



REPORT

of the

Meeting for Representatives of Ministries of Education

“Education to Combat Anti-Semitism”

Vienna, 7 - 8 November 2010

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I. INTRODUCTION

On 7 and 8 November 2010, ODIHR organized a meeting to review experiences in the field of combating anti-Semitism through education. The aim of the meeting was to identify successful approaches, share good practices, and discuss challenges. The meeting focused on three areas:

- international co-operation on combating anti-Semitism through education;
- ODIHR's education project to combat anti-Semitism, which is currently running in 14 OSCE participating States; and
- challenges, opportunities and future steps in the field.

Among the participants were representatives of Ministries of Education and Ministries of Foreign Affairs from OSCE participating States, representatives of international organizations, experts involved in ODIHR's education project to combat anti-Semitism and academics as well as teachers and secondary school students who have worked with teaching materials to combat anti-Semitism developed by ODIHR.

The meeting took the form of a roundtable discussion, at the OSCE Conference Centre in the Hofburg in Vienna.

II. BACKGROUND

OSCE commitments to combat anti-Semitism date back to the 1990 Copenhagen Document. The first stand-alone Ministerial Decision on tolerance and non-discrimination was adopted during the 2002 Porto Ministerial Council Meeting.¹

In 2004, OSCE participating States committed themselves in the Ministerial Council Decision on tolerance and non-discrimination² to combat anti-Semitism in the OSCE region by:

- ensuring that their legal systems foster a safe environment free from anti-Semitic harassment, violence or discrimination;
- promoting, as appropriate, educational programmes for combating anti-Semitism;
- promoting remembrance of and, as appropriate, education about the tragedy of the Holocaust;
- combating hate crimes, which can be fuelled by racist, xenophobic and anti-Semitic propaganda in the media and on the Internet;
- collecting and maintaining reliable information and statistics about anti-Semitic crimes, and other hate crimes, committed within their territory and reporting such information to the OSCE Office for Democratic Institutions and Human Rights.

In the same decision ODIHR was tasked to systematically collect and disseminate information throughout the OSCE area on best practices for preventing and

¹ MC.DEC 6/02.

² MC.DEC 12/04.

responding to anti-Semitism and, if requested, offer advice to participating States in their efforts to fight anti-Semitism.

In 2005, OSCE participating States committed themselves to strengthening public and private educational programmes that promote tolerance and non-discrimination, and public awareness-raising of the existence, and the unacceptability, of intolerance and discrimination. OSCE participating States are also encouraged to consider drawing on ODIHR expertise and assistance in order to develop methods and curricula for tolerance education in general, including education on and remembrance of the Holocaust and education on anti-Semitism in order to ensure a systematic approach to education, including curricula related to contemporary forms of anti-Semitism.

As a consequence ODIHR was tasked to:

- assist participating States upon their request in developing appropriate methodologies and capacities for collecting and maintaining reliable information and statistics about hate crimes and violent manifestations of intolerance and discrimination;
- continue its co-operation with other international organizations.³

In 2006, ODIHR started to develop teaching materials to combat anti-Semitism and other forms of intolerance, in co-operation with the Anne Frank House in Amsterdam and national experts in various OSCE participating States. A template focusing in three parts on historical anti-Semitism, contemporary anti-Semitism and prejudices in general was produced to be adapted for different countries. Currently, adapted versions have been developed and implemented by partners in nine countries;⁴ versions for further five countries are under development.⁵

The project activities range from the development of customized teaching tools to the dissemination of those to educators, schools and teacher training agencies and to teacher training seminars, as well as training trainers.

III. SUMMARY OF THE MEETING

Opening Session

After welcoming words of Floriane Hohenberg, Head of ODIHR's Tolerance and Non-Discrimination Department, Claudia Schmied, Austrian Minister of Education opened the meeting. Ms Schmied recalled that the meeting took place on the occasion of the anniversary of the November Pogroms on 9 November 1938, which were the result of anti-Semitism, as was the Holocaust. In this context she noted that despite the lessons that mankind should have learned from the Holocaust, anti-Semitic prejudices have survived. Many Austrians would still consider Austrian Jews to be strangers, whose civic loyalty is in question. As an example she criticized recent election campaigns which showed anti-Semitic and anti-Muslim tendencies. She

³ MC.DEC 10/05

⁴ Croatia, Denmark, Germany, Lithuania, the Netherlands, Poland, Slovak Republic, Sweden and Ukraine.

