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Education against antisemitism. A scoping review

Jannis Niedick ⓘ · **Linda P. Juang** ⓘ · **Leo Bitter**

Abstract The purpose of this scoping review is to examine the availability of empirical studies on the effectiveness of educational programs addressing antisemitism, to identify existing educational initiatives, and to highlight the gap between civil society-driven educational efforts and systematic research on their impact. Despite the assumption that education is key to reducing antisemitism, empirical evidence on the effectiveness of these programs is limited. Out of the results from five databases ($n = 3855$ studies), only six studies were identified that assess the impact of these interventions using empirical methods. In contrast, a comparatively large number of concrete training manuals ($n = 24$) were found in the search results and considered in this review.

The six studies demonstrate a wide methodological range, making direct comparisons difficult but revealing potential for further exploration. The findings emphasize the need for more rigorous evaluations, particularly regarding long-term impacts and addressing various forms of contemporary antisemitism, including Israel-related antisemitism and conspiracy theories. Voluntary participation and the role of educators were identified as key factors influencing program success.

This review contributes to the broader discourse on antisemitism education by mapping current research and practical approaches and highlighting the need for future empirical studies to improve the effectiveness of these programs.

Keywords Antisemitism · Education · Scoping review · Evaluation

✉ Jannis Niedick · Linda P. Juang · Leo Bitter
Department of Inclusive Education, University of Potsdam, Karl-Liebknecht-Straße
24–25, 14476 Potsdam, Germany
E-Mail: jannis.niedick@uni-potsdam.de

🖄 Springer

Zusammenfassung Das Ziel dieses Scoping Reviews ist es, den aktuellen Stand empirische Forschung zur Wirksamkeit von Bildungsprogrammen gegen Antisemitismus zu erfassen, bestehende Bildungsinitiativen zu identifizieren und die Lücke zwischen zivilgesellschaftlichen Bildungsinitiativen und evidenzbasierter Wirkungsforschung darzustellen. Obwohl Bildung häufig als zentraler Faktor zur Reduzierung von Antisemitismus betrachtet wird, existieren bislang nur begrenzte empirische Belege für die Wirksamkeit solcher Programme. Aus den Ergebnissen einer Suche in fünf Datenbanken ($n=3855$ Studien) wurden lediglich sechs Studien identifiziert, die die Wirkung von Bildungsmaßnahmen empirisch untersuchen. Im Gegensatz dazu wurde eine große Anzahl an spezifischen Trainingshandbüchern ($n=24$) innerhalb der Ergebnisse gefunden und ebenfalls in das Review einbezogen.

Die analysierten Studien weisen eine breite methodische Vielfalt auf, was direkte Vergleiche erschwert, jedoch großes Potenzial für weiterführende Forschung aufzeigt. Die Ergebnisse unterstreichen den Bedarf an Evaluationen, insbesondere im Hinblick auf langfristige Effekte und die verschiedenen Formen des modernen Antisemitismus, einschließlich israelbezogenem Antisemitismus und Verschwörungstheorien. Freiwillige Teilnahme und die Rolle der Lehrkräfte können als zentrale Faktoren für den Erfolg von Bildungsangeboten zum Thema Antisemitismus identifiziert werden.

Diese Review trägt zur breiteren Diskussion über Bildungsmaßnahmen gegen Antisemitismus bei, indem es aktuelle Forschung und Praxisansätze darstellt und auf die Notwendigkeit künftiger empirischer Studien hinweist, um die Wirksamkeit dieser Programme weiter zu verbessern.

Schlüsselwörter Antisemitismus · Bildung · Scoping Review · Evaluation

1 Introduction

The question of how to combat antisemitism, the long-standing enmity towards Jews, resurfaces after each publicly disclosed antisemitic incident. Following the Hamas attack on Israel on October 7, 2023, antisemitic incidents and sentiments increased globally (Anti-Defamation League 2023; Bundesverband RIAS 2024). Antisemitism, already present in educational settings prior to October 7, became increasingly visible in schools and universities, confronting teachers and educational institutions with the challenge of how to respond (Galert 2024). The uncertainty among teachers, particularly regarding how to address Israel-related antisemitism, intensified amid heightened societal expectations and increasingly aggressive antisemitic incidents in educational contexts (Schubert and Firsova-Eckert 2024).

