



# CONNECTING LAW & MEMORY

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INNOVATIVE APPROACHES ON DEALING  
WITH COLLECTIVE VIOLENCE – RELEVANCE  
OF HOLOCAUST MUSEUMS & MEMORIALS  
FOR CIVIL SERVANTS AND HUMAN RIGHTS.  
OPPORTUNITIES FOR ENHANCED COOPERATION



**COLLECTION OF APPROACHES  
AND PRACTICES**

2016

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# 1 Introduction

Focusing on the causes of the Holocaust and reflecting on its consequences makes it more than interesting to gain knowledge and insight on the role of civil servants during the Holocaust. This historical and scientific point of view demands research in order to make a translation to more universal mechanisms like bystander effects, dehumanization, peer pressure, obedience to authority ...; mechanisms that still play in today's modern societies. Analyzing and tackling these mechanisms by reflection, discussion and dilemma training makes 'learning from history' an extremely valuable instrument in professionalizing civil services.

It is also important to connect research and education. The study of dynamics of violence is a research theme as well for historians as for behavioral scientists. The holocaust was and still is, the general framework for comparing suchlike mechanisms in other situations of collective violence. More than ever there is a need for specific training programs on these issues. Networking, sharing and benchmarking are crucial to raise awareness and knowledge on Holocaust and remembrance education.

## 1.1 Connecting Law and Memory

Kazerne Dossin, International Holocaust Remembrance Alliance, the Belgian Federal Police, KZ Gedenkstätte Flossenbürg and the Council of Europe organized the 'Connecting Law and Memory' conference in Mechelen on 20-22 September 2016. This conference, the first in a row of three, focused on training courses in human rights for law enforcement and civil servants – based on Holocaust and genocide studies – with

an emphasis on bringing together both civil servants (especially law enforcement) and museums & memorials from all over Europe.

The overall aim of the conference was to create a coordinating forum and network for sharing and benchmarking expertise, intending to strengthen the civil service resilience through discussion, reflection and dilemma training.



The expected results were to:

- Gain knowledge: acquire overview of existing outreach programs, collect and distribute educational materials and tools, reflect and evaluate these tools and methods.

- Adopt to action: learn to remove barriers in connecting and sharing expertise, initiate exchanges, support new partners in developing their programs.
- Create a context: invite existing and new partners, develop a roadmap, connect with local and (inter)national bodies and initiate a follow-up conference in 2017.

An important aspect was to reflect on the circumstances to initiate and develop these programs, which needs to create a structural network or platform for existing and interested partners in order to stimulate exchange programs between institutions and organizations.

The outcome of this conference offers tools and attitudes to prevent and resist racist, xenophobic, homophobic behavior or other forms of intolerance – frequently aggravated by peer pressure and/or group loyalty – within law enforcement and other civil service institutions.

## 1.2 The Connecting Law and Memory Collection of Approaches and Practices

The CLM Collection of Approaches and Practices is one of the outcomes of the first conference 'Connecting Law and Memory'. This edition serves as a practical, evolving and growing tool, where practitioners and policy makers from Museums& Memorials and law enforcement organizations may draw inspiration from; find examples to adapt to their local and/or specific context; look for partners to exchange experiences and to benchmark.

Throughout the Connecting Law and Memory conference in September 2016 there are a number of key insights that apply to all approaches:

- the importance of the Holocaust as a major framework to analyze human rights issues
- the desire for and the transmitting of historical knowledge on Holocaust and Human rights issues
- Human rights as the core element of fundamental basis for analyzing historical cases such as the Holocaust or other forms or cases of collective violence
- the special learning environment of memorials related to visitors experiences and connecting narratives
- the need for participatory didactics and methodology of the programs
- the need for local translation and being embedded within the (professional) community practice
- the necessity to translate historical knowledge on victims, bystanders and perpetrators mechanisms of processes to relevant contemporary roles and professions within the field of civil services
- the continuous growth of international law and transitional justice awareness and the societal impact on recognition of war crimes, crimes against humanity & genocide and prevention of future collective violence.
- the focus and analysis on the shifting legal framework that contributed and often shaped these forms of collective violence
- the immense educational and professionalization capabilities by combining knowledge and expertise from memorials, human rights organizations and judicial bodies

## 1.3 Methodology

### 1.3.1 Approaches

A variety of approaches and practices have been brought together in this collection, based on the conference program of the Connecting Law and Memory.<sup>1</sup>

The main approaches represented in this edition are the following:

- Connecting Law and Memory: Holocaust as a major framework to analyze human rights issues
- Connecting Law and Memory: Diversity as a common viewpoint

The work of this edition is not intended as a scientific exercise but more as an empirical, very concrete, practitioner-oriented one.

### 1.3.2 The sample of practices

The format for description of each practice entails the following elements:

- Name of the practice and the organization responsible for or carrying out the initiative
- Description: this part includes a short description of the aim and nature of the practice, methods and products.
- Approach: the main approach under which the practice can be categorized.
- Target audience: the target audience designates the group the practice is focused on or wants to create an impact for. The following subdivision of target groups has been used:
  - Authorities
  - Society
  - Educators/academics
  - Online
  - Law enforcement officers
  - Prison/Probation/judicial practitioners
- Materials: concrete outputs of the practice (products, trainings, publications, ...)
- Geographical scope: reference to the areas (countries, cities, regions) in which the practice has been implemented
- Start of the practice: reference to the year and month the practice was developed and implemented to indicate the maturity of the practice.
- Organization: reference to the organization(s) that have developed and are executing the practice
- Country of origin: reference to where the practice has been developed
- Contact details: names, email addresses and telephone numbers of people who may be reached for more information, inspirations and cooperation. Links to websites and informative documents have been added.

