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FINAL REPORT

NEVER AGAIN: HOW THE LESSONS FROM AUSCHWITZ PROJECT IMPACTS ON SCHOOLS IN SCOTLAND

The Pears Foundation and
The Holocaust Educational Trust

October 2009

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Never Again: How the Lessons From Auschwitz Project Impacts on Schools in Scotland

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Executive Summary

General aims

As the education for citizenship agenda continues to impact on schools in Scotland, and with the Holocaust Educational Trust (HET) in conjunction with the Scottish Government organising its Lessons From Auschwitz Project for Scottish students and teachers until 2011, this study aimed to:

- investigate the school processes by which students were chosen to participate in the Lessons From Auschwitz (LFA) project;
- examine student and teacher perceptions of the LFA Project;
- investigate the impact the LFA Project has on student citizenship values and on their schools and communities;
- investigate the impact the LFA Project has on teachers.

Methodology

The methodology employed questionnaires and interviews. In consultation with HET and the Pears Foundation, an online questionnaire was devised (Appendix 1) for the school student participants which attempted to ascertain the impact of the LFA Project on them, their schools and their communities; a second questionnaire (Appendix 2) was devised to find the teacher participants' thoughts of the project. We issued the questionnaires approximately six months after the Follow-up Seminar to all the school students and teachers in Scotland who participated in the LFA Project in 2007 for whom we could obtain permission to contact from the local authorities. Returns were strong for a questionnaire of this type with 28 (out of 32) of Scotland's local authorities giving permission; 41% of the students contacted responded and 57% of the teachers responded.

In-depth interviews were carried out with nine student participants to obtain further information and glean areas relating to personal development that could not be tackled in the questionnaire (Appendix 3).

Key findings

It can be dangerous to over-generalise from any study. Although this study had a large return, the questionnaire was some six months after the LFA Project and the interviews five to nine months later; this can skew the results. However, tentatively, we found that:

- Most students had learned about the Holocaust at school prior to the course;
- Students and teachers were deeply moved by the visit; there was clear evidence of personal development; students' citizenship values were enhanced; and teachers reported that it had effectively contributed to their professional development;
- The highest perceived gains in student knowledge were in genocide and human rights;

- Students took their responsibilities on return very seriously and organised a wide range of events, both in their schools and in their communities;
- Assemblies and talks to year groups were the most common school events organised but some of the events were highly innovative;
- The LFA Project led to significant extra teaching and awareness of the Holocaust in Scottish schools.

Section 1: Introduction and Background

- 1.1 Declared a memorial “to the martyrdom of the Polish nation and other peoples” in 1947 and designated a UNESCO World Cultural Heritage Site in 1973 (Lennon & Foley, 2000), the Auschwitz-Birkenau Memorial and Museum (ABMM) has been the focus of organised schools visits in the UK since 1999. Day visits to ABMM have been organised by the Holocaust Educational Trust (HET) since 1999 as one stage of its course known as the Lessons from Auschwitz (LFA) Project (Holocaust Educational Trust, 2006). Five hundred thousand visitors annually visited ABMM between 1989 and 2005. Of these half were young people, and 40-45% were from overseas (Wollaston, 2005). Until 2006, 3800 UK students and teachers had participated in the LFA Project (HET, 2006) which comprises four components: an orientation seminar the week before the visit at which a Holocaust survivor speaks to the group (4 hours) and participants are prepared for their visit; the visit to ABMM which includes visiting the concentration camp Auschwitz I, and Birkenau death camp (1 day); a follow-up seminar which takes place one week after the visit at which students are debriefed, given opportunity to reflect on the visit (3 hours) and discuss practical approaches to progressing with the final Next Steps component where students are required to organise a school and/or community event as a means of passing on their learning. To ensure participation from as many UK schools as possible, each year two students, between 16 and 18 years are invited to participate – along with a limited number of accompanying teachers.
- 1.2 Because of financial constraints and difficulties in accessibility, few Scottish students had the opportunity to participate in this educational experience prior to 2005. That year the Member of Parliament and Member of the Scottish Parliament for East Renfrewshire (Scotland), in conjunction with the Holocaust Educational Trust, facilitated a visit to ABMM for Scottish secondary students and, where possible, their accompanying teacher. This experience was different to the LFA Project in that it consisted of one component only – the visit to ABMM.
- 1.3 Although a visit to a memorial or death site is not a recent phenomenon (Seaton, 1996), there is little known of the value that such visits have on participants in general (Lennon and Foley, 2000) and even less on the educational impact this has specifically on school students and their teachers. Since 2007, there have been two annual visits to ABMM for Scottish students and teachers organised by HET through the LFA Project. This study examines the views of students and teachers who participated in the first two LFA Projects in Scotland in 2007. This study aims to:
 - examine pupil and teacher perceptions of the LFA Project;
 - investigate the impact the LFA Project has on pupil citizenship;
 - investigate the impact the LFA Project has on teachers.

- 1.4 This research was undertaken as the first academic evaluation of the LFA Project. Its intention is to raise issues that are relevant to future researchers in this area. Apart from the distinctive curricular issues regarding teaching the Holocaust and Citizenship Education in Scotland, the Scottish sample in this study are typical to LFA participants and hence our findings should be of interest to Holocaust educators who assist on the LFA Project as well as educators who arrange school/class visits or visits by young people to the Auschwitz-Birkenau Memorial and Museum.

Section 2: Review of Literature

- 2.1 Adorno's statement "it is impossible to write poetry after Auschwitz" (in Klaus, 2005), and Hilberg's reference to the expression 'planet Auschwitz' used by Holocaust survivors (Hilberg, 1992:187) convey the idea that the constraints of conventional language hinder one's expression of the Holocaust and sets Auschwitz apart from everything else. In the school context, Dudek similarly claims that Auschwitz cannot be taught, like other subjects, within the curriculum (in Holden and Clough, 1998). Although neither Auschwitz nor the Holocaust are school subjects as such, it follows that as alternative educational tools, museums and memorial sites have an important contribution to make. For Marcus, museums provide "more hands-on ways than an average classroom setting" to learn about the past (Marcus, 2007:106). This interactive approach sits well with the active learning methods promoted in the Scottish curriculum, entitled Curriculum for Excellence (Scottish Executive, 2004). The pedagogical aims of visits to memorial sites are to enhance "students' factual knowledge.... but also to allow them to find their own way of understanding and coming to terms with German " (Rathenow & Weber in Holden and Clough, 1998:96). The historical relevance of ABMM for Scottish students is to provide insight into European and British history and further their understanding of World War Two (WW2).
- 2.2 Oleksy claims that the young visitor's place of origin is an important factor in determining their meaning of Auschwitz (in Davies, 2000). Although Scotland and Scots were not prominent in terms of the Holocaust and Auschwitz, it has several direct links with the Holocaust. These include it being the birthplace of missionary Jane Haining, who saved Jewish children in Hungary and "died" in Auschwitz in 1944; the country where Rudolf Hess, deputy leader of the Nazi Party was captured 1941; the home to Eastern European refugee children who had come on the Kindertransports, and to other Eastern European refugees some of whom were Auschwitz camp survivors; and for more than fifty years was home to suspected Nazi war criminal Anton Gecas until his death in 2001. Further, Scottish soldiers were involved in the liberation of the Bergen-Belsen concentration camp. It can therefore be argued that Holocaust education can meaningfully contribute to a broader understanding of Scottish history and society.
- 2.3 In addition to each country's participation in WW2, Gundare and Batelaan consider that the nature of Holocaust education varies according to the country's history of antisemitism (Gundare & Batelaan, 2003). While there is no formal historical record of antisemitism in Scotland, one cannot assume that it has never existed. The (UK) Community Security Trust (CST) reports evidence of recent antisemitism in Scotland and indicates that there were fifteen antisemitic incidents in Scotland in 2007, and nine in 2008 (BBC, 2006; CST, 2009). It is likely that these reports are not an accurate reflection of the actual number of antisemitic incidents that took place as they do not include unreported antisemitic incidents. Cowan and Maitles additionally cite specific antisemitic incidents between 2002 and 2004 (Cowan & Maitles, 2007:116).