At the same time, the broad field of education repeatedly comes into focus in the aftermath of antisemitic incidents, accompanied by strong expectations that educational institutions act swiftly and provide effective solutions to prevent antisemitism (Scherr and Schäuble 2006). The *National Strategy against Antisemitism and for Jewish Life*, issued by the German Federal Government, underscores the particular importance attributed to education in combating antisemitism. It not only identifies education as one of five key areas of prevention but also explicitly frames anti-

semitism-critical education as a lifelong objective, extending beyond schools to the training and professional development of security authorities, the public service, judges and prosecutors (Commissioner of the Federal Government for Jewish Life in Germany and the Fight and against Antisemitism 2022).

Recognizing antisemitism as an independent field of learning that highlights its specific modern characteristics, rather than subsuming it under broader categories such as racism or xenophobia, is a relatively recent development of the past 25 years (Stender 2011). This recognition has provided the basis for what has since been conceptualized as "antisemitism-critical education", pedagogical approaches that critically engage with contemporary forms of antisemitism and aim to equip participants with the skills to recognize and address it (Mendel 2020).

But what impact do educational programs aimed at combating antisemitism have, and what empirically substantiated conclusions can be drawn regarding their effectiveness? Little is known about the effectiveness or the conditions under which approaches of antisemitism critical education can fulfill the expectations placed upon them (Bauer 2021). While the scientific community perceives a growing need for intensified political education against antisemitism, there is considerable surprise over the insufficient academic and public discourse on the conditions necessary for the success of such trainings (Bernstein et al. 2022).

This scoping review offers an empirical overview of current research in this field, underscoring the urgent need for scholarly debate on the effectiveness of educational efforts against antisemitism. It is essential to critically assess the limited empirical studies available, map out existing approaches, and pinpoint their strengths and weaknesses to inform future research. Although many theoretical publications discuss the success factors of educational programs that critically address antisemitism, a robust culture of empirically testing these potential success factors is still underdeveloped.

2 Contemporary antisemitism and education

Antisemitism is the oldest form of hatred with a destructive force that goes beyond the Jewish people and should be seen as a "key aspect in the development of Western civilization" (Small 2013, p. 7). Contemporary antisemitism is characterized by a special complexity, a mixture of old stereotypes and conspiracy myths about Jews and their role in society, making it difficult to define and differentiate between various forms of antisemitism. The endurance of antisemitism, which has persisted as a cultural constant for millennia, also relies on its ability to adapt to new societal conditions and to assume new forms and justifications like a "*chameleon*" (Schwarz-Friesel 2019, p. 30).

The apparent consensus to eliminate antisemitism from the public sphere remains fragile, often functioning more as a facade that permits much of what is not explicitly recognized or categorized as antisemitism to persist (Mendel and Messerschmidt 2017, p. 13). Numerous studies indicate that secondary and Israel-related forms of antisemitism are especially prevalent (Decker et al. 2022; Kart and Zimmer 2023; Zick et al. 2023). Israel-related antisemitism entails the projection of traditional anti-

semitic narratives onto the State of Israel, the only nation in the world with a Jewish majority population. Secondary antisemitism, also referred to as guilt-deflection antisemitism, manifests in the inversion of perpetrator–victim roles, demands to cease Holocaust remembrance, or claims that Jews derive benefits from the Holocaust (Imhoff 2010). Surveys on the perception of antisemitism among Jewish individuals also indicate that antisemitism continues to be a widespread societal issue. Two-thirds of Jewish respondents considered verbal harassment of Jews to be a serious problem in Germany, while half expressed concern about physical attacks (Zick et al. 2017).

Previous research on education against antisemitism primarily focuses on conceptual aspects, outlining requirements, challenges, and quality standards for effective educational work against antisemitism (Grimm 2021; Killguss et al. 2020; Kumar et al. 2022). Addressing antisemitism through education presents a fundamental challenge: altering the attitudes of participants in educational programs is a formidable goal, and educators must consider the boundaries and potential repercussions of their approaches. Eckmann and Kößler (2020) outline key quality criteria for antisemitism education, including recognizing antisemitic narratives, fostering reflection on polarized views, and developing action-oriented strategies. They also stress the importance of engaging with one's own emotions and biases as part of the learning process.

