



D3.2 E-Learning and digital Training of Teachers

BOND

Building tOlerance, uNderstanding and Dialogue across communities



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BOND



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Abbreviations

COVID 19 – Corona Virus Disease 19

E-Learning – Electronic Learning

GA – Grant Agreement

KPI – Key Performance Indicators

WP3 – Work Package 3

Executive Summary

Deliverable 3.2 E-Learning and digital Training of teachers is developed in accordance with the description of activities under Grant Agreement No 101084724 'BOND - Building tolerance, understanding and dialogue across communities. The deliverable outlines a **comprehensive strategy to promote sustainable education on Jewish history, the Shoah and contemporary antisemitism** which is being delivered as part of **T3.2 Training of Teachers** – which aims to reach a large number of students and ensure long-term impact through widespread dissemination of the educational materials.

The task involves **delivering a high quality curriculum and training materials to high school teachers and youth educators across Romania, Hungary, Italy and Poland**. At least 20 teachers from each country are being trained to address stereotypes, prejudices and manifestations of antisemitism effectively. The training will leverage existing networks and local authorities to reach educators who, in turn, will impact students.

Gender mainstreaming was considered in participant selection, and the project aims to **benefit at least 3.600 to 4.800 students during its tenure**. Safety protocols, including COVID-19 measures, were taken into account, and parental consent was obtained for any activities involving minors. Partner team members provide guidance and support for the teachers, assisting with curriculum implementation, and evaluating the program's effectiveness. The initiative encourages teachers to share the materials widely, aiming for long-term impact and broad outreach across Europe.

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1 Introduction

Deliverable 3.2 - E-Learning and Digital Training of Teachers outlines the results of **Task 3.2, which focuses on the training of teachers**. This task is an integral component of **Work Package 3 – Youth Education, Empowerment, and Exchange**. Whereas the preceding task (T3.1) focused on the development of curricula and training materials, T3.2 is focusing on the delivery and implementation of these resources to high school teachers and youth educators across Romania, Hungary, Italy and Poland. This phase aims to directly engage at least 80 teachers across the region, providing them with the necessary tools to effectively teach about Jewish history, the Shoah and contemporary antisemitism in their countries and in Europe more widely, as well as to effectively address stereotypes and intolerance through education.

In general, the work package aims to achieve the following objectives:

- **Develop and disseminate an educational curriculum:** To create and distribute a high quality, testimonial-based curriculum for high school students that teachers and educators in various countries can widely adopt.
- **Train and educate youth:** To educate and raise awareness among young people on the history, culture, and legacy of Jewish communities in Europe, enhancing their ability to challenge antisemitic stereotypes, misinformation, and prejudices.
- **Equip educators and connect changemakers:** To provide educators with the necessary tools to effectively teach about Jewish history, the Shoah, and contemporary antisemitism, and to establish a network of young multipliers who will further share with their peers what they learned about the Shoah and its current-day implications in their communities.

The **e-learning and digital training activities are primarily aimed at teachers, educators, and youth workers** who will utilize the testimonial-based educational materials on the IWitness platform to enhance their teaching methods. This material has been rigorously tested and refined based on feedback from these direct target groups. Additionally, High School students will, in the coming years, benefit from the educators' access to new educational tools and materials.

The **curriculum is designed to supplement existing materials with additional information** and practical tools that develop essential skills such as understanding, critical thinking, and empathy, which are vital for recognizing and countering antisemitism, as well as all other forms of hatred, discrimination and intolerance. Intended for a wide array of educational multipliers, including museum educators and librarians, the curriculum supports the development of skills and competences beyond content knowledge. It was foundational for teacher training in Hungary, Poland, Italy, and Romania in spring 2024 and is also suitable for independent use by teachers.

1.1.1.1 Key Performance Indicators: Expanding Holocaust Education Across Europe

The curriculum's delivery is structured to ensure sustainable action, delivering training for at least 80 teachers across the implementing countries, focusing on Jewish history and culture, the Shoah, and contemporary antisemitism. The initiative aims to reach educators through established networks and partnerships, with the expectation of benefiting at least 3600 to 4800 students during the project's duration and even more post-completion. Gender mainstreaming was considered in participant selection, and in the materials that were developed. The project teams from the partner organizations will continue to offer support for the teachers as they use the materials in their classrooms and other educational contexts, ensuring long-term impact and extensive outreach across Europe.

2 Platform integration

The strategic coordination of educational curricula and training materials across various platforms and networks ensures the **effective dissemination of knowledge on Jewish history, culture and antisemitism**. By leveraging existing networks of educators, and disseminating the materials towards relevant local authorities in the implementing countries, the **initiative aims to reach a broad audience of teachers and, through them, students**. This integrated approach facilitates the widespread adoption and sustainable impact of the curriculum and e-learning materials.

The platform integration for iWitness and firstlinepractitioners within this task ensures that the e-learning materials will be easily accessible and freely available for teachers, educators and youth workers addressing these and related topics, in the implementing countries, across Europe and more widely. Integrating the these materials on existing, commonly used educational platforms boost visibility and disseminating, so that teachers and educators anywhere can access and apply the materials in their educational contexts from wherever and whenever they are needed. By leveraging existing networks of educators and local authorities to deliver educational curricula and training materials on Jewish history, culture, and antisemitism to high school teachers and youth educators in Romania, Hungary, Italy, and Poland, the BOND project ensures their widespread dissemination and long-term impact.

2.1 iWitness

The iWitness platform is a **comprehensive educational resource designed to equip educators with the necessary pedagogical tools and methods to effectively teach about the Shoah and contemporary antisemitism**. It offers testimonial-based materials tailored for high school students, which have been adopted and localized by teachers and educators across various countries. Additionally, these materials are versatile enough to be utilized during student exchange programs, facilitating a broader and more impactful educational experience.

Students will be engaged with **first-person stories from survivors and witnesses of genocide**. The aim is to foster empathy, understanding, and respect among students while enhancing their learning across various subjects. iWitness offers **multimedia-learning activities that are accessible on various devices** connected to the Internet, including Macs, PCs, iPads, and tablets.