- 2.4 While agreeing that Auschwitz involves “a study of antisemitism”, Miller suggests that Auschwitz is important to anti-racist education in recognising the Nazi persecution of people of different backgrounds and those who colluded in the genocide that occurred (in Copley, 2005). Garside considers that a visit to Auschwitz links the genocide of Jews and the murder of other European citizens to present day genocide (Garside, 2008). Wollaston challenges the broader impact of ABMM by stating that this memorial museum has avoided addressing the relationship between the Holocaust and subsequent genocides, “preferring to focus solely on the history of the camp, and more recently, Polish Jewish relations” (Wollaston, 2005:79). This suggests that young people’s understanding of contemporary racism and antisemitism is not automatically increased by a visit to ABMM but that broader contemporary lessons require additional input.
- 2.5 There are two principal reasons that young visitors require to apply analysis when visiting museums rather than adopt a passive receptive stance. Firstly, despite the educational nature of this visit, visits to ABMM are often referred to as the “dark side of tourism” or simply “dark tourism.” Visitors pose in front of the “Arbeit Macht Frei” sign in Auschwitz I taking photographs of each other, and school parties sit “on the ruins of the crematorium eating sandwiches” (Lennon & Morley, 2000:61) and is perceived by many as “commercial political and religious exploitation of the site” (Wollaston, 2005:66). Whether a visit to Auschwitz I and Birkenau is included as a tourist attraction of Krakow or part of an educational one-day visit that accommodates the plane schedules, its quick, organised pace can be criticised in that its visitors may require considerably more time to absorb its contents than is allocated to them. Secondly, museums are becoming more sophisticated in how they present the past (Marcus, 2007), tend to “promote a moral framework to the narration of historical events”, and have a “missionary” quality (Williams, 2007:8). This can be due to the respective people and/or guides being so dedicated and committed to their work that they lack a critical attachment to the respective historical issues or to the museum’s or the respective government’s own agenda. It can also be due to museum designers who construct the message to be conveyed to their audience (Gross, 2009). An example of the “museum or Government agenda” is cited by Blum who reported in 1989 that the ABMM did neither adequately recognize the distinctive fate of Jews and Gypsies/Roma as ethnic groups targeted for extermination nor clearly explain that an attempted genocide of the Jews had taken place, yet this had been clearly addressed on his return to the site in 2003 (Blum, 2004). Blum’s early experience supports the claim that the interpretation of the Holocaust as a Polish tragedy was an approach used by the former Communist authorities (Lennon & Foley, 2000).
- 2.6 Smith recognises the value that Holocaust memorial museums have in “developing and deploying Holocaust educational programmes” but considers that they are no substitute for school-based Holocaust education (Smith, 2007:282). Similarly Rathenow and Weber (in Holden & Clough 1998) and Copley, (2005) state that it is important that young visitors have some knowledge of the historical context of Holocaust prior to their visit to ABMM. This is of particular relevance to the Scottish context where Holocaust education is not a named subject or topic in the Scottish curriculum and its

teaching depends on individual school policy, and/or interested teachers who integrate it into the curriculum (Maitles & Cowan, 1999). This means that unlike their UK peers in England and Wales, or their European peers in France or Germany, Scottish students may not have studied the Holocaust prior to their participation in the LFA Project. They may, however, have encountered relevant themes through Religious, Moral and Philosophical Studies, History, Modern Studies and/or Citizenship Education (Oleksy, in Davies 2000). However it is less likely that secondary teachers in Scotland will have participated in CPD in developing their knowledge of and skills in teaching the Holocaust than their counterparts in England, as CPD tends to be heavily focused on curriculum requirements.

- 2.7 The two initiatives which have seriously impacted on Holocaust education in Scotland are the introduction of a national Holocaust Memorial Day (HMD, since 2001) and the development of Citizenship Education (since 2002). The former has led to primary and secondary school curricular resources using Holocaust survivor testimonies of people who came to live in Scotland (LTS, 2000; LTS, 2002a); annual school and community resources (HMDT 2005-present day); and local authorities and schools commemorating HMD. The latter has led to Holocaust teaching by providing a suitable context for attainment in many key areas such as human rights, the need for mutual respect, tolerance and understanding of a diverse and multi-cultural, multi-ethnic Scotland. It should be noted that Citizenship Education in Scotland is not a separate subject but is permeated throughout the curriculum (LTS, 2002b). Hence there is plenty of scope and flexibility within the Scottish curriculum to teach the Holocaust and the LFA Project contributes to this in a natural and meaningful way.
- 2.8 The Curriculum for Excellence includes “responsible citizenship” as one of the four purposes of the curriculum for students from 3-18 (Scottish Executive, 2004). To achieve this, students are required to: “have respect for others”; “develop knowledge and understanding of the world and Scotland’s place in it”; and “develop informed, ethical views of complex issues”. The importance of knowledge in meeting these aims cannot be underestimated. The former UK Home Secretary, David Blunkett, considered knowledge to be “crucial to the life of a democracy”, stating that “the more people know, the more they do” (Kiwani, 2008:45). There is a wide range of research that supports the positive contribution of Holocaust education to developing students’ understanding aspects of citizenship (Cowan & Maitles, 2007). However, understanding is only one side to citizenship; “behaviour and action” is another (Kratsborn et al, 2008).
- 2.9 It is worth noting that the previously mentioned Holocaust school resources were funded by a Labour Scottish Government and there has been an SNP Government since 2007. While this new Government has conveyed an interest in Holocaust education and continues to support HMD in Scotland, and the LFA Project until 2011, the future of Holocaust education in Scotland is uncertain due to restricted government funding and to (SNP) Government policy which has a funding agreement with local authorities in which each local authority can now determine how it wants to spend its money. The recent inclusion of

Holocaust education in the Scottish Continuing International Professional Development Programme (SCIPD) for International Education provides some optimism as this is developed by the (Scottish) Government funded organisation for the development of the Scottish curriculum, Learning and Teaching Scotland (LTS). The SCIPD programme enables teachers across Scotland to participate in individual and group study visits that broaden their horizons and encourage them to reflect on their own practice, develop a global perspective and inform their classroom practice. Visits by teachers to Amsterdam (2008) and Berlin (2009) have focused on approaches to Holocaust education.

Section 3: Methodology

- 3.1 Our chosen methodology is qualitative and quantitative. Firstly we issued an online questionnaire with the cohort of students and teachers who participated in the LFA Project in 2007, based in Glasgow and Aberdeen. Secondly we followed this questionnaire with structured interviews with a small sample of nine students.
- 3.2 The potential sample was 153 schools from 31 of the 32 Scottish local authorities who participated in the LFA Project in September and October 2007. Many of these schools are situated in areas where there is very limited school-based Holocaust education and where Holocaust Memorial Day has to date had little or no impact. 28 authorities agreed to participate in this study which together with a small number of Independent Schools, totalled 236 students. This sample included a combination of non-denominational and denominational schools.

- 3.3 105 students and 43 teachers from 27 authorities responded to the questionnaire. This represents a student response rate of 41% and a teacher response rate of 57%. Indeed these high response rates suggest that the participants viewed the events as valuable and took the time to respond some months later, backed up by our interviews. Participants could choose to omit to answer any questions and it should be noted that not every participant answered every question.
- 3.4 An online survey was chosen because it allowed researchers easy and instant access to a relatively large number of students across the country. Researchers also considered it to be more appealing to young people than a traditional questionnaire and likely to yield a higher response rate. Lefever et al (2007) identify efficiency, convenience, low cost and its capability of being used within a short time frame as advantages of this method of data collection. While they found the unreliability of email addresses to be a problem in online data collection, this was not apparent in this study as students were only required to complete the survey once and submit to the given mailbox and the selected programme, Survey Monkey, allowed this facility with ease. The problem that the researchers identified with this programme was that students could submit more than once which would skew the results. Researchers emphasised to students that they were to submit once only. As information on the questionnaire required students to indicate the authority they came from, and researchers knew the number of students from each authority who participated in the LFA Project, researchers were able to ensure there were no duplications.
- 3.5 Questionnaires were piloted in February 2008 and distributed to students and teachers between March and August 2008. The student questionnaire was mainly structured, consisting of 32 questions comprising different types. These were: "yes/no", "rating", "statement that best describes my" questions, and open questions which allowed opportunity for individual comments (Appendix 1). Students were not asked about their ethnic background as the researchers considered that this would discourage participation at both authority and school levels. The content of the questionnaire focused on the following four areas:
1. Student feedback on the LFA Project and on the visit in particular;
 2. Impact of the LFA Project on student citizenship development;
 3. Impact of the LFA Project on teacher participants.
- 3.6 The teacher questionnaire was similar. It consisted of 31 questions and additionally included questions on teaching the Holocaust in their schools (Appendix 2).
- 3.7 This study's 41% and 57% participant response rates contrast with the findings of Granello and Wheaton (2004) who reported significantly lower response rates from online data collection. This can be explained by development in online questionnaire programmes since the date of their research, and also that researchers in this study were working with a clearly identified group of people. This facility allowed participants to complete the questionnaire at one session or if preferred to partially complete the questionnaire and submit at another

session. The expected time of questionnaire completion was 15-20 minutes. Online programme records show that the majority of students had taken more than 15 minutes to complete the questionnaire with many taking considerably longer. This suggests that participants gave considered responses.

