emphasizing empathy, ethical responsibility, and moral choice. By exploring the experiences of survivors, rescuers, and upstanders, students were encouraged to reflect on solidarity, the importance of taking action, and their own potential to confront injustice. These multidimensional perspectives deepened historical understanding while fostering a more profound awareness of the human experience, both during the Holocaust and in contemporary society.

Project formats were equally dynamic. Some initiatives were embedded within history curricula, others developed through interdisciplinary collaboration, and many flourished as extracurricular programs. Learning activities included visits to memorials, museums, former concentration camps, synagogues, and Jewish cemeteries, as well as guided tours of former Jewish neighborhoods. Some schools even took their students to visit memorial sites in other countries. Students conducted archival research, read books, analyzed films and survivor testimonies, and engaged in structured reflection exercises designed to promote critical thinking and emotional insight, and to bring the lessons of the past into their present lives.

A defining feature of nearly all projects was the emphasis on meaningful student-produced outputs. Art exhibitions, essays, journals, podcasts, booklets, and other creative works were shared within school communities and beyond. These outputs amplified student voices and extended the educational impact far beyond the isolated classrooms.

The outcomes are both powerful and tangible. Students consistently reported a deeper understanding of historical complexity, greater empathy toward Jewish individuals and communities, and a clearer recognition of the relevance of Holocaust education to their own lives. Many described a strengthened commitment to standing up against antisemitism and other forms of hatred. While some results can be quantified, much of the lasting impact is reflected in transformed perspectives, heightened awareness, and meaningful personal growth.

At the heart of these efforts are dedicated educators who bring passion, professionalism, and purpose to their work. With support from TOLI through training, resources, and ongoing guidance, they empower students to think critically, act responsibly, and engage constructively with society. Their work is shaping how the Holocaust and human rights are taught and understood across Europe – and its significance cannot be overstated.