[The Prime Minister’s Holocaust Commission](http://engage.number10.gov.uk/contact-the-holocaust-commission/)

[Call for Evidence](http://engage.number10.gov.uk/contact-the-holocaust-commission/)

**This response is being submitted on behalf of ASCEL (The Association of Senior Children’s and Education Librarians) and SCL (The society of Chief Librarians)**

**1:What examples of Holocaust education are you aware of? How effective are they and what evidence is there that they work? (2000 character limit)**

We are aware of the role of the Holocaust Education in the National Curriculum at Key Stage 3 and optionally as part of the history A Level Syllabus. We are aware of the excellent resources provided by the Holocaust Educational Trust to support Schools. Public Library Services and School Library Services support Holocaust Education by the provision of books and other resources for young people and to schools which are carefully selected and age-appropriate.

These resources work best when used as part of sensitively taught sessions which enable plenty of discussion, time for reflection and time to understand the on-going impact of the Holocaust and the lessons it teaches us about tolerance and celebrating diversity in the 21st Century and the society young people live in today.

**2: What more needs to be done to strengthen education or research resources and ensure they are relevant to future generations?**

Primarily it is important that the Holocaust is still a part of the History Curriculum and it is important that it is also taught in other curriculum subject areas for example by reading John Boyne’s “The boy in the striped pyjamas” as part of English lessons.

**3: What examples of commemorative events, memorials and museums are you aware of? How effective are they in commemorating the Holocaust?**

We are aware of the Holocaust Memorial Day on 27th January and various local memorials such as the Kinder transport sculpture in Liverpool Street Station in London and exhibitions such as that in the Imperial War Museum in London, but less aware of a national network of memorials and events which would strengthen these messages

**4: What more needs to be done to develop or create new commemorative events, memorials or museums and ensure they are relevant to future generations? Where and how should this be done? (2000 character limit)**

Social media campaigns, television and film events around the Holocaust Memorial Day would do more to highlight the events of that time as well as creative activities such as a the plant a poppy campaign currently being promoted to highlight the start of the First World War. It would be good to engage young people more frequently ( in the way that is being done for this consultation) and for there to be specific events/memorials which focus on the impact of the Holocaust on children and young people to increase the potential for 21st century young people to identify and empathise with them.

**5: Given that we will not always have the survivors with us, what more should be done to ensure that their testimony is preserved for future generations?**

As well as highlighting the impact of the Holocaust, we should be celebrating the positive developments that have happened since the 1940s; demonstrating to young people the positive benefits of living in a diverse and tolerant society.

The importance of the testimony is that the conditions that made the Holocaust possible should never be allowed to develop again and so young people need to be made aware of the areas where there is still intolerance and of countries where communities are still persecuted.

 It is important as well, for children to be aware of the dangers of blindly following one group and turning against another group –on a micro level within their own communities as well as nationally and internationally. Community organisations have a role to play in this and in libraries the provision of high quality book displays; rhyme times, storytimes; events and class visits which highlight and celebrate diversity reaching and engaging children from their very earliest years embeds notions of equality and tolerance and gives even young children the emotional strength, tools and understanding they need to challenge and resist inequality. Libraries also have a responsibility as part of a whole community approach to actively challenge homophobia, racism and bullying.

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 20th May 2014