- 3.8 Interviews were conducted between December 2008 and April 2009 by the researchers. The interview sample comprised 6 female and 3 male students who had indicated in the online survey their willingness to be interviewed. This proportion reflected the gender proportion of the 2007 Scottish cohort. Criteria for selection was based on where students lived as financial constraints meant that researchers were unable to travel across the length and breadth of Scotland. These one-to-one interviews lasted between 20-30 minutes, were recorded and transcribed. Each student participated in a semi-structured interview consisting of ten questions which focused on the following areas (Appendix 3):

1. Teacher involvement in the LFA Project;
2. Student knowledge of the Holocaust prior to the visit;
3. Student impact of the LFA Project;
4. Content of the LFA Project;
5. Broader lessons of the LFA Project;
6. Nature of students' follow-up activities;
7. Feedback on students' follow-up activity(ies);
8. Student interactions with other student participants.

Areas 1-6 were based on the questionnaire; areas 7-8 arose from discussion with representatives from the Pears Foundation and the Holocaust Educational Trust in November 2008.

- 3.9 Each student was asked 10 questions. As some questions were specific to students' questionnaire responses, questions were amended accordingly (Appendix 3). This allowed greater insight into particular areas.
- 3.10 It was the researchers' intention to interview a small sample of teachers but this was not possible due to insufficient funding.
- 3.11 Within this context our research focused on student and teacher perceptions of the content of the LFA Project. This included the orientation session, the visit to Auschwitz-Birkenau Memorial and Museum, the follow-up session, and the materials issued to participants. It investigated student impact on citizenship at three levels: school community, wider community and individual personal growth. Impact on teachers' professional development was also considered.

Section 4: Student Findings

Quotes without a student number are from the questionnaire sample: quotes with a student number are from the interview sample. The gender composition of interviewees is as follows:

- students 2,3,4,5,6,9 are female
- students 1,7,8, are male

- 4.1 95 students were from state schools while 4 were from schools in the independent/private sector (6 did not answer this question) and 79.5% of the entire questionnaire cohort were from the non-denominational (i.e. non-Catholic) sector. The largest number of questionnaire respondents were from Fife and Aberdeenshire (12), North Lanarkshire and Highland (8). The highest percentage of respondents were from Falkirk (with 2 respondents from a maximum of 2 participants), East Ayrshire (with 7 respondents from a maximum of 8 participants) and Inverclyde and East Dunbartonshire (each with 3 respondents from a maximum of 4 participants).
- 4.2 Questionnaire data provided a profile of the research sample. Table 1 shows an over-representation of females which can be explained by information from HET that the gender composition of LFA groups tend to be 66% female students and 34% male students. This suggests that the sample in this research is therefore only slightly over-represented by female students. Table 1 also shows that the majority of students had studied History at Higher level although this does not necessarily mean that they had studied the Holocaust.

Table 1: Profile of Student Sample

CATEGORY	%
GENDER	72% FEMALE; 28% MALE
SCHOOLS	96% STATE; 4% INDEPENDENT
EXTERNAL EXAMINATIONS	85% FOUR OR FIVE HIGHERS IN S5
SUBJECT CHOICE	63% HISTORY HIGHER

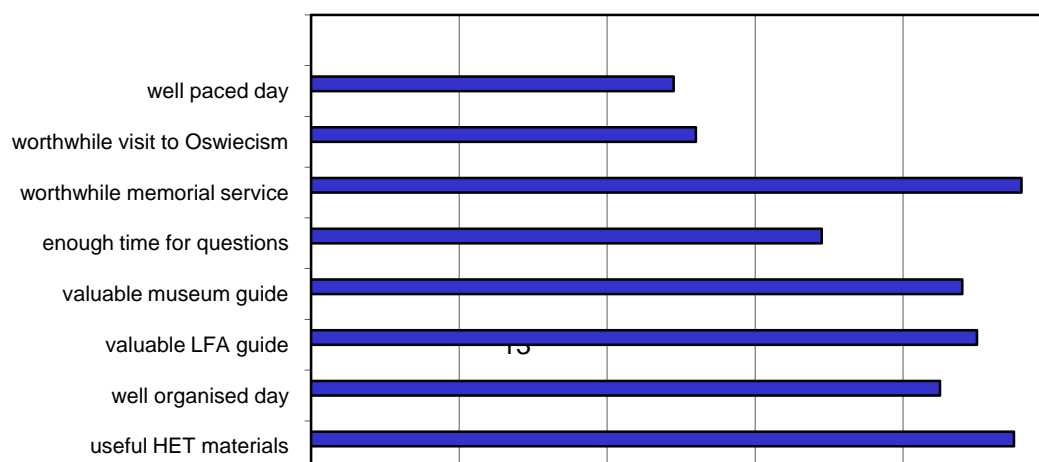
- 4.3 Table 3 shows that the vast majority of students had learned about the Holocaust prior to the visit to ABMM. As students were allowed to give more than one response it is possible that the same students studied the Holocaust both at primary and secondary and so it cannot be assumed that the 30% students who had not studied the Holocaust at secondary had not learned about it at primary. These results suggest that while the Holocaust is not a compulsory topic in secondary schools, it is being taught widely. One limitation of this question is that what one student considers to be “a little knowledge” another may consider to be “some”. Yet the 5% who learned about the Holocaust after the visit and 19% who knew “little” about Auschwitz suggests that a small number of students participated in the LFA Project without adequate prior knowledge.

Table 3: The statements that best describes students' knowledge in this area are:

CATEGORY	%
I learned about the Holocaust at primary school	26%
I learned about the Holocaust at secondary school	70%
I learned about the Holocaust after the visit	5%
I knew something about Auschwitz	75%
I knew a little about Auschwitz	19%

- 4.4 While all the students interviewed considered that they had some knowledge of the Holocaust prior to the visit, four students indicated that this knowledge had not come from their schools. These alternative sources were: a relative, the internet, films, a previous visit to Dachau, all of which emphasised students' personal interest in this area.
- 4.5 The personal commitment of students is shown by 89 students indicating that they had read the preparatory material distributed by the Holocaust Educational Trust and 41 students responding that they had engaged in their own additional personal reading (See Appendix 4). Only three students responded that they had not engaged in background reading prior to the visit to ABMM.
- 4.6 The orientation seminar was valued by students. In response to grading aspects of this day "extremely worthwhile", "parts of it worthwhile", "a bit worthwhile" or "not worthwhile" all respondents considered that meeting the LFA Auschwitz educators, the preparatory information for the visit to ABMM and listening to the testimony of the Holocaust survivor were to different extents worthwhile. 94% students considered the survivor speaker to be extremely worthwhile and 90 students included a comment as to why they considered this to be the most worthwhile aspect of the day.
- 4.7 In terms of the visit itself, the vast majority thought the day was very worthwhile and moving. Table 4 summarises their views. Findings indicate that more than 80% respondents considered the day to be well organised with valuable LFA and ABMM guides and useful HET material. More than 90% considered the memorial service to be worthwhile.

Table 4: Students' views – I agree that the visit was/included...



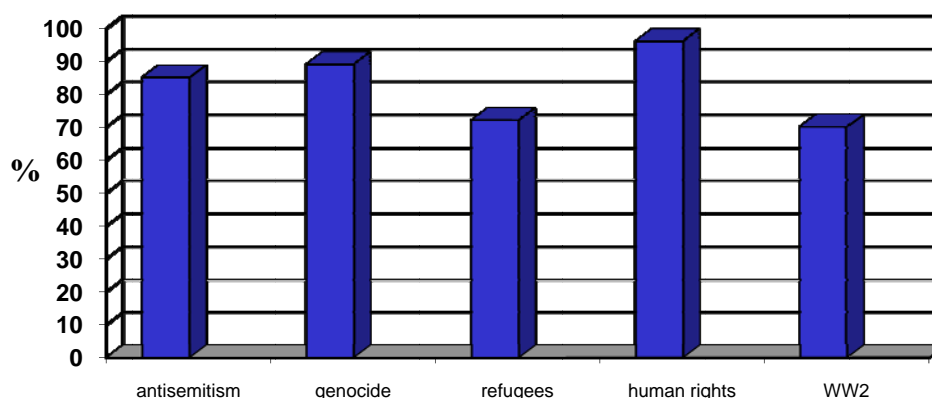
- 4.8 Less positive views regarding the pace of the day can be explained by the flight delay of one of the groups. One student commented:

I was impressed with the way that the LFA organisers dealt with the problems that they faced on my visit, e.g. the delay of flights etc. etc. and how well they catered to us and kept us up to date with the changes to our itinerary.

- 4.9 Two interviewees expressed concern that the LFA Project focused too heavily on the Jews. They justified this by explaining that the Jews were not the only victims “of persecution” in the Holocaust and that it “wasn’t exclusively a Jewish thing.” This raises questions as to whether a repeated emphasis that 90% of the 1.2 million victims of Auschwitz were Jews and that the genocide of the Jews was distinctive from the murder of other groups of people should be made in the LFA Project. Similarly the genocide of the Roma should be explained to ensure it is not marginalised.

