



EIHR TEACHER TRAINING IN THE HOLOCAUST AND GENOCIDE EDUCATION

KIGALI GENOCIDE MEMORIAL, 17-20 JANUARY 2020

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I.BACKGROUND OF THE TRAINING

The Educators Institute for Human Rights (www.eihr.org) has worked with Aegis Trust, Rwanda (www.aegistrust.org) training teachers since 2011. Most trainings took place at the Kigali Genocide Memorial on an annual basis. These trainings are organized in the context of EIHR efforts support teachers' understanding of the history of mass atrocities, including the Holocaust, such that they can draw important lessons of tolerance, justice, and respect for human rights in order to apply them in their day-to-day lives.

From 2011-2015, EIHR-led trainings attracted over 120 teachers, mostly teaching subjects of History and Social Sciences. After the 2015 Conference on the International Holocaust Education (CIHE) in Washington, DC, jointly organized by UNESCO and the United States Holocaust Memorial Museum (USHMM), the Rwanda Country team, comprised of representatives from Aegis Trust, Rwanda, the National Commission for the Fight Against Genocide (CNLG), and EIHR, committed to implementing an education project aimed at elevating understanding of Holocaust and Genocide Education. For that reason, across 2016, EIHR championed a series of teacher trainings in the eastern, southern, and western parts of Rwanda to 148 teachers from both primary and secondary divisions.

From 6-7 October 2017, another training happened and most of participants were carefully selected out of 148 participants. In this training, 64% of participants said the time allocated to the training was not enough and this is the main reason this next year training will take three days. In this three-day training, 17-20 January 2020, 30 participants representing each district will be carefully selected based on the requirements outlined below. EIHR thinks this is a good start to also build a cohort of well-trained teachers in the Holocaust that can assist their colleagues whenever needed in their respective districts. In addition, it is also one of the most cost-effective ways of disseminating Genocide and Holocaust knowledge. Participants will be specifically tasked to organize some activities on the occasion of the International Holocaust Remembrance Day happening on 27 January 2019

II.PARTICIPANTS' REQUIREMENTS

II.I. Requirements for participation

- Basic background information in the Holocaust and genocide education.
- Fluency in English and Kinyarwanda
- Being teacher of any of the following subjects: Social Studies, History, Languages
- Prior discussion and agreement with school administration about cascading plan of the training content to colleagues.
- Willingness to allow EIHR and its partners use participants' thoughts, photos in the different communication outlets to promote Holocaust Education work and initiatives.

III. OBJECTIVES

The objectives and agenda of the training content were set in the context of taking care into participants' observations of the last training .In 2017,41% of the last trained teachers suggested to learn more topics on the Holocaust and for that reason ,most of the January training topics will cover the Holocaust.18 % suggested to have additional knowledge on the antisemitism whereas another 18 % said to have more understanding of the Nazi persecution and murder of Jews during the WW II; these topics were also included in the training content.

By the end of this three -day training, participants will be able to:

III.I. Discuss the process leading to the “Final Solution”

In order to understand why and how the Final Solution was possible, participants will need to briefly understand the Judaism and the essence of antisemitism from early years. They will learn how Jews were humiliated at every turn and eventually excluded from the German society. While using multimedia resources, participants will also need to go through series of enacted laws that forbid Jews. At this juncture, they will discover that Nazis also persecuted other groups whom they considered “unfit to live “or “inferior”. Under this objective, participants will also look at

how Jewish ghettos and concentration camps looked like, why they were established and also locate them on the map. In addition, participants will learn how Jews were systematically annihilated through Euthanasia programme, death marches, etc. They will also look at the Holocaust memoirs that include the Diary of Anne Frank and see how they can use Holocaust memoirs for other pedagogical purposes like fostering the culture of reading and writing.

III.2. Develop a comparative understanding based on key facts drawn from the Holocaust and the 1994 Genocide against the Tutsi

In most cases it is hard to compare these two sensitive historical facts because of the different nature, context, and background. However, there are some areas of similarities in both sides that are worthy to be compared. This comparison will be guided by the eight stages of the genocidal process; going through each stage, participants will be able to cite themselves facts and examples both from the Holocaust and genocide. In addition, they will also discuss how people risked their lives during the Holocaust in order to save others. It is expected that these inspirational examples both from the Holocaust and the genocide will allow them to realize that amidst crisis, people responded to the call of their conscience and decided what the best is. These examples will help teachers to encourage the same heroism among their students.