If one of the elements is not applicable for a practice, this element will not be part of the practice outline.

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<sup>1</sup> [www.connectinglawandmemory.eu](http://www.connectinglawandmemory.eu)



## 1.4 An evolving tool

In general, this work does not aim at to provide comprehensive information about the existing practices, nor does it aim to give a comprehensive of all existing practices in Europe, US and Israel. As this work presently published is the result of the first Connecting Law and Memory Conference, the approaches and practices are not exhaustive and other/additional valuable practices or approaches may be added in the future.



## 2 Connecting Law and Memory: Holocaust as a major framework to analyze human rights issues

### 2.1 General description

This approach consists in raising awareness on the vulnerability of human rights today and the role civil servants play in protecting and promoting those human rights; by looking back to past events that evolved in mass violence and genocide such as the Holocaust.

Throughout Europe training courses have been developed to raise the awareness and understanding among civil servants who have a responsibility for individuals' protection of human rights. Civil servants have been identified as the key group that can make an important contribution to this issue and include police officers, penitentiary workers, .... They have the ability to recognize situations where human rights are possibly at stake. However they don't always have sufficient understanding on the mechanisms that can lead to mass violence or know when and what to do in response, how to respond. Therefore raising their awareness on this issue and explaining the mechanisms is required.

### 2.2 Methods

Training courses can either be tailor-made for a specific target group or be designed for a civil servant staff in general.

The training courses can differ in duration varying from a short interactive workshop to a training course over more than one day.

Depending on the offered type of training course, information is also provided in relation to:

- Local context
- Historical context
- Legal frameworks
- Specific organizational issues

Courses are generally offered in a very practical way, by making use of case studies, assignments and including audio-visual materials and offering toolkits.

### 2.3 Lessons learned

When providing awareness raising trainings, one of the most important lessons is that language is important. Focusing on the people who may be at risk, safeguarding and protecting them instead of criminalizing, is key. Additional lessons regard the disposition of civil servants especially police officers, training forms and materials and promoting a multi-agency approach.



### 2.3.1 Disposition

Police officers are often reserved when it comes to dealing with issues of ethical dilemmas where human rights can be possibly endangered. Part of the training should focus on the disposition of police officers, such as:

- Have a critical and curious disposition and don't be afraid to ask (open) questions
- Don't judge or moralize
- As the problem is complex: engage with your colleagues within your organization and organize case discussions
- Not all cases are clear: dare to share your uncertainties with colleagues, management and/or experts.

### 2.3.2 Training forms and materials

In terms of training forms and materials, the following is important:

- A theoretical framework is essential, but an interactive and practical approach seems to work best
- Case studies and sharing experiences seem to be beneficial
- Use up-to date materials related to local situations like newspaper articles, social media to get a better understanding
- Sustainability of the courses is greatly increased when additional guidance and toolkits are provided
- Raising questions for the participants and making provocative statements may add value to these training courses as it helps to bring to the forefront assumptions and prejudices as well as uncertainties.

### 2.3.3 Promote multi-agency cooperation

Dealing with issues on human rights, ethical dilemmas, ... should never be left to one single practitioner. The assessment and plan of action should always be made in a multi-agency setting. As such it is key to promote multi agency cooperation in trainings.

Both sectorial and multi-sectorial training courses seem to have merits:

a sectorial based training course seems to have the merit of being tailor made for a specific target audience, meeting their needs, using the language that they understand in their everyday reality.

A more generic course for staff across different sectors has the advantage of getting different experiences into the same room, enabling promotion of a multi-agency approach on the spot.



## 3 Connecting Law and Memory: Diversity as a common viewpoint

### 3.1 General description

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs or other ideologies. It is the exploration of these differences in a safe, positive and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Nowadays propaganda is easily and rapidly accessible through Internet and social media. Delivering alternative narratives counters challenges such as propaganda, prejudices and stereotypes but also addresses the public opinion.

Although governments and public authorities must do all they can, the prevention and promotion of human rights can also be addressed successfully by the communities or minorities themselves.

Though in some communities, particularly minority communities, there is a profound lack of trust and confidence in the government, police and public authorities. This can make it harder to achieve success. It is therefore important to invest in community engagement.

Engaging communities will help in building trust and cooperation between community members and local governments including police, social services, ... but also in strengthening resilience against mass violence.

### 3.2 Methods

While many discussions concerning diversity focus on talking about the importance of diversity and recognizing differences, it is equally important to move to the next level: addressing the differences and how they play out. An interesting way to do so is to use self-reflection and to think of potential scenarios where there are no immediate right or wrong answers.

Community and minorities' engagement can be undertaken in a range of forms. The types of engagement undertaken will depend on the community itself and should always be tailored to the specific context. Some examples can include:

- organizing dialogue, discussion forums and democratic platforms
- improving the relations between institutions, communities and minorities

There is a spectrum of alternative narratives which can be delivered to and by different target audiences:

- Political alternative narratives by government, government leaders, communication and policy advisors focus countering the idea of 'us' against 'them'

- Social narratives by former violent extremists to promote the message that there is nothing heroic about mass violence.

