

WHAT NEXT

**for Holocaust education,
research and remembrance
in the UK?**



**The Association
of Jewish Refugees**

October 2026

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About The Authors

Ben Barkow CBE had rich career in the field of Holocaust education and remembrance spanning over three decades. For twenty years, he led the Wiener Holocaust Library (formerly Wiener Library), from which position he was able to watch the field emerge and become what it is today. He has also acted as a trustee and chair for a number of charities connected with the field, gaining granular understanding of all the aspects of their activity. His work involved an international dimension through the European Holocaust Research Infrastructure (EHRI) in three of its phases, and participation in the management and governance of the Arolsen Archives (formerly International Tracing Service). Now retired, he is a trustee of Holocaust Centre North (formerly Holocaust Survivors' Friendship Association) and chairs the Academic Advisory Board of the UK Holocaust Memorial Foundation, supporting the ongoing work of creating a National Holocaust Memorial and Learning Centre adjacent to the UK Parliament.

Clementine Smith has worked in the field of Holocaust education and remembrance for over a decade. While at the Holocaust Educational Trust she led the Trust's youth engagement programme, open to students aged 16-25, and was later responsible for the Trust's core educational programmes (national and international initiatives open to schools, teachers and students).

Clementine has championed innovation in Holocaust education and commemoration – with a focus on robust pedagogies, coupled with purposeful and inspiring engagement strategies. She is passionate about engaging, inspiring and empowering young people, creating memorable educational experiences, and the opportunity and challenges associated with digital education.

Now working independently, Clementine supports organisations to develop strategies which enhance reach and deepen their impact, specialising in programme development, Monitoring Learning and Evaluation, youth engagement and digital transformation.



***“More than 50 expert voices,
representing at least 26
organisations have fed into this
first-of-its-kind analysis.”***

1. Introduction

Since 1941, the Association of Jewish Refugees (AJR) has represented and supported Britain's Jewish refugees and survivors of Nazi oppression. During those 85 years, what it has meant to 'represent' and 'support' our members has evolved. In those early days it meant helping them to find jobs or gain British citizenship; today we have a team of social workers and volunteers who ensure that our several hundred first-generation members continue to live with dignity and with access to care they need.

In recent years, our members have let us know that there is another important way that we can represent them, even after they are no longer with us: we can preserve their legacy through Holocaust education and remembrance. We can ensure that future generations learn their stories and those of the families and communities they left behind.

Guided by this imperative, the AJR has spent the past decade expanding our educational work, primarily as a supporter and sponsor of other organisations delivering programmes in schools, with teachers, at museums, at commemorative events and on study trips. We have become the UK's leading dedicated funder of Holocaust educational projects and programmes.

Pursuing this mission, we have forged partnerships with dozens of organisations involved in Holocaust education and remembrance in the UK. Some do this work as their sole mission; others incorporate it into their wider offer. We take pride in being more than just a funder. We offer guidance where we can; we connect organisations to one another; we bring colleagues together to share their learning.

What we have never done – until now – is to pause to assess how we are doing. At the crux are two fundamental questions. To what extent is the AJR making a meaningful educational impact, through our funding partnerships? And what are the concerns, priorities and expectations of experts from across the Holocaust education and remembrance field?

These two questions formed the strands of two pieces of research commissioned last year. We wanted to look at what data provided to us through grant applications and follow-up reports can reveal about the impact of Holocaust educational initiatives. And we wanted to get a mood check from the wider sector, extending beyond just those projects that we happen to fund.

What do we – the sector – *feel* about Holocaust education and remembrance today, and what do we *know*?

Initially, we envisioned that these might form two completely separate reports. But the more our expert researchers, Ben Barkow CBE and Clementine Smith, analysed the data, the more we came to realise that there is in fact a cohesive story that emerges. If we can summarise the findings, it is that our sector lacks a unified mission, and as a result it's not necessarily the case that we are ineffective, but rather we struggle to know what 'effective' looks like.

Too often headlines tell us that surging antisemitism or students' lack of knowledge about certain historical facts are proof that Holocaust education does not work. We reject that, but at the same time we know we mustn't be complacent. The AJR's unique position in the sector enables us to compile the knowledge, opinions and data of dozens of organisations and share these findings for the benefit of everyone.

We're not the first to try to measure the effectiveness of Holocaust education in Britain. Notably, we owe a debt of gratitude to colleagues at the UCL Centre for Holocaust Education whose studies into student and teacher understanding have been seminal and invaluable in advancing our shared work. Other individual organisations have demonstrated through their internal evaluations that it is possible to measure impact even when the topic at hand is so complex and emotive.

But we believe that this report is different and groundbreaking. We are looking at the sector at the level of its experts, its organisational missions, its own evaluation data. More than 50 expert voices, representing at least 26 organisations have fed into this first-of-its-kind analysis. While the report's authors offer their own analysis and recommendations, we hope that all those who contributed to this project will see it as 'their' report. It certainly was our intention to compile narratives rather than to drive one of our own.

Ultimately, this report is a snapshot, and its true significance will be found in what follows from it. To that end, the AJR is committed to continuing to convene partners so that we can move forward with the recommendations contained here. We believe that this is what generations of AJR members who are no longer here to share their stories would want us to do.

Mike Karp, Chair

October 2026



“Both studies identify an opportunity to strengthen the impact of the field through more cooperation, coordination and cohesion – and urge organisations to play a part in building a robust and sustainable future.”

Dr. Munyurangabo Benda of The Queen's Foundation, a witness and survivor of the 1994 genocide in Rwanda, in the Jewish Cemetery in Warsaw. July 2026.

Photo: CCJ/Jaime Ashwort

2. Executive Summary

- 1** Commissioned by AJR in October 2025, the report compiles findings from two comprehensive empirical studies into the current UK landscape of Holocaust research, education and remembrance. It brings together insights from a staggering 40 expert interviews, 26 AJR-funded educational projects, a cross-sector focus group and an online survey of Holocaust education practitioners.
- 2** At the core of school and public education are the inclusion of Holocaust education into England's national curriculum and major museum exhibitions. Holocaust commemoration is centred on the annual Holocaust Memorial Day. Within university-based research and scholarship, student interest remains strong and specialist centres of excellence exist, though institutional support is weakening.
- 3** There is a wide range of (perceived) pressures facing the field: financial fragility, duplication of initiatives, diminishing relevance, the passing of survivors, proliferation of mis- and disinformation via digital technologies, rapid development and usage of new digital technologies (including social media and AI), shorter attention spans, resurgent antisemitism, political extremism and polarisation, university withdrawal, and geographical inequality. Anecdotal evidence also suggests that schools and communities in remote rural and coastal areas have significantly poorer access to high-quality Holocaust education.
- 4** The planned National Holocaust Memorial and Learning Centre emerges as a potentially transformative opportunity: a unifying hub for the field coordinating strategy, connecting organisations to government and to the International Holocaust Remembrance Alliance (IHRA), and serving as a focal point for collaborative working across all three strands.
- 5** The AJR Educational Grant Programme funds a broad array of valuable initiatives. Since 2023, it has reached more than 123,000 individuals across 32 projects and generates consistently positive participant feedback.
- 6** While there is a huge amount of positive work going on across the sector, which engages and resonates with participants, at this moment we cannot comprehensively evidence the impact of the field. The report identifies inconsistent alignment between intended aims, evaluation methods and reported evidence, as well as limited capacity and/or in-house expertise related to monitoring, evaluation and learning (MEL).
- 7** There is a need for a more robust (and ideally more unified) approach to MEL infrastructure across the sector to support the work of organisations in the field.
- 8** The AJR can use its unique position as a funder to drive a more open and collaborative approach across the field, to identify a collective vision for the future of the field and to help build a sector better equipped to demonstrate and strengthen its collective impact.
- 9** Both studies identify an opportunity to strengthen the impact of the field through more cooperation, coordination and cohesion – and urge organisations to play a part in building a robust and sustainable future (each offers specific recommendations to that end).



“The path forward must be to manage change actively and with realistic targets, celebrating positive achievements. It is one thing to recognise the need for change – and quite another to work through that change successfully. One of the significant obstacles can be our fear of change.”

3. Ben Barkow: *Holocaust research, education, and remembrance in the UK*

3.1. SWOT Analysis

This chapter explores the strengths, weaknesses, opportunities and threats associated with the field of Holocaust education, research and remembrance, as understood following conversations with 40 individuals, each with in depth knowledge about the current state of the sector. The chapter starts with a SWOT analysis and then dives deeper into the feedback and evidence as captured in those one-to-one interviews and our focus group.

Strengths

- Well-established field
- Strong, well-rooted organisations
- Diverse, varied approaches
- Interested and positive all-party political support
- Strong interest in the subject at all levels – from university specialists to general public
- Established tradition of charitable support ranging from private individuals to large foundations
- Respected position internationally, able to exert influence on others

Opportunities

- Possibility to strengthen common ground among organisations, leading to greater mutual trust, confidence and co-working
- Working towards shared strategic goals can strengthen everyone
- Working to reduce and eliminate inefficiencies and duplication of effort will make resources stretch further
- Greater cooperation can unleash creativity and produce more than the sum of the parts
- Working to diversify financial support base for the field as a whole
- Collaborating on advocacy can make the sector more visible and its voice heard more widely
- Cooperation over fundraising can increase support and resourcing overall
- Creation of national Holocaust Memorial & Learning Centre can provide vital focal point for organisations to come together with shared objectives
- Memorial will benefit if organisations have a direct stake in its success
- Creation of Memorial provides opportunity to initiate discussions with Government about strategies, resourcing and future directions

Weaknesses

- A lack of agreed goals and national strategy for Holocaust education
- Funding not adequate to meet the costs of meeting new challenges such as mis- and disinformation arising from social media
- Organisations forced to compete for scarce resources, hence lacking coherence as a whole
- Inefficiencies and duplication, especially relating to data and public relations
- Charitable support often focused on novel projects, sometimes leaving core activities struggling and potentially duplicating the activities of other organisations
- Unable to offer uniform high-quality services equally to all parts of the country, including rural and coastal communities
- Lack of clear definitions, policies and strategies for the field as a whole

Threats

- Huge resurgence of antisemitism globally following attacks of 7 October – impacts may be long lasting
- Rapid growth of far/extreme right-wing political parties and movements in UK, Europe and beyond may impact our work, though at present they are focused more on anti-immigrant and anti-Muslim policies and actions
- Growth of far/extreme left-wing movements and parties commonly associated with anti-Israel and antisemitic policies and actions
- Subject matter may be perceived as less relevant and urgent as living witnesses pass away and we move towards the centenary of the Holocaust
- Social media and new technologies like AI make it ever easier to spread mis- and disinformation
- Traditional educational methods struggling to compete with social media
- Young people's attention spans diminishing due to social media and the welter of information
- Jewish philanthropy diminishing, as direct connection to Holocaust through parents or grandparents becomes less common; Jews leaving the UK in response to rising antisemitism
- Funding from large charitable foundations, e.g. The Pears Foundation, uncertain to continue indefinitely at present levels

3.2. Methodology and historical background

Methodology

The subject of the Holocaust is complex, painful and challenging. This can also be true of the work of researching, teaching and remembering it – especially if this work is not sufficiently appreciated and supported. The Holocaust is also different from other subjects in many ways, not least because the approach we take tends to reflect contemporary politics, and because it calls for responses that, unavoidably, have a political dimension. This report recognises these difficulties and aims to provide constructive suggestions that can be translated into action. The report addresses the topic from a humanities perspective, and its methods involved reading, discussing, thinking and writing. No microscopes or hadron colliders were used, and neither were grand theories of society. Rather, its guiding light was a problem-solving approach. The starting point was a dispassionate look at a field of activity and solutions it may benefit from, as the world around it has radically transformed over the past quarter of a century. Are the established ideas about teaching and remembering the Holocaust still productive? How has the field adapted to the fact that Holocaust survivors able to speak publicly about their experiences are now very few in number? Does the future call for a steady-state era, or for one of change?

