

ENCATE Network Meeting

Milan, Italy

10-13 November 2024

E A
N T E
C

INTRO- DUC- TION

This year, the ENCATE Network Meeting was held between 10 and 13 November 2024 at the Memoriale della Shoah in Milan, Italy, hosted by the CDEC Foundation - the Center for Contemporary Jewish Documentation. This meeting allowed us to reflect on our work, explore new strategies, share insights, and strengthen our cooperation.

Over three days, participants engaged in sessions to discuss the challenges they faced post-October 7. They also had the opportunity to draw inspiration from peacebuilding and human rights education. The tour of the *Memoriale della Shoah* and the visit to the Feltrinelli Foundation provided a significant opportunity to explore the work of these crucial institutions. As usual, participants were allowed to suggest discussion points in open spaces and share their plans for the upcoming year.

SCHED- ULE

Sunday, November 10

20:00 Welcome Dinner

Monday, November 11

8.30 Registration

9:00 Welcome & Logistics

9:30 Ice Breaker/Get to know

10:00 ENCATE since 07/10

10:30 Member organizations since the
7th of October

13:30 Bilateral Exchanges

/With Emrah Gürsel
Monika Meszaros
Partizia Baldi
Julia Chimiak
Nevena Bajalica

15:00 Tour at the *Memoriale della Shoah*

16:15 Wrap Up/ Check out

Tuesday, November 12

9:00 Check-in/ Debriefing

9:30 Peacebuilding Education

/With Hamze Awade
M. Ali Amla

11:00 Human Rights Education & An-
tisemitism

/With Oana Nestian-
Sandu

13:30 ENCATE Position Paper &
Guidelines

/With Cathy Del Rizzo

14:45 Case-Study Workshop

/With Tamas Büchler

16:30 Visit Feltrinelli Foundation

/With Giulia Frova

Wednesday, November 13

8:45 Check-in/ Debriefing

9:15 Open Space

11:30 Action Planning & Closing

**PRO-
GRAM
HIGH-
LIGHTS**



Monday, November 11

10:00

Avital Lutzky
KlgA e.V.

ENCATE SINCE 7/10

Highlighting the urgent need for unity and collaboration, our meeting began with a briefing on ENCATE's efforts and activities since October 7:

- / On October 9-11, 2023, we held the kick-off seminar for our training course "Current Forms of Antisemitism." Due to the emotional impact on participants and organizers, we adjusted the program to ensure flexibility and opportunities for emotional sharing.
- / We invited ENCATE members to a Holocaust distortion conference held by KlgA in November 2023. The program was adjusted to reflect the challenges in this specific area after October 7.
- / We organized several Lunch Talks directly linked to the themes of the 7/10, attracting significant interest and participation. One of the most attended talks, led by Sharon Booth, from SNS, [focused](#) on teaching about Israel and Palestine in UK classrooms. Another talk [promoted](#) Jewish-Muslim dialogue, while the talk titled "Unacknowledged

Victimhood" [addressed](#) pressing topics in current discourse.

- / We organized two Global Forums in partnership with UNESCO and the USHMM, bringing together 148 educators from across all continents. The first forum on February 22, 2024, addressed the surge in antisemitism and racism following October 7, centering discussions around the question, "What do you need right now to meet the challenges of this moment?" and the second forum on June 17 was focused on IHRA's reflections on terminology and the complexities of Holocaust comparisons.
- / As part of the Dare Together project, we partnered with CEJI to create a working group on intersectionality. The group developed a position paper and practical guidelines for the network.
- / By introducing the Bilateral Exchanges Program, we offered members a new way to learn and interact.

MEMBER ORGANIZATIONS SINCE 7/10

This session aimed to provide a safe space for organizations to share their experiences and efforts after October 7. Participants engaged through empathetic listening and open sharing, fostering collaboration using the world café methodology.

What happened last year on the 7/10 created such a messy change in our work that is unprecedented in our professional



lifetime. The kind of change and impact it has is so big that it

affects us all on multiple levels: personally, professionally, in our organization, beyond our organization, in our community, between different communities.