- 4.10 Students perceived that the visit to ABMM had contributed to citizenship education in terms of their understanding of antisemitism, genocide, the plight of refugees and human rights and their historical understanding of WW2. Table 4 shows that the highest growth areas were human rights and genocide. This challenges Wollaston’s view (2005) and supports Garside (2008) by showing that the ABMM experience is not exclusively about “history”, “the Nazis” or “the Jews” but allows young people to develop their awareness of contemporary issues in the wider context. Given the treatment and murder of Jews in Auschwitz during the Holocaust, it is surprising that the highest growth area was not antisemitism. This may be due to the complexities of the term “antisemitism”, and/or its historical origins and/or students having a consistent low understanding of antisemitism. The complicated nature of the relationship between Holocaust education and teaching antisemitism has been highlighted in previous research where students who had studied the Holocaust had not learned about antisemitism (Cowan & Maitles, 2005; Maitles & Cowan, 2007). The lowest growth area in social issues was “refugees” which may only have received indirect references. The data suggests that the students would benefit from more focus on “antisemitism” and “refugees” during the visit.

Table 5: Students’ views – The visit helped me understand...



4.11 Two students commented in the questionnaire that it will never be possible to “understand” war or genocide. This highlights the complexities of these terms and also the maturity of student thinking. While antisemitism is similarly complex, this was not identified by students as such.

4.12 Museum exhibits and artefacts such as the piles of artefacts can motivate students to further their learning in the Holocaust (Rathenow & Weber in Holden & Clough, 1998). The quotes below show the emotional impact of the student experience

I found the whole experience moving, but the aspect that stands out is the room full of hair – this was especially distressing. I was also shocked by the size of Birkenau, how it was so open, its silence and its proximity to towns nearby – I always thought that the camp would be more hidden and isolated.

I found the rooms in Auschwitz I filled with human hair, shoes, suitcases, and baby clothes very moving. All of these made me start thinking about all these people who had their full lives ahead of them and its all been taken from them through no fault of their own. And it made you wonder, if this was your family back then, it would it would have been them.

4.13 Interview data provided more depth in this area and showed personal growth in learning *from* the Holocaust as well as learning *about* the Holocaust. The term “antisemitism” was not referred to in the interviews, as much as genocide, refugees and sectarianism.

Student 3:

It has made me more aware of other things that are going on in the world. It has changed my attitude towards genocide. I am a lot more aware of it now than I was before. I think that it helped me a lot to understand how it must have felt to have been Jewish at the time and what it would have been like not to be Jewish, and either be at risk of supporting Jewish people or just going along with the crowd. I think going into the camp helped me understand the mass scale it was on.

Student 7:

It definitely made me think that things like separation on racial grounds are not acceptable and things like sectarianism... You hear a lot of jokes about it and that is fair enough but afterwards I definitely had more of a view that these things can escalate to extreme levels. It definitely made me less accepting towards things of this nature.

4.14 Another way in which the LFA Project contributed to students’ growth was by contributing to their personal experience. The nature of this, Claire states, is a significant factor in young people’s consideration of broader political and ethical matters (in Osler, 2005). The following responses to question 3 (Appendix 3) highlight the positive values, attitudes and skills that students perceived they had gained from the visit and from the entire LFA experience.

Our visit made me realise the value of human life, and our remarkable ability to maintain hope even in desperate situations.

Student 2:

It has made me value my family and friends and the thing I have. I used to ask for a lot of things and if I didn't get them I would be quite upset but now I don't mind. My relationships with my friends and family have changed so much, it is just amazing. I take everything in my stride now and set goals and try and make them because I want to make something of my life.

Student 5:

I think in one respect it makes me want to explore journalism – not with the Holocaust but relating to genocide. It makes me want to go out there and write about the injustices in the world.

Student 6:

The main thing would probably be the change to my outlook, definitely in my personal growth, just looking at different things and giving me a bit of courage in a way and to say things. Say I know someone in work that makes the off not knowingly homophobic comment, do I say "I'm not going to talk to you any more?" No I can't, so what I have to do is appreciate the parts of that person that I think are good. I definitely think it is the change to me as a person.

Student 8:

I feel I can speak confidently now, I know stuff I didn't realise before. You look back on it and I still speak to people about it today and tell them what it was like.

Student 9:

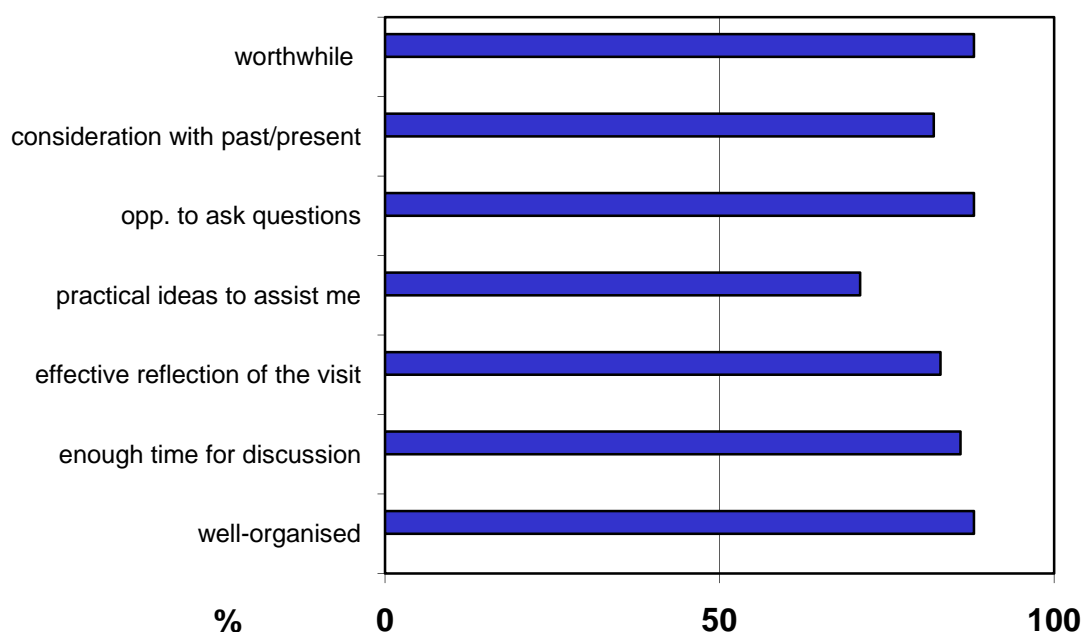
I am slightly more likely to be more assertive if someone makes an offensive comment. When people say things like that I do say to them, "Hang on..."

4.15 85% students had the opportunity to talk about the visit on their return to school and 95% students talked about the visit to their friends on their return to school. This suggests that the visit had an informal impact on their peers.

4.16 The follow-up seminar was attended by 87% of the cohort. Table 6 shows that of these, 88% indicated that they thought it was worthwhile and 86% enjoyed it. This suggests that one or two students who did not enjoy it considered of value. 58 students gave an open comment that explained their response. This comprised 51 positive comments and 8 negative comments. Common themes that emerged from those who enjoyed the follow-up seminar were: the benefits of the opportunity to discuss their experience, a chance to express their opinions, a chance to hear what others thought and a reassurance that this provided and an opportunity for reflection. Reasons given as to why the remainder did not enjoy this session were: its (perceived) lack of purpose and lack of assistance in students' preparation for the Next Steps. While the latter reason was not shared by every student, only 60% students stated that this seminar contained useful practical ideas to assist with students' next steps. This can be partially explained by the broad range of academic abilities among the students in this cohort (see 4.2) as students will inevitably require different

levels of support and are additionally likely to have varying expectations of the assistance that should be provided by the organisers. This suggests that further development in this area is required and since the time at which this report was undertaken (2008), the HET have been addressing this issue.

Table 6: Students' views – I agree that the follow-up seminar was/contained...



4.17 Table 7 shows the areas of discussion that students participated in on their return to school, in their classes. Discussions took place in either History, Modern Studies, Religious, Moral and Philosophical Studies (RMPS), French or English classes.

Table 7: Areas of discussion

Students	Area
63%	Discrimination
57%	Antisemitism
98%	The Holocaust
48%	Human rights
52%	Racism
52%	Other genocides

The following quotes show that several discussions focused on broader lessons that were taken from learning about the Holocaust.

In Modern Studies (I had already done Higher History in fifth year, and took part as a sixth year) we discussed the link between the Holocaust and other genocides such as Darfur and Rwanda. We also discussed racial inequality within various countries today and the global response to the violation of human rights.

We discussed the link between the holocaust and how racism and discrimination in today's world could possibly lead to horrific events such as genocide.

We looked at specific rights and how they were attacked by the holocaust, what the holocaust was and why it happened and how they are linked to modern issues with the students. We also looked at our visit, responsibility for the Holocaust and where/what it stemmed from.

4.18 The students' Next Steps activities suggest that the LFA Project had a significant impact on schools. Students' school-based activities are summarised as follows:

- 64% spoke at a school assembly;
- 40% wrote an article for the school magazine;
- 20% produced a video school presentation;
- 59% spoke to one year group or more;
- 44% made a display of photos for the school;
- 2 pupils gave multimedia presentations to each year group in the school culminating in a Holocaust Memorial Day service for senior pupils and invited members for the community;
- 2 pupils: All year groups at assemblies were shown PowerPoints on the theme of Hate – "So you think you can hate?"