At the core of the project was a series of interviews – mostly conducted online – with 40 representatives of 35 organisations active in the field of Holocaust remembrance and education: CEOs, governance specialists and practitioners doing the hands-on work of Holocaust research, education or remembrance. Their views and judgements provide the raw material of the report and ultimately take centre stage, although the interviews have been supplemented by studying the websites and publications of the organisations.

Historical and international background

In the decades following World War II, the Holocaust was not a topic of general interest in the UK. It was not taught in schools and few, if any, university courses on this subject were available. Beyond the Association of Jewish Refugees (AJR), founded in 1941 in London to assist and support Jewish refugees from German-speaking countries, the Wiener Holocaust Library, the world's oldest institution dedicated to the subject of the Holocaust, founded in 1933 in Amsterdam, and the '45 Aid Society, founded in 1963 by Holocaust survivors brought to the UK as children, hardly any organisations dealt with the topic.

However, this began to change in the late 1980s. In 1988, the Holocaust Educational Trust came into being. In 1991, the subject of the Holocaust was introduced into the national curriculum, and in 1995, the National Holocaust Museum (then Beth Shalom) was established in Laxton, Nottinghamshire. The following decade saw the creation of the Holocaust Memorial Day in 2001 and the Holocaust Memorial Day Trust in 2005.

Interestingly, the most significant driver of Holocaust research, education and remembrance in the UK may have come from Sweden. In 1997, Göran Persson, then

Swedish Prime Minister, raised the alarm that Swedish schoolchildren had negligible awareness of the Holocaust, and that this situation was reflected in many other countries. After consulting US President Bill Clinton and British Prime Minister Tony Blair, was the catalyst for the founding of an international organisation in 1998 in order to address the issue. Initially named the Task Force for International Cooperation on Holocaust Education, Remembrance, and Research (ITF), it was renamed International Holocaust Remembrance Alliance (IHRA) in 2013. In 2000 in Stockholm, ITF held the International Forum on the Holocaust, to coincide with the 55th anniversary of the liberation of Auschwitz-Birkenau, the largest of Nazi concentration camps and extermination centres.¹ In the years since, the IHRA has become the most influential international organisation concerned with the Holocaust. Its working definition of antisemitism, while still a topic of debate, has been widely adopted by states and institutions around the world.

Within Europe, the European Holocaust Research Infrastructure evolved from 2010 onwards in four phased EU-funded projects, to become a European Research Infrastructure Consortium (ERIC) in 2025. It organises conferences and other events, provides professionals and the general public with access to Holocaust archives around the world via an online platform.

Nowadays, the field examined in this chapter comprises three chief elements, or strands, which will be discussed in further detail in the following sections:

- Holocaust research and scholarship at university level
- Holocaust education in schools and public education in museums
- Holocaust remembrance, chiefly Holocaust Memorial Day

Holocaust research and scholarship at university level

Holocaust research and teaching at university level is lively and diverse. Students have access to an excellent choice of courses and indeed student interest in the subject is strong – from undergraduate to post-doctoral levels. A number of British universities have specialist centres for Holocaust research. The Stanley Burton Centre at Leicester University, founded in 1990, is the UK's oldest specialist centre for Holocaust research at a university, and the Holocaust Research Institute at Royal Holloway, University of London, founded in 2000, is today the largest such centre in the UK and enjoys an international reputation. As Professor Robert Eaglestone of the Institute of Holocaust Research at Royal Holloway puts it:

“It is now a well-established and widely recognised field, which has also shaped the development of other areas of research. For example, the study of mass violence, the study of totalitarianism, the study of the far right – I think all these have been empowered by the development of Holocaust studies as an academic discipline. And I think that in our current dark times, it's probably an important field to focus people's attention.”

1 See Appendix A for the Stockholm Declaration, which became the founding document of the IHRA and, in many ways, of Holocaust remembrance and education in the UK.

However, such positive views are not universal. Professor Philip Spencer, who has written about genocide as well as the Holocaust, feels that things have gone, in his words, “haywire”:

“I think research of the Holocaust these days has gone in a direction which is very disappointing. It’s becoming increasingly drawn into a way of thinking not just about the Holocaust, but about genocides more generally, which is very partial at best and misleading. It’s hard for me to say this but I do actually think [this is] often in bad faith and driven by a political agenda, which is implicitly or explicitly antisemitic. That’s very, very disturbing.”

Alongside numerous centres of excellence, many universities host individual scholars teaching and researching a wide array of topics relating to the Holocaust in academic departments which are not necessarily the ones in which Holocaust studies are typically situated. Examples include Dr Isabel Wollaston, based in the Department of Theology and Religion of Birmingham University, and Professor Zoe Waxman at the Faculty of Asian and Middle Eastern Studies at Oxford University. The British and Irish Association of Holocaust Studies (BIAHS) was founded in 2013 to unite Holocaust scholars from multiple disciplines and academic institutions. Its annual conference, a separate post-graduate conference and regular online lectures serve to showcase a thriving field of academic research.

Holocaust education in schools and museums

In England, Holocaust education became a mandatory part of the national curriculum in 1991, and while free schools, academies and private schools were not obliged to follow the national curriculum, in practice many did. In Scotland, Northern Ireland and Wales the subject is not mandatory, but it is widely taught, nevertheless. Awareness of the subject is also strongly promoted by organisations like the Holocaust Educational Trust and the Holocaust Memorial Day Trust, and the teaching profession is well supported by University College London’s Centre for Holocaust Education.

A major revision of the national curriculum is planned for 2028, though it is not expected to bring significant changes to Holocaust education. The Curriculum and Assessment Review underlying the revision mentions the Holocaust only once, stating that “it is essential that significant topics such as the Holocaust and World War II continue to be taught.” It should be noted that in addition to the usual challenges that schools and teachers face, the Curriculum and Assessment Review will place an extra workload on teachers who are already over-burdened. Furthermore, a recent poll by Teacher Tapp (an app designed to collect and amplify the views of teachers) revealed that the pre-occupying priorities for teachers are funding, SEND provision and teacher recruitment. We must be mindful that while Holocaust education is *our* chief priority, for many *teachers*, it may come further down the list of priorities.

Public Holocaust education (as distinct from Holocaust remembrance) is available in museums, particularly the outstanding exhibition at the Imperial War Museum in London. Originally opened in 2000, a remodelled and modernised Holocaust exhibition was unveiled in 2021. Smaller, more local museums and permanent or

temporary exhibitions – the National Holocaust Museum in Laxton and Holocaust Centre North at the University of Huddersfield among them – enrich the field by focusing on particular topics or groups of people.

Holocaust remembrance and Holocaust Memorial Day

Holocaust Memorial Day (HMD), held each year on 27 January, has raised public awareness of the Holocaust enormously – perhaps more than any other single initiative in the UK. It was established in 2000 by the UK government, under the auspices of the Home Office. From its inception, its focus has not been exclusively on the Holocaust, but it has reflected on other genocides which have occurred since the end of World War II. However, some major genocides, such as that of the Armenians during World War I on the territory of today's Türkiye, are not acknowledged or remembered in the context of the Holocaust Memorial Day.

The Holocaust Memorial Day Trust is charged with staging an annual national event to commemorate Holocaust Memorial Day and working to encourage as many people as possible around the country to participate and organise their own local initiatives. Although the government withdrew in 2005 from direct involvement in the organisation of Holocaust Memorial Day, it has continued to support the Trust financially. For a period, the national event was held in major cities around the country, but it now takes place in the capital city of London.

The certainty of uncertainty

The crucial work carried out by the institutions and charities active in the field of Holocaust research, education and remembrance takes place against a backdrop of changing realities. These changes can be framed within five types of uncertainty, present since the early years of the 21st century.

So far this century, the UK, Europe and the wider world have witnessed a decrease of political stability. In 2000, the long-standing two-party system of politics appeared strong and persistent in the UK, if not necessarily attractive to all. Today, the two traditional parties have fallen substantially in popularity. The long-standing third party has fared slightly better. Two relatively new parties have risen dramatically in polling, each offering radical and sharply opposing platforms. Britain's departure from the European Union is widely thought to have harmed the country economically while further disuniting the electorate. The global COVID-19 pandemic which broke out in 2020 sent deeply felt shocks both politically and economically, with little hope of recovery in these areas in prospect.

Geopolitically, the concept of the democratic, liberal and anti-authoritarian West is under significant strain. The mainstay of Western security, NATO, appears fragile and divided. The post-war settlement of international treaties and laws is frayed, the rules-based order they underpin weakened. Europe and its Union are despised by all three major powers (USA, China, Russia) and it no longer seems a distant fantasy to imagine it coming under direct attack in the lifetime of those working in our field today.

Brexit, the pandemic, the invasion of Ukraine, the ongoing crisis in the Middle East and the weakening of the West have been a series of blows to many economies, perhaps felt more deeply in the UK than elsewhere. Poverty is rising, support for the poor falling, food banks are proliferating, and trauma and multi-generational deprivation are affecting ever larger numbers of people. For close to two decades, economic shocks have come regularly and speedily enough to prevent full recovery from one shock before a new one hits. Recovery has proven elusive and the UK at times appears mired in an economic ‘permacrisis’.

Societies under pressure are liable to buckle and fracture. In the UK, we have witnessed divisions along social, ethnic and political lines deepening and sharpening dramatically. Brexit divided communities and even families. Although the COVID-19 pandemic saw communities cohere, many of the wealthy and powerful were apparently living by quite different standards and rules from the rest. The attacks of 7 October 2023 unleashed (or, more accurately, re-ignited) an astonishing surge of antisemitic rhetoric and violence. Simultaneously, it also saw a huge increase in anti-Muslim rhetoric and violence. But while the Muslim community in England and Wales is roughly 10 times larger than the Jewish community, taken proportionately, Jews have suffered notably higher levels of physical and verbal assault (106 attacks per 10,000 population for Jews, against 12 per 10,000 for Muslims.²) Global media and social media have played a large part in accelerating and intensifying the centrifugal forces of division, and it is currently unclear how this division can be overcome and recovered from.

The extraordinary rise of digital technology has brought about fundamental changes to the ways we live, many of them positive. Yet social media and, more recently, artificial intelligence (AI) have also generated anxiety, outrage and division. Digital information is seen by many as problematic in terms of education generally, and for Holocaust education in particular. The latter is especially vulnerable because it is – inherently – a political as well as a moral and human topic. A further vulnerability is the complexity of the subject – historically, geographically, socially and morally. Social media, while holding a great educational potential, tend to offer simplified, and indeed simplistic accounts of complex realities and events and push mis- and disinformation. It is highly unlikely that this new media format will fade in significance in the foreseeable future, and the impact of AI on our subject is yet to emerge fully. Evidence-based educational strategies for both using these technological advancements constructively and for coping with the challenges they throw up are urgently needed, and a shared approach and pooling of knowledge is likely to be more effective than fragmented action.