Building on this, it is essential to recognize antisemitism-focused education as a distinct field of action, rather than subsuming it under broader frameworks of anti-racism or prejudice prevention (Bernstein et al. 2022). This distinction is grounded in significant differences between racism and antisemitism, particularly in their historical origins, semantic structures, and psychological as well as social functions (Stender 2011, p. 45). Overlooking antisemitism's anti-modern character and specific stereotypes about Jews limits the effectiveness of such approaches. Educational programs should instead highlight the diverse and adaptable nature of antisemitism across contexts (Bernstein et al. 2022).

Learning from history is often regarded as a central antidote to antisemitism, frequently drawing on Adorno's imperative that the foremost goal of education must be to prevent the recurrence of atrocities like Auschwitz (Adorno 1971). Yet a key concern with these approaches to Holocaust Education is that they tend to overlook the ideological roots of antisemitism. A scoping review shows that Holocaust education is rarely linked to the term "antisemitism," with 43% of studies omitting or only superficially addressing it (Pistone et al. 2023). Similar findings from Germany and Poland highlight the limited impact on reducing antisemitism or fostering tolerance (Bilewicz et al. 2017), underscoring the need to address antisemitism as both a historical and contemporary issue to keep Holocaust education relevant (Allwork 2019).

Strengthening antisemitism-critical education also requires significant changes in school curricula and teacher training (Gläser et al. 2021). Studies show that teachers often overlook or downplay contemporary forms of antisemitism, such as conspiracy theories and anti-Zionism (Bernstein et al. 2018; Chernivsky and Lorenz-Sinai 2023), highlighting the need for stronger institutional integration in schools and universities. Currently, the development, implementation, and promotion of strategies

to combat contemporary antisemitism in educational settings are largely driven by civil society organizations, operating outside the formal school system. Key institutions in Germany include the Amadeu Antonio Foundation, the Kreuzberg Initiative against Antisemitism, the Anne Frank Educational Center, the Anne Frank Zentrum, the Fritz Bauer Institute, the Jewish Museum Frankfurt, the Competence Centre for Prevention and Empowerment, and the Federal Agency for Civic Education (Wolf 2021).

3 Methods

3.1 Scoping reviews

In contrast to a systematic literature review, which uses a precise research question to synthesize evidence based on defined outcomes, a scoping review provides guidance in a particular emerging field of research. It can be used to systematically identify research gaps, provide an overview of the range of existing evidence, and report working definitions or conceptual boundaries on a particular topic (Peters et al. 2015). Scoping reviews are descriptive in nature and map the available evidence or identify specific characteristics or factors related to their subject of investigations. Unlike traditional literature reviews, scoping reviews take a systematic approach: they are based on a preliminary protocol, include a comprehensive information search, aim for transparency and reproducibility, include steps to reduce errors and increase reliability, and ensure that data are extracted and presented in a structured process (Munn et al. 2018). In conducting this scoping review, the PRISMA-ScR checklist is utilized (Tricco et al. 2018). The methodological quality of the included studies will not be formally assessed, as this contradicts the aim of scoping reviews. All research studies employing any methodology will be considered as potential sources of credible information (Von Elm et al. 2019). To ensure transparency and accountability, the entire process of this scoping review has been pre-registered with Open Science Framework.[1] The preregistration was guided by the principles outlined in "ProSysRev: A generalized format for registering Producible Systematic Reviews." This format functions as a universal registration template for systematic reviews, adaptable across various disciplines (Van Den Akker et al. 2023).

3.2 Research questions

Based on the current research landscape regarding education in countering antisemitism and the methodological considerations in conducting a scoping review, this study aims to address the following research questions:

RQ 1 Are there empirical studies that evaluate the effectiveness of trainings aimed

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[1] The anonymized pre-registration can be accessed at the following Link https://osf.io/jecqn/?view_only=1e9d7c335a49478dab2cd76e1976fc7d.

at combatting antisemitism? Which methods are used in these studies to examine the impact of the trainings and which results are reported?

RQ 2 How were the trainings, which were examined in the empirical studies, structured in terms of content, and what was the target audience for these trainings?

An initial review of the search results revealed that, in addition to academic publications, there are numerous manuals from civil society organizations addressing antisemitism through education. This scoping review will broaden its focus to include an initial analysis of these manuals, emphasizing the specific goals of the training programs and their respective modules. By doing so, this review provides a detailed overview of existing research on the effectiveness of antisemitism training programs, while also acknowledging the diverse range of published manuals on the subject.