III.3. Develop action plans for properly teaching the Holocaust to their students as well as sharing the training content with their colleagues

Participants themselves will design their own plan and communicate their most important targets and how to report on them to better teach some of the topics revolving around the commemoration event. The reference of the Holocaust online resources will be of a paramount importance to prepare set of these activities. In addition, they will also come up with follow-up mechanism of disseminating Holocaust knowledge among different colleagues and school communities. They will also develop a plan of how to talk about the Holocaust on the occasion of 27th January 2019, the Holocaust Remembrance Day

IV. TRAINING PROGRESS



Kate English in action: session of positive peace

IV.1. Introduction to the Kigali Genocide Memorial-KGM guide

Participants had a guided tour inside the Kigali Genocide Memorial. They had questions to focus on while the tour was going on in order to get prepared for the following session regarding the genocide timeline. After this, they should be able to grab their notes and had them compared with exercise against questions that were set before. They were able to build their own timeline. Inside the museum tour, different questions were being asked and the guide provided very convincing answers. After this tour, they laid wreath on the mass grave.

IV.2. Prewar Jewish life-Aimable Mpayimana, EIHR

The session was run using a combination of multimedia resources to allow participants have a good basic understanding of how Jewish life looked like before the Holocaust. Using pictures depicting different ways of life, they were able to discover themselves that Jewish life before the war was really diverse. The map of Europe was also used to show participants how Jewish people were spread in the different parts of Europe statistically. They were also able to build background information regarding how that minority of European population which never went beyond 2% was exterminated.

IV.3. Holocaust education guidelines -Kate English, EIHR

The session on the guidelines of the Holocaust was used to explain the complexity of the Holocaust, content, and the context, as well as. Here are the guidelines learnt: Do not teach or imply that the Holocaust was inevitable. Avoid simple answers to complex questions. Strive for precision of language. Strive for balance in establishing whose perspective informs your study of the Holocaust. Do not romanticize history. Contextualize the history you are teaching. Translate statistics into people, make responsible methodological choices. These guidelines were very useful because as training was advancing participants were connecting these guidelines with all session content on the Holocaust.

IV.4. Holocaust memoirs: The Diary of Anne Frank-Aimable Mpayimana, EIHR

Anne Frank is the most famous Jewish victim because of the diary she wrote while being in the secret annex; using a wide range of resources to cover this session, participants answered one of the most important questions: What is the essence of teaching about the diary of Anne Frank? The focus here was all about reading and writing with Anne Frank and the session was meant to enable participants understand that the story of Anne Frank can be taught or used just for other additional pedagogical purposes that include but not limited instilling culture of reading and

writing. It is important to highlight that session was run comparing the chronology of Anne Frank life and Holocaust.

IV.5. Tour of Ntarama museum in Bugesera-Ntarama docent

Ntarama is located in Bugesera district, southeast of Rwanda and the place is widely known for unspeakable killings that engulfed Tutsi during the 1994 genocide against the Tutsi. The museum is a former catholic church and this tour allowed participants to think critically their role to prevent genocide ideology that led to that massive killings of innocent people. After this trip, teachers had very enriching discussion on how to put combine synergies to fight against genocide ideology.

IV.6 The roots of anti-Semitism-Aimable Mpayimana, EIHR

Antisemitism and its different forms of manifestation were explained and discussed using all available resources that include videos, texts to be read as well as different forms of discussion and group work. The background started with the antiquity, Christian time, Middle Ages, Enlightenment. In addition, other different forms of antisemitism and current research were highlighted. The role of teachers again to combat antisemitism and any kind of prejudices was discussed and in these days of social media and easy access to information whether verified or not. Teachers committed themselves to helping their students have access to correct and reliable information and this is one the most important aspect to fight against antisemitism. It is also important to highlight the session was another good prelude to the next one of the totality of the Holocaust.

IV.7. The totality of the Holocaust –Ephraim Kaye, Yad Vashem

The session was led by Ephraim Kaye from the International school for Educators at Yad Vashem. In this session he explained the personal responsibility and choice referring to Nuremberg Laws. He fully discussed central questions like who gave the order to kill the Jews? When was this order

given? How did it develop? Who were the mass murders? He briefly explained how additionally Poles, Russian POWs, homosexuals, and Jehovah's witnesses.

IV.8. Rescue in the 1994 Genocide against the Tutsi-Damas Gisimba

During the 1994 genocide against the Tutsi, some people were courageous enough and decided to respond to the call of their conscience doing what was really right. They risked their lives saving Tutsi. Interaction with Damas Gisimba at Kigali Genocide Memorial was another good challenge to what type of behavior and attitudes teachers should be instilling in their students to help them make proper choices amidst crises. In this orphanage where many people especially children were rescued, it is nowadays a special place for after-school program to underprivileged children, mainly its former residents, from homes in the neighborhood.