Alternative narratives can be disseminated either online or offline.

Other methods can be the hearing of a testimony of a victim of discrimination, violence, visiting exhibitions on citizenship, democracy, human rights on diversity.

### 3.3 Lessons learned

#### 3.3.1 Outreach

The 'Lead-by- example' is necessary to create an open and safe space for participants to discuss and share experiences. Activities should promote dialogue and exchange .

There needs to be a consensus on goals and strategic approach when engaging communities and minorities. Possible goals could include:

- Alternative narratives: providing positive alternatives or counter-narratives. The term is referring to all kind of communication activities which directly or indirectly challenge propaganda in different types of fora such as using testimonials, websites, clips, ... One of the most important lessons of alternative narratives is that different types of opinions and ideologies are held by different audiences and that this spectrum must be identified and its audience must be specifically targeted if alternative narratives are to be effective.
- There are a number of actors that may undertake an alternative narrative project. The alternative strategy can be undertaken directly by a government department or indirectly by a civil society practitioner or a combination of these actors.
- Community engagement can be undertaken by NGO's, municipalities or practitioners from other official bodies
- There needs to be a consensus on the goals and the strategic approach: target group, appropriate strategy, budget and resources, ...

When confronted with extreme and controversial ideas, whatever the source of these ideas is, it is a challenge to identify and to address these issues in a safe and open way. Leaving these expressions unchecked could feed discriminative or violent narrative and jeopardize the created safe environment.

#### 3.3.2 Dissemination

Credibility and trustworthiness of those who deliver the narrative is as much as important as the message itself. Different types of messengers for the different layers in alternative narratives can be distinguished:

- Government: government leaders and policy advisors are the most suited to deal with the political counter narrative
- Civil society: Key member of civil society are deemed to counter moral narratives
- Victims: victims are considered to be a major asset: their narrative towards the public is authentic and can result in a attitude change of the public.

The dissemination channel should be chosen carefully and is fully dependent on the aim and target audience.

Channels to disseminate counter communications include both old (traditional) and new media. Victims' testimonies for instance can be collected on a website or a forum. This way information and inspiration can be provided, and awareness can be created next to building social networks.

### 3.3.3 Content and message

The language used when framing engagement should be selected carefully. It is crucial to remain neutral and try to lean towards positive language. Language used should be clear and to the point but drawing a fine line of empathy and understanding.

Emotions are important: success is not only achieved by evidence alone, it also needs to appeal to human emotions.

Humor can be a disarming way to address counter narrative, however given the subject it should be used carefully and in a sensitive way.

### 3.3.4 Sustainability

Sustainability is key in both sustaining trust and engagement. A long term agenda, in which projects have a form of continuity is preferable.

### 3.3.4 Evaluation

Evaluation of alternative narratives or the effect of diversity trainings is difficult as measuring peoples' opinion or attitude is difficult. Therefore evaluating the impact will relate directly to the goals set. For testimonies, an evaluation form or questionnaire can be helpful. Such a questionnaire can also be useful for the debriefing process and to compose lessons learned for future sessions.



## 4 Practices

The following organizations present their good practices:

- Auschwitz Institute for Peace and Reconciliation
- Kazerne Dossin
- Auschwitz Jewish Center
- Mémorial de la Shoah
- United States Holocaust Memorial Museum
- Yad Vashem
- Auschwitz State Museum
- KZ Gedenkstätte Flossenbürg
- Villa Ten Hompel
- POLIN
- De nieuwe Onrust
- RCN Justice et Démocratie
- Reykjavik Metropolitan Police
- Museo de la Paz
- Anne Frank House
- Bart Brandsma

## Building a worldwide-community of civil servants dedicated to Mass Atrocity Prevention

Name of the practice

Description	<p>The Auschwitz Institute for Peace and Reconciliation (AIPR) is building a world that prevents genocide and other mass atrocities. Through education, training and technical assistance, they support States to develop or strengthen policies and practices for the prevention of genocide and other mass atrocities. They also encourage and support the cooperation of States through regional and international networks to advance prevention of genocide.</p> <p>AIPR educates civil servants for mass atrocity prevention. The organization is focusing on trainings taking place at original sites of atrocity, using the power of place to mobilize civil servants for a work dedicated to mass atrocity prevention, protection of vulnerable groups and defense of human rights.</p> <p>The Global Raphael Lemkin Seminar for Genocide Prevention is one of the main pillars of AIPR's work. Through the seminar, AIPR is creating a community of government officials who are educated in the latest genocide prevention policy strategies and who support each other in identifying best practices for dealing with the process of genocide and other atrocity crimes and to promote human rights.</p> <p>The Global Raphael Lemkin Seminar for Genocide Prevention is one of the main pillars of AIPR's work. Through the seminar, AIPR is creating a community of government officials who are educated in the latest genocide prevention policy strategies and who support each other in identifying best practices for dealing with the process of genocide and other atrocity crimes and to promote human rights.</p> <p>The location of the seminar at the former Nazi concentration and extermination camp of Auschwitz-Birkenau in Poland, allows participants to immerse themselves both emotionally and intellectually in the topic of genocide.</p> <p>Following the seminar, alumni become member of the 2PREVENT community, AIPR's growing network of more than 300 officials from more than 70 countries that have attended the seminar. Through continuous engagement with its alumni, AIPR offers ongoing capacity building programs for their institutions towards atrocity prevention policy development at regional and national levels.</p>
Approach	Holocaust as major framework to analyze human rights.
Target Audience	<p>Authorities:</p> <ul style="list-style-type: none"> <li>- Ministry of Foreign Affairs</li> <li>- Ministry of Justice</li> <li>- Ministry of Defense</li> <li>- Ministry of Interior</li> <li>- Ministry of Education</li> <li>- National Human Rights Institutions</li> </ul>

