

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:	WP2
Event name:	1st online joint-training session – introductive history of the Holocaust in Europe
Type:	Training
In situ/online:	Online
Location:	Online
Date(s):	6 May 2025
Website(s) (if any):	https://www.memorialdelashoah.org/neshama.html
Participants	
Female:	112
Male:	105

Non-binary:	0		
From country 1 [POLAND]:	40		
From country 2 [CROATIA]:	57		
From country 3 [GERMANY]:	15		
From country 4 [FRANCE]:	58		
From country 5 [GREECE]:	48		
Total number of participants:	218	From total number of countries:	5

Description

Provide a short description of the event and its activities.

The first online session of the Neshama project was dedicated to an introduction to the history of the Holocaust. Led by Hubert Strouk, Head of the Education Department at the Mémorial de la Shoah, this session provided young ambassadors with the historical and geographical framework needed to understand what the term Holocaust means and what the genocidal process involved.

Teaching the history of the Holocaust is no simple task. The events, actors, and national contexts involved are numerous, and the implementation of anti-Jewish persecution and genocide varied across Europe depending on each country's relationship to Nazi Germany. In this introductory session, Hubert Strouk helped participants grasp this complexity while also highlighting the importance of terminology, historical scale, and the progression from antisemitic prejudice to mass extermination.

By tracing the development of hatred against Jews in Europe, the gradual exclusion of Jewish populations, and the stages leading to the "Final Solution to the Jewish question," the session offered students a clear entry point into one of the most complex chapters of twentieth-century history. It laid the groundwork for a deeper understanding of the Holocaust as both a historical event and a European process of radicalization, persecution, and destruction.

Aim of the session and key learning objectives

This first training session was designed to give the Young Ambassadors a clear and structured introduction to the history of the Holocaust. It offers the historical foundations needed to understand how hatred of Jews developed in Europe, how persecution escalated, and how the "Final Solution" was implemented across the continent.

The session also prepared participants to use precise vocabulary and to distinguish among key concepts such as genocide, Shoah/Holocaust, concentration camp, killing centre, ghettoization, and industrialized mass murder.

Programme of the event

This session was designed to give participants a first set of reference points for understanding the Holocaust in its historical context. It also aimed to strengthen their ability to identify the key stages of persecution and to use the appropriate terminology when discussing this period.

Another objective was to show that the Holocaust cannot be understood through a single narrative, as its implementation varied across countries and evolved over time. The session encouraged students to approach the subject with historical accuracy, while also developing a broader awareness of how genocide unfolds.

Main themes

Scale and consequences of the Holocaust in Europe.

The session began with a presentation of the historical and conceptual framework of the Holocaust. It introduced the vocabulary needed to discuss the subject accurately and outlined the main questions of the lecture: how hatred of Jews developed in Europe, and how the Nazi project of extermination was implemented.

A first section focused on Jews during the inter-war period. The lecture emphasized that 9 to 10 million Jews lived in Europe before the First World War and that Jewish life was diverse, shaped by different social conditions, cultures, and migratory movements from Eastern to Western Europe.

The session then moved to the progressive exclusion of Jews from German society. It explained how Nazi policy unfolded in stages: legal exclusion through the Nuremberg Laws in 1935, intensive propaganda, and organized violence such as Kristallnacht in 1938.

Focus on the escalation of persecution

A second major part of the session covered the years 1939 to 1941, when persecution escalated into expulsion, detention, and ghettoization. The lecture highlighted the Madagascar Plan, internment camps in Western Europe, and the creation of ghettos in Central and Eastern Europe as part of a wider policy of segregation and control.

The course then examined the radicalization of Nazi policy in 1941 and the development of what the presentation described as a “war of extermination.” This included mobile killing operations by the Einsatzgruppen and the gradual industrialization of mass murder through census-taking, identification, marking, rounding up, dispossession, internment, and deportation.

Focus on the industrialization of murder

The final historical section focused on the industrialization of crime, especially the role of killing centres and Auschwitz. The lecture showed how the Nazi system transformed genocide into a bureaucratic and technological process, linking policy decisions to the concrete reality of deportation and destruction.

This part was intended to help students understand that the Holocaust was not a single event, but a sequence of escalating measures carried out across Europe. It also underlined the importance of documentary evidence and visual sources in grasping the scale of the destruction.

Pedagogical approach and expected outcome

This session was delivered as a lecture supported by maps, photographs, historical documents, and guided explanation of key terms. The material lends itself to a chronological approach that helps students follow the shift from discrimination to extermination.

To align with NESHAMA's wider method, the session also included a short discussion period in which participants could connect the history they were learning to the memory sites and national histories they had to later present.

This introductory session equipped the Young Ambassadors with the essential historical knowledge needed for the rest of the programme. It also gave them a common framework for understanding later sessions on Jewish life before the Shoah, memory policies, and testimony.

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.

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