3.3. Challenges and opportunities

Careful examination of the data collected through interviews with 40 representatives of 35 organisations active in the field of Holocaust research, education and remembrance, as well as through associated reading, reveals important patterns, highlights successful strategies and points towards areas in

² See *Hate Crime, England and Wales year ending March 2025*, issued by the Home Office in October 2025. This can be found at: <https://www.gov.uk/government/statistics/hate-crime-england-and-wales-year-ending-march-2025/hate-crime-england-and-wales-year-ending-march-2025>.

need of urgent improvement. The overall challenge of trying to bring about effective Holocaust education and remembrance was reflected on by The Rt Hon Lord Pickles, Co-chair of the UK Holocaust Memorial Foundation:

“I think we are actually in the age of indifference, where it isn’t that the facts of the Holocaust are put before people and they immediately respond, oh my God, that’s dreadful. So you have to ensure that people understand that so far as the Holocaust is concerned, everybody has got skin in the game. Of course it’s true that the impact was felt overwhelmingly by Jewish people – but we must also understand that the Holocaust exemplifies what happens when government goes bad. We need to understand that the Holocaust examines the nature of government, the abuse of government and the consequences that can follow when we sublimate our moral compass to another authority.”

Adam Dawson, who recently took over the Chair of the National Holocaust Museum in Laxton, highlighted that the field is not reaching enough of our population:

“As with anything so vast, we can do an awful lot of work, and we may touch 5% or 10% of the people who we’d really like to. So I think that it’s difficult to speak in terms of success or failure. I can speak for the Museum, for the 30,000 or 40,000 schoolchildren who come through the Museum every year, I think we’re doing a very good job. However, on the basis that I’d like there to be 5 million schoolchildren coming through the Museum, you either say we’re doing a very good job with what we’ve got or we’re failing dramatically because we’re barely touching the sides of what we could be doing. And I suspect on a larger scale, the same is true for the sector as a whole.”

Mike Karp, Chair of the AJR, praises the quality of the work carried out in the field, but argues for making it more coherent and collaborative. This criticism highlights the urgent need for the organisations in the sector to develop a shared strategy, in order to increase its overall effectiveness, maximise the dwindling resources and prevent the creation of a vacuum:

“While I think the quality of much of what gets delivered by all of the organisations is good – or very good – they are all ploughing their own furrows. There’s little to no learning from one another. There’s little to no helping of one another. The quality of evaluation is variable in the extreme and inconsistent, and the organisations [are] not helping each other [to] understand. There’s far too little sharing.”

With the above barriers in mind, this chapter identifies twelve interconnected themes, based on the key points brought up by the interviewees when discussing both the work of individual organisations or departments and the field as a whole.

Financial sustainability and resilience

Anyone with experience of the charitable sector will know that considerations about income loom large for every charity or other organisation relying on external funding. The challenge can be severe, because Holocaust research, education and commemoration are not always attractive to donors and grant-givers to the same extent as other worthy causes. When a grant is awarded to a charity, it is not unusual for confirmation of the award to come just days before the project start or renewal date, which makes planning very difficult for applicants and can lead to great anxiety for employees. Additionally, Dr Toby Simpson, the Imperial War Museum North Strategic Lead (and formerly Director of the Wiener Holocaust Library) makes the important point that centrally allocated resources and infrastructure are lacking

in the UK:

“I think that there’s an unwillingness to recognise that there isn’t a proper infrastructure for Holocaust work in the UK, whereas there is in some countries, such as Germany. In Germany, there are multiple organisations and memorials and museums in many different towns. There’s a central fund in France, but there isn’t any similar central fund in the UK, that would provide secure resources for this very important work.”

As a result, charities that do not devote significant time, energy and resources to fundraising tend to live precariously and fail more frequently than those actively and systematically engaged with bringing in donations.

Amy Braier, Director of Pears Foundation, is well-placed to discuss the outlook for charitable giving to these subjects over the coming decades. Her view is that major funders such as The Pears Foundation are few and far between, their resources are stretched (despite being very significant) and the likelihood of their being able to support the field in future as they have in the past is uncertain. This is due partly to the passing of time – as we move definitively beyond the ‘age of the survivor’, the perception of our work may shift from being engaged with living, remembered history to being ‘just history’ and hence no longer having such an urgent claim on philanthropy.

Diminishing relevance over time and the passing of survivors

A significant number of interviewees expressed concern that as we move towards the centenary of the Holocaust many, especially the young, may question why this genocide – among the numerous tragedies and catastrophes that claim the attention of the public and the media – should have anything unique to teach them. The worry for many of those active in the field is that the subject will be perceived as purely historical and not an urgent part of our contemporary life. In the words of Daniel Pelz, Chair of the Wiener Holocaust Library:

“Every year the Holocaust becomes a smaller topic in the sense that it’s older. And people do move on – that’s just the way it is. People are still fascinated by it, I think. But it is waning. There is no question that it’s waning.”

The passing of the generation of survivors – or more accurately generations, as people of all ages survived the Holocaust – has been the focus of debates and preoccupation in the field for over a decade. There is no doubt that a living survivor can speak with great moral and historical authority and make a significant impact on an audience. It is perhaps no coincidence that the rise in Holocaust relativisation and denial – almost always serving wider Jew-hating narratives – began just as the possibility of hearing living survivors speak began fading away.

Various ideas about suitable ‘surrogates’ have been proposed. One that captured much attention and funding has been the effort to develop interactive recorded testimonies in which a user asks their own questions of a survivor and the recorded response is given almost in real time, delivered by a digital video avatar. An alternative strategy, pursued with equal passion, is based on the notion that the descendants of survivors are uniquely qualified to tell the stories of their parents

and grandparents. The least popular (though perhaps also least costly) suggestion was that the large corpus of testimony collected since the end of World War II, numbering tens of thousands, be examined and studied and put to educational work more systematically than it has been to date. It is telling that in September a new initiative, *Supporting Survivor Testimony in Teaching*, was launched – delivered by the Holocaust Educational Trust on behalf of the Department of Education. The initiative is part of a national ambition for all young people to access recorded testimony. The project will open access to teaching resources, testimony in various formats (inclusive of the UK Testimony Portal, the USC Shoah Foundation iWitness platform, and the Holocaust Educational Trust’s Testimony 360 programme) – the project is intended to ensure that there is a sustainable approach to teachers accessing testimony, even when survivors are no longer able to share their testimony themselves. It seems fair to say that no one strategy has achieved a dominant position. Rather, educators often adopt a thoughtful ‘pick and mix’ approach, drawing on the strengths of each and hoping to minimise the weaknesses.

The impact of social media, AI and attention deficits

One of the triggers for the perceived or feared loss of relevance becomes noticeable in the changing way people – and especially young people – consume information and knowledge through social media and increasingly through AI. This is seen as bringing about information shorn of context and depth. Mis- and disinformation seem to play an ever-growing role in political and daily life, creating fear, anger, hostility and reinforcing prejudice. A fear sitting alongside these is that young people are increasingly struggling with attention spans, preventing many from taking in longer, more detailed and nuanced formats. Nicola Strauther, Director of Learning and Engagement, at the National Holocaust Museum reflected on how this might affect teaching in schools:

“It’s different to how kids treat other topics – because I think it brings in so much about human behaviour that they find really interesting. Of course, there is a fascination with the horror – we have got to admit that, but also with the human behaviour side... I think what you have to do more of is work on mis- and disinformation. With the issue of, how do you pick apart what you’ve seen and heard? Because you just don’t see the same levels of mis- and disinformation with other topics – nobody is saying for instance, did Henry VIII really have six wives? It’s not being questioned in the same way.”

Duplication of effort

Several interviewees observed that Holocaust education is an area in which several organisations are offering similar but competing outputs. They questioned whether schools and teachers may be fatigued from being contacted several times by different organisations to address the same topic, and called for greater co-ordination and collaboration among providers, to maximise geographical reach and produce greater impact. A key issue in this is measuring and assessing the impact of our work (addressed in greater detail by Clementine Smith in Chapter 4). Interviewees specialising in Holocaust education in schools pointed to a lack of basic data regarding how the subject is taught in schools. Some called for improvements in collecting data about how long teachers spend on it, what topics they cover, how successful they are and to what extent the organisations are aligned on the question of what good Holocaust education is and how it can be measured. However, these

are sensitive topics for professionals, who do not want to appear to be criticising colleagues. People spoke with caution and reserve.

In addition, the interviews suggest there would be benefits if there were generally agreed definitions, shared understanding of major concepts, and common educational philosophies to offer a better ground for co-ordination and collaborations among educators.

One factor influencing this situation is that organisations often need to propose novel ideas in order to secure support from donors and funders, attracted to apparently innovative projects. The pursuit of novelty and innovation does not always lead to the best long-term educational outcomes.

The impact of 7 October attacks and the ensuing war

A rise in measurable antisemitism generally follows when renewed conflict flares in the Middle East. But this did not prepare many for the eruption of Jew-hatred around the world triggered by the attacks of 7 October 2023. As Angie Cohen, Chair of the '45 Aid Society, expressed it:

“Everyone can work in a buoyant ‘market’... and up to 7 October none of us was really concerned with antisemitism. We have a massive problem with antisemitism now. I feel that Holocaust education has hit a brick wall.”

It is striking that the consequences of 7 October have been experienced by organisations in the UK in a range of ways. The Holocaust Memorial Day Trust reported that not only did they lose numbers of schools who had previously marked Holocaust Memorial Day, they also lost members of their staff. By contrast, other organisations saw greater interest from schools and others in learning about the Holocaust and increased attendance at public events. These apparently contradictory facts suggest that the impact of the attacks, in the UK and in our field, is not fully understood. Geography, the ethnic and class make-up of neighbourhoods and schools, and less tangible factors such as the presence of a charismatic leader or public speaker in a given community may all play a part. The subject deserves some closer study.

The impact of mounting political extremism

The related topics of the far/extreme right and left in politics threw up some interesting responses in the interviews, particularly relating to the far right. In one example, a focus group participant challenged the use of the term ‘far right’ and interrogated its definition.³ The individual stated bluntly that a greater danger now

³ Benjamin Lee’s *Overview of the Far Right* (2019) is helpful here. Lee states that the “defining characteristic of the far-right for this paper is: A narrative of racial and/or cultural threat to a ‘native’ group arising from perceived alien groups within a society.” He further quotes usefully from a paper by J. A. Ravndal and T. Bjørge, *Investigating Terrorism from the Extreme Right: A Review of Past and Present Research* (2018) that right-wing extremism involves “acceptance of social inequality, authoritarianism, and nativism”. The paper, written for the Centre for Research and Evidence on Security Threats (CREST) at Lancaster University, is available at <https://www.gov.uk/government/publications/overview-of-the-far-right>.

came from the extreme left. A significant number of interviewees agreed; in fact, more than a few expressed puzzlement that the right was being mentioned at all. This seems remarkable, given the historical reality that the Holocaust was brought about by an extreme right-wing antisemitic ideology. It is possible that for complex present-day political reasons, the extreme right is more widely associated not with antisemitism but with anti-Muslim prejudice and with xenophobia more generally. The apparent pro-Israel stance of far-right activist Stephen Yaxley-Lennon ('Tommy Robinson') and his visit there following the Manchester terror attack may have contributed to confusion regarding the long-standing antisemitic commitment of the far and extreme right.