Outputs	Global Raphael Lemkin Seminar for Genocide Prevention 2PREVENT Network
Geographical scope	Global – UN Member States
Start of practice	2008
Country of origin	US, New York; Poland, Oswiecim; Argentina, Buenos Aires; Uganda, Kampala
Contact details	<p>The Auschwitz Institute for Peace and reconciliation  2 West 45 th Street, Suite 1602  New York, NY 10036  +1 212-575-2605  <a href="http://www.auschwitzinstitute.org">www.auschwitzinstitute.org</a></p> <p>Tibi Galis – Executive Director  <a href="mailto:tibi.galis@auschwitzinstitute.org">tibi.galis@auschwitzinstitute.org</a></p>



## Holocaust, Police and Human rights

Name of the practice

Description	<p>Catherine De Bolle, General Commissioner of the Belgian federal police states: "More than other people, policemen face human rights dilemmas on a daily basis. The way ordinary Belgian police officers were supposed to round up Jews during Nazi Occupation is a very confronting example. The strategies used by those police officers to avoid ethical dilemmas are similar to the strategies being used today. Insight in this historical case of collective violence and in the scope of resistance is crucial for police training."</p> <p>The aim of the course is to provide the trainees with a profound understanding of the phenomenon of discrimination and exclusion. It focuses on human rights and racism, noting how group pressure can affect members of an organization and how police officers can deal with dilemmas they are confronted with. Special emphasis is placed on the dynamic of the power of mass and group aggression next to the free choice of individual persons to say no to group pressure and group dynamics. This one day training consists in a guided tour in the museum focused on the role of police during World War II and a dilemma training on cases from the field.</p> <p>These goals are achieved through 'education through remembrance'. In this concept, the present isn't compared to the past, neither is there a judgment on the past with today's criteria. Instead timeless mechanisms such as tyranny, violence, prejudice, propaganda, xenophobia, exclusion, bureaucracy and dehumanization are analyzed.</p>
Approach	Holocaust as major framework to analyze Human Rights.
Target Audience	Law enforcement officers
Outputs	5 day training program for trainers HPH 1 day training for police officers Trainee – manual Framework document for trainees Case studies
Geographical scope	Belgium
Start of practice	2014
Country of origin	Belgium
Contact details	Kazerne Dossin Goswin de Stassartstraat 153 2800 Mechelen +32 15 28 86 20 <a href="http://www.kazernedossin.eu">www.kazernedossin.eu</a>  Ellen Van den Broeck – Coordinator <a href="mailto:ellen.vandenbroeck@kazernedossin.eu">ellen.vandenbroeck@kazernedossin.eu</a>

## Understanding evil. Bridging Auschwitz and modern hate crimes

Name of the practice

Description	<p>Understanding Evil is a set of three-day intensive seminars for Polish law enforcement and police trainers designed in partnership with the Commander in Chief of the Polish police.</p> <p>Understanding Evil seminars use the power of place at one of the most notorious sites of the Holocaust, the former camps of Auschwitz and Birkenau, to impress upon the officers the critical nature of awareness of dehumanization and human rights. Examining this unique history sheds light on the contemporary responsibility of law enforcement to police crimes against members of diverse ethnic, religious, and social groups. Understanding Evil is designed to address the legacy of the Holocaust and the contemporary challenges of combating anti-Semitism, homophobia, and other forms of hatred.</p> <p>Throughout the program, officers visit the former camps of Auschwitz-Birkenau and explore such topics as The Rise of the Nazis in Weimar Republic, Ordinary Men and Perpetration in the Holocaust, Conformity and Obedience, and Modern Manifestations of Anti-Semitism.</p>
Approach	Holocaust as major framework to analyze Human Rights
Target Audience	<p>Law enforcement officers</p> <ul style="list-style-type: none"> <li>- Commanding staff</li> </ul>
Materials	<p>3-day training program</p> <p>Case studies</p>
Geographical scope	Poland, Germany
Start of practice	2014
Country of origin	Poland
Contact details	<p>Auschwitz Jewish Center Pl. Ks. J. Skarbka 5, 32-600 Oświęcim +48 (33) 844 7002 <a href="http://www.ajcf.pl">www.ajcf.pl</a></p> <p>Tomasz Kuncewicz – Director <a href="mailto:kuncewicz@ajcf.pl">kuncewicz@ajcf.pl</a></p> <p>Maciek Zabierowski – Education &amp; Special Projects <a href="mailto:zabierowski@ajcf.pl">zabierowski@ajcf.pl</a></p>