IV.9. Stanton's Stages of Genocide: The Holocaust and the 1994 Genocide against the Tutsi-Nepo Ndahimana, Aegis Trust

The session was meant to help participants understand that genocide is an incremental process that necessitates an involvement and collaboration of government and its institutions in order to happen. Using interactive techniques participants identified similarities and differences drawn from the two contexts: the 1994 genocide against the Tutsi and the Holocaust.

IV.10. Positive peace-Kate English

The session was very useful to better explore the Global Peace Index and worldwide presence of the Institute for Economics and Peace. The background of the institute as well as its Global Peace Index indicators were fully discussed. The contrast between positive and negative peace was also discussed. After understanding this, pillars for positive peace were fully discussed. Important last changes in peace and development between 2005-2017 were also explored; Overall, the session was another good opportunity to remind participants that they should play an active role to preserve peace culture and their role is always of paramount.

IV.11. Events in the Balkans, 1990-1995-Alma Zero

Alma Zero, EIHR staff based in Sarajevo had an instructive video conference with all participants to allow them to understand the Bosnian war from the survivor's perspective. They had some time to ask few questions and the session was also another good start to do their own research in order to understand in depth the Bosnia history.

IV.12. Understanding the impact of EIHR through the creation of PEACEDU-Albert Rutikanga

Peace Education Initiative started immediately after EIHR work here in Rwanda. Interacting with participants on this session was in one way or another aimed to stimulate their attention and interest in order to join this organization. Using testimony of one of Peacedu-supported club members, participants were able to understand the Peacedu work in the context of unity and reconciliation and the role of students' clubs from different schools.

IV.13. Online resources for Holocaust Education-Hon Ambassador of Israel

The session was led by Israeli Ambassador Ron Adam and the purpose was all about allowing participants have a great sense of how to navigate online resources in order to only teach themselves but also have access to the most trustworthy resources while tackling this sensitive topic. One of the most important online resources used is the website of Yad Vashem which does present a wide range of information that teachers use all the time to teach about the Holocaust. Main sections of the website were navigated, and the session undoubtedly helped to better teach this sensitive topic with enough resources and materials.

4. The National Commission for the fight against Genocide is national, independent, and permanent institution with mandate to prevent and fight against genocide, its ideology and overcoming its consequences.

<https://twitter.com/rwandaremembers/status/1219130542421159937?s=12>

5. HE Dr Thomas Kurz, the German Ambassador to Rwanda since 2019

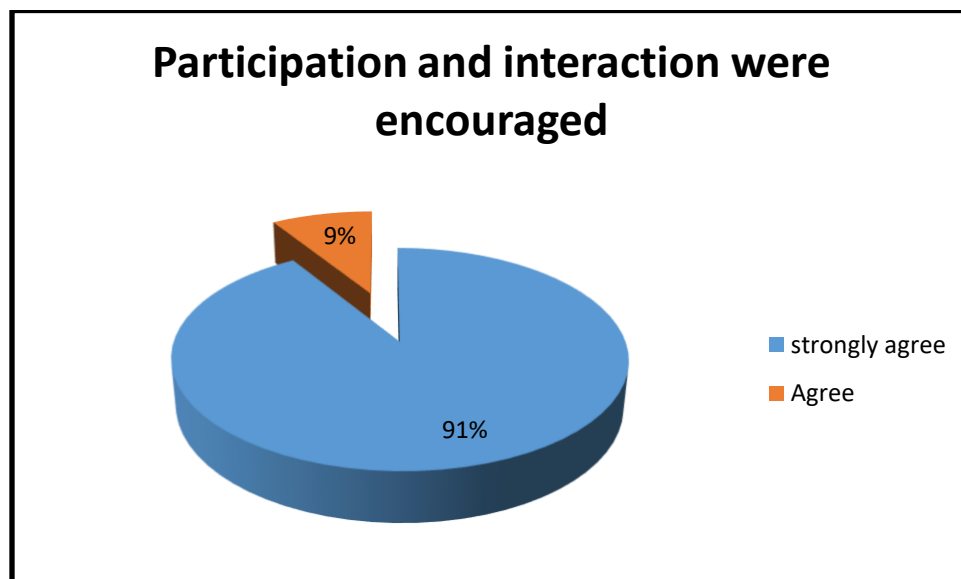
<https://twitter.com/GermanyInRwanda/status/1219298900110139392>

