

EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.

 Please provide one sheet per event (one event = one workpackage = one lump sum).)

PROJECT	
Participant:	MEMORIAL DE LA SHOAH OFFICE NATIONAL DES ANCIENS COMBATTANTS ET VICTIMES DE GUERRE PANSTWOWE MUZEUM AUSCHWITZ-BIRKENAU W OSWIECIMIU YPOURGEIO PAIDEIAS, THRSKEVMATON KAI ATHLITISMOU THE JEWISH MUSEUM OF GREECE Stiftung Gedenkstätten Sachsen-Anhalt MINISTARSTVO ZNANOSTI, OBRAZOVANJA I MLADIH
PIC number:	989737464 887996492 931969890 952374616 937685324 874012390 999825949
Project name and acronym:	Network of European Youth for Holocaust Remembrance — NESHAMA

EVENT DESCRIPTION	
Event number:	WP10
Event name:	4th online training session – Holocaust remembrance
Type:	Training
In situ/online:	Online
Location:	Online
Date(s):	15 April 2026
Website(s) (if any):	https://www.memorialdelashoah.org/neshama.html
Participants	
Female:	98
Male:	44

Non-binary:	0		
From country 1 [POLAND]:	48		
From country 2 [CROATIA]:	1		
From country 3 [GERMANY]:	15		
From country 4 [FRANCE]:	41		
From country 5 [GREECE]:	37		
Total number of participants:	142	From total number of countries:	5

Description

Provide a short description of the event and its activities.

Objectives of the session

The fourth online class session was dedicated to memory policies in Europe. Through a comparative approach, Alban Perrin, a historian at the Shoah Memorial, offered a European reading of memory policies in Europe in relation to the history of the Shoah.

Born in the aftermath of the Second World War and the extermination of the Jews of Europe, the European Union was the realization of a peace utopia embraced by its founding fathers. It was this deep European history, the history of the Shoah, and its incorporation into European collective narratives, at both national and European levels, that the session aimed to examine.

The NESHAMA Young Ambassadors were thus able to better understand the gradual emergence of memory policies in different European countries, the varying ways in which the Shoah has been considered within European states, as well as the different treatment of this memory by political powers. It was a dense and demanding lesson, but an essential one for helping the Young Ambassadors understand the importance of Shoah history within Europe's shared collective history.

Programme of the session and content description

Introduction: Why study remembrance policies?

- Definition of remembrance / memory policies as the ways states, institutions, schools, museums, and political actors frame and transmit the memory of the past.
- Importance of studying not only the history of the Holocaust itself, but also how this history has been remembered, silenced, transformed, or instrumentalized over time.
- Link between Holocaust remembrance and the construction of a shared European consciousness based on democracy, peace, and fundamental rights.

Study cases

- Study-case 1: France, from silence to recognition.
- Study-case 2: Poland, between communist narrative, national martyrdom, and difficult debates.
- Study-case 3: Germany, remembrance in the context of division and reunification.

The session highlighted that Holocaust teaching and remembrance are never neutral: they reveal contemporary political priorities. Holocaust remembrance was presented as a key part of Europe's post-war moral and political foundation. The Shoah is not only a Jewish history or a national history, but also a European history. Every European country, in different ways, is connected to this past.

Thus, teaching the Holocaust helps build:

- a common democratic culture,
- awareness of the dangers of hatred and exclusion,
- a shared responsibility toward historical truth.

Discussion and comparative reflections

Students raised questions about:

- the place of remembrance in the European Union,
- comparisons between France and Poland,
- the role of political changes in countries such as Hungary,
- the effects of German reunification on memory culture.
- A Greek participant also contributed an example showing the late institutional recognition of Holocaust remembrance in Greece, especially from 2004 onward.
- The session ended with a reflection on the importance of transmitting survivors' stories now that living witnesses are disappearing.

Learning Objectives

- Understand the concept of Holocaust remembrance policies and explain how they differ from historical events themselves.
- Identify the main stages in the development of Holocaust remembrance in France, Poland, and Germany.
- Recognize key turning points in the public acknowledgment of responsibility, silence, denial, or political instrumentalization.
- Explain the relationship between national political contexts and memory construction after 1945.
- Understand the link between Holocaust remembrance and European integration, especially in relation to democratic values and peacebuilding.
- Compare different national remembrance trajectories and show why Holocaust memory did not develop uniformly across Europe.
- Analyze how political regimes shape historical narratives, whether through silence, heroization, selective remembrance, or official recognition.
- Assess the role of institutions, trials, memorial sites, museums, films, and public speeches in transforming collective memory.
- Reflect on the tension between history and memory, and on the risks of distortion, minimization, or political reuse of the past.
- Recognize the Holocaust as a central component of Europe's shared collective history.
- Understand why remembrance remains essential in a context where survivors are disappearing and extremist discourses persist.
- Develop critical awareness of the political uses of the past in contemporary societies.
- Reflect on the importance of remembrance for defending democratic values, human rights, and vigilance against hatred and exclusion.

Brief biography of the speaker: Alban Perrin

Alban Perrin is a graduate of the Bordeaux Institute of Political Studies and holds a postgraduate degree in political science. He taught at the University of Katowice in Poland from 2000 to 2002. He then joined the Shoah Memorial in Paris as coordinator of study trips to remembrance sites, and later as a trainer. In this role, he regularly accompanies groups of teachers to the Auschwitz-Birkenau site. He also teaches an introductory course at the Bordeaux Institute of Political Studies on the comparative analysis of genocides in the 20th century.

Moderated by the Coordinator of the project, all training sessions took place on Zoom and were followed by a Q&A session between the Ambassadors and the speaker. The sessions were only accessible to members of the NESHAMA network (ambassadors, teachers and partners). Each partner and/or teacher ensured locally that ambassadors were present at the session and signed the attendance lists.

VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).