## When French police looks back at his past. An experiment in adult education

Name of the practice

Description	25% of the Jews living in France before WWII have been deported to their death in Nazi extermination camps. Most of them had been arrested, and delivered to the German occupier, by French police men and gendarmes. The question is raised of the latter's attitude in the field, either implementing the orders and thus contributing, probably without prior knowledge, to a crime of genocide, or disobeying and contributing to the survival of ? of the Jewish population in the country. The ' <i>Préfecture de Police</i> ' of Paris, which was the main instrument of the round-ups, reluctantly opened its archives to historical research, and then initiated the sessions with historians and witnesses in the Memorial.
Approach	Holocaust as major framework to analyze Human Rights
Target Audience	Law enforcement officers
Materials	1/2-day training 2-day training police commissioners (nationwide)
Geographical scope	France, Paris and its periphery
Start of practice	2005
Country of origin	France
Contact details	Mémorial de la Shoah 17 rue Geoffroy l'Asnier 75004 Paris +33 (0)1 42 77 44 72 <a href="http://www.memorialdelashoah.org">www.memorialdelashoah.org</a>  Philippe Boukara – Coordinator of Adult Education <a href="mailto:philippe.boukara@memorialdelashoah.org">philippe.boukara@memorialdelashoah.org</a>

## Leadership programs at the US Holocaust Memorial Museum

Name of the practice

Description	The United States Holocaust Memorial Museum has developed educational programs targeting public service professionals such as military, law enforcement, and judges and prosecutors in the judiciary. These professions that have the power over the life and liberty of civilians have always operated at the nexus of competing needs. In pre-WWII Weimar Germany, these professions had sworn allegiance to the constitution of a democratic government and had experience carrying out their duties based on a rule of law and individual rights and freedoms. Given their position of power, authority and trust, they could have prevented the Holocaust. And yet, they all failed to safeguard democratic governance which could have opposed the establishment of a Nazi dictatorship and the implementation of Nazi ideological goals, including the holocaust. The USHMM has established an educational approach that engages professionals in examining how and why the Holocaust happened and prompts reflection about their own professional role and responsibility in countering injustice today.
Approach	Holocaust as major framework to analyze Human Rights
Target Audience	Law enforcement officers, military, judges
Materials	Seminars Trainings
Geographical scope	USA
Start of practice	1998
Country of origin	USA
Contact details	United States Holocaust Memorial Museum 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126 + 1 202 488 0400 <a href="http://www.ushmm.org">www.ushmm.org</a>  Jennifer Ciardelli – Director Civic and Defense Initiatives <a href="mailto:jciardelli@ushmm.org">jciardelli@ushmm.org</a>  William Meinecke – Historian <a href="mailto:Wmeinecke@ushmm.org">Wmeinecke@ushmm.org</a>

## Israeli police training at Yad Vashem

Name of the practice

Description	<p>Following several years of cooperation, the International School for Holocaust Studies of Yad Vashem considerably increased its educational work with the Israeli Police since 2015. In addition to coordinating study days at its campus in the Mount of Remembrance in Jerusalem, Yad Vashem has been organizing educational activities for police officers on their educational campus since 2016. In response to increasing demand from the Israel Police, Yad Vashem opened its IDF and Security Forces department, tasked with tailoring programs on its campus and across the country. In 2015, a total of 2 738 Israeli Police officers in 74 separate groups learned about the Holocaust in the framework of Yad Vashem programming.</p> <p>Furthermore, the European Department of Yad Vashem's International School has also been buttressing its ties with law enforcement agencies in the German federal State of North Rhine-Westphalia (NRW). Delegations of German police cadets have participated in Holocaust education seminars at Yad Vashem in recent years, and Yad Vashem signed a bilateral agreement with the NRW Interior Ministry that formalized their training activities for German police on December 10, 2015.</p>
Approach	Holocaust as major framework to analyze Human Rights
Target Audience	Law enforcement officers and officials Authorities
Materials	Educational tools for work with security forces Case studies
Geographical scope	Israel Germany
Start of practice	1993 IDF 2008 North-Rhein Westphalia
Country of origin	Israel
Contact details	<p>Yad Vashem The Martyrs' and Heroes' Remembrance Authority International School for Holocaust studies Har Hazikaron P.O.B. 3477 Jerusalem 9103401 +972 2 6443400 <a href="http://www.yadvashem.org">http://www.yadvashem.org</a></p> <p>Richelle Budd Caplan – Director European Department <a href="mailto:richelle.buddcaplan@yadvashem.org.il">richelle.buddcaplan@yadvashem.org.il</a></p>

## Remembrance as a source of axiology

Name of the practice

Description	Auschwitz State Museum organizes seminars and study visits for counselors and supervisory employees in penitentiaries . During this seminars, the counselors and employees who directly supervise the inmates are prepared for future cooperation with the Museum, with respect to the organization of educational classes for inmates. The second stage of the project encompasses classes with inmates. In cooperation with the counselors and seminar participants, the Center organizes trips of inmates tot the Memorial site, as well as lectures, multimedia presentations and screening of films in penitentiaries. In the educational process implemented in penitentiaries , teaching what happened in Auschwitz, may serve not only as transfer of knowledge about the history, but may also influence shaping of proper moral and social stances and prevent manifestations of disdain and intolerance.
Approach	Holocaust as major framework to analyze Human Rights
Target Audience	Prison/Probation/judicial - Counselors and employees at penitentiaries - Inmates
Materials	Seminar Study visit Classes
Geographical scope	Poland
Start of practice	2008
Country of origin	Poland
Contact details	Auschwitz-Birkenau State Museum ul. Więźniów Oświęcimia 20 32-603 Oświęcim  Marta Berecka – Head of the Educational Projects <a href="mailto:marta.berecka@auschwitz.org">marta.berecka@auschwitz.org</a>  Antoni Stanczyk – Educational projects <a href="mailto:antoni.stanczyk@auschwitz.org">antoni.stanczyk@auschwitz.org</a>