3.3 Search strategy, inclusion criteria and screening process

The search query utilized for this review is intentionally concise, avoiding additional restrictions to provide the most comprehensive overview of available publications and current research findings: No restrictions were placed on population groups, the inclusion of control groups, or specific outcomes. Merely to emphasize that antisemitism should be treated as a subject in its own right, the term "antisemitism" was prioritized in the search terms. The database search was conducted using the following query in both German and English (see Table 1).

The search terms were entered sequentially into the databases listed in Table 2. The literature search was conducted between July 4th and 10th, 2023. Due to the large number of results, two databases limited the search to keywords or abstracts. No additional limitations or specialized filters were applied in the searches conducted in the other databases (see Table 2). Search results were exported and subsequently consolidated using the literature management tool Zotero.

Considering the necessity of focusing on programs that explicitly address antisemitism, as emphasized by Stender (2011) and Bernstein et al. (2022), who argue that modern antisemitism differs fundamentally from other forms of discrimination and therefore requires dedicated approaches, the selection of publications in this review is based on the inclusion criteria listed in Table 3. A central criterion for inclusion is the requirement that the term "antisemitism" is explicitly mentioned in the title or abstract and that the article specifically addresses an educational activity. The distinction within the fifth criterion is based on the additional consideration of training manuals. According to this fifth criterion, all publications are included in which (a) empirical methods are used to examine the impacts of educational ap-

Table 1 Search Terms Used

Language	Search Term
English	(antisem* OR anti-sem) AND (educat* OR training* OR intervention OR prevent*)
German	Antisem* AND (bildung* OR training* OR intervention OR prävent*)

Table 2 Databases and Number of Results

Database	Search Limitations	Number of Results
BASE—Search	Search in Keywords	1508
Fachportal Pädagogik (Specialized Portal for Pedagogy)	All results	1320
ERIC	All results	465
Pubpsych	All results	284
JSTOR	Search in abstracts	278

proaches against antisemitism, or (b) a precise description of an educational activity against antisemitism in the form of a manual.

A publication does not have to be peer-reviewed to be included. Given the extremely limited evidence base, also non-peer-reviewed publications were considered to ensure that all available evidence could be captured and integrated in this scoping review. There are no restrictions on the type of empirical methods used and no exclusion criteria are applied regarding the target audience, study design, or specific methodological approaches. For clarity, all search results from the databases, whether empirical studies or training manuals, will be referred to as publications.

The search across the five databases yielded a total of 3855 results, which were subsequently screened. The screening process is detailed in the flow diagram (see Fig. 1), following the PRISMA guidelines (Tricco et al. 2018).

Before applying the inclusion criteria, 1542 duplicates were identified and removed. The first author then conducted an initial screening of the remaining results by reviewing titles and abstracts based on inclusion criteria one through four. A total of 2146 articles were excluded for reasons such as not being available in English or German, being published before 1998, or being in formats like films, reviews, or flyers. Of the 1440 articles categorized as having an "other focus," the majority were historical academic works examining antisemitism in schools during the Nazi era, biographies of individuals who experienced antisemitism at that time, or studies on the prevalence of antisemitism without a direct connection to education. After the initial screening phase, 167 publications remained.

To account for the subjective nature of decision-making and to ensure accuracy and consistency in coding, a second coder was brought in for the next stage of the