A summary of the discussions is provided below:

What Changed Externally?

- / In **Hungary**, authorities invited an antisemitic Iranian politician. Jewish spaces are increasingly silenced or self-censored, with a pro-Israel agenda dominating.
- / **Serbia**: traditional allies like leftists and queer communities have distanced themselves, often canceling or excluding Jewish

people. The Jewish community aligns more with pro-Israel stances, further isolating progressive allies. Feminist spaces remain exclusionary, often pro-Palestine but not explicitly anti-Israel, while targeting Jewish voices.

- / In **Germany**, parts of the Jewish community have launched innovative initiatives, addressing new challenges.
- / **Slovakia** has seen its Jewish community split, with new organizations emerging amidst internal disagreements.
- / **Austria** faces a widening gap between governmental policies and public sentiment, alongside increasing divisions between Muslim and Jewish communities. Observant Jews who have dissenting political views within their communities' struggle to find accommodating spaces.
- / In **Poland** the weight of isolation is felt as leftist allies desert Jewish communities, with antisemitism frequently expressed through anti-Israel rhetoric.
- / **Italy** grapples with a severe lack of historical and Holocaust education, leaving teachers unprepared for addressing antisemitism or conflicts in schools.
- / In **Spain**, the Jewish community pushes for a central role in Holocaust remembrance efforts.
- / In **Hungary**, organizations like Haver navigate exclusion and suspicion from progressive circles while advocating for nuanced Middle East expertise.
- / Across regions, antisemitism, censorship, and the pressure to "choose sides" dominate, creating significant barriers to open dialogue.

What Changed Internally?

- / Teams are working to form a unified vision and dialogue that embraces differences despite internal tensions and polarization.
- / The rise in antisemitism has led to the loss of conference speakers, project struggles, and challenges in securing funding.
- / Psychological support is notably lacking, and organizations face mounting pressure to align with specific political stances.
- / Fear of addressing the Middle East conflict persists due to limited knowledge and the risk of escalating tensions.
- / Educators require robust training on the Israeli-Palestinian conflict to foster informed discussions.

What Changed Among Stakeholders and Actions?

- / Social media guidelines have been tightened, with teams monitoring and banning hateful content.
- / Volunteer counseling has become essential for navigating hostility and maintaining morale.
- / Yad Be Yad in **Germany** offers school-based discussions about the conflict, fostering understanding post-October 7th.
- / In **Barcelona**, educational engagement has waned, with institutions becoming less responsive. A creative solution involves synagogue invitations to open avenues for Holocaust education.
- / In **Slovakia** parts of the Jewish community continually distance themselves from Israeli

politics, focusing on developing school educational materials.

- / **Italy** faces unprecedented antisemitism, including Holocaust distortion and violent rhetoric.
- / In **Poland** there is emphasis on monitoring antisemitic speech and adult education for law enforcement.
- / **Serbia** wrestles with nationalistic narratives that victimize themselves while blaming Jewish communities. A glossary on antisemitism for journalists is underway.
- / **Hungary** and **Austria** have increased lectures and seminars post-October 7th, focusing on Holocaust comparisons and antisemitism on both political extremes.
- / Volunteers face immense pressure and threats, and some organizations have experienced physical attacks. Enhanced security measures are urgently required.
- / Training on Holocaust history and human rights is underway in countries like **Romania**, emphasizing its relevance as part of European history.

What Do We Need?

- / Address invisible bias among young people and understand the growing prevalence of pro-Palestinian sentiment.
- / Equip educators to handle disinformation and facilitate solutions for school tensions.
- / Provide seminars on how to discuss the conflict effectively, with an emphasis on facilitation skills and human rights education.



13:30

MODERATOR

Emrah Gürsel

KlgA e.V.