## Our responsibility today: historical approaches for police trainees as part of their education program

Name of the practice

Description	The educational staff of Flossenbürg memorial offers programs for future police officers . The focus lays on the history of the collaboration according the police and the concentration camp personnel/SS during Nazi time as well as the police in general as part of the Nazi power. The program offers material to discuss the traditional helping role of the police and the participation in crimes and the violation of human rights during the Nazi time. The goal of the study program is to be aware of decision-making in the professional framework of Police order as well as a reflection on their professional acting relating on human rights as state representatives. The educational staff collaborates with the regional police schools which implement this study-program as part of their three years training to become police officer.
Approach	Holocaust as major framework to analyze Human Rights
Target Audience	Law enforcement officers
Materials	One-day study program, workshop
Geographical scope	Bavaria, Germany
Start of practice	2013
Country of origin	Germany
Contact details	KZ Gedenkstätte Flossenbürg Gedächtnisallee 5 92696 Flossenbürg Germany +49 (0)9603-90390-0 <a href="http://www.gedenkstaette-flossenbuerg.de">www.gedenkstaette-flossenbuerg.de</a>  Julius Scharnetzky – Key staff member Flossenbürg memorial <a href="mailto:Jscharnetzky@gedenkstaette-flossenbuerg.de">Jscharnetzky@gedenkstaette-flossenbuerg.de</a>



## The aspect of “human autonomy” in historical learning

Name of the practice

Description	<p>The Villa ten Hompel was used during World War II as the domicile of the regional uniformed police forces of the army section VI and therefore became the point of origin of national socialistic injustice committed by deskbound perpetrators and armed police forces.</p> <p>Today it offers historical and political experiences and insights in the context of a multifaceted culture. The Villa has experiences with police members as visitors. By using the exhibition, they try to aim at empowering the ‘human autonomy’. Policemen and Policewomen should get a possibility to use the local message in a multi-perspective, discursive and perhaps controversial way. Historical learning at the very example of their own professional history in the national socialism should, at the end, strengthen the ‘human autonomy’ as a competence, how to orient its own actions on the scale of human rights and perhaps check their all-day professional life up to self- critically reflections. Finally it could be possible to allow a personal vision of a ‘good’ and adequate behavior in the job, based on a sensitive reflection on the past.</p>
Approach	Holocaust as major framework to analyze Human Rights
Target Audience	Law enforcement officers
Materials	Museum trail tailored-made for police officers
Geographical scope	North Rein Westphalia, Germany
Start of practice	
Country of origin	Germany
Contact details	<p>Geschichtsort Villa Ten Hompel Kaiser-Wilhelm-Ring 28 48145 Muenster Phone +49 2 51 492 79 18 Fax +49 2 51 492 79 18 <a href="http://www.stadt-muenster.de/en/villa-ten-hompel">http://www.stadt-muenster.de/en/villa-ten-hompel</a></p> <p>Christoph Spiecker – Director <a href="mailto:SpieckerC@stadt-muenster.de">SpieckerC@stadt-muenster.de</a></p>

## Jewish history as a tool for antidiscrimination workshop for professionals: program for police and teachers in POLIN

Name of the practice

Description	Addressing the problem of growing level of hate speech and violence based on discrimination, the museum is offering a program of antidiscrimination trainings for professionals. This training addresses the need of strengthening the professionals who meet discrimination in their work by giving them tools to effectively react to acts of discrimination. In each training an experienced anti-discrimination trainer and educator of the museum work together in the workshop. Examples from the history of the Jewish minority are always the starting point for exercises and discussions on contemporary issues of discrimination.
Approach	Holocaust as major framework to analyze Human Rights
Target Audience	Authorities Law enforcement officers Educators/academics
Materials	2-day training program with workshops
Geographical scope	Poland
Start of practice	2013
Country of origin	Poland
Contact details	POLIN – Museum of the History of Polish Jews 6 Mordechaja Anielewicza St 00-157 Warsaw Poland +48 22 47 10 300 <a href="http://www.polin.pl">www.polin.pl</a>  Dagmara Manka-Wizor – Chief Education Specialist <a href="mailto:Dmanka@polin.pl">Dmanka@polin.pl</a>