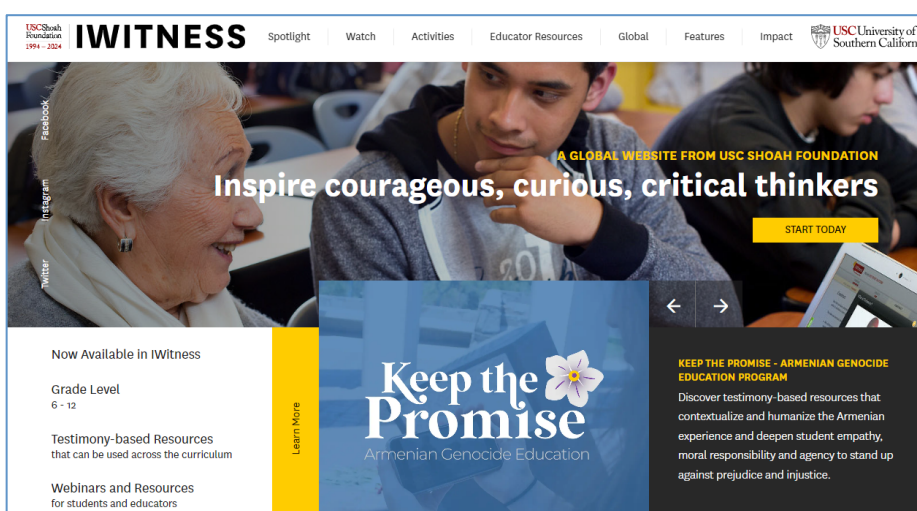


Figure 1: Landing page of the iWitness platform

The **educational materials** are testimony-based and develop students' critical thinking and multi-literacies (including media literacy, digital literacy, and other 21st century skills). The platform is free of charge and educators and students can use it after a simple registration. **The multimedia materials can be used in various subjects (e.g. History, Literature, Language Arts, Foreign language, Media, Ethics, Civics, Social Studies, etc.)** and about various topics (Holocaust, antisemitism, discrimination, gender, racism, equality, values, local history, resilience and many others). In every multimedia activity accessible on the IWitness platform, students work by the Constructivist Theory of Learning according to the **4C model (Consider - Collect - Construct - Communicate** - see above). Activities develop cognitive skills and competencies like: analytical skills, skills to synthesize, argumentative skills, media and digital literacies, comprehension and creative and reflective writing skills.

The **IWitness platform's methodology** is rooted in the constructivist theory of Learning, focusing on developing content knowledge, critical thinking, empathy and understanding. It employs a 4C approach.

- **Consider:** Preparing students with essential background information, such as historical context
- **Collect:** Gathering information from sources including testimonies, photographs and documents
- **Construct:** Building knowledge through targeted questioning.
- **Communicate:** Encouraging sharing and reflection on the learning process

This approach ensures that students not only learn about historical events but also connect with the material on a deeper level, fostering a comprehensive educational experience.

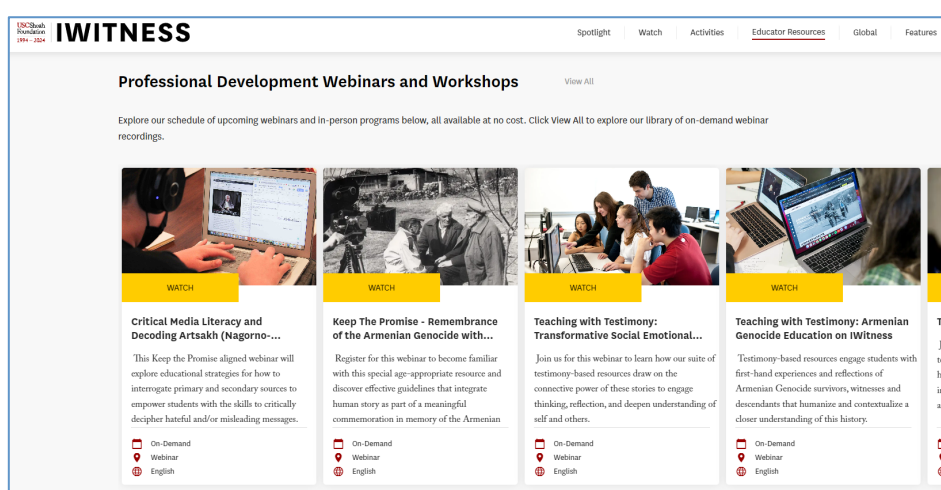


Figure 2: Educator Resources on the IWitness platform

The IWitness platform also emphasizes the **importance of interactive and engaging learning experiences**. By incorporating multimedia elements such as videos, photographs, and documents, it allows students to explore historical events in a dynamic and immersive way. This approach not only makes learning more engaging but also helps students to better retain and understand complex historical and social issues. The platform's user-friendly interface ensures that both educators and students can easily navigate and utilize the resources, making it an accessible tool for classrooms worldwide.

Moreover, IWitness **supports collaborative learning by encouraging students to work together on projects and activities**. This collaborative aspect fosters a sense of community and shared responsibility among students, as they learn to appreciate diverse perspectives and develop critical thinking skills. The platform's focus on real-world applications of historical knowledge helps students to draw connections between past events and contemporary issues, promoting a deeper understanding of the relevance of history in today's world. Through IWitness, students are not only educated about the past but are also empowered to become informed and empathetic global citizens.

2.2 Firstlinepractitioners.com

First-line-practitioners such as teachers, social workers, youth workers, (mental) health care workers and community police officers are key players in addressing issues of discrimination and prejudice. Their contribution is crucial for preventing polarization, radicalization, and violent extremism in the European Union. FirstLinePractitioners.com therefore provides latest information, guidelines, and functionalities for knowledge exchange as well as trainings, services, tools and practical exercises for supporting first-line-practitioners in their daily work against group-focused hatred leading to radicalization, violent extremism, and terrorism.