PANELISTS

Monika Meszaros

Zachor Foundation

Partzia Baldi

CDEC Foundation

Julia Chimiak

POLIN Museum

Nevena Bajalica

Terraforming

BILATERAL EXCHANGES

In February 2024, ENCATE [rolled out](#) the Bilateral Exchanges Program, which funded five exchanges throughout the year. These exchanges allowed participants to spend 4 to 5 days at host organizations, facilitating knowledge transfer, experience sharing, and the development of transferable methods to combat antisemitism and discrimination. This session allowed participants and host organizations to share their experiences with the exchanges. Some insights shared by the participants included:

- / Plans were laid to initiate collaborative projects.
- / The participants reported that during the exchange, they felt a sense of solidarity, making them feel supported and connected.
- / As the visiting participant at the hosting institution had a supervisor, this facilitated their exchange and provided an opportunity to find out about every aspect and department of the organization.
- / The participants of the exchanges highlighted their experiences as both meaningful and educational, particularly during visits to schools with

Solutions Not Sides, an organization focused on education about the Israeli-Palestinian conflict.

Some of the plans developed during the exchange include creating academic and research programs, as well as documentation of educational programs.

One participant observed that the bilateral exchanges and the international cooperation between the organizations emphasize the Holocaust and World War II as international issues. They emphasized the importance of addressing these topics not only with students but also with authorities.

Some organizations noted facing considerable challenges in addressing Holocaust distortion and emphasized that connecting with colleagues in the field through the exchange was what they precisely required.

The participants shared that the bilateral exchange experience reinforced their confidence in their ability to combat antisemitism.

TOUR IN THE *MEMORIALE DELLA SHOAH*

The Memoriale della Shoah is a Holocaust memorial at the Milano Centrale railway station commemorating the Jewish prisoners deported from there during the Holocaust in Italy.

Originally used for loading mail cars, this site became a place of immense tragedy during 1943–1945, where thousands of Jews and political opponents were deported via livestock cars to Auschwitz–Birkenau, Mauthausen, and other death or concentration camps, including Fossoli and Bolzano. The first deportation train left on December 6, 1943, with only 5 of the 169 deported surviving the war. On January 30, 1944, another train carried 605 Jewish prisoners to Auschwitz, including 13-year-old Liliana Segre, one of just 22 survivors. Now preserved as the

Milan Memorial, it stands as the only intact deportation site in Europe, honoring Holocaust victims while serving as a space for remembrance, education, and cultural dialogue. This multifunctional center hosts conferences, seminars, and exhibitions, fostering understanding among cultures and teaching future generations to reject hatred and brutality, ensuring the atrocities of the Shoah are never forgotten.

Source: memorialeshoah.it/progetto/?lang=en

The **Wall of Names** at the Memorial honors the 774 Jews deported from Milan's Central Station to Auschwitz–Birkenau in 1943 and 1944. The installation features their names, serving as a reminder of their fate. Among these names, 27 are highlighted, representing the individuals who survived the Auschwitz–Birkenau death camp.



PEACEBUILDING EDUCATION

Peacebuilding education faces numerous challenges in the current geopolitical climate. In this session, Palestinian peace activist and conflict resolution expert Hamze Awade, along with educator Ali Amla (Solutions not Sides), discussed the obstacles they encounter and the approaches they use in their work. A few key points were emphasized:

- / The importance of critical thinking, understanding and humanizing others, and maintaining consistent, impartial approaches in peacebuilding cannot be overstated. Solutions must be tailored to the local context.
- / We must invest in supporting and empowering the next generation of political and faith leaders who possess a sustainable vision for the Middle East region.

Peace is built with your enemies not your friends. People tend to

“ want to talk to the people they agree with. To have a conversation with your “enemy” also shows your emotional intelligence.

- / Providing funding and resources for peace programs that align with the values and needs of the local communities rather than imposing external agendas.
- / Exploring strategies for creating safe spaces for uncomfortable dialogues, where people can disagree respectfully and humanize the perceived "other."
- / The need for consistent standards in peace efforts and the importance of addressing antisemitism.

You have to deal with people that you live with. It's up to us to bring people together, to

build coalitions. To

be consistent with your values is very important. Critical

thinking is a skill that's needed to become a peace builder.

- / The need for a roadmap for peace that empowers both Palestinians and Israelis.
- / The need for solidarity and the importance of not imposing ideological views on others.