Political extremism – be it of the right or left – will always pose dire threats to liberal democracy. Those concerned with studying and teaching the Holocaust should never lose sight of this.

The resurgence of antisemitism in the UK and internationally

As mentioned above, antisemitism has surged in the UK and abroad in response to episodes of violent conflict in the Middle East. Ostensibly focused on Israeli policies and actions, many of the manifestations involved a hatred of Jews. It is more than striking that no other war or conflict (e.g. Sudan or the Democratic Republic of Congo) has attracted so much attention, protest and hatred of a group.

This antisemitic wave has led to criticism of Holocaust education in some quarters as having failed to check antisemitism and prejudice. While such criticism may not be fair, it is an opportunity to consider how to improve its efforts, but also what the political and public expectations of Holocaust education are. The Holocaust should surely be studied, as it was a catastrophe of world historical importance. An understanding of it certainly involves gaining insights into the nature of prejudice and antisemitism. These insights ought to undermine messages of hate and prejudice. But what we seem to lack is a clear and widely agreed statement of the boundaries of what Holocaust education on its own can achieve. By itself, it is not sufficient to produce a society which has overcome the evils of antisemitism and prejudice.

Rachel Burns, Head of Education at UK Jewish Film, spoke cogently about antisemitic stereotypes and her work to break out of them:

"The Holocaust is fundamental to understanding antisemitism, but of course, antisemitism didn't begin and end with the Holocaust. The starting point with teachers and pupils is asking them, where do pupils and where do teachers learn about Jewish people and Jewish experiences and Jewish stories on the curriculum? And my view is that all too often they learn about 'weird' Jews in R.E. (Religious Education), 'dead' Jews in history, and 'murderous' Jews in the playground or the staffroom. And our work is to try to elbow out of that by showing short film representations that break out of those stereotypes."

The gaps between the three strands of Holocaust-related activity

In his last book, David Cesarani made the provocative statement that a "yawning gulf" exists between the work of those studying and writing about the Holocaust

in universities and what goes on in schools.⁴ Does this gulf still prevail? Overwhelmingly, the interviewees felt that it did not, at least not nearly to the same extent. It was felt that there have been significant improvements in teacher training. Extensive resources, especially digital, give school pupils much greater access to archival materials, and a quality textbook has been created and made available to approximately 4,000 schools in the UK.

However, Andy Pearce, Director of the Centre for Holocaust Education at University College London expressed a less sanguine view:

“When David wrote that book he was privy to our emerging research findings into student knowledge and understanding, which were showing that there were many misconceptions. Our latest student research (2025-2026) has demonstrated many of those misconceptions haven’t gone away. Generally speaking, they still hold sway, and particularly around the issues of perpetrator agency – why people murdered, or why they participated in or facilitated the genocide. Those misconceptions and myths still largely remain.

It’s complicated because on the one hand I think we are in a place where the sector can only do so much with the resources we have and on the other because the ‘yawning gulf’ that we see in Holocaust education is reflective of the broader gap in cultural discourse around Holocaust as history and Holocaust as memory.”

Broadly, the optimists came from those engaged in schools work and commemorative work. Among the academics there was less certainty: the majority wholeheartedly acknowledged the huge amounts of good work and progress, yet several also regretted that they were not more regularly drawn on to help with this work. While the scholarly underpinnings of Holocaust education are stronger than before, more can and should be done to ensure that schools are in touch with the advancement of research. Working towards this could also engender a spirit of community among those engaged with the subject, be it in universities, schools or various informal settings.

Geographical access to high-quality Holocaust education

While it has not been possible to establish incontrovertible evidence about this, anecdotally it seems at least possible that communities in more remote rural and coastal areas cannot access the sort of high-quality educational resources available in some urban centres. Taking the example of Penwith, the western peninsula of Cornwall, seems to bear this out: in the past four years, only one school has regularly attended the Holocaust Memorial Day event at Truro Cathedral. An activist involved in Holocaust education reports that schools in Penwith have not been receptive to approaches to contribute specially created resources. Interviewee Trevor Avery, Director of the Lake District Holocaust Project raised this point as well.

Lack of clarity about the relationship between the Holocaust and other genocides

This issue divides the field, especially the remembrance strand, and its origins lie with the creation of Holocaust Memorial Day itself. The decision that the first

4 David Cesarani, *Final Solution* (2017).

event in 2001 should include contributions related to the Rwandan genocide and the atrocities in the former Yugoslavia served as the trigger to a long-running controversy. This pattern was followed in the subsequent four HMD events, organised directly under the aegis of the Home Office, and the inclusion of non-Holocaust genocides continued when the Holocaust Memorial Day Trust was created as a free-standing charity (still substantially funded by government). The Trust has clarified its position by stating that it acknowledged genocides carried out since 1948, when the UN Genocide Convention was adopted, coming into force in January 1951. Most recently, the Trust has clarified further on its website that genocide can only be determined through “a full criminal trial in an international court”.

A common argument in relationship to the Holocaust has held it to be unique. History offers no comparably systematic, partly industrialised and near-total murder of a whole people. It follows that it merits special remembrance. According to this view, it would be inappropriate to include other genocides in Holocaust remembrance. However, counter arguments have been made forcefully. The Rt Hon Sir Sajid Javid, Chair of the Holocaust Memorial Day Trust, offered a powerful argument in favour of including other genocides:

“Why is it important to include other examples of mass atrocities? Because when you are educating the 99.5% of the population who are not Jewish, the more relevant you can make it to them in terms of today’s world, the more powerful your message of education around the Holocaust and its horrors and Never Again will be. Let’s take Rwanda, what happened there. I think what you’re showing people by speaking about Rwanda is that mass, race-based hatred and murder still exists. It’s not something that happened 70 or 80 years ago, so we can all forget about it. Look what’s happening now to people.”

If we determine that HMD should include other genocides as a matter of principle, we are left with the question of which genocides to include or leave out and why. But leaving out some while including others may be historically difficult to justify and bring additional pain to communities affected by mass murder who feel unrecognised and shut out. The issue remains contested and unresolved, and it is fair to say that it causes confusion both among practitioners and public. A resolution is desirable and addressing it should fall within any systematic strategy of Holocaust research, education and remembrance.

Lack of clarity regarding challenges facing Holocaust education specifically and those facing education generally

The interviews highlighted the fact that, on the one hand, many schoolchildren are unclear about even basic facts relating to the Holocaust, but on the other that examples of excellent teaching and deep engagement with the subject also abound. However, it is unclear whether comparable educational shortcomings are present across the school syllabus or affect our subject more than others. Perhaps survey material is available from which insights can be drawn. The matter might be investigated so that educational strategies for Holocaust education can be adjusted to improve the situation.

Apparent withdrawal of many universities from engagement with the topic

Those in the university research and scholarship strand of the field reported that while student interest remains strong and courses viable, universities are less supportive than in the past, seemingly focusing attention and resources on subjects that bring in the fees needed to help universities survive. A senior scholar felt that in the coming years the majority of university specialists in our subject could be at risk of losing their posts.

Dr Svenja Bethke, Co-director of the Stanley Burton Centre for Holocaust and Genocide Studies at Leicester University, seemed to bear this out:

“Every time we lose a staff member they have not been replaced. At our peak we were four or five core members of staff who were very active. Now it’s Paul Moore and me as the only ones left. When the finances looked a bit better, we tried to push for new staff, to be able to offer a range of themes that we feel are really important. Sadly, we didn’t get any new staff and now the situation is even worse, affecting the school [of History] as a whole. Scholars who were affiliated to the Centre found their departments were being closed and they left. So I would say this really impacts on the field because of course we can only do limited things – we are only two people and we can’t do everything.”

The gradual withdrawal of many universities from the study of humanities can be expected to have an ongoing negative impact on Holocaust research and education at university level and, over time, this risks also negatively impacting Holocaust education in schools and for the general public.

3.4 Towards a sustainable future

The detailed examination of specific points raised during the interviews, showcased in the previous section, was followed by an analysis of strengths, weaknesses, opportunities and threats in the UK field of Holocaust research, education and remembrance. As a result, some paths present themselves to take the field and our work forward.

Cooperation, streamlining and coordination

Identifying problems is generally easier than working through their resolution. It is no easy matter for organisations to strive for co-ordinated working with sister organisations – even assuming they make a commitment to trying. Aside from purely practical issues, there are likely to be structural ones and certainly financial hurdles. It will be for the field as a whole to decide how far it is willing and able to go.

The vast majority of interviewees called for greater efficiency through cooperation and collaboration, and for streamlining of the work in the field. They agreed that the current fragmented approach gives organisations little choice but to compete with one another for funding, personnel and attention from both the public and those with political influence. Some experts acknowledged duplication of effort where, for instance, two or three organisations strive to offer schools essentially competing Holocaust educational packages, or noted that the field is maintaining numerous separate databases. While they recognised the legitimate reasons explaining how this arose, they also agree that the current fragmentation is not efficient or sustainable, especially as the resources are limited – and most likely dwindling.

In addition, organisations in the field offer differing approaches, based on their differing philosophies. Some believe that the authentic voices of the survivors can be preserved electronically, while others argue that the spirit of the survivors can be found in their children and grandchildren, and that these can carry forward the testimony of their ancestors with greater authenticity. Still others locate authenticity in artistic expression, be it theatrical performance, film, writing, fine arts or other activities. Further, most practitioners recognise the power inherent in objects taken from victims, or objects that the individuals cherished in their earlier lives. Their writings can be overwhelmingly powerful, their photography almost unbearably poignant. Finally, scholarly exploration of available evidence and the uncovering of previously unknown facts and dimensions of the history of the Holocaust can reward and stimulate intellectual engagement with a fiercely complex and challenging set of historical events and circumstances.

Developing a common outlook and priorities

Despite any rhetorical assertions to the contrary, many organisations have little choice but to compete with one another for funding, personnel, attention from and access to ‘markets’ and to those with money and political influence. The purpose of developing a common outlook and priorities is not to reduce the diversity of approaches on offer, but to ensure optimal deployment of our resources to meet our challenges. Benefits of this might include freeing resources to improve access to Holocaust learning in remote rural and coastal communities.

Internationally, the existence of the IHRA offers a forum for experts and practitioners from around the world who come together to think about strategies, challenges and issues affecting the field. While this does indeed feed through to UK organisations (for instance via the IHRA Guidelines on the Teaching and Learning about the Holocaust and the widespread, but not universal, use of the IHRA working definition of antisemitism), the field could greatly benefit from a more open pipeline linking practice and activity in the UK with international thinking and practice via the IHRA.

The creation or widening of this pipeline would enable UK organisations – in consultation with government – to develop agreed strategic goals for Holocaust-related work in the UK. An opportunity to create this may lie with the National Holocaust Memorial and Learning Centre which, it is hoped, will be built in the near future.

Working towards a fully developed national strategy

If organisations and practitioners are able to plug themselves more fully into the IHRA, perhaps via the planned Memorial, a further step could be the development of a fully worked-through and documented national strategy for UK Holocaust education and remembrance.

University-based Holocaust research would help to inform such a strategy and, to an extent, might be influenced by it. The planned Memorial and Learning Centre could serve as the hub for the undertaking of creating a fully developed national strategy,

drawing on an expert group to carry out much of the work. Individual organisations might contribute by releasing staff on secondments to the Memorial.