⁵ Austria, Hungary, Latvia, Spain and Russian Federation.

presented several government-funded initiatives in Austria, including the organization “Nationalsozialismus und Holocaust: Gedächtnis und Gegenwart” (Erinnern.at), an institute training teachers how to teach about the Holocaust and developing educational material. Erinnern.at is co-operating with ODIHR on the development of teaching materials for Austrian secondary schools, which will target anti-Semitism, racism, xenophobia and other forms of intolerance. She stressed that the fight against anti-Semitism requires international co-operation.

Rabbi Andrew Baker, Personal Representative of the OSCE Chairperson-in-Office on Combating Anti-Semitism, affirmed that education is an essential tool that must be employed to combat racism and intolerance, since prejudice, xenophobia, and anti-Semitism were bred from ignorance. He pointed out that anti-Semitism is present at distressingly high levels in some countries, which today have very few Jews. He added that prejudice against Jews did not require any personal knowledge of Jews. Stereotypes about a Jewish lobby that allegedly controls governments and financial markets are persisting. He noted that in many European countries education to combat anti-Semitism has come to mean Holocaust education. While this is both natural and appropriate it remains necessary to draw lessons from the Holocaust for the present generation that encompasses the current problems of anti-Semitism.

Subsequently, representatives of intergovernmental agencies described efforts to combat intolerance. Most of these activities focus on education about the Holocaust and on combating discrimination in all its forms. Carole Reich, the representative of the Council of Europe, stressed the importance of fighting discrimination and explained that the Council of Europe (CoE) has set out standards for the management of cultural and religious diversity. These describe how governance bodies, education and youth policies, policies on social and cultural affairs, civil society, religious communities and the media might provide new answers to the questions that are being raised by an increasingly multicultural Europe. The so-called ‘White Paper’ has triggered several anti-discrimination activities in all 47 member States of the Council of Europe including school projects and inter-religious and inter-cultural dialogue.

Ambassador Jakob Rosen, representative of the Task Force for International Cooperation on Holocaust Education, Remembrance, and Research (ITF), raised the question whether today’s educational methods are still reaching young people, who are attracted by interactive media sources rather than by books and lectures. He also asked who in fact should be educated about the danger of anti-Semitism: high school students or media people, politicians or legislators? He stressed the importance of international co-operation and explained that the ITF has signed Memoranda of Understanding with the Council of Europe and with ODIHR.

Eva Sobotka, representative of the European Union’s Agency for Fundamental Rights (FRA), presented FRA’s annual report “Manifestations of anti-Semitism in the EU”. She explained that FRA intends to carry out a similar discrimination and victimisation survey in EU member States where the Jewish population is sufficient to allow for robust random sampling. The following issues will be covered: discrimination and harassment experiences in key areas, such as health, education, housing, employment, and experiences of criminal victimisation. With regard to education, FRA has launched a project on Holocaust Education and Human Rights Education (2008-2012). The project seeks to explore the link between Holocaust education and human

rights education and to provide advice how to integrate Holocaust education and human rights education in a context-relevant framework to policymakers at EU and national level.

The subsequent discussion focussed on international co-operation on education against anti-Semitism and on collection of data about anti-Semitic hate crimes. One participant reported that in his experience there is often no governmental support for educational activities to combat anti-Semitism. Some participants said that consequently huge efforts have to be put into increasing civic and social competence of educators and students and that this kind of teaching should be institutionalized. Further, teaching to combat anti-Semitism and other forms of intolerance and human rights education should be introduced into curricula across the OSCE region. A precondition of this curriculum change is proper training of civil servants in education ministries. The challenges of transferring tolerance education from the curriculum into the classroom were mentioned. Some participants stressed the importance of involving national Ministries of Education in the development of educational tools, handbooks and guidelines by international organizations, and pointed out that different international organizations should co-operate better when working on such tools. One participant pointed out that combating anti-Semitism is not seen as a high priority in most Ministries of Education.