The following quotes highlight the innovativeness of some students' Next Steps.

- *We made up an eight-week lesson plan in the subjects History, English and Religious and Moral Education for a second year class based on ideas we got from the Holocaust; discrimination, racism etc. Before the lesson plan began we organised a visit from a Holocaust survivor to our school who spoke to the second year class as an introduction to the Holocaust.*
- *Met with social education teachers and helped to draw up a lesson plan to be implemented in younger classes discussing the Holocaust and the lessons that can be learned from it today.*

4.19 Interview data showed that some students engaged in a number of school-based activities and provided further insight into the nature of the students' involvement:

Student 5:

We did a presentation to second or third years and then our fellow sixth years. The presentations lasted a half hour to forty minutes each. There were probably around 70 in each group.

Student 6:

We did a piece of writing which was a report to our teacher of what had happened because we wanted to give him an idea before we started reporting back to our class. After that we did a presentation to classes in sixth year and then we went to separate RE (Religious Education) classes, so there were

three presentations. Following that instead of a memorial day we did a memorial week and kind of throughout the school a lot of different departments got involved and from the Monday to Friday there was an assembly for each different year group. In all those assemblies we did a presentation so you can imagine going through all your memories of that day every day for a week was hard.

Student 6 explained that she and her peer decided to give three different presentations as they were 1st and 2nd years, 3rd and 4th years, and 5th and 6th years respectively. The only help that they received was from senior teachers who assisted with the memorial week.

Student 8:

I spoke at four assemblies. I think it was one for each of the four houses.

- 4.20 One student highlighted that one factor that adversely influenced the school impact was the attitude of her Head teacher.

Student 3:

We could have done more but our Headteacher was quite discouraging. We came up with various ideas and some of them probably wouldn't have been do-able but some of them would have been more manageable and she was quite discouraging about us doing anything that involved other pupils, eg. we wanted to hold an information night and show people footage of what we had taken and talk about why it is important still to remember it. She basically said "I don't think anyone would be interested. We're not going to do it." So we didn't go much further than speaking at the assembly and even then we were limited time wise. We really were quite stifled about what we were allowed to do.

- 4.21 A small number of students indicated that one of their Next Steps activities had an impact on their academic performance by linking it to the curriculum and/or to university requirements. For example, one student wrote about the experience for his/her Higher English Folio, two others did the same, one for his/her Higher Art Expressive Art unit and another for the university entrance into a course on Journalism and Creative Writing. This shows another way in which the LFA Project impacted on students.

- 4.22 The students' Next Steps activities suggest that the LFA Project had a significant impact on their wider communities. Students spoke to a variety of groups that included Rotary groups, church groups, a parent council meeting, college students, and primary school teachers. Community activities are summarised as follows:

- 48% featured in the local newspaper;
- 10% produced a video community presentation;
- 15% helped organize a community event;
- 2 pupils gave presentations to their local MPs and MSPs.

The following quotes are examples of such community involvement:

Student 2:

I got a lot of "Well done"s and I got a Citizenship award from my school for my participation and because I had done a lot of work outside of school as well. I got a "thank-you" and a couple of emails after the public event telling us that people were raving about it. My head teacher had sat in on our presentation to 5th and 6th years and pulled us into her office and said 'well done, it was really good.' Our Deputy Head Teacher had spoken to my old teachers as I had who I had spoken at my old primary school, and he said that it was great. Yes we got a lot of praise.

Student 3:

I think the writing (newspaper articles) was received best of all because that was read by people who were interested in our experiences. It was hard to judge who was listening at assembly and who's just there because they have to be there.

Student 4:

A lot of them (the pupils) had lots of questions to ask. It was good seeing people take an interest. A lot of the teachers were shocked that I actually went and could handle it.

Student 5:

We got some good questions (from pupils). We were told we did it very well.

Student 8:

Pupils came up to me at the end and said "it was really good", "really worthwhile", "glad we came".

- 4.23 Most of the interviewees did not engage seriously with the other participants on the visit. A few of the female students did and two kept in contact with these participants after the LFA Project.
- 4.24 Interviewees praised the LFA organisers and were grateful for their facilitating such an opportunity. Their suggestions for the future were few as they considered it very positively. Their suggestions were "making the visit longer", and "involving more pupils."

Section 5: Teacher Findings

- 5.1 Teachers came from 20 local education authorities. The largest number of questionnaire respondents were from Aberdeenshire (6), Highland (5) and Glasgow, Edinburgh City, North Lanarkshire and South Lanarkshire (3). All the teachers who responded to the questionnaire taught in the public sector and 80.5% were from the non-denominational (i.e. non Catholic) sector. 87.5% volunteered to take part in the LFA Project and only 12.5% of the cohort had been to Auschwitz before. So, for the vast majority of our teachers, it was a voyage of learning, although 100% felt that they had "a great deal" or "adequate" knowledge of the Holocaust prior to the LFA Project.

- 5.2 For the greater majority of teachers, 63%, the additional costs of the LFA Project were met by the school. 12% were met by the student participants and the teacher, 2% by the local educational authority, and 22% by other means. Other means included the students meeting the additional costs themselves and the school funding the teacher; the school paying for most of the costs and the teacher and students making a contribution; and a combination in which travel costs to seminars were met by the local education authority, hotel accommodation and general expenses were met by the respective student and teacher participants.
- 5.3 78% of the teachers indicated that they taught the Holocaust regularly or occasionally and 76% of this group did so to junior classes in S1/2 (equivalent of Key Stage 3 in England). 20% teachers indicated that they had never taught the Holocaust before and 50% indicated that the Holocaust was frequently taught in their school.
- 5.4 When asked to best describe the teaching of the Holocaust in their school, 41% felt that it was left to the “individual teacher” to incorporate (or not) the Holocaust into their classes. None of the 43 teachers considered students’ prior learning of the Holocaust in primary school in their teaching of the Holocaust, despite the fact that many primary schools include the Holocaust as part of Religious Studies and/or history of World War 2. Welcomingly, 33% of the cohort felt that the LFA Project had increased Holocaust teaching in their school.
- 5.5 The orientation seminar was valued by the teachers: they thought the survivor talk was by far the most effective part of the day with 27 teachers commenting on this:

Meeting Zigi Shipper was the most meaningful part of the orientation. Only a survivor can speak with authority. His story was deeply touching and his resilience and good humour – and lack of bitterness – was inspiring.

Kitty's talk. It made it real and reminded us that we were talking about living people not just numbers.

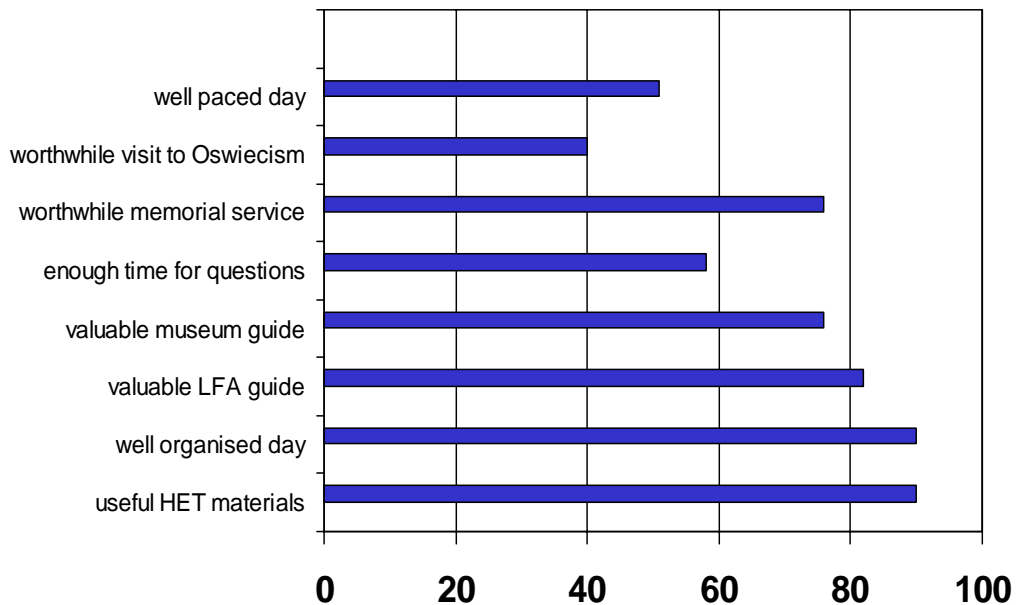
The survivor speaker – from a pupil's perspective it gives a firsthand account of this horror which cannot really be expressed in any other way. From an adult perspective it is hugely emotional and leads to a sense of conviction that education about the Holocaust MUST be a part of the curriculum.