The role of Chairs and Chief Executives

The commissioning of this report coincided with the appointment of a number of new Chairs and CEOs to several organisations. Among this group, there appears to be a willingness to take on some of the challenges outlined above, in particular to bring organisations closer together, to work towards reducing duplication and organisational inefficiency, and perhaps above all to adopt a more holistic approach to researching, teaching and remembering the Holocaust than has been in evidence during the last 25 years. It seems evident that, if any meaningful change is to be brought about, the Chairs of the organisations will play a vital part.

A factor that could limit the insights of Chairs and their ability to affect change is that the majority are not professionals in the field. This is not to diminish the value of what they bring from their professional backgrounds and experience, which are of great value and benefit to organisations. However, this means that Chief Executives bring qualities and experience to the work of the field that many Chairs have not yet had the opportunity to acquire. It is the partnership between Chair and Chief Executive that, in many ways, defines an organisation. Change as envisioned in this report can best come about if this partnership is working well in at least the majority of organisations.

The need for change despite the fear of change

The path forward must be to manage change actively and with realistic targets, celebrating positive achievements.

It is one thing to recognise the need for change – and quite another to work through that change successfully. One of the significant obstacles can be our fear of change. The challenge of giving up existing practices for new ones can definitely seem overwhelming or unattainable, and the goal may appear too distant to reach. Realistic targets can serve as landmarks and occasions for reflection, but also a celebration of positive achievement.

3.5. The National Holocaust Memorial and Learning Centre

Development

In January 2015, the Prime Minister's Holocaust Memorial Commission, created by PM David Cameron and Chaired by Sir Mick Davis, began its work on the National Holocaust Memorial and Learning Centre – to be located in Victoria Tower Gardens, adjacent to the Houses of Parliament. The Commission called for the creation of “a striking and prominent new national memorial” together with “a world-class learning centre at the heart of a campus driving a network of national educational

activity.”⁵ These words resonate as a suggestion for the Memorial’s leadership role in promoting Holocaust research, education and remembrance. This report advocates a similar idea, albeit on the basis of a more reciprocal relationship between the Memorial and the organisations than that suggested by the Commission.

A decade on, the chosen site remains untouched. Throughout the planning process numerous objections have been filed, some posing serious obstacles to the project. It at last seems that most of these have been overcome, but they have resulted in the project needing to go through the planning process afresh, and it is likely that shovels will not enter the ground before 2027 at the earliest. However, plans for the content of the Learning Centre are advanced. While the site’s constraints mean that the Learning Centre must be located below ground, making the notion of a physical campus unachievable, a virtual campus might be a constructive and fruitful goal for cooperation and collaborative working.

The status of the Memorial as a national undertaking and one representing the nation’s collective stand on the Holocaust makes it highly suitable as a focus for thinking about how Holocaust research, education and remembrance can be made sustainable and effective in the UK. It seems probable that it will play a major role each year on Holocaust Memorial Day and the relationship between the organisation that will run the Memorial and the Holocaust Memorial Day Trust, which organises HMD, will be critical for the future.

Tapping into the Memorial’s potential

In the interviews, the subject of the Memorial elicited some amount of weariness, scepticism, and occasionally outright cynicism. This is not altogether surprising given the extraordinary delays the project has been subject to, and the concerns around funding which arose when the Memorial was first announced. Despite the assurances to the contrary, it was feared that the project would draw support away from the existing organisations in the field, weakening them, and possibly causing some to fail. These fears are likely to resurface once the construction work begins and planning for the Memorial organisation gets under way.

However, the Memorial offers huge potential for bringing together the existing organisations and helping the field to move forward. The period of delays may have unexpectedly lent a hand in this process, as its opening can serve current needs and priorities of the field, rather than those from more than a decade ago. The fact that it is a national project is a further help, as at present there are only two truly national organisations – the Holocaust Memorial Day Trust and the Holocaust Educational Trust. Both have done much to draw the field together but recognise that more needs to be done. Craig Leviton, Chair of the Holocaust Educational Trust, expressed clearly the challenge that the Memorial will pose to the field when it comes into being:

“I think when the Memorial is up and running, it will be the responsibility for those in the field to work out what their relationship with it will be, to understand how the Memorial will

5 Britain’s Promise to Remember. The Prime Minister’s Holocaust Commission Report (2015). <https://questions-statements.parliament.uk/written-statements/detail/2015-01-/HCWS226>.

be used as part of their educational offering and to ensure that it is joined up in a seamless and integrated way – because the Memorial will be a huge focal point.”

As the beginning of construction work approaches, there is time for the organisations to rally and contribute to the Memorial’s success, and for the UK Holocaust Memorial Foundation to communicate effectively and respond positively. The Memorial can become a focal point for the field, engaging positively and creatively with the three strands of Holocaust-related work to bring greater unity and strategic clarity to each and benefiting as a result.

The benefits of bringing the wider field into a direct relationship with the Memorial organisation could include that messaging around the Holocaust can be more unified and hence amplified. The cumulative experience which the organisations have built up probably runs into centuries, and this hard-won wisdom and insight will be vital if the Memorial is to achieve its full potential. A further benefit for the field should be the international relationships and links that the Memorial will build up quite rapidly. Its voice will be authoritative in forums like IHRA and EHRI, and the organisations should have a direct line to the Memorial to help shape its philosophical and policy commitments.



“Real progress will depend on commitment from organisations willing to invest in learning, alongside a more open, collaborative approach to identifying priorities for the field as well as sharing data and insight, so that collectively we can strengthen evidence, confront challenges with clarity, and build a more informed and effective future.”

4. Clementine Smith: *The AJR Educational Grants Programme – a review of grant applications and reports*

4.1. A review into the impact of grant-giving

In Section 3, Ben Barkow examined the state of Holocaust research, education and remembrance in the UK, drawing out a cross-organisational view of the landscape as it stands. The interviews he conducted with representatives from the field highlighted strengths but also drew out issues that the field is grappling with – as well as offering reflections on how the field might approach a sustainable future. This chapter considers what we know about those projects funded by the AJR through its Educational Grants Programme – whilst the primary intention has been to learn about the impact of this specific grant making programme, the sample size of 26 Holocaust education projects is significant and therefore the conclusions are applicable to organisations who have not been funded by the AJR as well as to other funding bodies.

Guiding questions

Through its Educational Grants Programme, The AJR funds approximately 20 projects at any one time, and since 2017 has distributed over £3 million. This funding represents a significant investment in Holocaust education and commemoration in the UK, and the organisation is proud of the breadth, quality and variety of projects it supports.

As stated on its website, “The AJR considers applications for projects relating to education, research and remembrance of the Holocaust and the events that led to it. The AJR welcomes project proposals which seek to link historical events to contemporary issues relating to refugees, antisemitism and genocide. The AJR prioritises projects which engage with the formal education sector, primarily for the benefit of teachers and their students. Other projects which are broadly educational in nature but whose target audience consists of adults or those outside of the formal education sector (eg. exhibitions, events, archives, etc.) will also be considered. The AJR particularly encourages applications which seek to make meaningful use of resources produced by the AJR such as the Refugee Voices testimony archive and the UK Holocaust Map.”

The AJR is proud of the breadth and variety of projects it supports, however, like any responsible funder, it wants to understand the difference this funding is making – to beneficiaries and the wider field – and to know that its funds are being distributed and used efficiently. As we saw in Chapter 3, this work comes at a critical moment. Programmes funded by The AJR Educational Grants Programme exist within the context of political, geopolitical, and economic uncertainty; rising social, ethnic, and political division; growth of, and anxiety about, social media, the internet, and AI. The previous chapter highlighted shared concerns related to the perceived relevance of the Holocaust, the passing of survivors as an influential force in society,

duplication of effort, the impact of 7 October attacks, mounting political extremism, the resurgence of antisemitism, and lack of clarity regarding challenges facing Holocaust education specifically and those facing education generally.

The AJR has chosen this moment to pause and reflect – it is prudent to do so. In an effort to explore the impact of its Educational Grants Programme, this chapter will consider the following questions:

- What do grant applications and grantee reports tell us about the intended and actual impact of the AJR Educational Grants Programme?
- What gaps exist in our understanding of the reach and impact of the AJR Educational Grants Programme?
- How might we improve our understanding? Could such improvements be extended across the field?

It should be noted that, while the AJR and those working in the field of Holocaust education and remembrance are reviewing their position, other charities across the country are facing similar challenges – some of the context addressed in this chapter is not unique to this field. Perhaps most acute is the decline in funding. Funders want to know that the grants they allocate are being directed to programmes whose effectiveness can be proven, particularly in a context of limited resources. It is also notable that in January 2026, that the Statement of Recommended Practice (SORP) which is applicable to charities, introduced new guidance, including requirements to report on “how a charity is responding to and managing environmental, governance and social matters” as well as stating that “impact reporting is now a ‘must’ for all charities”⁶. Organisations must be able to explain 1) the challenges they seek to address; 2) what they aim to achieve; and 3) how they know their approach is effective. Monitoring and evaluation, and the ability to communicate impact, is more important than ever.

Methodology of the report: 26 organisations, 32 projects

Grant applications and grantee reports submitted to the AJR by organisations in the field in recent years provide an invaluable insight into the questions outlined above. This chapter considers what can be understood about needs, achievements, and challenges in the sector from a close reading of documents received from 26 organisations, related to 32 projects, spanning the period from 2023 to present day.⁷

Following an initial review of these documents, a survey was also circulated to all those registered to attend *Remembering & Rethinking 2025: The International Forum on Teaching and Learning about the Holocaust* – a two-day event held by the AJR in

6 <https://www.charitysorp.org/documents/d/guest/summary-of-changes-sorp-2026-pdf>

7 The chapter reviews a total of 26 grant applications (in the format of a questionnaire, with the wording slightly amended over time but with no impact on the findings of this review; see Appendix B) and 23 reports (no standardised template).

November of last year. This survey, circulated in March 2026, gave a wider pool of individuals – including non-grantees – an opportunity to share reflection related to the themes and issues explored in this report. Answers were provided by 18 respondents.⁸

The systematic review⁹ of the grantee documents as well as the survey yielded a number of crucial findings. This section explores those findings, but it is worth noting that it was apparent from early on that whilst the AJR, as a funder supporting multiple projects, has a helicopter view of the inspiring work taking place across the field – there is very little opportunity for other organisations in the field to build such a picture. This holistic perspective of what is being delivered across the sector allows us to examine its impact, and offers an opportunity to identify patterns, themes and occurrences across organisations. The AJR has an opportunity to take this unique perspective and drive open and accessible learning for the benefit of the field. This chapter aims to support this effort.

4.2. The Educational Grants Programme

A broad spectrum of funded initiatives

The AJR supports a wide range of projects – including, but not limited to, the creation of educational resources, delivery of facilitated educational sessions, teacher training, commemorative events, creative responses to the Holocaust and/or learning about the Holocaust in the form of theatre performances, concerts and exhibitions, academic research, and youth engagement initiatives.

A review of grant applications and grantee reports sheds light on the extent to which organisations approach their work in bespoke ways and reach varied audiences.

Measuring the intended impact: aims, deliverables, outcomes

It is undoubtedly positive to see such a rich array of inspiring initiatives. However, the format of an initiative does not directly indicate what the project intended to achieve, or whether the delivery of that project met its intended outcome. Further to this, evaluating the success of an individual intervention can be complex at the best of times; it is made even more challenging when assessing a collective, cross-organisational set of projects. However, this can be achieved with comparable data and systematically applied methodology.