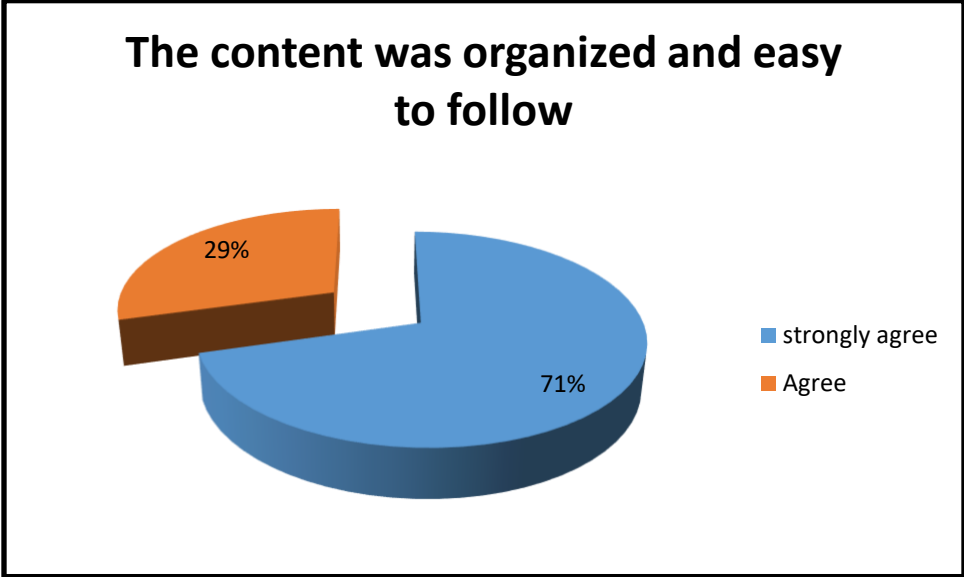
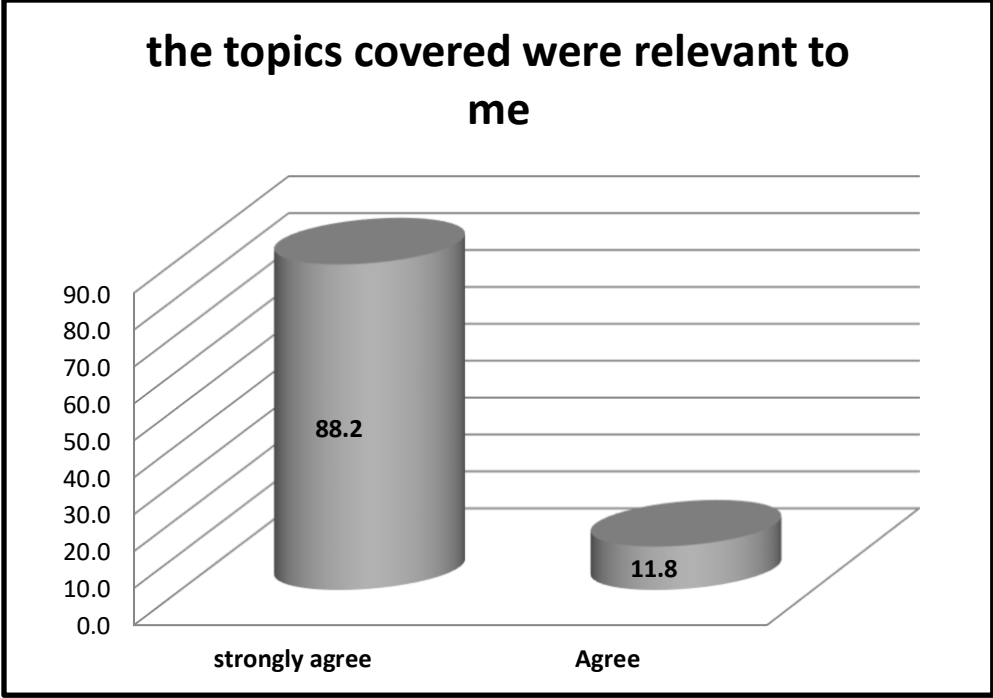
6. HE Dr Ron Adam, Ambassador of the State of Israel to Rwanda