Figure 3: Presentation of the BOND project on the Firstlinepractitioners platform

FirstLinePractitioners.com has been developed as part of the EU-projects TAKEDOWN, MINDb4ACT, CHAMPIONS and ARMOUR. Based on the general structure, as well as inputs from former projects, the BOND project could be integrated in multiple ways on the firstlinepractitioners platform.

- **Educational curriculum integration:** The testimonial-based curriculum developed by BOND for high school students could be incorporated into the Firstline Practitioners' resources. This would provide educators with access to structured educational content aimed at promoting understanding and countering prejudices
- **Awareness-raising actions:** The strategic educational and awareness-raising actions of BOND (WP5), both online and on-site, could be featured on the Firstline Practitioners platform. This would enhance the platform's offerings and provide practitioners with additional tools to engage communities on these topics.
- **Tools and resource sharing:** The tools and analysis capabilities of Firstline Practitioners, such as the Extremism & Radicalization Analysis Tool, could be used to support BOND's objectives. Conversely,

BOND's resources could be added to the Firstline Practitioners' database, enriching the pool of available tools for practitioners

- **Strategic networking:** By integrating BOND into the Firstline Practitioners platform, both initiatives could benefit from an expanded network of educators and practitioners across Europe, leading to a wider outreach and long-term impact
- **Dialogue facilitation:** BOND's emphasis on facilitating interfaith and intercultural dialogue aligns with the goals of Firstline Practitioners. Integrating these dialogue strategies could help build enduring networks and strategic alliances through the platform.

Integrating the BOND project into the Firstline Practitioners platform enhances the resources available to practitioners, helping them to build more inclusive, tolerant and resilient communities. This would provide educators with access to structured educational content aimed at promoting understanding and countering prejudices.



Figure 4: Firstlinepractitioners "Home" Page

The integration of the BOND project into the Firstline Practitioners platform provides the possibility of further developing of specialized workshops and seminars tailored to the unique needs of different practitioner groups. These targeted training sessions will provide in-depth knowledge and practical skills for addressing specific forms of discrimination and prejudice, thereby enhancing the overall effectiveness of first-line practitioners. By **fostering a collaborative environment** where practitioners can share experiences and best practices, the platform will contribute to the creation of a more cohesive and informed community dedicated to combating intolerance and promoting social cohesion across Europe.

3 Training Materials

The IWitness platform has curated a comprehensive suite of educational materials designed to foster understanding and combat anti-Semitism. This collection includes a variety of **interactive and engaging formats**, such as a **Video Activity** that explores the definition and implications of antisemitism, and a series of **MiniQuests** that delve into topics like the bystander effect and contemporary manifestations of anti-Semitism. Additionally, the platform offers **InfoQuests** for in-depth learning and downloadable materials that question why antisemitism persists even after the Holocaust. These resources are thoughtfully developed to provide educators and students with the tools necessary for meaningful reflection and discussion on these critical issues.

Activity Development				
English	Hungarian	Romanian	Italian	Polish
What is Antisemitism (Video Activity)	Mi az antiszemitizmus?	Antisemitismul?	<i>to be published</i>	Czym jest antysemityzm?
Antisemitism and the Bystander Effect (MiniQuest)	Antiszemitizmus és a szemlélő-hatás	Antisemitismul și efectul martorului indiferent	L'Antisemitismo e l'effetto spettatore	Konsekwencje bierności świadków
What is Antisemitism (InfoQuest)	Az antiszemitizmusról	Ce este antisemitismul?	Cos'è l'antisemitismo?	O antysemityzmie
Contemporary Antisemitism (MiniQuest) – with downloadable materials	Antiszemitizmus a mai Európában	Antisemitismul contemporan	L'Antisemitismo contemporaneo -	Współczesny antysemityzm w Europie
Why didn't Antisemitism end after the Holocaust? (MiniQuest) – with downloadable materials	Miért nem szűnt meg az antiszemitizmus a holokauszt után?	De ce nu a dispărut antisemitismul după Holocaust?	Perchè l'Antisemitismo non è finito dopo l'Olocausto?–	n/a

Table 1. BOND educational materials

The materials were delivered to high school teachers and youth educators in Romania, Hungary, Italy, and Poland. They were equipped to provide sound and meaningful teaching on these critical topics. The project aims to reach educators through established networks, such as the Network of Educators Teaching with Testimony in Hungary, and with the support of local authorities like the School Inspectorate in Cluj, Romania.

Additionally, 1-2 team members from each partner organization served as **mentors for the teachers**, offering support and guidance as they implement the curriculum. These mentors will also be responsible for monitoring and reporting on the curriculum's implementation through student questionnaires and teacher evaluations. This comprehensive approach ensures that the **materials not only reach educators but also have the potential for widespread use across Europe**, thereby maximizing their long-term impact and outreach.

To further support the educators, the IWitness platform includes a robust set of **professional development resources**. These resources are designed to **help teachers effectively integrate the curriculum into their existing lesson plans** and adapt the materials to suit the diverse needs of their students. The platform also offers a community forum where educators can **share experiences, exchange best practices, and seek advice from peers** and experts. This collaborative environment not only enhances the teaching and learning experience but also fosters a sense of solidarity and shared purpose among educators committed to combating antisemitism and promoting tolerance and understanding in their classrooms.

3.1 What is Antisemitism? (Video Activity)

The activity titled "What is Antisemitism?" on the IWitness platform is designed to build foundational understanding among students. It allows them to explore the basics of Judaism and understand antisemitism as more than just hatred but as an age-old conspiracy theory rooted in history. This activity relies on stereotypes and tropes to continue the spread of antisemitic myths. Students will analyze the definition of antisemitism, view related testimonies and secondary sources, and create a word cloud they will share with their peers. The activity can serve as a standalone piece or as the beginning of a unit on the Holocaust, featuring testimony from Margaret Lambert, a Jewish Survivor of the Holocaust. It intersects with Echoes & Reflections Unit 2: Antisemitism and is part of a series created by Echoes & Reflections—a partnership between ADL, USC Shoah Foundation, and Yad Vashem.