Additional aspects that teacher commented on, were the opportunity for pupils to meet in their groups, the opportunity for teachers to meet other teachers to discuss the event and the HET reading materials.

- 5.6 82% teachers indicated that the length of the orientation seminar was fine. One teacher felt there was not enough student discussion in the groups.
- 5.7 In terms of the visit/day itself, the vast majority thought the day very valuable and moving. There were very few criticisms of any aspects. 97% thought the

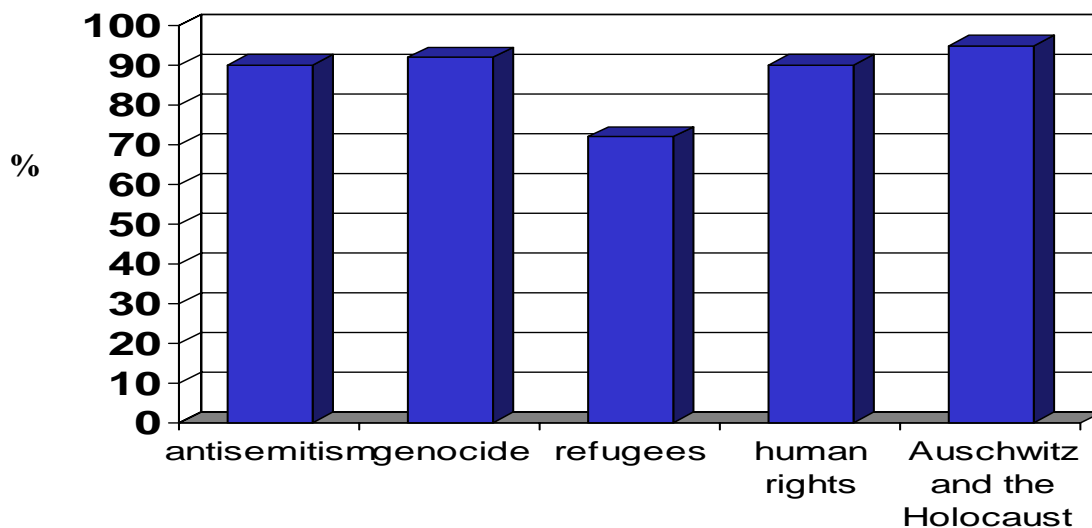
reading materials provided by HET were valuable and that the memorial service was particularly worthwhile. Table 8 summarises some of the views:

Table 8: Teachers' Views – I agree that the visit was/included (a)...



5.8 Although the LFA Project is not specifically designed to contribute to teacher Continued Professional Development, Table 9 shows the specific areas in which teachers thought that their knowledge was developed:

Table 9: Teachers' views – The visit helped me understand...



Teachers' comments provide further insight in this area:

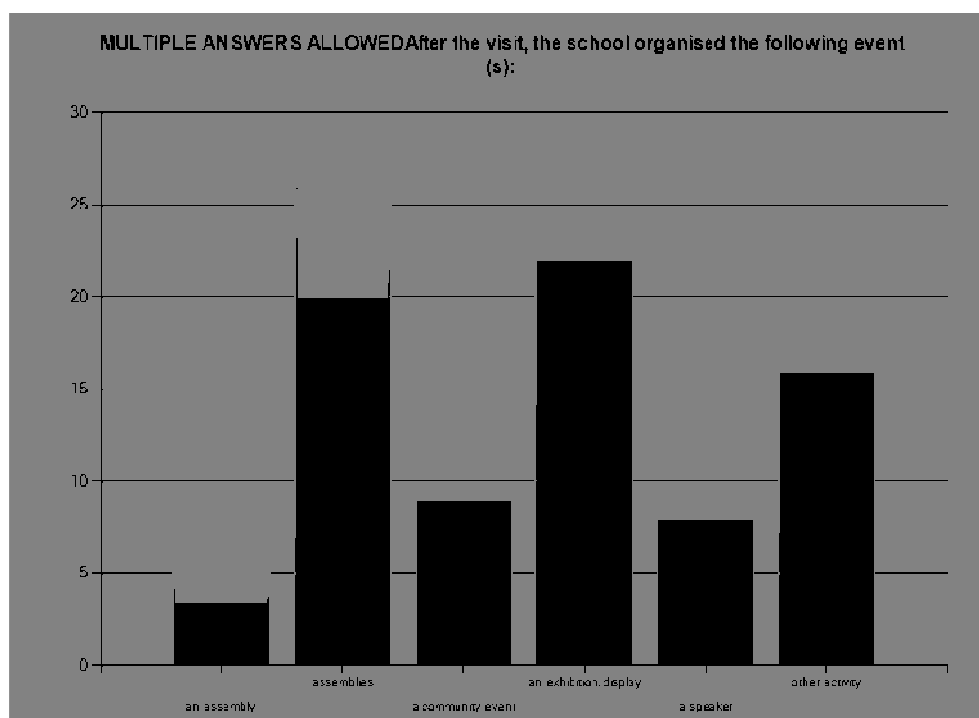
As a History Teacher I was aware of these issues and the visit taught me more about the Holocaust and the Nazi regime.

The whole experience has prompted me to read and learn more about the Holocaust.

The visit re-affirmed my views and feelings about human rights, equality issues and the refugee situation today.

5.9 All of this cohort indicated that they had an opportunity to discuss the day with the students who were on the trip, other students in their classes and in the school and with other teachers in the school.

5.10 The teachers outlined the follow-up activities:



5.11 Specifically, there were examples of some innovative events included in “other activities”:

We had several speakers from HET, Show Racism the Red Card and a Holocaust Survivor. We ran workshops for 90 S.4 pupils during the day and opened the doors to our local community in the evening to come and hear our speakers and our involvement in the LFA Project.

The two pupils who went on the trip organised everything and also spoke to many classes throughout the school. They spoke to primary pupils, the rotary club and a college group amongst others.

The pupils spoke at assemblies and presented a power point on their experience. They wrote an article for the local news. There was cross curricular work within the school to commemorate Holocaust Memorial Day.

Each pupil in the school attended a memorial service where a presentation was given by those who visited Auschwitz. A PowerPoint presentation was produced by the two pupils who visited Auschwitz and was used in lessons on the Holocaust with S3 - S6 pupils throughout the school, raising awareness of the Holocaust and the lessons to be learned from it.

- 5.12 62% teachers considered a teacher-only visit to Auschwitz of value in preparation for the LFA Project. The full teacher cohort indicated that they would recommend the LFA Project to teachers in the future. The following comments suggest that the LFA had a significant impact on teachers:

When you have witnessed the camps, you can deliver the topic with more knowledge.

Your lessons come more alive to pupils when explaining your own recollections of the visit.

It gave me a new impetus in my teaching about Human Rights.

It was the one of the most valuable CPD experiences I've had. I have studied a lot about the Holocaust but actually being there and seeing the scale of the second camp put a whole new perspective on it.

Section 6: Conclusions

- 6.1 Additional costs of the LFA Project were met by a combination of the schools, student and teacher participants. Contributions by the local educational authorities were rare and given towards additional travel and accommodation costs that were incurred.
- 6.2 In addition to the support from teachers and students the LFA Project received parental support.
- 6.3 Student participants were academic and tended to be studying Social Subjects or Religious, Moral and Philosophical Studies at Higher or Advanced Higher levels.
- 6.4 Most students had learned about the Holocaust at primary or secondary school prior to their participation in the LFA Project. This suggests that while the Holocaust is not mandatory in the Scottish curriculum, it is being taught widely in schools. However, a small number of students had little knowledge of the Holocaust prior to the LFA Project and relied heavily on the input and reading materials issued by the Holocaust Educational Trust.
- 6.5 Student and teacher participants valued the orientation seminar as a preparation for the visit. Overwhelmingly, they viewed the survivor talk as particularly memorable and to be the most effective part of this seminar. This additionally provided students and teachers the opportunity to talk to their peers.
- 6.6 Students and teachers thought that the visit to ABMM was meaningful and worthwhile. They shared similar views on particular features of the day, i.e., its organisation and pace, etc. although a significantly higher percentage of students considered the memorial service to be worthwhile (see Tables 4 and 7). LFA materials were highly rated by students and teachers. While students and teachers considered the ABMM museum guide to be valuable, marginally more students and teachers considered the LFA educator to be valuable. Participants were the least positive towards the pace of the day which can be explained by flight delays that caused one group's day to be very rushed.
- 6.7 Students and teachers were deeply moved by the visit and there was clear evidence of personal development. For students the highest growth areas in social issues were in the understanding of human rights and genocide. In particular, in terms of their personal and social development there was evidence of personal growth and change of values. Teachers who perceived they already had a sound knowledge of the issues identified in Table 9 perceived that they had additionally learned about these from the LFA experience and that it had contributed to their continued professional development (CPD).
- 6.8 The follow-up seminar was valued by students and teachers as an opportunity to reflect on the LFA experience with other participants.