HUMAN RIGHTS EDUCATION & ANTISEMITISM

Oana’s session was centered around the idea of human dignity, which serves as the antithesis of dehumanization. Along with this theme, the participants tackled one of the difficult questions: *what prevents individuals from acknowledging and respecting the human dignity of others?*

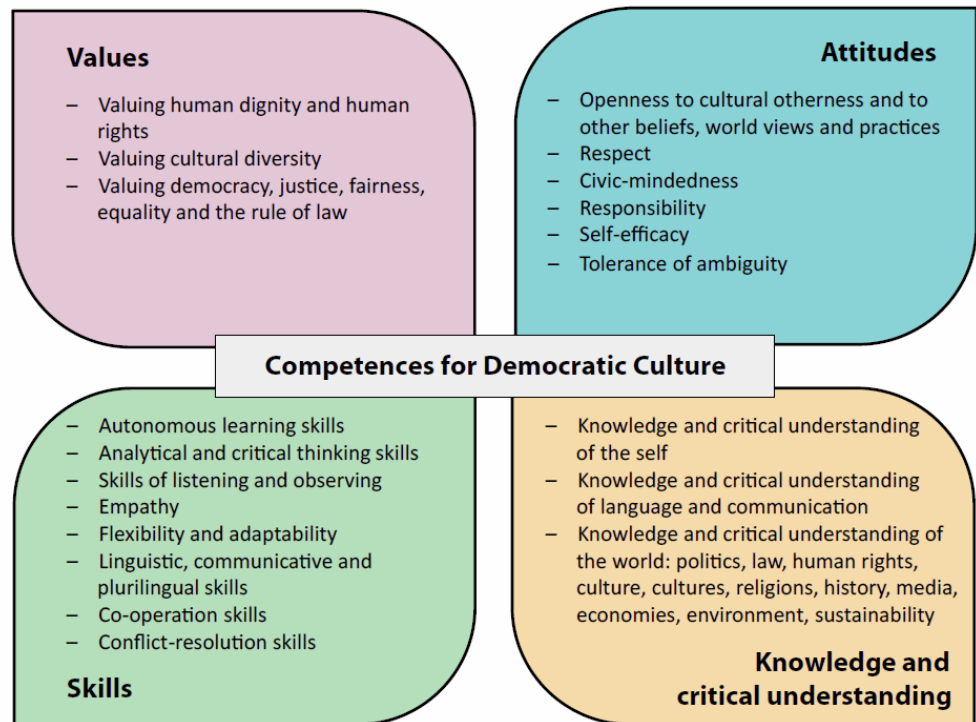
Through human rights education, we build a culture in which human rights are not only learned but also lived and actively promoted.

During the session, Oana introduced the [Reference Framework of Competences for Democratic Culture](#), presenting it as a set of materials that educational actors can use to equip young people with the competencies necessary to defend and promote human rights, democracy, and the rule of law. This framework empowers them to act as active citizens, participate meaningfully in democratic societies, and live peacefully alongside others in culturally diverse communities.



Human rights education should be embedded in every subject you teach.

Here are some of the key highlights from the session:



Reference Framework of Competences for Democratic Culture

- / Human rights education is a process that builds competences for addressing human rights violations, preventing human rights abuses, encouraging empathy, inclusion and non-discrimination, and promoting peaceful resolution of conflicts.
- / Human rights education should motivate action for the promotion of human rights and democracy.
- / *Learning from the past – acting for the future.* It is essential to learn from the history of the Holocaust in order to promote democratic values and human rights. The past can teach us a lot, especially if we do not use it for nationalist propaganda purposes.
- / It is crucial to analyze the Holocaust and the events that led to it through the lens of human rights.

- / Human rights education is for developing respect for human dignity and appreciation for cultural diversity.
- / Education is a human right; this includes:
 - The right of Jewish students to a learning environment free of antisemitism;
 - The right of Muslim students to a learning environment free of Islamophobia;
 - The right of LGBTQ+ students to a learning environment free of homophobia and transphobia;
 - The right of women to a learning environment free of sexism;
 - The right of any person to a learning environment in which they (or anyone else) are not targeted based on their identities...