Available in [English](#), [Hungarian](#), [Romanian](#), [Polish](#)

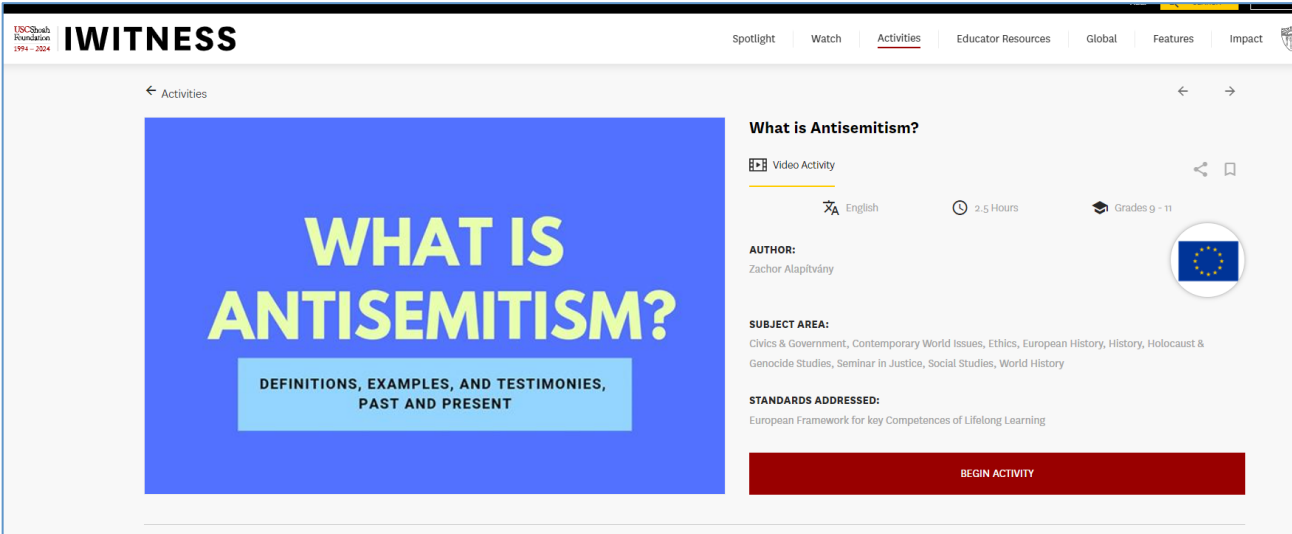


Figure 5: What is Antisemitism – Video Activity on the IWitness platform

LEARNING AIMS

As a result of completing the activity students will:

- Understand how antisemitism in the past connects to antisemitic manifestations in the present
- Develop their critical thinking skills by evaluating information around them
- The activity provides an opportunity for students to develop their media literacy and express their opinion with the help of primary sources (video testimonies) by developing a video essay.

STRUCTURE OF THE ACTIVITY

- **Consider:** students interpret primary sources (video testimonies and archival contemporary posters)
- **Collect:** students search for, evaluate and collect testimony clips that help them express their opinion
- **Construct:** by juxtaposing the clips and other sources they found, students develop a video essay along given guidelines
- **Communicate:** students reflect on what their peers expressed in their video essays

3.2 Antisemitism and the Bystander Effect (MiniQuest)

This MiniQuest on the IWitness platform is an educational resource designed to deepen students' understanding of anti-Semitism. It engages students with first-person stories from survivors and witnesses of genocide, fostering empathy, understanding, and respect. The activity is part of a broader curriculum that intersects with Echoes & Reflections Unit 2: Antisemitism, and it is created by Echoes & Reflections—a partnership between ADL, USC Shoah Foundation, and Yad Vashem. The activity follows the IWitness approach of using powerful narratives to educate about the Holocaust, anti-Semitism, and other forms of intolerance.

Available in [English](#), [Hungarian](#), [Romanian](#), [Italian](#), [Polish](#)

The screenshot shows the IWitness platform interface. On the left, there is a large black graphic with the text "PERSON CAN'T MAKE A DIFFERENCE" in white and yellow, with a red arrow pointing to the word "CAN'T". On the right, the title "Antisemitism and the Bystander Effect" is displayed. Below the title, it indicates it is a "Mini Quest", "English", "1 Hours", and "Grades 7 - 10". The author is listed as "USC Shoah Foundation". The subject area includes "Character Education, Genocide Studies, Media & Digital Literacy, World History". The standards addressed are "Common Core, ISTE NETS". A red button labeled "BEGIN ACTIVITY" is at the bottom right.

Figure 6: Antisemitism and the Bystander Effect - MiniQuest on the IWitness platform

LEARNING AIMS

As a result of completing the activity students will:

- Interpret the phenomena of historical and contemporary antisemitism via examples,
- Learn and understand what the bystander effect and its impact is,
- Develop their digital literacy,
- Develop their civic competency,
- Understand the need for actively countering the bystander effect

STRUCTURE OF THE ACTIVITY

- **Consider:** students with the help of primary sources interpret the notion of antisemitism through various periods in time and they learn to recognize - manifestations of antisemitism. They learn what the concept of bystander effect means.
- **Collect:** students collect examples for the potential responses to avoid the bystander effect.
- **Construct:** students construct a message (and can publish it on social media).
- **Communicate:** students reflect on each other's messages and discuss their strategies about how the bystander effect can be avoided.