- 6.9 Students took their responsibilities on return very seriously and organized a wide range of Next Steps events for both their school and community. Assemblies and year group sessions were the most common school activities and some activities were particularly innovative, requiring a great deal of work by student participants. Teacher support with Next Steps varied from discussing ideas and helping students to implement these, to not providing any support at all. There is evidence that a small number of students experienced barriers in their implementation of their Next Steps from their teachers and/ or senior staff. Hence it cannot be assumed that all schools that participate in the LFA Project will provide teaching staff who will effectively assist their students with their Next Steps.
- 6.10 The quality of the students' Next Steps activities is unknown. Interview data provided some insight into this but is limited in its reliance on the perceptions from students who delivered these activities. These perceptions, reliant on student memory, were largely determined by comments and questions students received from their teachers and school peers. The praise they received was varied and suggests that their activities were interesting and of a good quality.
- 6.11 The LFA Project led to significant extra teaching of the Holocaust in Scottish secondary schools. Additionally it led to an informal awareness about the Holocaust as students and teachers talked to their peers informally about their experiences on their return to school.

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Appendix 1: Student Questionnaire

Copy of COWAN and MAITLES: LFA PUPIL SURVEY

I. BACKGROUND

1. Please indicate your gender

- ☐ I am a male
☐ I am a female

2. My school is in the following regional council:

- | | |
|---|---|
| <input type="radio"/> Aberdeen City | <input type="radio"/> Inverclyde |
| <input type="radio"/> Aberdeenshire | <input type="radio"/> Midlothian |
| <input type="radio"/> Angus | <input type="radio"/> Moray |
| <input type="radio"/> Argyll and Bute | <input type="radio"/> North Ayrshire |
| <input type="radio"/> Clackmannanshire | <input type="radio"/> North Lanarkshire |
| <input type="radio"/> Dumfries and Galloway | <input type="radio"/> Orkney |
| <input type="radio"/> Dundee | <input type="radio"/> Perth and Kinross |
| <input type="radio"/> East Ayrshire | <input type="radio"/> Renfrewshire |
| <input type="radio"/> East Dunbartonshire | <input type="radio"/> Scottish Borders |
| <input type="radio"/> East Lothian | <input type="radio"/> Shetland Islands |
| <input type="radio"/> East Renfrewshire | <input type="radio"/> South Ayrshire |
| <input type="radio"/> Edinburgh City | <input type="radio"/> South Lanarkshire |
| <input type="radio"/> Falkirk | <input type="radio"/> Stirling |
| <input type="radio"/> Fife | <input type="radio"/> West Dunbartonshire |
| <input type="radio"/> Glasgow | <input type="radio"/> West Lothian |
| <input type="radio"/> Highland | |

3. My school is in the independent/private sector.

- ☐ YES
☐ NO

4. My school is:

- ☐ Denominational
☐ Non-denominational

Copy of COWAN and MAITLES: LFA PUPIL SURVEY

2. BACKGROUND CONT.

7. The statement that best describes my participation on the school visit to Auschwitz is:

- ☐ I volunteered and was picked from a ballot.
- ☐ I volunteered and was chosen by a teacher.
- ☐ I was asked to go by the Head Teacher.
- ☐ I was asked to go by my teacher.
- ☐ Other way.

Please specify 'other way' below

8. MULTIPLE ANSWERS ALLOWED.

The statement or statements that best describe the response to the school visit to Auschwitz of other pupils in my school is/are:

- ☐ Many pupils wanted to go on this visit.
- ☐ Some pupils wanted to go on this visit.
- ☐ Many pupils did not want to go on the school visit.
- ☐ Other response.

Please specify other response

9. The statement that best describes my parents' response to my going on the school visit to Auschwitz is:

- ☐ My parents thought it was a good idea.
- ☐ My parents had no thoughts on it one way or the other.
- ☐ My parents had some concerns about the visit.
- ☐ My parents were against my going on this visit.

10. MULTIPLE ANSWERS REQUIRED.

The statements that best describe my knowledge in this area are:

- ☐ I had heard about Auschwitz and knew something about it.
- ☐ I had heard about Auschwitz but knew little about it.
- ☐ I had never heard of Auschwitz.
- ☐ I had learned about the Holocaust at primary school.
- ☐ I cannot remember if I learned about the Holocaust at primary school.
- ☐ I had learned about the Holocaust at secondary school.
- ☐ I learned about the Holocaust at secondary school after the school visit to Auschwitz.

11. MULTIPLE ANSWERS REQUIRED.

The statements that best describes my initial reaction to going on the school visit to Auschwitz are:

- ☐ I was pleased because I already knew something about the Holocaust.
- ☐ I was pleased but did not know very much about the Holocaust.
- ☐ I am interested in the Holocaust.
- ☐ I am interested in WW2.
- ☐ I am interested in history.
- ☐ I thought it would be a once in a lifetime experience.
- ☐ I had heard from former pupils who had gone on a previous visit to Auschwitz that it was worthwhile.
- ☐ I was pleased because I had never represented the school before.
- ☐ I was pleased because I had represented the school before.
- ☐ I was friendly with the other pupil in my school who was going on the visit.
- ☐ I was anxious about going on this visit with pupils from other schools whom I did not know.
- ☐ The visit to Auschwitz was my first trip outside Scotland.
- ☐ I had never travelled outside UK before.

3. ORIENTATION SEMINAR

12. Did you attend the orientation seminar?

- ☐ YES
- ☐ NO (You may go straight to question 16)

13. Indicate your views of the orientation seminar:

	Extremely worthwhile	Parts of it worthwhile	A bit of it worthwhile	Not worthwhile
Survivor speaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting the Lessons from Auschwitz educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting pupils in my assigned group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for guides to answer pupils' questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to talk to pupils in my assigned group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The reading materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparatory information for the visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Name the part of the orientation seminar that was the most worthwhile to you and explain why you found it worthwhile.

15. The statement that best describes my view of the length of the orientation seminar is:

- ☐ I thought that the orientation seminar was too short.
- ☐ I thought that the orientation seminar was too long.
- ☐ I thought that the orientation seminar was the right length of time.

16. MULTIPLE ANSWERS ALLOWED.

The statement or statements that describe my background reading before the visit is/are:

- ☐ I read the materials distributed by the Holocaust Educational Trust.
- ☐ I did not engage in any prior reading about the Holocaust.
- ☐ I read about the Holocaust from other sources.

Please recommend a book that you read in preparation of this visit.

Copy of COWAN and MAITLES: LFA PUPIL SURVEY

5. THE VISIT TO POLAND CONT.

18. Rate your views of the following statements:

	Agree	Don't know	Disagree
The visit helped me understand antisemitism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The visit helped me understand genocide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The visit helped me understand the plight of refugees today.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The visit helped me understand the importance of human rights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The visit helped me understand World War Two.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any other aspect of your learning.

19. I think that the current number of recorded antisemitic incidents in the UK is:

- ☐ less than 50
- ☐ 50-100
- ☐ 100-200
- ☐ 200-300
- ☐ 400-500
- ☐ 500-600
- ☐ more than 600

20. Which part or parts of the day did you find the most moving?

21. Did you have an opportunity to talk about the visit on your return to school in class?

- ☐ YES
- ☐ NO

22. Did you talk about the visit on your return to school to your friends?

- ☐ YES
- ☐ NO

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7. NEXT STEPS/FOLLOW-UP ACTIVITY

27. My teacher helped me to complete the required follow-up activity.

☐ YES

☐ NO

28. MULTIPLE ANSWERS ALLOWED.

The statements that best describe my follow-up activity are:

- ☐ I worked collaboratively on the follow-up activity with the pupil from my school who went on the visit.
- ☐ I worked on my own on the follow-up activity.
- ☐ I spoke at a school assembly.
- ☐ I spoke to a specific year group.
- ☐ I spoke to specific year groups.
- ☐ I wrote an article for the school newspaper/magazine.
- ☐ I presented a Powerpoint presentation at a school assembly.
- ☐ I presented a Powerpoint presentation to a specific year group.
- ☐ I presented a Powerpoint presentation to specific year groups.
- ☐ I produced a video presentation and showed this to the whole school.
- ☐ I produced a video presentation and showed this to specific year group.
- ☐ I produced a video presentation and showed this to specific groups.
- ☐ I produced a video presentation and showed this to the community.
- ☐ I made a display of photographs for the school.
- ☐ I helped organise an event in the school.
- ☐ I helped organise a community event.
- ☐ I met with other pupils from my local authority who had gone on the visit to organise an event in the community.
- ☐ I featured in the local newspaper.
- ☐ I spoke on local radio.
- ☐ I engaged in other activities.

Specify other activities

29. Give details of any follow-up activity that was open to the wider community.

30. MULTIPLE ANSWERS ALLOWED.

After the visit, we discussed the following in class.