Table 3 Inclusion Criteria

| I	–	Written in German or English
II	–	Published within the last 25 years—all publications before 1998 are excluded
III	–	Title or abstract show that the publication focuses on an educational program, intervention, training or school lesson
IV	–	Antisemitism is explicitly mentioned in the title or abstract as a topic of the educational activity
V	(a)	Empirical methods are used to examine the effects of conducted training
		OR
	(b)	Manual for a training or school lesson that precisely describes the educational activity
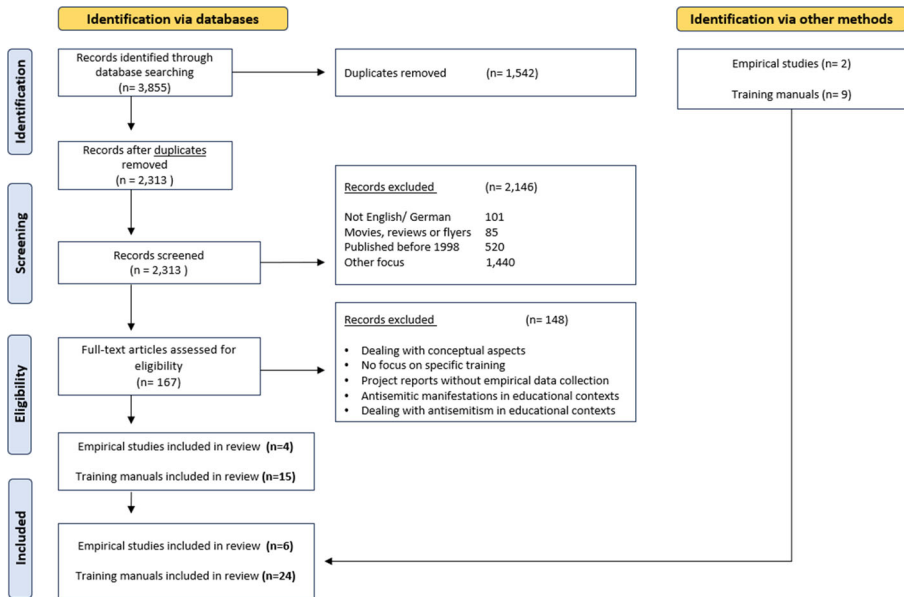
Fig. 1 Flow Diagram Scoping Review

screening process, and an inter-rater reliability check was performed (Belur et al. 2021). During this phase, all articles were categorized into one of four groups:

1. Exclusion,
2. Need for discussion,
3. Use of empirical methods, or
4. Training manual.

The review of decisions made by both coders based on these categories resulted in a high inter-rater reliability of 0.85, using Cohen's Kappa as a measure. After resolving ambiguities through discussions between both coders, an additional 148 articles were excluded. These exclusions included articles that focused primarily on conceptual discussions without a clear emphasis on practical educational initiatives, as well as numerous project reports that lacked empirical data. Brochures addressing antisemitic expressions in educational settings and strategies for dealing with them were also excluded.

As a result, the initial pool of 3855 articles was narrowed down to just four publications classified as empirical studies on the impacts of educational interventions, along with 15 specific training manuals. Furthermore, two additional empirical studies and nine more training manuals were sourced from outside the database search, resulting in a final total of six empirical publications and 24 training manuals.

4 Findings of the scoping review

4.1 Empirical studies

Of the six studies included, five were conducted in Germany and have not undergone peer review. Only one study, by Gordon et al. (2004), was published in a peer-reviewed journal in the U.S. The remaining five consist of two dissertations (Ehricht 2017; Geißler 2008) and three project reports (Beierle et al. 2013; Ionescu and Kazarovytska 2022; Müller et al. 2022), covering a time span from 2008 to 2022 (see Fig. 2).

In most cases, the evaluated trainings were developed and conducted by the researchers themselves. Only one study explores the effects of trainings conducted by various organizations, with the author occasionally involved as a trainer (Ehricht 2017).

Gordon et al. (2004) examined the effects of a 16-week Holocaust education course at a U.S. university but provided limited information about the specific educational methods used. Geissler (2008) evaluated a three-day school project with 176 students in Berlin and Brandenburg, targeting cognitive, affective, and social learning objectives and addressing antisemitic stereotypes as well as historical and contemporary forms of antisemitism. Beierle et al. (2013) reported on a six-month project for Muslim adolescents that combined historical education with media literacy. Ehricht (2017) described a multi-day seminar for educationally disadvantaged Muslim youth, grounded in intercultural learning and featuring biographical work, archival analysis, and a meeting with a Holocaust survivor.

Müller et al. (2022) presented a one-day workshop at the Max Mannheimer Study Center, where students explored antisemitic conspiracy myths using various media formats and guided reflection. And with the accompaniment of Jewish volunteers, Ionescu and Kazarovytska (2022) evaluated the "Meet a Jew" encounter program, in which Jewish volunteers directly engage with young people in schools to foster understanding and promote empowerment through personal dialogue.