There are four areas (aims, deliverables, outcomes, and progress/success markers),

8 See Appendix C for the full list of survey questions.

9 This section of the report necessarily relies on the nature and quality of grant application forms and grantee reports reviewed – these were varied and not always standardised. To counteract the risk of any subjectivity, the chapter collates detail to support comparison across projects, cites any quantitative data from applications and reports, and uses assigned indexing: a system of indexing for the organisation and analysis of data, reports, or case studies. The researcher (with considerable experience and understanding of the field) has assigned standardised ‘tags’ based on their expert understanding/assessment of the document being reviewed – the ‘tag’ is assigned whether that word explicitly appears in the text or not. This indexing allows more comprehensive and comparative analysis of the reviewed content.

which can help us better understand what projects set out to achieve, progress made to date, and/or whether they have succeeded. We examined the answers given by the prospective grantees to the prompts in the application questionnaire, and the narrative reports submitted by successful grantees after the completion of a project. Whilst information was inconsistent, we were able to identify some form for aims, and/or deliverables, and/or outcomes across projects (to note, reference to progress/success markers was limited).

Definition	Example
Aims articulate why an organisation wants to deliver a project, describing the positive changes, long-term goals, or impact the project is designed to achieve.	<i>Our project aims to provide young people with tools to tackle antisemitism.</i>
Deliverables describe what an organisation will do, and the means it will use to reach its aims.	<i>We will design one session for secondary schools, and one for delivery in non-formal education settings (youth clubs). Sessions will focus on understanding, identifying, and responding to antisemitism.</i>
Outcomes are the changes an organisation expects as a result of its intervention. These should be specific and measurable.	<i>Participants will develop greater knowledge of what antisemitism is and how to identify it today;</i> <i>Participants will feel more confident in broaching the subject of antisemitism, or addressing it, among friends and family;</i> <i>Participants will know how to report, and be confident in responding to antisemitism if they witness it in public places.</i>
Progress/success markers will depend on the type of intervention.	<i>Delivery – 10 sessions across the academic year (5 school, 5 youth club) with 20 participants at each session.</i> <i>Feedback – 90% report increased confidence in broaching the subject of antisemitism, or addressing challenging comments they have heard, among family and friends; 98% know how to report antisemitism and are confident to do so.</i> <i>Knowledge – respondents’ ability to correctly identify the definition of antisemitism increases; respondents’ ability to correctly identify online antisemitism increases.</i>

The first consideration when reviewing the data was to build a picture of the overall aims which the organisations were hoping to achieve. In the grant application questionnaire, a prompt asked the applicants to “summarise the project’s purpose, objectives and/or the needs it aims to address.” The analysis of the answers¹⁰ revealed that a vast majority of applicants (26 out of 32, or 81%) aimed to develop knowledge related to the history of the Holocaust, antisemitism, and/or pedagogical approaches to teaching these subject areas. This was perhaps unsurprising, given the nature of the AJR’s vision and mission¹¹. Meanwhile, less than a third of prospective grantees sought a change in attitude or values, and less than a fifth

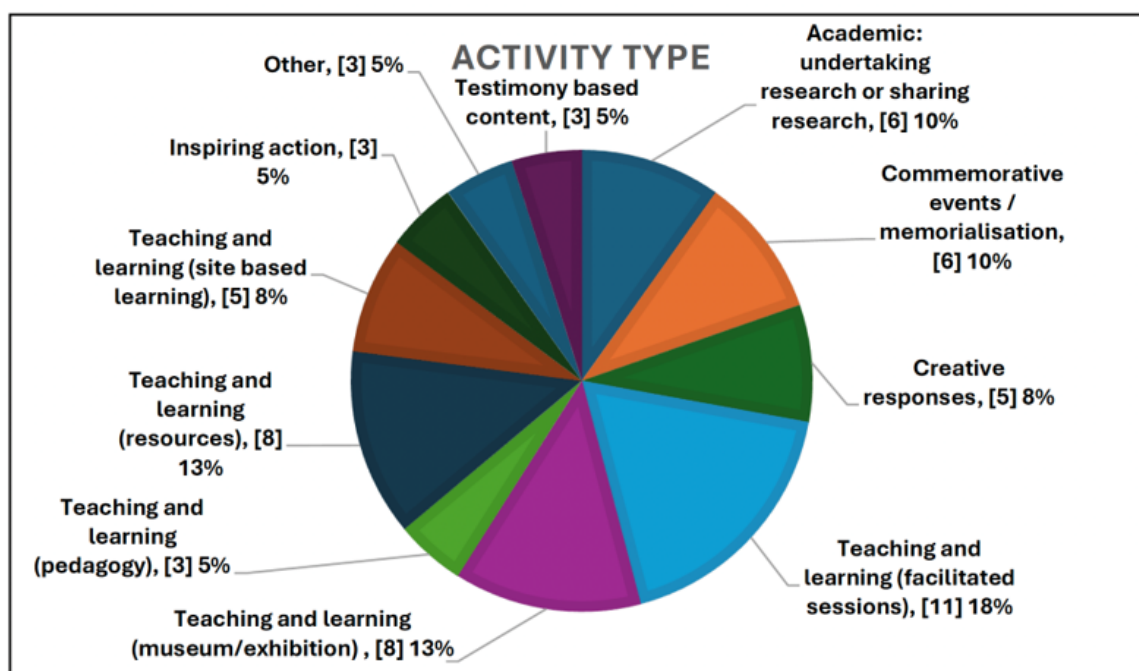
¹⁰ We used assigned indexing, with projects tagged/assigned aims based on detail provided in their respective documentation. Where required, projects could be tagged with multiple aims.

¹¹ Vision: A society free of antisemitism that remembers the Holocaust and those who were murdered, and that honours the Jewish refugees and survivors of Nazi oppression. Mission: To represent and care for Britain’s Jewish refugees and survivors of Nazi oppression and commemorate their experiences and contributions to society. To combat antisemitism by supporting teaching and learning about the Holocaust.

outlined aims that were commemorative in nature.

Aims of initiatives funded by AJR grants		
Developing knowledge	26	81% of funded projects seek to develop knowledge (related to the history of the Holocaust, antisemitism, pedagogy)
Attitudinal change / values-based content	9	
Remembrance and commemoration	6	
Furthering research	4	28% are working towards attitudinal change/values change
Inspiring action	2	
Other	1	18% are commemorative in nature.
Total	48	

The review went on to consider the project deliverables (the means through which the organisation was planning to effect the intended change), often listed in application and reports as ‘activities’. This revealed a broader range of project types, among which teaching and learning were most frequently named as the deliverable. Teaching and learning could manifest itself in various ways, as reflected through the subcategories identified by the review: resources creation, pedagogy, site-based learning, museum and exhibitions, and facilitated sessions. Projects utilising facilitated sessions proved to be the most frequently deliverable subcategory.



Through the review of grant applications, we could extrapolate some collective insight about the intended impact, as reported by the organisations. There were multiple positive examples of project proposals articulating and communicating this in rich detail. However, it should be noted that the applicants did not always describe their aims, deliverables and expected outcomes consistently, with some answers kept concise or lacking specific details – as a result, there is a limit to how much we can generalise findings in this category. It is worth noting this gap, as the AJR might be able to address it by specifying the level of detail required in grant applications, laying stronger foundations for enhanced monitoring, evaluation and learning in the future; this is further discussed later in the chapter. There is also

scope for the AJR to require project aims and outcomes to align with its own vision, mission and priorities in future.¹²

Measuring impact: progress, feedback and success

Beyond the intended impact outlined in grant applications, successful grantees are asked to submit reports upon completion of their projects, describing the results of the interventions. Here we start to grapple more deeply with the question of impact. Can we evidence whether projects are achieving what they set out to achieve? Can we show who is benefitting from the AJR Educational Grant Programme? To help provide more detailed and nuanced answers to these questions, in addition to the grantee reports the review also looked at the 20-question survey sent to those registered to attend *Remembering & Rethinking 2025*.¹³

The grantee reports show that projects funded by the Educational Grant Programme receive overwhelmingly positive feedback from participants and beneficiaries, typically collected via satisfaction surveys. Participants report that the initiatives they take part in are both enjoyable and meaningful – the field should be proud of its consistently engaging delivery, which appears to be well received by participants.

However, engagement and positive feedback are not the same as impact. As outlined earlier, ‘developing knowledge and understanding’ was found to be the most common aim, and we know that a variety of activities were undertaken in an effort to reach that aim. Some findings are outlined below:

- A minimum of eight AJR-funded projects developed educational resources, largely focused on regional or local histories or very specific historical content. They are available to teachers across the country and likely reach thousands of students each year. However, in a large number of instances, reports do not evidence the reach or impact those specific resources are having in classrooms.¹⁴
- Where teachers are asked to share feedback on student learning (this was a limited occurrence), there was positive response – in two specific instances, teachers reported that involvement in a facilitated session (which involved use of created resources) had led to development of historic knowledge amongst students. We also saw a small number of instances involving the use of comparative pre/post session surveys which examined students’ knowledge

12 Interestingly, we noted that although within its mission the AJR states that it works to “combat antisemitism by supporting teaching and learning about the Holocaust”, only six out of the 32 applications reviewed in this project explicitly indicated that the proposed project was seeking to address, educate about, or tackle antisemitism.

13 See Appendix C for the full list of survey questions.

14 In the close examination of grant applications, it also appears (though this needs more comprehensive assessment) that some organisations create content for schools without recent access/exposure to, or understanding of, the school and classroom environment, pupil and teachers’ engagements (in classrooms with one another, as learners, as educators etc.), or the current school system (including infrastructures, considerations and challenges). It seems that there’s potential for interesting content being devised but not applicable to teachers, and resources facing low uptake. This is a reminder that content development and engagement strategies must be informed by understanding the target audience and the environments in which they operate.

of the Holocaust, which again indicated that engagement with a specific session/resource had led to an increase in knowledge and/or understanding. Whilst insight is limited, the examples we do have (teacher feedback, and pre/post knowledge assessment) indicate that creating accessibility to a wide variety of resources and offering access to facilitated sessions can lead to developed knowledge. In order to strengthen these insights, and draw out more robust findings, we need to ensure a more comprehensive approach to monitoring the impact of resource creation and dissemination, and the delivery of facilitated sessions.

- Three AJR-funded projects explicitly focused on teacher training or CPD with an international site-based learning element; three more projects included teacher training as part of a wider project – all focused on the development of historical knowledge and pedagogical approaches. We saw encouraging self-reflections regarding increased historic knowledge, confidence in teaching the subject, confidence in sharing what has been learnt with peers, and positive intentions related to how participation would inform future classroom practice and teaching content. Recognising the challenges associated with education at present – diminishing funding for schools, teacher retention, timetable and curriculum pressures, and increasing individualised pupil support (including but not limited to SEN, EAL and mental health support) – the fact that teachers attend teacher training and CPD related to Holocaust education speaks volumes. With Holocaust education included on the National Curriculum for England, it is right that there is provision to support teachers in teaching the complex and sensitive history. However, reach and self-satisfaction/self-assessed learning does not tell us whether we are ensuring positive practice in the classroom. Having outlined already that it can be difficult to capture impact, it was encouraging to see that teachers of one specific teacher training project were required to develop specific CPD plans (ready for use with peers) during the project they were part of. As a result, they finish the project with resources which are ready and enable individual participants to share what they have learned with other teachers. Another teacher training project circulated a follow up survey four months after the project end, which went beyond self-reflection and asked for detail of activity delivered as a result of involvement in the project.
- Among students, we observed some instances of self-reported increase of knowledge related to antisemitism, racism and prejudice, as a number of grantee reports highlight quantitative findings in this area.