Description	<p>The Bookapp Bitterveld is a recent example of a nonlinear narrative about 'trauma'. Bitterveld is about memory and forgetting, revenge and forgiving and the need to remember. In the Bookapp Bitterveld the reader travels with the subway of Berlin and visits the commemorative monuments and memorials of World War II in the city, while observing the public in the underground. Starting point of the journey is a (fictitious) map of Berlin. By tapping on the map, the corresponding text pops up. The reader can read the fragment that belongs to this location, or hop on to another storyline. Therewith the reader creates, within boundaries, his or her own story about the (memory of) World War II in Berlin. Bitterveld creates, as it where, a virtual space to remember and contemplate (traumatic) histories.</p> <p>Bitterveld offers a nonlinear story for a mobile platform. The navigation structure is innovative in such a way that it shows how disruptive technologies such as internet and apps make it possible to narrate about, and at the same time keep alive disrupting experiences. The disrupting experience of World War II is made visible by navigating through the app, also for generations who have never experienced it themselves. This counts for the Bookapp Bitterveld, with its story about World War II, but also for other nonlinear narratives such as The Silent History (by Sudden Oak). Nonlinear narratives therefor seem highly suitable to tell and show traumatic story and the lasting impact on people and their (collective) memory.</p>
Approach	Diversity as a common viewpoint
Target Audience	Online
Materials	App for iPhone and iPad
Geographical scope	Worldwide
Start of practice	2015
Country of origin	The Netherlands
Contact details	<p>De nieuwe Onrust p/a Van Gentstraat 36 6524 BD Nijmegen <a href="http://www.denieuweonrust.nl">www.denieuweonrust.nl</a> <a href="http://www.bitterveld.eu">www.bitterveld.eu</a></p> <p>Elisabeth Eugelink – doctorandus <a href="mailto:em_eugelink@xs4all.nl">em_eugelink@xs4all.nl</a></p>

## Resisting the spiral of mass violence: when perpetrators tell their story

Name of the practice

Description	<p>RCN Justice &amp; Démocratie is a Belgian NGO created in 1994 in the aftermath of the Rwandan genocide where we have been assisting the reconstruction of the justice system. After a few years in Rwanda, they decided to extend their activities into Burundi, Democratic Republic of Congo, Haiti, South-Sudan, Chad, Senegal, and Europe. The history of their involvement in Europe is tied to the historical trial in Brussels of four Rwandans accused of being involved in the genocide. To preserve the memory of this trial, they recorded the entirety of the trial's debates and created a website to ensure access to the larger public. In 2009, RCN Justice et Démocratie expanded their European activities by launching a programme to preserve and disseminate the memory of contemporary international crimes. Indeed, they believe that the humanity that has been shattered by those crimes cannot be restrained by geographical or time boundaries. The programme activities center on two radio series called "If It's there, it's here". The first series tells the experience of people who refused to participate in crimes and, while the second is about the experiences of perpetrators. Rather than judging, this second series focus on understanding the mechanisms leading to participation in mass crimes. Both uncover the lives and experiences of people who have lived through mass crimes in Bosnia, Burundi, Cambodia, DRC and Rwanda. Their life experiences show, in a very concrete manner, how people have faced violence, either by resisting it, or by participating in it, and how they managed to rebuild their lives. On the basis of these testimonies, we are organizing reflection and debate sessions in secondary schools and academic settings. The aim of these workshops is to encourage universal questions on the meaning of justice and reconciliation during and after a conflict, as well as to stimulate our ability to mobilize against international crimes and to act consciously in the present to prevent violence.</p>
Approach	Diversity as a common viewpoint
Target Audience	Educators/academics
Materials	<p>Workshop based on interviews with victims and persons who refused to participate in international crimes</p> <p>Workshop based on interviews with perpetrators of mass crimes</p> <p>Audiovisual materials</p>
Geographical scope	Africa – Europe
Start of practice	1994

Country of origin	Belgium
Contact details	<p>RCN Justice et Démocratie  Boulevard Adolphe Max, 13/17  1000 Bruxelles  +32 2 347 02 70  <a href="http://www.rcn-ong.be">www.rcn-ong.be</a></p> <p>Martien Schotsmans – Director  <a href="mailto:martien.schotsmans@rcn-ong.be">martien.schotsmans@rcn-ong.be</a></p>

Description	<p>There is a growing common notion in European countries that multiculturalism has failed, that multicultural societies are problematic and creating some sort of “crisis”. This particular mind-set strengthen the image of Europeans being white and Christian and thus overlooks the diversity of Europeans. It also ignores the mobility of people throughout the centuries. This common notion has resulted in discrimination, inequality and hate crime throughout Europe. European history of colonialism, warfare, holocaust, racism and other actions of injustice and cruelty resulted in implementation of human right legislations and -agreements in the 20th century. In spite of these implementations hate crimes based on antisemitism, racism, islamophobia, homophobia and other prejudice and biases are increasing. The arising believe that Europe today is problematic because of its diversity will only result in more violent, hate and injustice. This presentation I focuses on sameness as a core of any diversity training for law enforcement, particularly because much of existing educational programs categorizes people, where people are put “into boxes” with different labels of religion, race, ethnic origin and so on. Additionally, the concept of culture is being used to be descriptive and explanatory of people’s behaviour and actions to further differentiate people. Furthermore, it’s important that law enforcement as a whole ensures that the culture within is tolerant as well as it mirrors the society as a whole. Instead of focusing on what makes people different from each other, for example by using labels and cultures, it’s the only way forward to emphasis sameness of people and for the police to truly embrace diversity within.</p>
Approach	Diversity as a common viewpoint
Target Audience	Law enforcement officers
Materials	Diversity training
Geographical scope	Iceland
Start of practice	
Country of origin	Iceland
Contact details	<p>Reykjavik Metropolitan Police  Hverfisgata 133-15  101 Reykjavik  Iceland  <a href="http://www.logreglan.is">www.logreglan.is</a>  Eyrún Eypórsdóttir – Detective Chief Inspector  <a href="mailto:eyrun@lrh.is">eyrun@lrh.is</a></p>