As with the topics of the educational activities, the empirical studies on programs aimed at combating antisemitism demonstrate a wide range of methodological approaches and examined outcomes (see Table 4). Alongside common designs like
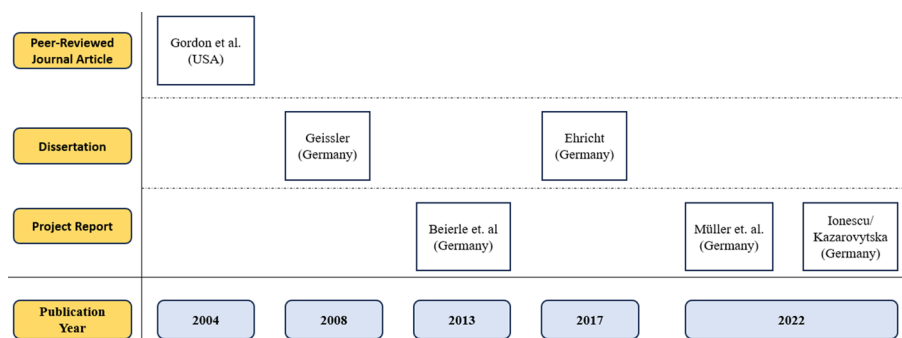

Fig. 2 Types and Years of Publication

Table 4 Research Approaches

Authors	Research Approach	Research Method	Examined Constructs
Gordon et al. (2004)	Quantitative	Experimental with Control Group (pre-post design)	Knowledge about Holocaust; levels of antisemitism; general political intolerance
Geißler (2008)	Quantitative	Experimental with Control Group (pre-post design)	Classic, secondary and anti-Israel antisemitic attitudes; topic specific knowledge; topic related interest; internal and external motivation to avoid antisemitism; social dominance orientation; topic related exchange
Müller et al. (2022)	Quantitative	Summative Evaluation	Self-assessment of conspiracy narratives; self-assessment of antisemitism; evaluation of intervention by participants; classic, secondary and anti-Israel related antisemitic antitudes; racism; conspiracy thinking
Beierle et al. (2013)	Mixed Methods	Goal Attainment Scaling	Learning Goal 1: Antisemitism, antisemitic and racist prejudices; Learning Goal 2: Expansion of historical knowledge of the Middle East conflict; Learning Goal 3: Perspective taking
Ionescu and Kazarovytska (2022)	Mixed Methods	Summative Evaluation + Open Questions	Perception of the learning group by Jewish volunteers; empathy; perceived ability for perspective taking; perceived effectiveness; perspective; openness and tolerance in society; self perception of Meet a Jew volunteers; subjective well being of Jewish volunteers during encounter; opinions of encounter initiators; empathy of learning group
Ehricht (2017)	Qualitative	Objective Hermeneutics	Prior knowledge about National Socialism; inquiry into individual learning modules (cognitive/emotional); evaluation of interest in the seminar by instructor and participants

experimental studies with control groups and summative evaluations, some studies use less typical methods: Goal attainment scaling, which assesses individual progress against specific learning goals, and objective hermeneutics, which provides qualitative insights into how antisemitism is understood and internalized by uncovering implicit patterns and underlying structures within texts or actions.

The diversity of methods reflects both the complexity of the subject matter, and the variety of objectives pursued in educational interventions. The evaluated programs offer insights into the potential and limitations of educational approaches to antisemitism prevention. Gordon et al. (2004) found that a university-level Holocaust education course did not significantly reduce antisemitic attitudes, likely due to the participants' low baseline bias and the self-selecting nature of the sample. Geissler's (2008) cooperative learning program showed positive effects, particularly in reducing anti-Israeli antisemitism and enhancing motivation, though the impact on interest in the topic and on secondary antisemitism was mixed. Müller et al. (2022) reported that a project day addressing antisemitic conspiracy myths increased participants' knowledge and awareness, but had limited long-term effects and did not significantly boost their confidence in responding to antisemitism. Beierle et al. (2023) evaluated a six-month project for Muslim youth that combined historical and media education, finding that authenticity, strong group dynamics, and the extracurricular setting were key to its success. The "Meet a Jew" program, evaluated by Ionescu and Kazarovytska (2022), used peer-to-peer encounters to foster awareness of Jewish life and identity, with findings suggesting that repeated engagement and active teacher involvement were essential for sustained learning. Lastly, Ehricht (2017) found that seminars for educationally disadvantaged Muslim youth, based on intercultural learning and personal reflection, encouraged meaningful engagement with National Socialism while challenging simplistic categories such as "Muslim" vs. "non-Muslim" in understanding antisemitic attitudes.