3.3 What is Antisemitism (InfoQuest)

The InfoQuest "What is Antisemitism?" is an educational resource to build a foundational understanding of antisemitism. It guides students through an exploration of Judaism's basics and the historical roots of antisemitism, which is portrayed as more than mere hatred but as a longstanding conspiracy theory sustained by stereotypes and tropes. The activity involves analyzing the definition of antisemitism, viewing related testimonies and secondary sources, and creating a word cloud to represent the roots of antisemitic myths. This interactive experience can serve as a standalone lesson or as an introduction to a unit on the Holocaust. It features testimony from Margaret Lambert, a Jewish Survivor of the Holocaust, and intersects with Echoes & Reflections Unit 2: Antisemitism. This activity is part of a series created by Echoes & Reflections, a partnership between ADL, USC Shoah Foundation, and Yad Vashem

Available in [English](#), [Hungarian](#), [Romanian](#), [Italian](#), [Polish](#)

Figure 7: What is Antisemitism – InfoQuest on the IWitness platform

LEARNING AIMS

- Build foundational knowledge about antisemitism, its definition and its historical context
- Explore the basics of Judaism and understand how antisemitic stereotypes have developed over time
- Analyze testimonies and secondary sources to gain a multi-faceted understanding of antisemitism
- Create a word cloud to visually present the roots and myths associated with antisemitism
- Introductory lesson or comprehensive unit on the Holocaust

STRUCTURE OF THE ACTIVITY

- **Explore:** Insights into the basics of Judaism to contextualize the roots of antisemitism
- **Understand:** Historical context to guide students through the historical development of antisemitic myths and stereotypes
- **Analyze:** Involving testimonies related to antisemitism

3.4 Contemporary Antisemitism (MiniQuest)

The MiniQuest is an educational resource with the purpose of defining and facilitating learning about antisemitism and contemporary antisemitism. The activity specifically focuses on Denmark’s collective pride around the Holocaust-era rescue of its Jewish citizens and how this pride was reinvigorated after a 2015 attack on a synagogue in Copenhagen, Denmark. Through testimony, students will see how antisemitism, hate, and stereotypes impact everyone in society, not just those targeted in an attack.

Available in [English](#), [Hungarian](#), [Romanian](#), [Italian](#), [Polish](#)

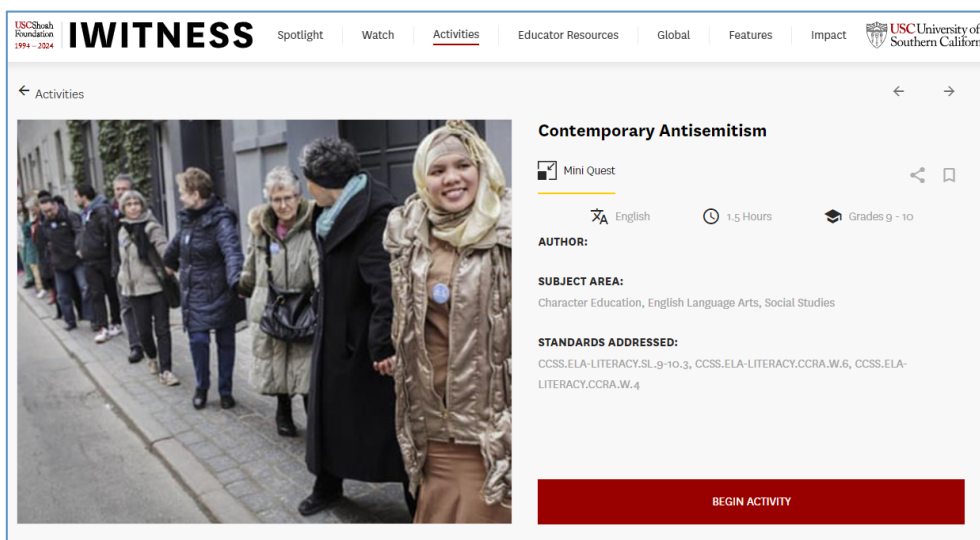


Figure 8: Contemporary Antisemitism - MiniQuest on the IWitness platform

LEARNING AIMS

- Defining antisemitism and understanding the meaning and implications of antisemitism, both historically and in the modern context.
- Analyse how historical pride was reinvigorated following the 2015 attack on a synagogue in Copenhagen
- Recognize how antisemitism, hate and stereotypes affect the entire society, not just the direct targets
- Encourage students to consider their own views and the importance of combating antisemitism and hate in all forms.

STRUCTURE OF THE ACTIVITY

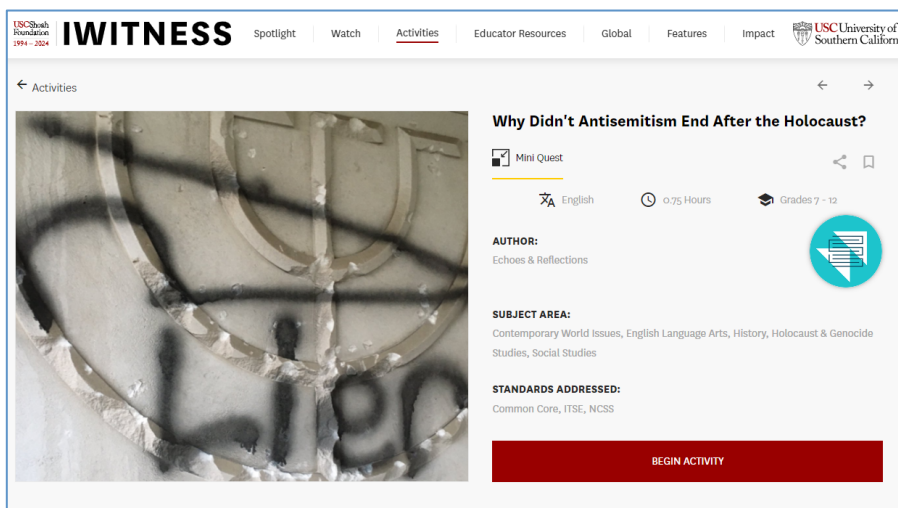
- Case Study: Focusing on the 2015 attack on a synagogue in Copenhagen
- Survivor Testimonies: To illustrate the personal and societal impacts of antisemitism

3.5 Why didn't Antisemitism end after the Holocaust? (MiniQuest)

This educational activity delves into the historical definition of antisemitism and its modern manifestations, aiming to enlighten students through videos that shed light on the belief systems and stereotypes fueling this form of hatred. It also emphasizes the detrimental impact antisemitism has on individuals and communities. Featuring poignant testimonies from Judah Samet, a Holocaust survivor, and Dave Rich, an expert on current antisemitic trends.