Participants reported a lack of data on anti-Semitic hate crimes and incidents although both FRA and ODIHR reported an increasing awareness among their member States/participating States. Data collection systems of different states are not comparable with one another. Additionally, not all crimes are recorded. One participant asked how hate on the Internet is being fought. ODIHR explained that few studies have explored the connection between speech and the risk of escalation of violence. This needs to be further explored. Among OSCE participating States there is no consensus whether hate speech should be criminalized and, if so, under what conditions.

Session 1: ODIHR education project to combat anti-Semitism

At the start of the session a factsheet and a film clip introducing the project were presented.⁶ ODIHR and its project partners presented ODIHR's education project to combat anti-Semitism. Together with the Anne Frank House in Amsterdam and national experts, ODIHR works on the development and implementation of teaching materials to combat anti-Semitism for secondary school students. A sample was produced to be adapted for different countries. Currently, adapted versions have been developed and implemented by partners in nine countries;⁷ versions for further five countries are under development.⁸ These materials appear as three booklets of 16 pages each, each of them dealing with a specific aspect of the phenomenon. Part 1 focuses on the history of anti-Semitism and introduces age-old stereotypes, Part 2 draws the learners' attention to contemporary manifestations and Part 3 puts anti-

⁶ The film and the factsheet are available online; see <http://www.osce.org/odihr/20112.html> and http://www.osce.org/odihr/item_11_47805.html, respectively.

⁷ Croatia, Denmark, Germany, Lithuania, the Netherlands, Poland, Slovak Republic, Sweden and Ukraine.

⁸ Austria, Hungary, Latvia, Spain and Russian Federation.

Semitism into the context of racism today and includes points of views of peers from the specific country. In most countries, where the development of the materials has been finalized training seminars for teachers, teacher trainers and multipliers take place on a regular basis. In some countries there is co-operation with in-service teacher training institutes or pre-service colleges.

Karen Polak, the Anne Frank House's representative of the project, pointed out that a total of 109,000 copies of the teaching materials on combating anti-Semitism have been printed and nearly 100 training seminars for teachers have taken place. She stressed that feedback from teachers who have worked with the materials is overall positive, especially because students react enthusiastically to the materials.

Representatives from three countries gave deeper insight into activities, successes and challenges in their respective countries. The presenters came from different perspectives and so represented the diversity of ODIHR's project partners: the Austrian presenter (Werner Dreier) presented the point of view of a government-funded network of teachers, the Polish presenter (Stefania Wielkiel) represented the Polish Ministry of Education and the Ukrainian presenters (Oleksandr Voitenko and Vitalii Bobrov) shared their experience of working in the project as NGO partners. The Austrian team, which is currently developing an Austrian version of the tool, has conducted 10 meetings for students in all nine Austrian provinces in order to test the students' knowledge on the topic, to find out about their prejudices and to define which issues the materials need to address. One of their findings was that Austrian students believe they know a lot about anti-Semitism because they learned about the Holocaust in school. However, in reality they have many stereotypes such as Jews allegedly do not need to pay taxes in Austria, that Jews allegedly all fight in Israel, or that Jews were all very religious.

The representative of the Polish Ministry of Education explained that although the Jewish community in Poland is very small and Polish students hardly meet any Jews, anti-Semitic stereotypes are still common in some circles. She explained that anti-Semitism in Poland has rather a verbal character and is also manifested in schools. Therefore, it is important to combat anti-Semitism in formal school education. An essential pre-condition is proper training of teachers. The Polish Ministry of Education has funded several activities in this regard and has carried them out in co-operation with ODIHR, the National Teacher Training Institute and Polish non-governmental institutions.

The Ukrainian NGO representatives explained that they co-operate well with regional authorities and regional in-service teacher training institutions, but that the support of the central government is limited to an official approval of the materials by the Ministry of Education. Challenges that they face include attitudes among teachers, who visit the training seminars with great suspicion: they heard comments such as "why is there still another seminar about Jews?" and "for what reason should [we] love Jews?".