Other key areas of intended impact included ‘attitudinal change’ or ‘values-based content’, as well as inspiring action. Within some grantee reports we see encouraging insights that highlight related (though arguably not direct or explicit) markers, including:

- Opening spaces for discussion and connection,
- Inspiring new friendships and development of communities,

- Providing space to share creative responses,
- Inspiring or motivating participants to make a change or take positive action.

Again, the picture is positive – as a result of funded programmes being delivered, we see some positive outcomes. However, at present the reports reviewed for this project are not explicitly showing attitudinal change, and the report findings do not always directly speak to the intended aims.

When asked whether they “consistently measure the difference that your organisation / the initiatives you run have on the people you reach”, 11 out of 18 respondents of the *Remembering & Rethinking 2025* survey said that they did so. It is positive to see that despite the complexities there is a desire, willingness and effort to track and assess such impact across the field. For their own benefit, there is an opportunity for organisations to enhance how they showcase the work they are doing, and the impact they are having – stories of success can be improved immeasurably when evidenced, and it is important that impact is clearly understood and communicated. Where we see the strongest examples of impact assessment, grantee reports are rooted in very clear aims (detailing the overall goal of the project), and specific measurable outcomes (the changes expected as a result of activity) identified and articulated at the outset. Measurement tools speak directly to those intended outcomes. These included written responses, methods of assessing knowledge (sometimes tracking pre- and post-session), responses related to attitudes, tracking specific actions brought about as a result of participation (e.g. amendments to teaching practice, signing a petition, sharing information.)

Audience engagement and geographical reach

Between 2023 to present, grant funded programmes reached in excess of 123,000 individuals.

Teachers trained through funded programmes reached a potential further 16,500 students in UK schools.

20 out of 32 projects “engaged with the formal education sector, primarily for the benefit of teachers and their students”.

Between 2023 and the present, the Educational Grant Programme has reached in excess of 123,000 people. This data comes from 14 grantee reports (excluding nine initiatives which had no assigned reports, and nine reports received which did not include detail on individual reach). Given The AJR’s mention of actively prioritising funding which engages with formal education, it is also worth noting that in 20 of the 32 funded projects engaged primarily with teachers and their students.

The figure of 123,000 is inclusive of three specific initiatives focused on Teacher Training, in which 55 teachers participated. This leads us to consider how, and whether, to measure indirect reach. If we assume teachers deliver Holocaust education to a minimum of 10 different classes of 30 pupils during their career, then those teachers who participated in AJR-funded teacher training during this period

have the potential to indirectly reach 16,500 students. This would be highly valuable insight, and it would be even more valuable to standardise how indirect reach is measured (at present grantees use different calculations of indirect reach, and some do not include such statistics at all)¹⁵.

While many applicants indicated the anticipated geographical reach of their initiatives, actual reporting on this was limited and inconsistent. It was therefore not possible to build a comprehensive and collective picture of the reach of grantees. This is a missed opportunity, as it would be hugely valuable to fully understand not just how many people are reached through the Educational Grants Programme, but also where they are located and –crucially– to map out the so-called ‘cold spots’.

The AJR is mindful that reporting should not become overly burdensome, however there is huge value in the field having a thorough understanding of how many people are reached, where those people are located, and where cold spots exist. Initially, The AJR should expect to better understand who and where its funded projects are reaching (this could become a mandatory element of reporting – this is something for The AJR to consider), and eventually organisations across the field could drive a joint effort to map reach¹⁶. Should there be desire to do so, such mapping could also be complemented by open-source data (identifying specific areas –e.g. areas of multiple deprivation, or areas with explicit challenges related to antisemitism –to target).

While the project participation generally appears to be healthy, it should be noted that we cannot claim this with all certainty as: 1) we do not know how uptake compares to engagement with other subject areas across the general teacher population (as opposed to those teachers who engage in our field’s work), and 2) there is no consistent reporting on whether the audiences are new or retained.¹⁷

4.3. Key lessons from the review

Positive feedback vs impact

We can be confident in saying that the AJR’s Educational Grant Programme plays a crucial role in the provision of initiatives which deliver teaching and learning

15 A standardised approach would ensure more consistency, however it should be recognised that it would remain an estimate. As The AJR consider such a standardised approach to calculating indirect reach, it would be prudent to engage with practicing teachers, using their insights to guide such calculation.

16 This aligns with sentiment as outlined in the previous chapter and is a theme which reoccurs across this chapter – there is opportunity to, and value in, collating data to better understand impact across the field.

17 Related to this, it is not always apparent whether organisations are using research or user insights to inform their engagement strategy. Some grantees are transparent in reporting on lack of uptake (where this has happened, it appears to be with school audiences) – this honesty opens an opportunity to learn and reflect. However, to drive reach, there needs to be a better understanding of both those we reach as well as those we are not reaching, and why. There is very little insight in reports to evidence how organisations are tackling the challenge of engaging new audiences – and, indeed, whether they are engaging expertise to support the effort to drive engagement.

about the Holocaust, and Holocaust remembrance, and that the initiatives funded through the Programme are valuable. Nevertheless, when reviewing the grantee reports, it becomes clear that the meaningful engagement and positive participant feedback was rarely accompanied by evidence related explicitly to impact (and we must remember that in the majority of cases the feedback we have looked at – most commonly, self-satisfaction or self-assessment - does not directly evidence sustainable, long-term impact).

Naturally, there were encouraging examples: in the case of one specific teacher training project, the participants were required to develop specific CPD plans. As a result, the project provides individual participants with ready-to-use resources and enables them to share what they have learnt with other teachers. Another teacher training project circulated a follow-up survey four months after the project end, which went beyond self-reflection and asked for detail of activity delivered as a result of involvement in the project. However, the majority of available reporting formats does not definitively tell us whether grant funded programmes are leading to a development of knowledge, changes in attitudes and behaviours/practice, or inspiring action.¹⁸

Another question which is not addressed in grant reports is how to measure return on investment, and account for the higher costs of some projects over others. International study visits are an example of a high-cost endeavour, and at present reports do not explicitly explore the specific impact of providing an international residential as opposed to UK-based content. That is not to say there is no value – in fact, given the fact that these visits run year on year, and organisations commit their own time and resource to them, it can be assumed those organisations see significant value in terms of impact. However, it would be important to consider the added value of travelling to respective locations. At the moment the reports focus on content, development of historical and pedagogical knowledge and understanding, and confidence – they do not offer insight in to why the experience of traveling to those specific locations (being in situ) matters. Such insights are important. Firstly, we need to learn from delivery and use that learning to inform future planning. Secondly, we need to understand where the best return on investment lies. It is appropriate that organisations request and receive funding for high-cost initiatives, but it is also right that the rationale and added value are clearly articulated. It would therefore be appropriate for the AJR and grantees to consider return on investment more explicitly within reporting, particularly where activity involves significant cost. In such an instance, where significant cost is associated with a project, The AJR should consider whether it could support more MEL activity (either internally or externally commissioned) to better such understanding.

Within the context of rising antisemitism, as set out in Ben Barkow's earlier chapter, we face a recurring question: "Has Holocaust education and commemoration 'failed'?" This question can only truly be answered once we establish what the field aims to achieve and measure the success of the initiatives accordingly. As a

18 Of course, not all initiatives will require this type of reporting – a commemorative event which aims to engage 100 people with an act of commemoration will not need to measure development of knowledge or changes in attitude, as that was not the intended outcome (in this type of instance, an expected measure would be the number of people in attendance).

reminder, it was flagged earlier that the aims of only a minority of projects were related to educating about or addressing antisemitism. Do we seek to change attitudes and inspire social action? If yes, are we seeking to shift attitudes in relation to antisemitism, and/or racism, and/or prejudice – or perhaps we seek an entirely different outcome? How can we best translate these broad questions into realistic, measurable aims or outcomes? We must ensure individual organisations and the sector as a whole are setting clear and concise aims and objectives, so that content can be planned in a way that speaks directly to those intentions, and to ensure MEL models can be planned accordingly. Only six organisations identified an intended outcome related to education about, or addressing, antisemitism – for the remaining 26 organisations, we cannot know whether they sought to deliver initiatives that would address an aim related to antisemitism.

Towards better monitoring, evaluation and learning (MEL) models

There is an opportunity for organisations to enhance how they evidence and showcase the work they are doing, and the impact they are having – stories of success can be improved immeasurably when evidenced, and it is important that impact on the field is clearly understood and communicated. Where we see the strongest examples of impact assessment, grantee reports are rooted in very clear aims (detailing the overall goal of the project), and specific measurable outcomes (the changes expected as a result of activity) identified and articulated at the outset. Measurement tools speak directly to those intended outcomes. These included written responses, methods of assessing knowledge (sometimes tracking pre- and post-session), responses related to attitudes, tracking specific actions brought about as a result of participation (e.g. amends to teaching practice, signing a petition, sharing information).

Enhanced MEL frameworks would offer the AJR and other funding bodies access to more comprehensive evidence-based insights and support efficient allocation of funds. Additionally, they would ensure organisations and the field can produce better research and be data-informed as they plan for the future. Of course, appropriate support for grantees to develop these approaches would be required.

Managing impact reporting – who is responsible for monitoring, evaluation and learning?

As we explore questions of impact measurement and recommendations for the future, we are mindful that enhancing impact assessment and reporting within organisations and across the field is only possible if we have the necessary infrastructure which includes knowledge, skill and time. The AJR recognises that reporting on impact can only exist where there is a clear project plan (including aims, objectives, outcomes), as well as the fact that the delivery of a robust monitoring, evaluation and learning model (which will be part of reporting) requires a particular

skillset. All of this work requires sufficient time (human capacity).¹⁹ Through the *Remembering & Rethinking 2025* survey, we explored the current capacity of organisations in the field, and their interest in support in this area.

- Only 5 out of the 18 respondents stated that their organisation has someone in house with responsibility for MEL explicitly listed in their job description.
 - 6 responses stated 'Not applicable'
 - 6 responded 'No'
 - 1 responded 'Not sure'
- Only 3 out of 18 respondents said 'yes', they or someone in their team has explicit training or experience in MEL/data capture and usage. 7 said 'no', 1 stated 'unsure', and 1 stated 'not applicable'.
- 13 respondents said 'yes' they would be interested in specific introductory MEL training if The AJR were to offer it (5 said 'maybe').

Throughout this chapter, we have explored what impact we can confidently talk about, outlined areas with significant gaps, and made suggestions regarding areas where more input is needed to define aims and ultimately to report on impact. However, organisations can only take those steps if they have the necessary means to do so. What the results of this survey indicate is that, at present, organisations do not necessarily have the capacity, knowledge, or skill to enhance their MEL ability. Given the pivotal nature of such work, it is important to approach this purposefully, in an effort to improve the ability of individual organisations to showcase their work, but also collegiately in an effort to robustly report on the important work and impact that this field has across the country.