ENCATE POSITION PAPER & GUIDELINES

Intersectionality is a concept that examines how various social identities—such as race, gender, class, sexuality, and disability—intersect and create unique experiences of oppression or privilege. It recognizes that individuals may face multiple layers of discrimination, which cannot be understood separately but must be considered together to grasp the full scope of social inequalities. This framework, introduced by Kimberlé Crenshaw, is used to analyze complex systems of power and how they impact marginalized groups differently.

Recognizing the complexity of identity is essential in combating discrimination. By understanding the various layers of identity, we can develop more inclusive and relevant approaches that address the unique experiences of each person, ensuring that efforts against discrimination are comprehensive and impactful for all.

The ENCATE working group on intersectionality and antisemitism was formed to reflect and develop the position paper and guidelines on combating antisemitism and fostering Jewish life from an intersectional perspective. Below are some of the questions will be addressed in the position paper and guidelines:

What does it mean to combat antisemitism from an intersectional perspective?

What are the tensions?

What does it mean to counter antisemitism while embracing the diversity within Jewish communities?



There is no hierarchy in struggle. No discrimination is more

important than the other.

- / The papers will include a theoretical framework and practical guidelines for practitioners, educators and organizations.
- / Amongst other things, the position paper will focus on the importance of social identity, introduce a human rights-based approach, define antisemitism and intersectionality, emphasize the diversity of Jewish life, tackle the question of Jews and whiteness, advocate the integration of antisemitism in the intersectional framework, address Israel/Palestine in anti-discrimination work, and consider tensions between struggles.
- / Provide guidance for internal use and external sharing, addressing both theoretical and practical aspects.
- / Emphasize the diversity of Jewish life.
- / Promote a flexible and inclusive approach to combating antisemitism through an intersectional lens.
- / Aim to prevent the reinforcement of stereotypes about Jewish people and promote a more nuanced understanding of Jewish identities.

CASE STUDY WORKSHOP

In this session, we aimed to create a dynamic consultative group where participants can openly share and explore professional challenges they want to address. By leveraging the collective intelligence of the group, this process encourages new perspectives for the presenter while offering valuable learning opportunities about driving change in diverse contexts.

- / Suggested two real-life case studies served as a facilitated framework for the case owners to receive direct feedback and input on professional challenges.
- / The session turned participants into a consultative group, leveraging collective intelligence in real-time.
- / Case studies were both profoundly intimate and powerful, benefiting the individual in the 'hot seat' and the group of 'advisors.'



VISIT TO THE FELTRINELLI FOUNDATION

Our group had the privilege of visiting the Feltrinelli Foundation, an Italian cultural organization known for promoting research and dialogue on social, economic, and cultural issues, including inequality, racism, and discrimination.

The [Foundation](#) is a home to an impressive archive which contains personal and institutional collections, such as those of the Feltrinelli family, political figures, and historical events like the Prague Spring. The archive includes documents, photographs, posters, and digital collections, providing a comprehensive view of historical movements, particularly those related to democracy and social change. The Foundation also offers digital exhibitions and inventories to aid in research. Link for more details: [Fondazione Giangiacomo Feltrinelli](#).

At the Foundation we met with Giulia Frova, one of the leaders of an Italian NGO "[Racism is a Bad Story](#)" (*Razzismo è una Brutta Storia*). This organization is one of the initiatives by the Feltrinelli Foundation, dedicated to exploring the roots and impact of racism in Europe and be-

yond. It focuses on combating racism and discrimination through education, cultural events, and public awareness campaigns. Their work involves producing educational resources, organ-

The NGO "**Racism is a Bad Story**" was established in response to the 2008 racist murder of Abdel William Guibre, a 19-year-old Italian national. It is an Italian NGO based in Milan. The organization focuses on combating racism and discrimination through education, cultural events, and public awareness cam-

izing workshops, and events to combat discrimination in Italy, alongside advocacy for citizenship and immigration reform.

One of their most recent projects involve EMPOWER - European key Multipliers PromOte aWareness against Racism and xenophobia, CHAMPS-United Against Afrophobia, QuBi-Combating Poverty in Families with Minors.