During the following discussion the Council of Europe representative pointed out that international organizations should conduct stock-taking meetings together to see what materials exist and to make sure that materials are shared with respective partners in order to avoid duplication. The representatives of FRA and of ODIHR agreed to co-

operate on increased training of teachers at in- and pre-service teacher training institutes.

The discussion turned to the use of the Internet and of new media in education. While some participants warned that the Internet can not replace a skilled educator, others stressed the need to increase media literacy of teachers since educators need to be as competent in this field as their students. Educators must know how to use web-based educational tools. One participant pointed out that unmediated use of technology also has its dangers, particularly for students who often lack skills and knowledge to evaluate what they see on the Internet.

The need for evaluating the use of materials in use was also addressed. The representative of the Danish Institute for International Studies (DIIS), Stine Thuge, presented a project which includes a survey into the use of the Danish version of the ODIHR teaching materials to combat anti-Semitism, how they are being used and which additional needs exist among educators. The second phase of this project will amend the educational tool to reflect results of the survey.

Working groups: direct exchange with educators and students

After lunch the participants separated into three working groups to discuss feedback from educators and secondary school students who have worked with ODIHR's teaching materials to combat anti-Semitism. Teachers and students from Croatia, Denmark and Ukraine were present. The educators elaborated on successes and challenges for teachers who address anti-Semitism and other forms of intolerance in the classroom. The students told the audience about the way they received the materials and how they were affected.

The Ukrainian teacher, Olha Pedan-Slyepukhina, explained that even though anti-Semitism is not discussed in public in her social circles, the problems become visible the moment she starts teaching about the Holocaust: for example the word "Jew" is used as an insult by many of her students or the death of six million Jews is not seen as a devastating catastrophe, since they were "only" Jews. These attitudes cannot be changed in one lesson. Due to a tight curriculum the ODIHR materials can best be used in optional lessons, but not many pupils use them. The Ukrainian student, Anastasiya Desyatova, reported that people in her social circles make little effort to break stereotypes. She reported that the ODIHR materials "really work" since she and her classmates for the first time talked about topics like anti-Semitism, identity, racism, prejudices etc. They also heard for the first time about the Holocaust through these materials. She stressed that students' minds are open; through education one can break stereotypes and insert new ideas. Students often do not realize that they have stereotypes, and why they have them: they adopt views of friends, peers, and parents. She also reported that many students read the materials at home, because they are colorful and are considered to be "cool".

The Danish teacher, Per Odvig, reported that the materials were relevant and important for pupils in Denmark, as they come from diverse backgrounds, and issues such as identity and prejudices are covered by the tools in question. He pointed out that young people are used to working with computers at home and that interactive

material of this kind would be very welcome. Stefan Cobanović, a Danish secondary school student, added that the materials do fight stereotyping, his classmates all opened up and everyone felt addressed by the materials in one way or another. Per Odvig added that students need space to discuss these topics and tough issues need to be raised in a safe environment. If not in the classroom under supervision of an educator, then where else? He also reported that talking about the Middle East conflict is a challenge and that a teacher has to be very careful, since one has to allow legitimate criticism of the state of Israel and has to clarify at the same time that the conflict is to be seen separated from what happened to the Jews in history, and that the conflict does not legitimate anti-Semitism today.

Session 2: Combating anti-Semitism through education - good practices and challenges

The session was introduced by Prof. Andreas Zick from the University of Bielefeld, Germany, who elaborated on anti-Semitic stereotypes and how to overcome them by educational means. He expressed the view that a specific cause, such as feeling threatened by the presence of immigrants, can lead not only to specific prejudice such as xenophobia but also to other prejudices like anti-Semitism. A specific prejudice can lead to discrimination against other groups as well. He explained that his university undertook a Europe-wide survey on anti-Semitism. The survey showed high levels of anti-Semitism. He mentioned the overall high levels for a new expression of anti-Semitism whereby Israel is linked to Nazism, and that anti-Israel sentiments are increasing. Educational answers often lead to subtle anti-Semitism, i.e. the attribution of positive stereotypes to Jews and to Jewish religion.