<https://twitter.com/AmbRonAdam/status/1218959422657003521>

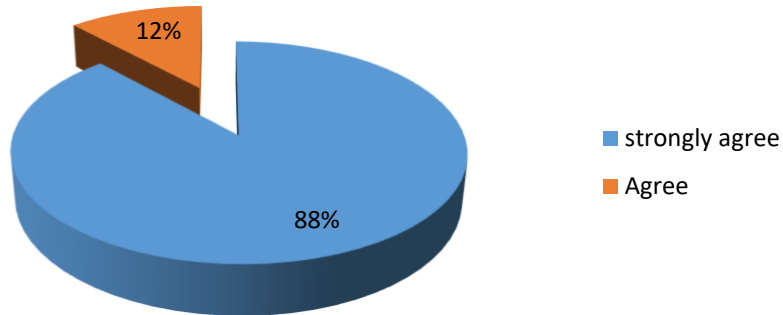
VI. PARTICIPANTS' EVALUATION THOUGHTS

Nb: Total respondents were 34

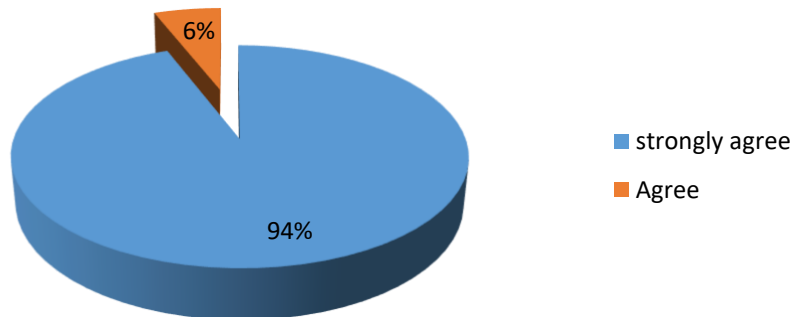




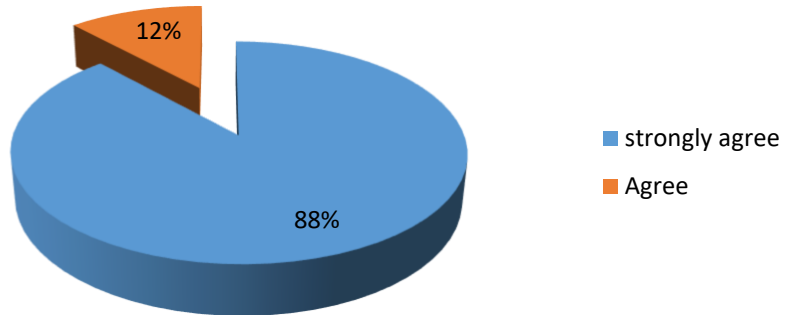
The materials distributed were helpful



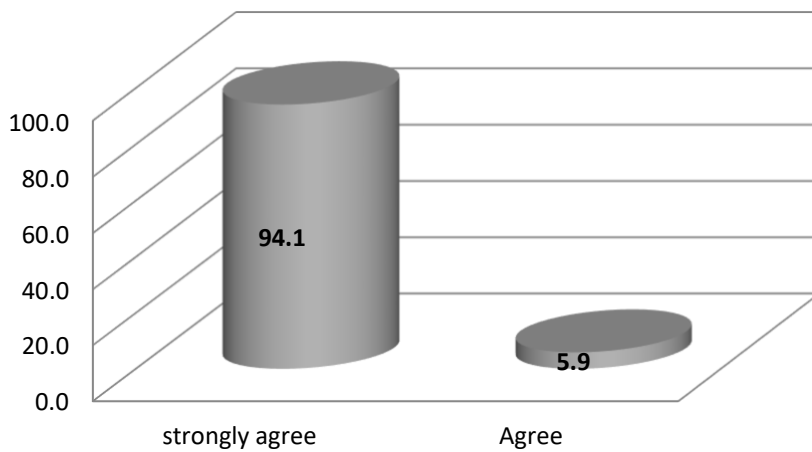
This training experience will be useful in my work



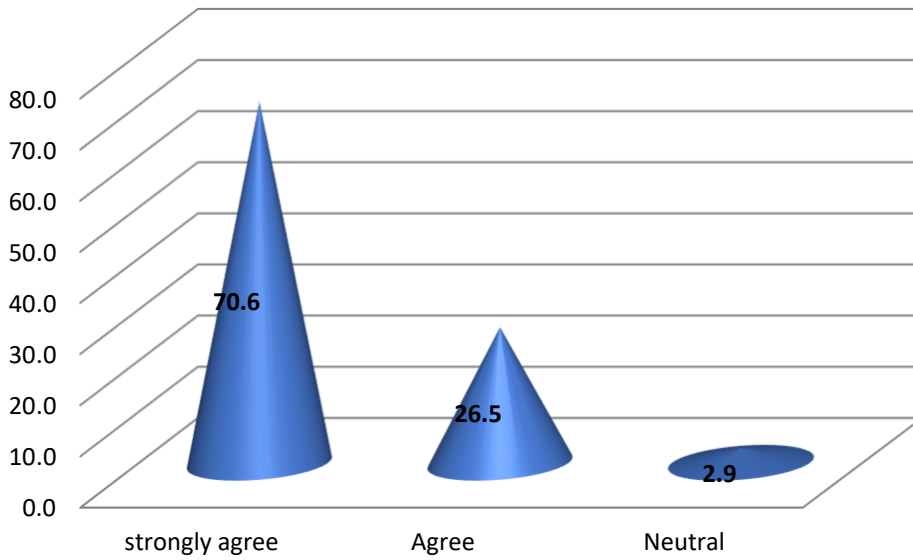
Trainers were knowledgeable about the training topics