OPEN SPACE SESSIONS

To facilitate group discussions, share opinions and best practices, we had an Open Space session. These were the questions and topics the participants tackled together:



Topic: How can we build more cooperations, keep this network active and what is our core role?

- / Ideas for keeping this network active – open space on zoom, document where can we write questions, ask for help, and discuss.
- / Thinking about how we can put more visibility on our projects through the network.
- / Creating a platform that will help us.
- / Creating social media campaign together.

Topic: Israel – Palestine in mixed spaces – best practices, methods, terminology, anti-semitism, anti-Arab and Muslim intersection.

- / Spaces to talk about antisemitism.
- / Talk about how antisemitism is being instrumentalized.
- / Power dynamics in groups talks.
- / Facilitation methods. Focus on position, not identity.
- / Describe the reality and say what you want. Remind people of their inconsistency.

- / Terminology has legal implications. Open complexity. Break patterns.

butterfly project) but also explain about the radicalization processes in many countries.

Topic: Teaching and understanding radicalization through Shoah education. Sharing ideas. How can we prevent extremism.

- / Local context is important in dealing with radicalization process in our societies.
- / Important not to think in the terms of us and them.
- / To think that everyone can be radicalized in some way.
- / Preventing and countering radicalization as two separate processes.
- / Organize psychological help support.
- / Examples from the past of the separation, exclusion, etc.
- / Show good examples, show organizations (Anne Frank, Show Racism the Red Card, the



11:30

MODERATOR
Avital Lutzky
KlgA e.V.

ACTION PLANNING



We concluded our network meeting with our traditional and essential action planning session. The organizations had the opportunity to share their plans and intentions for the coming year(s), document them, and collectively create a plan of their goals. By reviewing the work and plans of other organizations, participants were able to

gain valuable insights into potential collaboration opportunities.

Here is the link to the calendar:
https://miro.com/app/board/uX-jVLBFGZr0/?share_link_id=645526490988

PARTICI-

PANTS



NAME	ORGANIZATION	COUNTRY
ANNA ZIELINSKA	Jewish Association Czulent	Poland
MÓNIKA MÉSZÁROS	Zachor Foundation	Hungary
NEVENA BAJALICA	Terraforming	Serbia
PETER WEISENBACHER	Human Rights Institute	Slovakia
TAMAS BÜCHLER	Haver Foundation	Hungary
POOJA LAMA	Humanity in Action Germany	Germany
VERONICA SARTORE	Kubus e.V.	Germany
OANA NESTIAN-SANDU	Intercultural Institute Timișoara / TOLI	Romania
MOHAMMED ALI AMLA	Solutions Not Sides	United Kingdom
ANNA TATAR	Never Again Association	Poland
BRYAN FELLBUSCH	Widen the Circle	Germany
BRIAN BLACHER ANCIS	Proyecto Shoá Barcelona	Spain
COSIMA ANNABELLE HOFACKER	INACH	Netherlands
SONJA VILICIC	Haver Srbija	Serbia
NICOLE SABINE NOCON	generationE	Germany
BASYA GARTENSTEIN	GEZUBI	Austria
ANIKÓ FELIX	Haver Foundation	Hungary
CATHY DEL RIZZO	CEJI	Belgium
JULIA CHIMIAK	Polin Museum	Poland
GADI LUZZATTO VOGHERA	CDEC Foundation	Italy
PATRIZIA BALDI	CDEC Foundation	Italy
STEFANO GATTI	CDEC Foundation	Italy
LARISA ANASTASIA BULGAR	CDEC Foundation	Italy
HAMZE AWADE		Italy
EMRAH GÜRSEL	KlgA e.V.	Germany
AVITAL LUTZKY	KlgA e.V.	Germany
MONIKA ZULYTE-BREMER	KlgA e.V.	Germany

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Zossener Straße 56-58, Haus D
10961 Berlin

mail@kiga-berlin.org
www.kiga-berlin.org

Written by

Monika Zulyte-Bremer
Emrah Gürsel

Proofreading
Avital Lutzky

Design

Emrah Gürsel

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