Prof. Zick sees two possible approaches to combat anti-Semitism by education. One approach is to increase cultural competences and to run awareness-raising programs, Holocaust education activities, and anti-bias education efforts. The other approach he calls “paths of reduction of anti-Semitism”: this approach concentrates more specifically on the change of anti-Semitic attitudes and ideologies. The crucial point of this approach is a category change, i.e. promoting inclusiveness. Students learn by instruction. If the instruction (e.g. to accept Jews) is supported by peers, this has influence on the beliefs of the learner. Prof. Zick suggested that there is experimental evidence that this change of categories approach has an impact on prejudices, even towards other groups. Contact with one group reduces prejudices towards other disrespected groups.

During the following discussion one participant added that the problem of anti-Semitism cannot be combated in isolation but needs to be put into a larger context of racism, discrimination against Muslims and other vulnerable groups. The major part of the discussion dealt with how to engage students, since this is the key to education. While one participant said that expressing prejudices is fun for students (due to group pressure), others pointed out that social psychology can also be made enjoyable. Teachers might need to dig deeper into the question why individual students feel so negative about a particular group. Another participant reported the phenomenon that ethnic Danish students, out of sympathy for their Muslim or Arabic peers, adopt their negative attitudes towards Jews. Prof. Zick replied that the needs that are satisfied through anti-Semitic views need to be first identified and then addressed with

different answers. Exercises like trust building, self-enhancement and understanding can also be fun for students. If people learn to understand why they are devaluing someone else, then their need to devalue can be overcome, and they can reflect how else they could satisfy this need. He added that the sources of anti-Semitism lie in the surroundings of affected students; they adopt it from their families. He further suggested that anti-Semitism can be limited by teaching non-conforming behaviour because anti-Semitism is due to conformist behaviour. The behaviour of a teacher, a family member or another pupil might be adopted where a student is unsure what to think about Jews. This conformist behaviour needs to be challenged. An additional challenge is that the primary education to enforce anti-Semitism does not happen in class but by the media. This is why good monitoring is needed and international co-operation to fight the phenomenon is required.

Session 3: Conclusions

The session was introduced by Mark Weitzman from the Simon Wiesenthal Center, New York. He explained that manifestations of anti-Semitism are not limited to radical groups but can be found in all parts of society, amongst the poorer and disaffected members of society as much as amongst the elites. Anti-Semitic views often provide an explanation of why the world is the way it is, and a tool for those who want to find a useful method for manipulation. He stressed that anti-Semitism can not be stopped without the commitment of governments at national and international level. However, he said, governments could not be expected to do it all themselves. They need support from below as well, and that is where the role of educator can become crucial. He concluded that governments need to know that they have support in the community from people who can recognize the existence and dangers of anti-Semitism. In other words, it must come from people who are educated about anti-Semitism.

IV. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations made during the meeting:

- The adaptation of ODIHR's materials for each country is only a first step. The materials need to be adapted for each classroom individually. An interactive (web) version of these tools would serve this purpose.
- More international exchange for teacher trainers and teachers. These target groups need to experience which methods and approaches work best in classrooms.
- Students from different countries need to be connected with each other. This can happen virtually, e.g. through a web tool to combat anti-Semitism and other forms of intolerance.
- ODIHR's tools to combat anti-Semitism should be used increasingly by authorities and teachers to develop a European identity among students.

- More research on the effect of teaching to combat anti-Semitism and intolerance is needed. An evaluation of which target group is actually reached by ODIHR's efforts is needed. Also the question whether Holocaust teaching has an effect on combating intolerance needs to be better researched.
- Prejudices of teachers and parents need to be addressed increasingly. A systematic approach to fight anti-Semitism and other forms of intolerance needs to be developed on an international level.
- Teachers should be encouraged and motivated to use ODIHR's materials to combat anti-Semitism in classrooms.
- Intergovernmental agencies (CoE, FRA, ITF, ODIHR etc.) should organize more scientific conferences that elaborate the issue of combating intolerance through education.
- More efforts should be made on mainstreaming the issue of combating anti-Semitism in classrooms. The question of how to integrate the topic of anti-Semitism into existing subjects and thus to make it part of everyday teaching needs to be solved.
- Increased co-operation with pre-service teacher training institutions should be sought.