The included studies show a broad methodological range in assessing the effectiveness of educational initiatives against antisemitism, making it difficult to draw overarching conclusions. Additionally, the studies offer little to no insight into the rationale behind chosen methodologies or the potential strengths and weaknesses of each approach. Effective programs often rely on voluntary participation and the active role of educators. Since confronting entrenched antisemitic beliefs through education is difficult, voluntary engagement is key. Rather than assuming participants hold antisemitic views, newer approaches advocate empowering them as allies in combating antisemitism (Scherr and Schäuble 2006), with a focus on strengthening the commitment of those already critically engaged (Bauer 2020).

4.2 Training manuals against antisemitism

In addition to the empirical studies presented, a total of 24 training manuals (23 from Germany) were included in this scoping review. As previously mentioned, many of the trainings were developed and published by various civil society organizations, with the Kreuzberg Initiative against Antisemitism contributing six of the manuals included in this review. Around three-quarters of the trainings were developed and published within the last decade (see Fig. 2), supporting the observation that explic-

itly antisemitism-focused programs are a relatively recent development which could explain the limited number of evaluations of their effectiveness to date.

Like the studies discussed earlier, the training materials vary widely in structure and content but commonly organize their material into distinct modules with specific objectives. A total of 176 modules were systematically coded using MAXQDA, revealing recurring patterns despite differences in target groups and topics. Inductive coding allowed the categorization of stated objectives into six main types (see Fig. 3). While the focus was on primary objectives, some modules pursued multiple goals simultaneously, leading to a higher number of coded objectives than modules.

Of the 176 modules analyzed, 155 aimed to enhance knowledge about antisemitism. Within this category, many focused on its various manifestations ($n = 30$), the Middle East conflict ($n = 26$), and broader issues of prejudice and discrimination ($n = 21$), followed by modules on conspiracy theories ($n = 16$), historical developments ($n = 12$), and topics such as Judaism, economics, the Holocaust, and secondary or Islamic antisemitism.

In addition, 40 modules promoted self-reflection on identity, belonging, and personal attitudes, while 27 focused on action strategies, ranging from strengthening self-efficacy and solidarity to fostering media literacy.

Many modules promoted an understanding of complexity focus on the Middle East conflict, emphasizing ambiguity tolerance and critical engagement. Only a small number of modules addressed multiple perspectives on the remembrance of National Socialism. The "Expansion and Change of Perspective" category ($n = 13$) highlights Jewish experiences and perspectives, especially regarding Israel-related hostility. Although empathy is often emphasized in theoretical discussions on antisemitism education, only six modules explicitly aim to foster empathy with those affected.

Most training manuals prioritize increasing participants' knowledge about antisemitism, covering a broad range of related topics. Some modules also targeted self-reflection, complexity (especially regarding the Middle East), empathy, and action strategies. But a notable gap remains: few empirical studies assessed whether these objectives are actually achieved. This highlights both the need and potential for further research on the effectiveness of current pedagogical approaches.
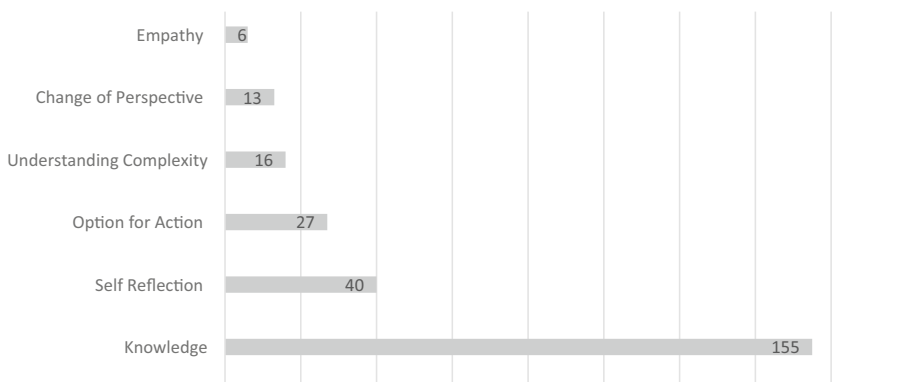

Fig. 3 Number of Modules per Learning Objective

5 Discussion and conclusion

This scoping review systematically examined nearly 4000 publications using the search terms *"antisemitism," "education," "training," "prevention,"* and *"intervention."* Despite the broad scope, only six empirical studies met the inclusion criteria, highlighting a significant research gap concerning the effectiveness of educational programs aimed at combating antisemitism. In contrast, 24 training manuals, primarily developed by German civil society organizations, were identified, reflecting a diverse range of practical approaches.