The activity is designed to equip students with the ability to recognize and address contemporary antisemitism. It is part of Echoes & Reflections Unit 11: Gringlas Unit on Contemporary Antisemitism and belongs to the series "Explore the Past, Shape the Future," a collection of student-centered activities developed by Echoes & Reflections, a collaboration among ADL, USC Shoah Foundation, and Yad Vashem. Participants are encouraged to stay engaged with Echoes & Reflections to further their understanding and commitment to combating antisemitism.

Available in [English](#), [Hungarian](#), [Romanian](#), [Italian](#)



The screenshot shows the IWitness platform interface. At the top, there are navigation tabs: Spotlight, Watch, Activities (selected), Educator Resources, Global, Features, and Impact. The USC Shoah Foundation logo is on the left, and the USC University of Southern California logo is on the right. Below the navigation, there's a back arrow and the word 'Activities'. The main content area features a large image of a Holocaust memorial. To the right of the image, the title 'Why Didn't Antisemitism End After the Holocaust?' is displayed. Below the title, it says 'Mini Quest' with a share icon. Further down, it lists 'English', '0.75 Hours', and 'Grades 7 - 12'. The 'AUTHOR:' is 'Echoes & Reflections'. The 'SUBJECT AREA:' is 'Contemporary World Issues, English Language Arts, History, Holocaust & Genocide Studies, Social Studies'. The 'STANDARDS ADDRESSED:' are 'Common Core, ITSE, NCSS'. At the bottom right, there is a red 'BEGIN ACTIVITY' button.

Figure 9: Why didn't Antisemitism end after the Holocaust – MiniQuest on the IWitness platform

LEARNING AIMS

- Build foundational understanding to explore the basics of Judaism and understand all aspects of antisemitism
- Analyze antisemitism and view related testimonies and secondary sources to understand the roots of antisemitic myths
- Create a word cloud that will be shared with peers, helping to visualize the common terms and conceptions associated with antisemitism
- Reflect on learning, to encourage students to title their quest and reflect on what they have learned

STRUCTURE OF THE ACTIVITY

- Interactive Exploration: Learning about the basis of Judaism and the definition of antisemitism
- Visual Representation: Participants create a word cloud from collected terms
- Reflective Learning: Encouraging students to title their quest and reflect on their learning

4 Results from IWitness activities

The main objective of WP3 is to equip educators with the necessary pedagogical tools and methods to teach about the Shoah and antisemitism, both past and present, by providing testimonial-based educational materials for high school students that have been adopted and localized for use by teachers in the implementing countries.

Each of the participating countries (Romania, Hungary, Italy & Poland) have adapted their inputs in context of the national situation, with references to their national histories, thereby ensuring that the materials are relevant and effective in addressing the unique historical and cultural contexts of each country. Examples for each country are being presented below.

4.1 Italy

The IWitness activities in Italy have yielded significant insights and progress in the realm of Holocaust education and the fight against antisemitism. With a Jewish population of less than 30,000, spread across 21 communities, Italy's Jewish heritage is both rich and diverse. The Union of Italian Jewish Communities plays a pivotal role in uniting these communities and representing their interests. Despite various challenges, Italian Judaism remains vibrant and active, contributing significantly to societal reflection and dialogue.

Italy's participation in e-learning and digital training initiatives for teachers promotes a deeper understanding and appreciation of Jewish culture and heritage among students across the country. Through a series of dedicated training and workshops in the spring of 2024, educators in Italy have been equipped with relevant tools and knowledge to teach about Jewish history, the Shoah, and contemporary antisemitism, fostering a deeper understanding and appreciation of Jewish culture and heritage among students across the country.¹



Figure 10: Antisemitism in Italy - Example from Inputs slides I

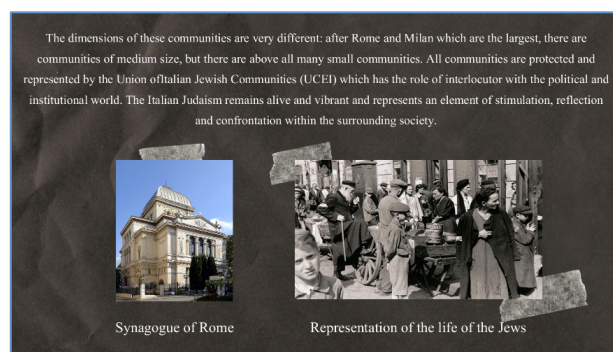


Figure 11: Antisemitism in Italy - example from Input slides II

¹ Unione delle comunità ebraiche italiane, “Gli ebrei in Italia.”

4.2 Hungary

The IWitness activities in Hungary have made substantial strides in enhancing Holocaust education and combating antisemitism. The blended training program for teachers, which ran from March 18 to May 27, 2024, effectively combined online sessions, self-study, and practical application. Covering crucial topics such as the history and definition of antisemitism, Holocaust distortion, and the use of the IWitness platform, the program provided a comprehensive learning experience. Participants engaged in self-study through video presentations and applied their knowledge by piloting activities from the BOND project. The program concluded with an insightful online reflection session, ensuring that educators are well-equipped to foster a deeper understanding of Jewish history and contemporary antisemitism among their students.