Annex I: Meeting Agenda



Education to Combat anti-Semitism Meeting for Representatives of Ministries of Education

**7 - 8 November 2010
Vienna Conference Centre, Hofburg, Vienna**

AGENDA

Sunday, 7 November

Arrival of participants and experts

16:00 Visit to the Jewish Museum, guided tour focusing on the history of anti-Semitism and anti-Judaism; address: Dorotheergasse 11, 1010 Vienna

19:00 Welcome reception (hosted by ODIHR)
address: Regina Hotel, Rooseveltplatz 15, 1090 Vienna

Monday, 8 November

Venue: Vienna Conference Center (Hofburg), Bibliotheksaal (5th floor)

09:00 **Welcome**

09:00 – 09:10 Welcome words by ODIHR, **Ms Floriane Hohenberg**, Head Tolerance and Non-Discrimination Department

09:10 – 09:20 Opening Address, **Ms Claudia Schmied**, Austrian Minister of Education, Science and Culture

09:20 – 09:30 Opening Address, **Rabbi Andrew Baker**, Personal Representative of the OSCE Chairperson-in-Office on Combating Anti-Semitism

09:30 **Opening Panel: “International co-operation on combating anti-Semitism through education”**

Moderator: **Ms Floriane Hohenberg**, Head Tolerance and Non-Discrimination Department, ODIHR

Representatives of intergovernmental institutions will present their activities and experiences in the field of combating anti-Semitism focusing on educational methods during a podium discussion. They will elaborate on the possibilities of increased co-operation amongst each other in this field and will discuss ways of co-operating with governmental institutions in OSCE participating States. Participants are invited to contribute to the discussion.

Podium discussion with

- **Ambassador Jacob Rosen**, Coordinator of Israel's Chairmanship 2010, Task Force on International Co-operation on Holocaust Education, Remembrance and Research (ITF)
- **Ms Linda King**, Chief of the Section for the Promotion of Rights and Values in Education, UNESCO
- **Ms Carole Reich**, Antidiscrimination Campaign Coordinator, Council of Europe
- **Ms Eva Sobotka**, Networking and Human Rights Coordinator, EU Agency for Fundamental Rights

Discussion: Questions and comments from the participants

10:30 – 10:50 Coffee break

10:50 **Session 1: ODIHR education project to combat anti-Semitism**

Moderator: **Mr Norbert Hinterleitner**, Adviser on Anti-Semitism Issues, ODIHR

During Session 1, ODIHR and its project partners will present ODIHR's education project to combat anti-Semitism, which currently includes activities in 14 OSCE participating States. Experts, who are either involved in the development of customized country versions of relevant educational material or carrying out specific training seminars for educators in the project, will actively participate in the discussions. In smaller working groups, experts, teachers and secondary school students who have worked with the ODIHR teaching materials to combat anti-Semitism in different countries will present their experiences with these tools and will be ready to answer questions of participants.

10:50 – 11:50 Presentation of the ODIHR teaching materials to combat anti-Semitism

Presentation of a film clip (5 minutes)

Speaker: **Ms Karen Polak**, Anne Frank House

Questions and answers, discussion with experts, educators and students.

11:50 – 12:30 Presentations of good practices from three countries:

Austria: Ms Maria Ecker, *Erinnern.at*

Poland: Ms Stefania Wilkiel, Ministry of National Education

Ukraine: Mr Vitalii Bobrov, Ukrainian Center for Holocaust Studies
and

Mr Oleksandr Voitenko, All Ukrainian Association of
teachers of History and Civics "Nova Doba"

Questions and answers

Lunch: 12:30 - 13:30 (hosted by ODIHR)

13:30 – 14:10 Split up in three parallel working groups:

Feedback of youth, Feedback of teachers, Challenges

Moderators:

Working group 1: Mr Werner Dreier, *Erinnern.at* – *Room 207*

Working group 2: Ms Isabel Enzenbach, Center for Research on
Antisemitism, Technical University Berlin -
Bibliotheksaal

Working group 3: Ms Karen Polak, Anne Frank House – *Room 525*

14:10 **Session 2: Combating anti-Semitism through education - good practices and challenges**

Moderator: **Ms Kathrin Meyer**, Executive Secretary of the Task Force for International Cooperation on Holocaust Education, Remembrance and Research (ITF)

Session 2 will be devoted to sharing good practices in different OSCE participating States. Participants in the meeting are expected to share good practices and to exchange ideas and strategies to combat anti-Semitism through education in their countries. Challenges that are faced should be elaborated and suggestions for solutions may be discussed jointly.