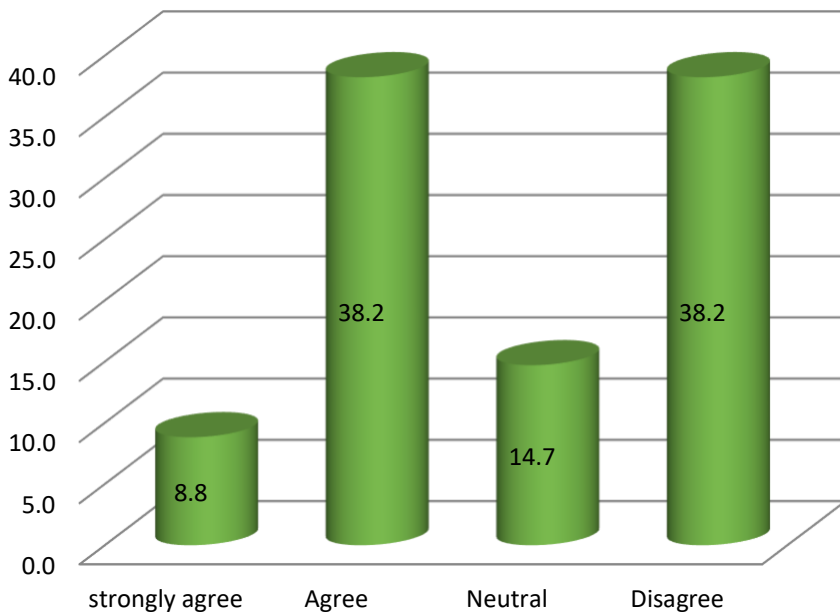
Trainers were well prepared



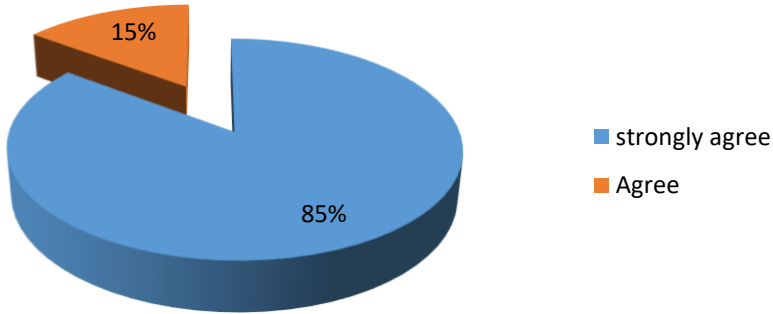
The training objectives were met



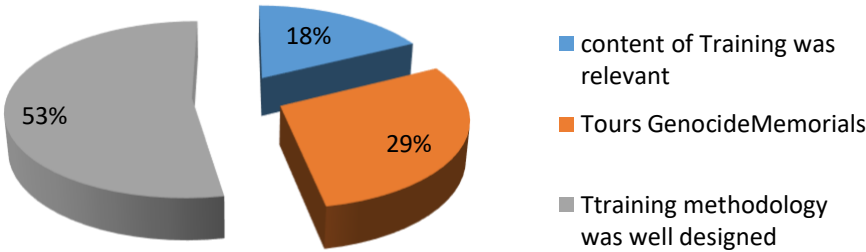
The time allotted for the training was sufficient