- ☐ human rights
- ☐ the Holocaust
- ☐ racism
- ☐ other genocides
- ☐ antisemitism
- ☐ discrimination

Where you have indicated YES, give details of curricular area(s) and lessons

31. My school commemorated Holocaust Memorial Day in 2008.

- ☐ YES
- ☐ NO

32. My school had previously commemorated Holocaust Memorial Day.

- ☐ YES
- ☐ NO

33. OPTIONAL: We would like to conduct a small number of follow-up interviews. If you are willing to participate in these, please complete the information below.

PLEASE NOTE THAT YOUR ANONYMITY IS GUARANTEED IN THIS SURVEY AND IN ANY SUBSEQUENT INTERVIEW.

Name:

Email Address:

Phone Number:

Appendix 2: Teacher Questionnaire

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1. BACKGROUND

1. State the subject or subjects that you teach.

2. My school is in the following regional council:

- | | |
|---|---|
| <input type="radio"/> Aberdeen City | <input type="radio"/> Inverclyde |
| <input type="radio"/> Aberdeenshire | <input type="radio"/> Midlothian |
| <input type="radio"/> Angus | <input type="radio"/> Moray |
| <input type="radio"/> Argyll and Bute | <input type="radio"/> North Ayrshire |
| <input type="radio"/> Clackmannanshire | <input type="radio"/> North Lanarkshire |
| <input type="radio"/> Dumfries and Galloway | <input type="radio"/> Orkney |
| <input type="radio"/> Dundee | <input type="radio"/> Perth and Kinross |
| <input type="radio"/> East Ayrshire | <input type="radio"/> Renfrewshire |
| <input type="radio"/> East Dunbartonshire | <input type="radio"/> Scottish Borders |
| <input type="radio"/> East Lothian | <input type="radio"/> Shetlands |
| <input type="radio"/> East Renfrewshire | <input type="radio"/> South Ayrshire |
| <input type="radio"/> Edinburgh City | <input type="radio"/> South Lanarkshire |
| <input type="radio"/> Falkirk | <input type="radio"/> Stirling |
| <input type="radio"/> Fife | <input type="radio"/> West Dunbartonshire |
| <input type="radio"/> Glasgow | <input type="radio"/> West Lothian |
| <input type="radio"/> Highland | |

3. I teach in the following sector:

- ☐ State
- ☐ Independent

4. The school I teach in is:

- ☐ Denominational
- ☐ Non-denominational

2. BACKGROUND CONT

7. The statement that best describes my teaching to junior (S1-3) pupils is:

- ☐ I frequently teach the Holocaust to junior pupils.
- ☐ I occasionally teach the Holocaust to junior pupils.
- ☐ I rarely teach the Holocaust to junior pupils.
- ☐ I never teach the Holocaust to junior pupils.

8. The statement that best describes the teaching of the Holocaust to junior (S1-3) pupils in my school is:

- ☐ It is frequently taught.
- ☐ It is occasionally taught.
- ☐ It is rarely taught.
- ☐ It is never taught.
- ☐ I do not know.

9. MULTIPLE ANSWERS ALLOWED

The statement or statements that best describes Holocaust teaching in my school is/are:

- ☐ Holocaust teaching depends on individual teachers to teach it in their subject area.
- ☐ Teachers from different subject areas work co-operatively to teach the Holocaust.
- ☐ Teachers consider pupils' prior learning of the Holocaust in the primary school.
- ☐ There is very little teaching of the Holocaust in my school.
- ☐ The LFA project which incorporates the visit to Auschwitz, has led to additional teaching of the Holocaust.

10. The statement that best describes my participation on the school visit to Auschwitz is:

- ☐ I volunteered to go.
- ☐ I was asked to go by the school.
- ☐ Other way.

Please specify 'other way' below

3. BACKGROUND CONT.

12. Would a 'teacher only' visit to Auschwitz be of value in preparing for the LFA visit?

☐ YES

☐ NO

Please explain your view

13. MULTIPLE ANSWERS ALLOWED.

The statement or statements that best describe the response to the school visit to Auschwitz of pupils in my school is/are:

☐ Many pupils wanted to go on this visit.

☐ Some pupils wanted to go on this visit.

☐ Many pupils did not want to go on the school visit.

☐ Other response.

Please specify other response

14. Indicate the statement that best describes your knowledge of the Holocaust before the visit.

☐ I know a great deal about the Holocaust.

☐ I have an adequate knowledge of the Holocaust.

☐ I know very little about the Holocaust.

☐ I know nothing about the Holocaust.

5. THE VISIT TO POLAND

19. Rate your views of the following statements:

	Agree	Don't know	Disagree	Not Applicable
The reading materials provided by the Holocaust Educational Trust were useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I got a lot out of the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned something about Auschwitz and the Holocaust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the things I saw at the camps disturbing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The day was well organised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have liked some time without the pupils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was enough time for questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The contribution of the Lessons from Auschwitz guide was valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The contribution of the museum guide was valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The day was well paced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The day was rushed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The visit was moving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have liked some free time during the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The visit to Oswiecim was worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The memorial service was worthwhile.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have liked to have participated in a group discussion with pupils later in the day after the visit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would have liked to have participated in a group discussion with teachers later in the day after the visit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment here if there is another aspect of the visit that is not mentioned above.

6. THE VISIT TO POLAND (CONT)

21. Which part or parts of the day did you find the most moving?

22. RETURN TO SCHOOL

Did you have an opportunity to talk about the visit with the pupils who went?

☐ YES

☐ NO

23. RETURN TO SCHOOL

Did you talk about the visit with other pupils?

☐ YES

☐ NO

24. RETURN TO SCHOOL

Did you talk about the visit with your school colleagues?

☐ YES

☐ NO

8. NEXT STEPS/FOLLOW-UP ACTIVITY

28. I would recommend the LFA Project to teachers.

☐ YES

☐ NO

Please explain your answer.

29. I would recommend a school visit to Poland (to include Auschwitz) on its own to teachers.

☐ YES

☐ NO

Please explain your answer.

30. My school would be keen to send pupils on the next LFA project.

☐ YES

☐ NO

If No - please explain

31. MULTIPLE ANSWERS ALLOWED

After the visit, the school organised the following event(s):

☐ an assembly

☐ assemblies

☐ a community event

☐ an exhibition/display

☐ a speaker

☐ other activity

Please specify other activity.

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32. We would like to conduct a small number of follow-up interviews. If you are willing to participate in this, please complete the information below.

PLEASE NOTE THAT YOUR ANONYMITY IS GUARANTEED IN THIS SURVEY AND IN ANY SUBSEQUENT INTERVIEW.

Name:	<input type="text"/>
Company:	<input type="text"/>
Address:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
State:	<input type="text"/>
ZIP/Postal Code:	<input type="text"/>
Country:	<input type="text"/>
Email Address:	<input type="text"/>
Phone Number:	<input type="text"/>

Appendix 3: Interview Schedule

1. **Pupil Participation Survey** (questionnaire q7)
What did you think about the way you were chosen?
Did many other students want to participate?
How were you chosen?
Alternatively, why did you volunteer to participate?
2. **Holocaust education** (questionnaire q10)
Explain your learning of the Holocaust in primary and/ or secondary school.
3. **Impact of LFA Project** (questionnaire q11)
If student responded that he/she thought that the LFA Project would be a life-changing experience ask: Was it a life-changing experience, and if so how?
4. **Broader Issues** (questionnaire q18)
How did the LFA Project contribute to your understanding of anti-Semitism, genocide, refugees and human rights?
5. Did the LFA experience contribute to your understanding of any other issues?
If so how?
6. Follow-Up Seminar (questionnaire q24-26)
Explain why you thought the follow-up seminar worthwhile/not worthwhile.
7. **Follow -Up Activities** (questionnaire q27+28)
Explain the teacher involvement in your follow-up activities.
Reflecting on your follow- up activities what feedback did you receive from your peers and other students and teachers?
8. What are your thoughts on your follow-up activity/ies?
9. One year later, what is the main thing that you got out of the LFA experience?
10. Did you meet other students on the day? If so have you kept in touch with them?

Appendix 4: List of Books Students Read in Preparation for the Visit to Auschwitz- Birkenau Memorial and Museum

Boyne, John (2007)	The Boy in the Striped Pyjamas.
Frank, Anne (1968)	The Diary of Anne Frank.
Hart-Moxon, Kitty (2000)	Return to Auschwitz.
Levi, Primo (1991)	If This Is A Man/ Truce.
Knopp, Guido (2004)	Hitler's Holocaust.
Rees, Lawrence (2005)	Auschwitz: The Nazis & the Final Solution.
Rushton, Colin (2001)	Spectator in Hell: A British Soldier's Story of Imprisonment in Auschwitz.
Steinbacher, Sybille (2005)	Auschwitz: A History.
Warren, Andrea (2007)	Surviving Hitler.
Watson, Jean (1995)	The Watchmaker's Daughter: The Life of Corrie ten Bloom.