14:10 – 15:05 Plenary Discussion: Combating anti-Semitism through education – good practices and challenges

Introducer: **Prof. Andreas Zick**, University of Bielefeld

15:05 – 15:25 coffee break

15:25 Session 3: Conclusions

Moderator: **Ms Floriane Hohenberg**, Head Tolerance and Non-Discrimination Department, ODIHR

In Session 3 the participants will draw conclusions from the discussions during the previous sessions and will discuss possibilities for increased co-operation amongst each other, with relevant educational institutions in their countries and with intergovernmental agencies, such as the Council of Europe, FRA, the ITF, ODIHR, UNESCO and the UN.

15:25 – 16:15 Plenary Discussion: Future co-operation

Introducer: **Mr Mark Weitzman**, Director of Government Affairs, Simon Wiesenthal Center

16.15 – 16:30 Closing: **Ms Floriane Hohenberg**, Head Tolerance and Non-Discrimination Department, ODIHR

16.30 End of the meeting

Annex II: List of Participants



Education to Combat anti-Semitism Meeting for Representatives of Ministries of Education

**7 - 8 November 2010
Vienna Conference Centre, Hofburg, Vienna**

LIST OF PARTICIPANTS

Version 7/11/2010

Government Officials

Schmied	Claudia	Austria	Federal Ministry for Education, the Arts and Culture	Minister
Huber	Hanspeter	Austria	Federal Ministry for Education, the Arts and Culture	Chef de Cabinet and Secretary General
Baier	Thomas Michael	Austria	Federal Ministry for European and International Affairs	Director, Multilateral International Law Issues
Maschke	Martina	Austria	Federal Ministry for Education, the Arts and Culture	Head of Department for international bilateral Affairs - Education
Wirtitsch	Manfred	Austria	Federal Ministry for Education, the Arts and Culture	Head of Department for Citizenship Education
Kordik	Egon	Austria	Federal Ministry for Education, the Arts and Culture	Desk officer for school partnerships, Bureau member in the Education Committee of the Council of Europe
Lang	Meena	Austria	Federal Ministry for Education, the Arts and Culture	Europe for Citizens Point Austria
Nöbauer	Reinhard	Austria	Federal Ministry for Education, the Arts and Culture	Expert
Geneviève	Renaux	Belgium	Permanent Representation of Belgium to the OSCE	Ambassador
Hendrik	Roggen	Belgium	Permanent Representation of Belgium to the OSCE	1st Secretary
Frederic	Van Kerrebroeck	Belgium	Permanent Representation of Belgium to the OSCE	Trainee
Fehrmann	Tina	Denmark	Ministry of Education	Special Adviser
Lepasaar	Siiri	Estonia	Estonian Ministry of Education and Research	Chief Expert
Kaihari-Salminen	Kristina	Finland	Finnish National Board of Education	Councillor of Education
Lenk	Thomas	Germany	Permanent Mission of Germany to the OSCE	Counsellor
Sofianopoulos	Cristos	Greece	Permanent Mission of Greece to the OSCE	Counsellor
Shir-On	Aviv	Israel	Permanent Mission of Israel to the International Organizations	Chief of Mission
Savion-Waidergorn	Irit	Israel	Permanent Mission of Israel to the International Organizations	Deputy Chief of Mission
Werler	Marina	Israel	Permanent Mission of Israel to the International Organizations	Senior Political Assistant
Saleniece	Dace	Latvia	Ministry of Education and Science Republic of Latvia	Expert in Holocaust education
Britz	Joseph	Luxembourg	Ministry of Education	Professeur-attaché, Head