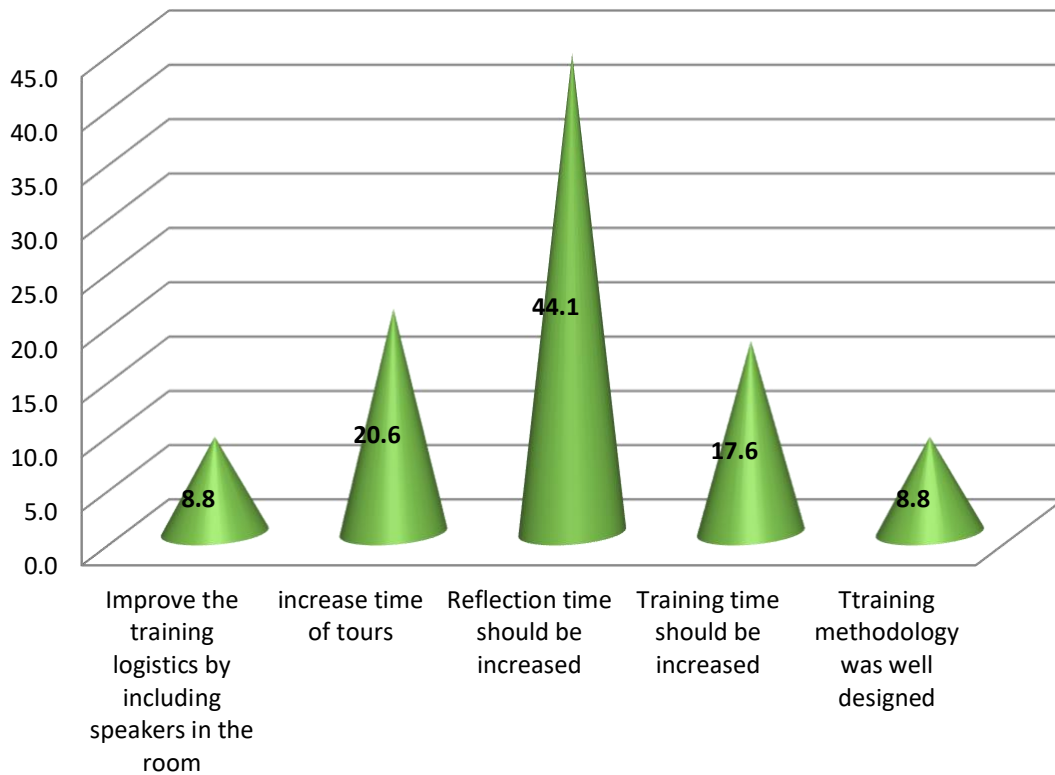
**The meeting room and facilities were
adequate and comfortable**



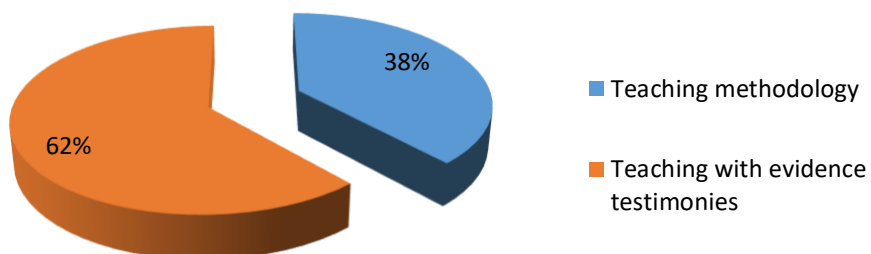
**what did you like most about this
training?**



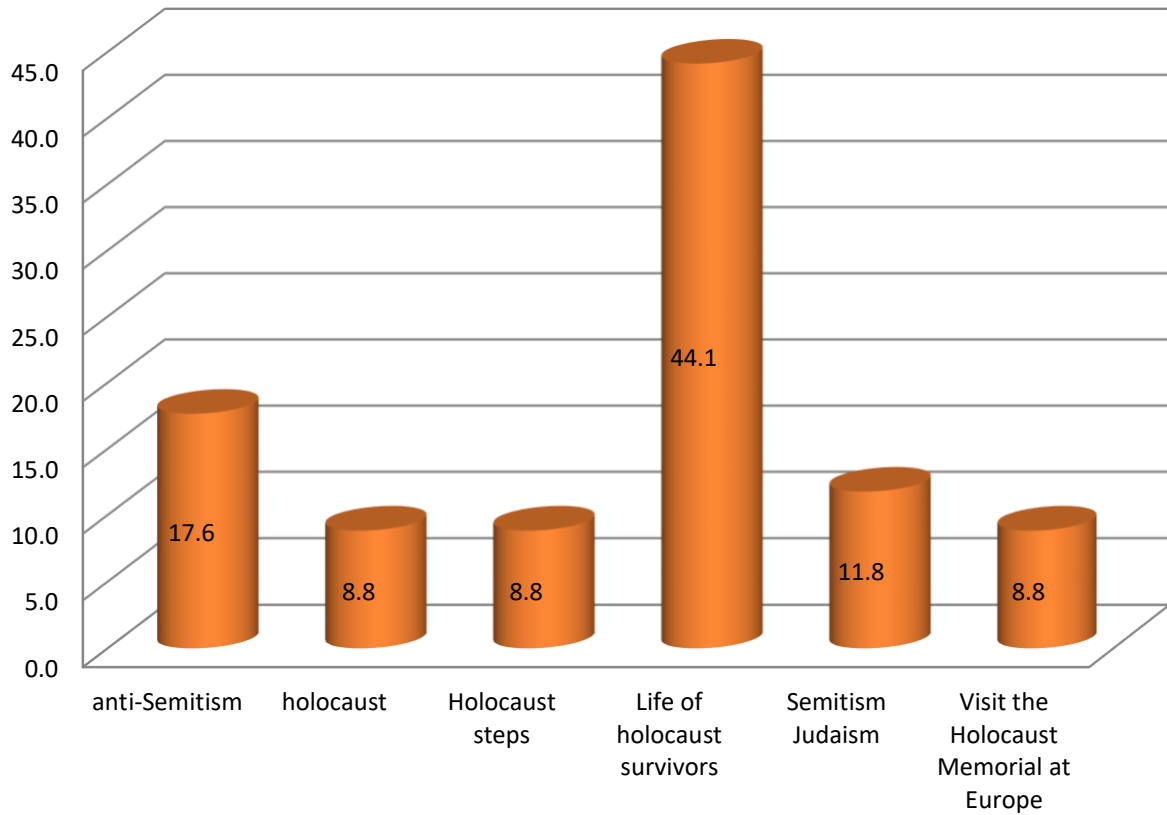
What aspects of the training could be improved