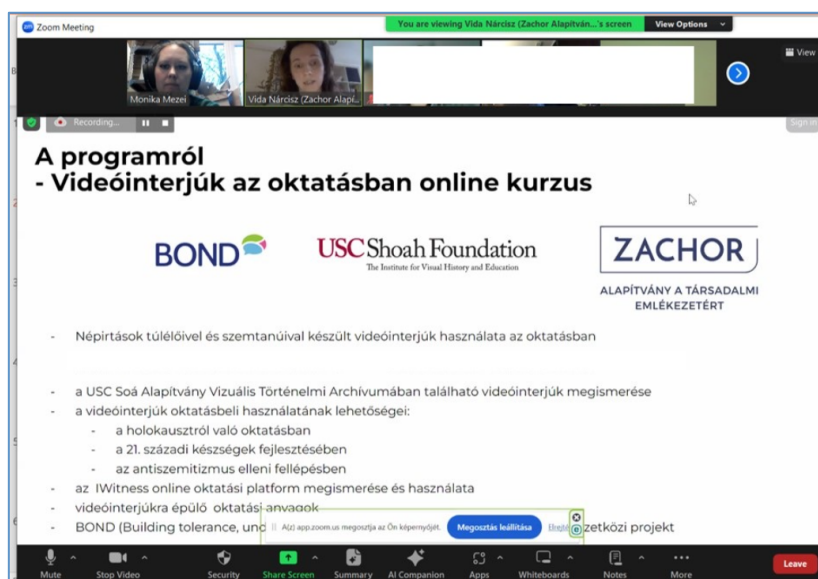


Figure 12: Insight into the Hungarian teacher training

4.3 Poland

The IWitness activities in Poland have played a crucial role in advancing Holocaust education and addressing antisemitism. Poland, with its profound historical connection to the Shoah, has implemented a comprehensive approach to educating high school students about Jewish history and contemporary antisemitism. The program in Poland has focused on integrating testimonial-based educational materials into the curriculum, ensuring that the content is both relevant and impactful.

By making the e-learning materials available and promoting them widely, teachers in Poland will be equipped, offering tools which emphasize the importance of historical accuracy and empathy in teaching about the Shoah. This initiative has not only enriched the students' understanding of Jewish culture and heritage but is also fostering a more inclusive and reflective educational environment, using evidence-based experiential learning methods.

MiniQuest
Konsekwencje bierności świadków

USC Shoah Foundation | IWITNESS

CONSIDER
Kim jest bierny świadek?

Rysunek Zofii Mioduszewskiej - edukatorki Muzeum POLIN, ilustruje wynik laboratoryjnego eksperymentu, który przeprowadzili dwaj naukowcy John Darley i Bibb Latane w 1968 r. Darley i Latane zostali zmotywowani do tego badania po zapoznaniu się z tzw. sprawą Kitty Genovese. W roku 1964, Catherine (Kitty) Genovese została przed swoim domem w dzielnicy Queens w Nowym Jorku zaatakowana nożem na oczach 38 osób, które się temu przyglądały i żadna z nich nie pomogła ofierze, ani nawet nie zawiadomiła policji.

Figure 13: Polish Mini Quest - Consequences of bystanders' passivity

4.4 Romania

The IWitness activities in Romania have significantly contributed to the enhancement of Holocaust education and the fight against antisemitism. Five testimonial-based e-learning activities have been carefully localized and integrated into the overall High School curriculum, ensuring that the content is both impactful and contextually relevant. This initiative is extremely timely, impactful, and much needed, considering that Romania recently made Holocaust education a compulsory part of the High School curriculum.

The BOND project has equipped teachers with necessary pedagogical tools through a series of 5 interactive workshops and training sessions, organized from March through May 2024. The training included testing the educational materials in the teachers’ classrooms between sessions, providing ongoing feedback to and receiving continuous support from the project team.

These sessions have covered essential topics such as the history of the Shoah, the roots and manifestations of antisemitism in Romania and in Europe, and effective practical methods for using the IWitness platform in the classroom. Additionally, Romania has emphasized the importance of student engagement through interactive and reflective learning activities. By incorporating these elements, the teacher training has succeeded in fostering a deeper understanding and appreciation of Jewish history and culture among teachers, and by extension, among High School students who will benefit greatly from the teachers’ fresh competencies.

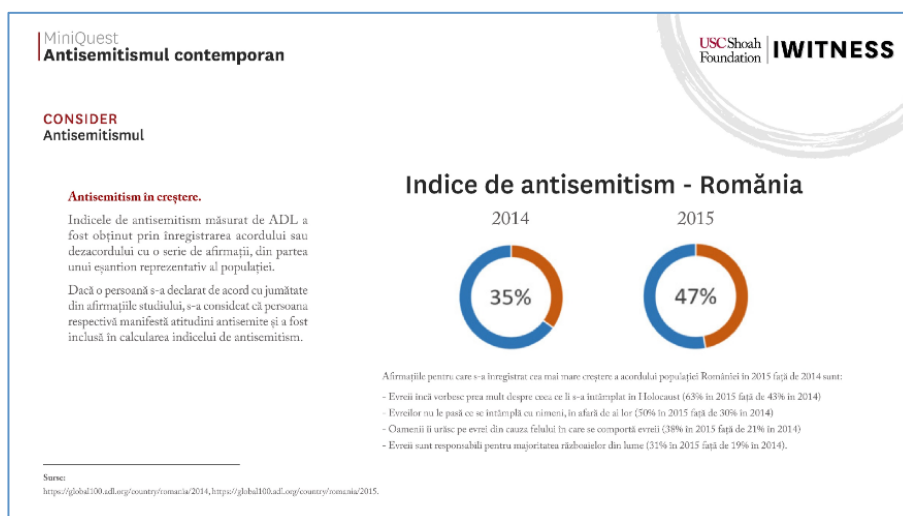


Figure 14: Contemporary Antisemitism in Romania

5 Outreach & Impact

The outreach and impact of the iWitness activities are significantly enhanced through various networks and initiatives. The **Network of Educators Teaching with Testimony in Hungary** focuses on using testimonial-based educational materials to teach about Jewish history, the Shoah, and contemporary antisemitism, supporting educators in implementing these materials in their curricula.

In Romania, the network of teachers who participated in the training, and the High Schools with which Polylogos has protocols of ongoing collaboration within BOND and other projects, will play a crucial role in disseminating and implementing educational curricula and training materials on Jewish history, culture, and antisemitism. Furthermore, Polylogos and consortium partners in Italy, Hungary, and Poland, will promote the materials in their networks of organizations and institutions engaged in formal and informal education on the Holocaust, antisemitism, and other related topics. Similarly, the BOND Advisory Board (WP2) has been and will continue to promote the materials developed throughout the BOND project in their relevant networks.