Radosevic-Marovic	Blanka	Montenegro	Ministry for Human and Minority Rights	Deputy Minister
Wilkiel	Stefania	Poland	Ministry of National Education	Counsellor to the Minister
Kleimenova	Tatiana	Russian Federation	Permanent Mission of the Russian Federation to the OSCE	Third Secretary
Tomková	Eva	Slovakia	Ministry of Education of the Slovak Republic	Counsellor General
Lalinde	Jorge	Spain	Ministry of Education	Technical Advisor
Wicht	Bernard	Switzerland	Swiss Conference of Cantonal Ministers of Education	Chef de l'Unité de coordination Culture & société, Organisations internationales
Acikoz	Haci Mustafa	Turkey	Ministry of National Education of Turkey	Member of National Board of Education, Board of National Education

Civil Society Experts

Dreier	Werner	Austria	Erinnern.at	Director
Ecker	Maria	Austria	Erinnern.at	Employee
Uhl	Heidemarie	Austria	Austrian Academy of Sciences	Historian
Dijanic	Dijana	Croatia	Agricultural high school Zagreb Croatia	Teacher
Miletić	Loranda	Croatia	Education and Teacher Training Agency, Croatia	Senior Adviser for History Education
Recec	Josip	Croatia	Agricultural high school Zagreb Croatia	Student
Cobanovic	Stefan	Denmark	Nordvestskolen Helsingør	Student
Odivg	Per	Denmark	Nordvestskolen Helsingør	Teacher
Thuge	Stine	Denmark	The Danish Institute for International Studies (DIIS)	Head of Section, Education & Information
Enzenbach	Isabel	Germany	Center for Research on Antisemitism, Technical University Berlin	Scientific Staff
Zick	Andreas	Germany	University of Bielefeld	Chair of Socialisation and Conflict Research, Institute for Interdisciplinary Research on Conflict and Violence
Kovacs	Monika	Hungary	Eotvos Lorand University	Associate Professor
Puisyte	Ruta	Lithuania	Vilnius Yiddish Institute	Assistant Director
Polak	Karen	Netherlands	Anne Frank House	Project Manager International Department Anne Frank House
Sukhova	Olga	Russian Federation	The Library for Foreign Literature, Legal Resource Center	Director, Legal Resource Center
Bobrov	Vitalii	Ukraine	Ukrainian Center for Holocaust Studies	Project Coordinator

Desyatova	Anastasiya	Ukraine	Taras Shevchenko National University of Kyiv, Foreign Languages Department	Student
Pedan-Slyepukhina	Olha	Ukraine	Lviv Secondary school #65	High school teacher for history and civics
Voitenko	Oleksandr	Ukraine	All Ukrainian Association of teachers of History and Civics "Nova Doba"	Coordinator of projects, Trainer
Weitzman	Mark	USA	Simon Wiesenthal Center	Director of Government Affairs

Intergovernmental Agencies

Rosen	Jacob		Task Force for International Cooperation on Holocaust Education, Remembrance and Research (ITF)	Coordinator, Israel's Chairmanship 2010, International Holocaust Task Force
Meyer	Kathrin		Task Force for International Cooperation on Holocaust Education, Remembrance and Research (ITF)	ITF Executive Secretary
Reich	Carole		Council of Europe	Project Manager "Remembrance of the Holocaust", Coordinator of the Anti-discrimination Campaign
Sobotka	Eva		European Union Agency for Fundamental Rights	Human Rights and Networking Coordinator

OSCE

Baker	Andrew		OSCE	Personal Representative of the OSCE Chairperson-in-Office on Combating Anti-Semitism
Moncure	Rachel		OSCE Parliamentary Assembly	Research Fellow
Stasiv	Juliya		OSCE Parliamentary Assembly	Research Fellow
Hohenberg	Floriane		ODIHR	Head of Tolerance and Non-Discrimination Department
Hinterleitner	Norbert		ODIHR	Adviser on Anti-Semitism Issues
Rogers	Ellen Rose		ODIHR	Associate Hate Crime Officer
Walczak	Bozena		ODIHR	Administrative Assistant