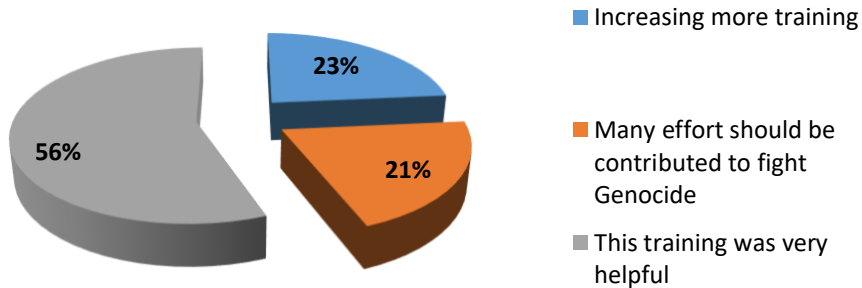
How do you hope to change your practice as a result of this training



What additional Holocaust topics would you like to learn more in the future



Please share ather comments or expand on previous responses here,if any



VII.POST TRAINING ACTIVITIES



Freddy Mutanguha (in the middle) the Aegis Trust Executive Director

VII.1. High level meetings

After training, more meetings with diplomats and Government officials, heads of NGOs happened in order to raise EIHR work awareness and quality of work that we have been doing in order to gather their support and future involvement. Several meetings happened with HE Ron Adam, Ambassador of the State of Israel to Rwanda, Dr Thomas Kurz, German Ambassador to Rwanda, Jean Damascene Gasanabo, Director of Research for CNLG, Anne Hoglund, Head of Mission of Swedish Embassy to Rwanda, Jeremy Jewett, Acting Public Affairs Officer, U.S. Embassy Kigali, Rwanda

VII.2. Teachers' commitments around the International Holocaust Remembrance Day, 27 Jan 2020

Teachers volunteered to speak about the Holocaust and the International Holocaust Remembrance Day. Here are some of examples.

1. Albertine Uwingeneye from Gakenke district. On 27 January teachers from Nemba High School paused for one minute in the remembrance of the victims of the Holocaust. Albertine gave talk on the Holocaust in front of the students' assembly and all staff, as well.
2. Nicolas Ngwijuruvugo, 0782380069 from GS Nyanza negotiated timetable with school administration in order to talk about the Holocaust. He went further insisting that school community should think about Jews and how they perished in the Holocaust such that what happened never happen again.
3. Valentine Uwizeyimana from GS Kirambo Protestant, 078880100 tried to draw similarities between the Holocaust and the 1994 genocide against the Tutsi. Students were asking a lot of questions connecting the Holocaust with the 1994 genocide against the Tutsi. Students were really curious through their different questions they were asking. Most importantly, students committed themselves to doing whatever they can to build a safer society free from prejudices, hatred, and genocide ideology.
4. Dieudonne Nsengimana from GS Gikongoro, 0725311260. Her history students went through basic knowledge of the Holocaust and also took one minute for remembrance. It is important to highlight that different tools depicting pre-war Jewish life were used. Additionally, more materials were downloaded from the Yad Vashem website. Children saw different video and photos depicting the horrors that Jewish people went through during the Holocaust. Children really wanted to have more knowledge about genocidal

processes while comparing the 1994 genocide against the Tutsi and the Holocaust, as well. After this, they committed themselves to becoming real agents of peace.

VIII.CONCLUSION

The January training reaffirmed another EIHR commitment to professionally support educators understand much deeper about the history of mass atrocities that include Holocaust and genocide such that they can themselves take commitments that allow “never again” flourish; this is part of EIHR mission statement. Throughout this training, all participants’ thoughts, and discussion confirmed why imperative and meaningful these trainings should happen on the regular basis. For that reason, different organizations in the different capacities should combine their synergies to support EIHR endeavor to reach not only many educators in Rwanda but also the public, as it has been revealed that education about Holocaust and genocide education should be treated as crosscutting issues.