The **Central European Exchange Program for University Studies (CEEPUS)** promotes cooperation in higher education across Central Europe, including Hungary, Poland, Romania, and Italy, supporting teacher mobility and professional development. Additionally, **Teachersrise**, funded by the Erasmus+ program, organizes teacher training courses and projects across Europe, including Poland, Romania, Italy, and Hungary, focusing on professional development. All these formal and informal networks will be strategically utilized in order to maximize the reach and impact of the e-learning materials.

5.1 Outreach Channels

5.1.1 E-Learning and Digital Training Activities

The e-learning and digital training activities are primarily aimed at teachers, educators, and youth workers, who will utilize the localized testimonial-based educational materials on iWitness, to enhance their teaching methods. This material has been rigorously tested and refined based on feedback from these direct target groups. Additionally, high school students stand to indirectly benefit from the educators' enhanced competencies and improved approaches. The curriculum is designed to supplement existing materials with additional information and practical tools that develop essential skills such as understanding, critical thinking, and empathy, which are vital for recognizing and countering antisemitism. Intended for a wide array of educational multipliers, the curriculum supports the development of skills and competences beyond content knowledge. It was foundational for teacher training in Hungary, Poland, Italy, and Romania in spring 2024 and is also suitable for independent use by teachers.

5.1.2 Platform Integration

The strategic coordination of educational curricula and training materials across various platforms and networks ensures the effective dissemination of knowledge on Jewish history, culture, and antisemitism. By leveraging existing networks of educators and local authorities, the initiative aims to reach a broad audience of teachers and, through them, students. This integrated approach facilitates the widespread adoption of the curriculum, promoting inclusivity and long-term educational impact on critical social issues.

5.1.3 IWitness Platform

The IWitness platform is a comprehensive educational resource designed to equip educators with the necessary pedagogical tools and methods to effectively teach about the Shoah and contemporary antisemitism. It offers testimonial-based materials tailored for high school students, which have been adopted and localized by teachers and educators across various countries. Additionally, these materials are versatile enough to be utilized during student exchange programs, facilitating a broader and more impactful educational experience. Students will be engaged with first-person stories from survivors and witnesses of genocide. The aim is to foster empathy, understanding, and respect among students while enhancing their learning across various subjects. IWitness offers multimedia-learning activities that are accessible on various devices connected to the Internet, including Macs, PCs, iPads, and tablets.

5.1.4 Firstlinepractitioners.com

First-line practitioners such as teachers, social workers, youth workers, (mental) health care workers, and community police officers are key players in addressing issues of discrimination and prejudice. Their contribution is crucial for preventing polarization, radicalization, and violent extremism in the European Union. Firstlinepractitioners.com provides the latest information, guidelines, and functionalities for knowledge exchange as well as trainings, services, tools, and practical exercises for supporting first-line practitioners in their daily work against group-focused hatred leading to radicalization, violent extremism, and terrorism.

5.1.5 Training Materials

The IWitness platform has curated a comprehensive suite of educational materials designed to foster understanding and combat antisemitism. This collection includes a variety of interactive and engaging formats, such as a Video Activity that explores the definition and implications of antisemitism, and a series of MiniQuests that delve into topics like the bystander effect and contemporary manifestations of antisemitism. Additionally, the platform offers InfoQuests for in-depth learning and downloadable materials that question why antisemitism persists even after the Holocaust. These resources are thoughtfully developed to provide educators and students with the tools necessary for meaningful reflection and discussion on these critical issues.

Conclusion


In conclusion, **Deliverable 3.2 - E-Learning and Digital Training of Teachers**, highlights the successful implementation of Task 3.2 within Work Package 3 – Youth Education, Empowerment, and Exchange. This task focused on training high school teachers and youth educators across Romania, Hungary, Italy, and Poland, equipping them with the necessary tools to effectively teach about Jewish history, the Shoah, and contemporary antisemitism. The initiative aimed to address stereotypes and intolerance by offering a testimonial-based curriculum, rigorously tested and refined based on feedback from educators.

Key performance indicators demonstrate the curriculum's impact, with training provided to at least 80 teachers and educators across the implementing countries, benefiting thousands of students, and even more in the years to come. The strategic coordination of educational curricula and training materials across various platforms and networks ensures effective dissemination and long-term educational impact. The IWitness platform, with its comprehensive educational resources and interactive learning experiences, plays an important role in fostering empathy, understanding, and tolerance among students.

Additionally, the integration of the BOND project into the Firstline Practitioners platform enhanced resources available to practitioners in the short, medium and long-term, supporting their efforts to combat discrimination and prejudice. This collaborative environment facilitates the sharing of experiences and best practices, contributing to a more cohesive and informed community dedicated to promoting tolerance and understanding. Overall, the project successfully equipped educators with the necessary pedagogical tools and methods, ensuring a sustainable and impactful approach to Holocaust education and the fight against antisemitism across Europe.

Annexes

ANNEX 1: Certificate of Participation for Trainers



Certificate of Participation


This certificate is presented to
Mr./Ms. XXXX XXXX

For attending the Training of Teachers

This certificate attests to the active participation and successful completion of the Training of Teachers, organised as part of the BOND project, between March and May 2024.

The training offered relevant materials for sound and meaningful teaching on the topics of: Jewish history and culture, including the Shoah, and its implications for our societies today; how to identify and address commonly held stereotypes and prejudices against the Jewish people, how anti-Semitism is expressed today, the nature and scope of anti-Semitism and its relation to other forms of intolerance, the threat this poses on democracy; and how to properly address manifestations of anti-Semitism and other forms of intolerance.

<p>[Signature]</p> <p>Camilla Bocaniella Project Manager BOND</p>	<p>[Signature]</p> <p>Name of Trainer Trainer</p>
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