## Social Construction of memory for promoting dialogue and co-existence in Basque Country

Name of the practice

Description	<p>MemoriaLab is a pioneering and innovative initiative promoting citizen dialogue and co-existence after decades of political and armed conflict in Basque Country. It does so by convening highly diverse citizen dialogue groups where memory is used as a way of raising awareness about how the conflict affected citizens' lives (social construction of memory). Its ultimate purpose lies on creating a safe and serene environment wherein citizens, social activists, local politicians and public civil servants who suffered the consequences of the conflict can revisit their past and update their belief systems and relational patterns in the light of the new context brought by the permanent ceasefire of ETA (Basque separatist terrorist group). An innovative set of approaches and methodologies are used to enhance and deepen the experience during 1 or 2-day Labs. The methodology incorporates traditional methods used in reconciliation processes (circle of testimonials, objects as symbolic representations) with more advanced methods coming from other disciplines (art and creativity, multi-stakeholder dialogues, process-oriented psychology (Process Work), systems thinking, Theory U, etc.). This combination helps participants to process their testimonials and experiences in a more profound and meaningful way. This experiential approach, which also integrates embodied learning methods and tools, has a powerful effect in terms of raising awareness, opening-up to diversity and updating people's shared understanding and individual positioning as regards to the new context.</p>
Approach	Diversity as a common viewpoint
Target Audience	Society
Materials	Citizen encounters with storytelling, symbolic objects, process oriented psychology (Process Work), systemic constellations, Theory U, plastic arts, role analysis.
Geographical scope	Basque Country, Spain
Start of practice	2015
Country of origin	Spain
Contact details	<p>Museo de la Paz de Guernika Plaza de Foru, 1 48300 Gernika-Lumo, Vizcaya, <a href="http://www.museodelapaz.org">www.museodelapaz.org</a></p> <p>Iñigo Retolaza Eguren – Lead facilitator <a href="mailto:zuzendaritza.museoa@gernika-lumo.net">zuzendaritza.museoa@gernika-lumo.net</a></p>



## Society, that's (for) you ! discussion programme for the Dutch police

Name of the practice

Description	<p>'Society – that's (for) you!' is a discussion program for the police about working in a multicultural society. This program has been designed around eight short film clips that show police work dilemmas concerning equal treatment and dealing with diversity. There is for example, a film clip on discrimination at neighbour disputes, or on room for diversity within the police organization, or on help for undocumented immigrants.</p> <p>'Society – that's (for) you' can be widely used within the Dutch police organisation.</p> <p>The film clips can be used for conversations between students and between colleagues as well. A teacher at the police academy, for example, could show a film clip in class to draw attention to a particular topic. Or a team leader may wish to use a film clip to start a discussion with his or her team about a particular topic. Each film clip will prompt a group discussion about how the police should or could act in the given situation.</p> <p>The basic idea is that each situation is different and requires an inquisitive approach.</p>
Approach	Diversity as a common viewpoint
Target Audience	Law enforcement officers
Materials	8 Film clips on different themes Discussion program with manual
Geographical scope	The Netherlands
Start of practice	
Country of origin	The Netherlands
Contact details	<p>Anne Frank House PO Box 730 1000 AS Amsterdam +31 (0)20-5567100 <a href="http://www.annefrank.org">www.annefrank.org</a></p> <p>Wies Dinsbach – Project manager Educational project <a href="mailto:w.dinsbach@annefrank.nl">w.dinsbach@annefrank.nl</a></p>

Name of the practice

## Policing and polarization

Description	<p>Us and them-thinking harms. It has a severe impact on the social stability of our continent, our countries, societies, our cities and neighborhoods, our schools...</p> <p>We need a strong game changer to address the phenomenon of polarization. Polarization is a dynamic with fundamental laws and a limited number of roles that people can play.</p> <p>Lots of professionals – police officers, mayors, radicalization experts, public prosecutors, educators, journalists – feel inspired by our polarization strategy and work with its well-trying insights and a fully new method.</p>
Approach	Diversity as a common viewpoint
Target Audience	Law enforcement officers Prison/Probation/judicial Educators
Materials	In-house training Workshop Book ' <i>Polarization; understanding the dynamics of us and them-thinking</i> '
Geographical scope	Europe
Start of practice	
Country of origin	The Netherlands
Contact details	<a href="http://www.polarisatie.nl">www.polarisatie.nl</a> Bart Brandsma – philosopher, trainer, consultant <a href="mailto:info@bartbrandsma.nl">info@bartbrandsma.nl</a>

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## CONTACT

### FOR FURTHER INFORMATION

Isabelle Diependaele – Kazerne Dossin/Federal Police  
[Isabelle.Diependaele@kazernedossin.eu](mailto:Isabelle.Diependaele@kazernedossin.eu) | +32 15 28 86 35

### FOR MEDIA INFORMATION

Nele Custers – Kazerne Dossin  
[Nele.Custers@kazernedossin.eu](mailto:Nele.Custers@kazernedossin.eu) | +32 15 28 86 29

### FOR REGISTRATION AND GENERAL INFORMATION

[info@connectinglawandmemory.eu](mailto:info@connectinglawandmemory.eu)