The review thus reveals a troubling disconnect between the wide range of educational initiatives and the limited body of research available to evaluate their impact. Although some efforts to evaluate educational interventions exist, the empirical foundation is thin. Notably, only one peer-reviewed study was identified, which is now 20 years old and primarily focused on Holocaust education (Gordon et al. 2004). The studies lack rigorous comparability due to differences in program themes, target groups, and durations. We also note that two of the six evaluated programs focused on Muslim youth, even though antisemitism represents a challenge affecting society as a whole. Furthermore, many of the reviewed studies are project reports (Beierle et al. 2013; Ionescu and Kazarovytska 2022; Müller et al. 2022) that aim to demonstrate the success of grant-funded initiatives and do not necessarily provide independent and critical assessments of the programs. In addition, the research methodologies employed vary significantly, making direct comparisons challenging.

The lack of empirical studies does not imply that well-designed or effective programs do not exist, nor should it be interpreted as a dismissal of the valuable contributions these programs make across various educational contexts. Rather, it underscores the limited engagement of empirical research with antisemitism education and the ongoing disconnect between academic scholarship and educational practice. The training programs themselves vary in content, duration, and target audiences. Nonetheless, this review offers important insights into the proliferation of antisemitism-focused initiatives, particularly within the non-formal education sector. It is important to note that this review does not aim to provide an exhaustive overview of all existing programs, but rather presents a selection of those identified through the search process.

The scoping review focuses on German and English sources, reflecting both the dominance of German educational materials and the authors' language competencies. While Hebrew-language research could not be included, this limitation does not alter the main finding: there is a clear lack of rigorous, long-term evaluations of antisemitism education programs.

The research gap between the large number of existing educational programs on antisemitism and the limited empirical evidence available to assess their effectiveness presents a significant opportunity for future studies: The thematic breadth of the field, the diversity of existing learning objectives (as shown in Fig. 3), and the wide range of available research methods highlight the considerable potential for further academic inquiry. Future studies could address diverse target groups, including students of different age levels, teachers, pre-service teachers, and trainers delivering the

programs. Framing antisemitism-critical education as a lifelong learning objective (Commissioner of the Federal Government for Jewish Life in Germany and the Fight and against Antisemitism 2022) also brings into focus contexts beyond schools, such as universities, police training, extracurricular programs, and vocational education. A broad spectrum of evaluation designs may be applied, ranging from randomized controlled trials and quasi-experimental approaches to mixed-methods studies and qualitative research that capture participants', teachers, and trainers' perspectives in depth. Regardless of the chosen target group or methodology, it is essential to generate systematic evidence on the outcomes of educational programs against antisemitism, how they influence participants' attitudes, knowledge, and competencies and which lasting insights or transformations emerge from these interventions.

In recent years, there has been increasing political will, particularly in Germany, to support research projects on antisemitism (See BMFTR n.d.). Current initiatives include studies on antisemitism in police and teacher training (Empathia n.d.) and on Israel-related antisemitism in university education (University Cologne 2025). Yet what remains lacking are long-term and sustainable funding structures that extend beyond short-term project cycles. Promising initiatives in the field of antisemitism prevention require continuous support in order to further develop and implement effective approaches. Moreover, a stronger integration of antisemitism education into school curricula and its lasting anchoring in formal education are essential preconditions for enabling evaluation studies and for systematically assessing the long-term impact of preventive and interventive measures. At the same time, there is a need within the academic community for a greater willingness to engage with the topic of antisemitism and education in an interdisciplinary manner. Current research on antisemitism often stems from political science, history and theoretical branches of educational science, while empirically oriented disciplines have, so far, shown little engagement with the issue.

Although empirical evidence on the effectiveness of education in combating antisemitism remains limited, education must still be regarded as a key tool for fostering understanding and reducing antisemitic prejudice, particularly because viable alternatives are lacking. Strengthening and systematically evaluating educational efforts is therefore essential. Addressing this research gap is not only a scientific imperative, but a societal one. As antisemitism persists in diverse and evolving forms, the need for evidence-informed educational interventions has never been more urgent. A more robust integration of empirical research and educational practice is essential to ensure that prevention efforts and outcomes are both meaningful and measurable.

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