As a first step, the AJR should consider its role in supporting grantees – through the provision of introductory training and continued professional development related to MEL, it could ensure that grantees have the opportunity to develop skills related to MEL planning. Toolkits could also be created, to support organisations on an ongoing basis. The AJR could also consider its responsibility to its grantees in ensuring that (where possible, or in specific scenarios as identified by the AJR) grants are inclusive of a specific allocation to MEL capacity. Beyond this, The AJR could open up training and CPD to the field as a whole. Finally, a more complex (though timely) consideration is that there is an opportunity for the sector to pool (some, not necessarily all of) our learnings, and for individual organisations to use shared MEL in a cross-organisational insight initiative, with one coordinated approach to capturing insight across the field. A holistic, unified, common approach could build more robust insight into the field (capturing reach, impact, challenges, learnings) and be used by all organisations as a learning tool.

¹⁹ It should be noted that at least five AJR grantees commissioned external reports related to the reach and impact, with most using focus groups and 1-2-1 interviews as part of their approach. While commissioning external evaluation may not always be accessible, in these cases it enabled more nuanced responses and deeper reflection on programme experience, showing a more robust approach to better understand impact.

Adapting to current challenges

In the reviewed grantee reports, some feedback related to challenges experienced by those delivering funded projects. During the *Remembering & Rethinking 2025 forum* and indeed, over the past few years, those working in the field of Holocaust education and remembrance have increasingly needed to discuss and grapple with challenges of the day including antisemitism, as well as engagement with schools, students and the public (these challenges were referenced in section 3 by Ben Barkow, as well as earlier in this chapter).

However, during this project, there was very little consistency in monitoring or sharing experiences and learnings related to these challenges – MEL models as they stand within the field tend not to formally track and report on challenges, or associated interventions. Reflection on the potential gap in how we use MEL models to monitor challenges and assess interventions informed the *Remembering & Rethinking 2025* survey circulated in March 2026.

- 12 respondents felt that there are significant challenges affecting the reach and impact of their work, of which:
 - 9 state that contemporary antisemitism is affecting the reach and impact of their work
 - 3 state that contemporary antisemitism is not affecting the reach and impact of their work.
 - 10 state that other contemporary issues are affecting the reach and impact of their work
 - 2 stated that other contemporary issues are not affecting the reach and impact of their work.
- 4 respondents felt that there are not significant challenges affecting their reach and impact, of which:
 - 2 stated that contemporary antisemitism is not affecting the reach and impact of their work
 - 2 stated that they are unsure whether contemporary antisemitism is affecting the reach and impact of their work.
 - 2 stated that other contemporary issues are not affecting their reach and impact
 - 2 stated that they are not sure whether other contemporary issues are affecting their reach and impact.

Responding to the survey, 12 respondents (70%) felt that there were significant challenges affecting the reach and impact of their work at the moment. Four respondents felt that there were no significant challenges affecting their reach and impact, while two were unsure. These survey questions were not drawn out to dispute whether or not antisemitism and/or other contemporary issues are challenges to those working in the field of Holocaust education and remembrance (we can see here that they are very real challenges that exist), but rather the intent was to:

- Demonstrate a comparatively simple method of monitoring challenges more consistently,
- Use evidence to inform conversations and dialogue about the challenge;

- Illustrate the variety of challenges we face and acknowledge that respective organisations in the field will have respective challenges to navigate.²⁰

Finally, survey results suggest that 12 respondents have either adapted or created new content in response to challenges associated with contemporary antisemitism in the last five years. In the grant applications and reports reviewed for this project, at least six organisations referenced antisemitism, related to either the context they were working in, an intended outcome of their project in the form of teaching about or addressing antisemitism. It is interesting to consider that so many organisations have amended the content of their work in response to challenges associated with contemporary antisemitism, especially that – as mentioned at the start of this chapter – most organisations and practitioners in the field do not have access to the holistic understanding of the work of the sector.

The approach of open dialogue, transparent reporting, and shared learning would bring unquestionable benefits to the work carried out by the organisations across the field. A consistent approach to talking about common challenges and being precise in articulating the specifics of the issues would help understand and address challenges collectively and at a faster pace. Sharing information about iterative or new content/initiatives which respond to said challenges could reduce duplication of effort, and/or generate supplementary content reflective of respective organisations' aims. Finally, learning from one another's experience would support informed practice and prevent repetition of potential 'mistakes'/missteps of the past.

4.4. A turning point for the sector of Holocaust research, education and remembrance

At present we cannot build a comprehensive picture of the reach and impact of the field of Holocaust education and remembrance. This review of the AJR Educational Grants Programme offered a degree of insight. However, while there is strong evidence of engagement and positive feedback across funded projects, the available data does not yet allow us to consistently or robustly evidence impact against intended outcomes at a collective level.

Looking forward, there are clear ways in which this can be improved. There is value, and need, to consider the vision, and priorities of the field as a whole – and opportunity to work together on a national strategy to establish what we seek to achieve. On an individual level, organisations must refine and enhance their approaches to defining aims, deliverables and outcomes internally at the outset of projects – combined with more consistent and comparable evaluation methods, this would significantly strengthen the ability to evidence the impact. This would need

20 Asked for detail of the challenges they face, responses included (but were not limited to): “antisemitism framed as anti-Israel/anti-Zionism and a perception that our work is biased towards Israel”; “Some schools are unsure of wanting to [engage with our workshop which] links the Holocaust to the contemporary”; Lack of money in schools for transport to the session and lack of money for cover in schools; “increased anti-Muslim hatred, increased community polarisation, disengagement from Holocaust commemoration and education; close to impossible to get sufficient funding to measure impact properly (i.e. not just self-assessment) and longitudinally”.

to be supported by investment in people, expertise and infrastructure. Organisations need to consider how they can improve their internal infrastructures, expertise and processes, thinking strategically about their MEL models and impact reporting. Beyond organisational approaches, there is scope and opportunity to build a more holistic understanding of the field's impact. However, this is only possible through commitment from individual organisations to open up data and insight.

“...knowledge is often used to demonstrate effectiveness and secure resources, rather than to be shared and built upon collectively. This is not a failure of individual organisations, but a feature of the system they operate within, one that has been designed to reward competition more than collaboration. Recognising this creates a clear opportunity: to reshape these structures so that knowledge can be opened, shared, and used to strengthen collective impact.”²¹

We are at a pivotal moment. The context within which we are working has changed, and we must ask hard questions about what we do, how we measure it, and whether long-held assumptions about ‘what works’ still hold. To really tackle these questions, we must work together. We must ask ourselves what our aims and priorities are individually, and whether there is a consensus on aims and priorities across the field. We must articulate those aims and monitor success and progress. Those aims must be transparent – in order to assess success, we need to know what we are trying to achieve.

This report represents an initial step into a complex and expansive area of work, offering insights rather than definitive conclusions. There remains significant scope for deeper, more coordinated exploration to truly understand the impact of this field. Real progress will depend on commitment from organisations willing to invest in learning, alongside a more open, collaborative approach to identifying priorities for the field as well as sharing data and insight, so that collectively we can strengthen evidence, confront challenges with clarity, and build a more informed and effective future.

The AJR has a role to play in this, and in commissioning this piece of research it has committed to an open and transparent review of their impact assessment at present. As a next step, the AJR can use this moment to reflect on its vision and mission and ask itself whether it is strategically prioritising its grant-giving in line with its mission. Are there outcomes the AJR wants to prioritise moving forward? The AJR should also consider the role it can play in driving a more collegiate approach to a national Holocaust educational and remembrance strategy, as well as collaborative impact assessment across the field – impact assessment is challenging, and it is almost impossible to generate comprehensive impact reports when seeking long-term or attitudinal change. But there is plenty of room for growth, and with a concerted effort, individual organisations, as well as the field as a whole, can improve this area of work. We should be striving towards a future in which we can confidently talk about our collective reach and impact.

21 Tris Lumley, “Opening up impact: Why open knowledge is essential for systems change”, P6, NPC, January 2026.



“You just don’t see the same levels of mis- and disinformation with other topics – nobody is saying for instance, did Henry VIII really have six wives? It’s not being questioned in the same way.”

Nicola Strauther, National Holocaust Museum

“...the study of mass violence, the study of totalitarianism, the study of the far right – I think all these have been empowered by the development of Holocaust studies as an academic discipline.”

Professor Robert Eaglestone, Institute of Holocaust Research at Royal Holloway

Participants in the CCJ ‘Testimony of the Holocaust’ Project visiting the Emanuel Ringelblum Jewish Historical Institute in Warsaw, July 2026.
Photo: CCJ/Jaime Ashworth.

5. Recommendations from the authors, Ben Barkow and Clementine Smith

Within the context of the findings and challenges identified in each authors' respective section, we make the following recommendations to address specific challenges which have been identified.

CHALLENGE 1: The AJR cannot currently report comprehensively on the impact of its Educational Grants Programme

As a responsible funder, the AJR should be clear in the type of outcome it seeks through their grants programme. It must be able to demonstrate a clear MEL model to assess delivery against its own objectives and priorities as well as grantee aims / and agreed outcomes. This will support AJR's efforts to award grants and support programmes which most closely align with their own mission and objectives. Further, the proposed application and reporting expectations will support MEL efforts for both the AJR as grant giver and the grantees themselves – it will ensure impact reporting better captures change achieved, and asks whether the initiative has created the impact intended. There is evidence of a significant volume of delivery, and significant reach, across funded programmes, however a gap in insight remains.

RECOMMENDATIONS

1. The AJR to write a Theory of Change for the Educational Grants Programme²². The AJR should consider what change it hopes to achieve through its Grants Programme, and where/how this supports their organisational vision and mission. The Theory of Change should include the changes The AJR hopes to see as a result of its Educational Grant Programme; its view on how those changes might happen; and its view on the contribution that The AJR can make.
2. The AJR Educational Grant Programme application form to be amended, with specific requirement for applicants to:
 - Illustrate alignment between their proposed initiative/s and the AJR's vision, mission, and priority areas.
 - Indicate explicit aims, deliverables, outcomes and progress/success markers. These should be agreed and form part of the grant confirmation or acceptance.
3. The AJR to adjust its reporting expectations, aiming for greater transparency and consistency:
 - All grantees should be required to ensure that reports speak directly to agreed aims, outcomes and progress/success markers.
 - The AJR should also require grantees to report on individual reach (who and where) and indirect reach (the AJR should establish standardised approach to calculating indirect reach).
4. The AJR to create a Standard Operating Procedure and track all applications and grant reporting methodically, as part of improved MEL framework.

²² This should be a participatory process, involving those the AJR represent (Jewish refugees); stakeholders and beneficiaries.

CHALLENGE 2: Responding to a rapidly changing landscape

It is universally acknowledged that the context within which Holocaust research, education and remembrance are delivered in the UK and internationally has changed dramatically and continues to change. Interviews conducted as part of this project show an appetite to respond to this changing landscape in a way that brings organisations together. Representatives from across the field of Holocaust education and commemoration have previously come together to discuss the changing landscape, challenges, and the (possible) impact on our work. However, to date there has been no ongoing space designed specifically for leaders to consider a) whether there is need for a united response to the evolving landscapes and b) if so, how we might work together to formulate and implement a strategic collective response. There is a serious risk associated with ‘hoping’ or ‘assuming’ we will ‘naturally’ evolve with changing circumstances. We must be proactive and purposeful in bringing about opportunities to think strategically about how we move forward. We have a responsibility to ensure that the right people are around the table for the conversations, and that this is a collegiate approach to reflecting on the future of this sector.

RECOMMENDATIONS

5. Continue and widen informal meetings and discussions among chairs of charitable Holocaust organisations. Encourage and stimulate informal/formal discussions between the group of charity chairs and leaders of the academic community to share and discuss priorities and strategies.
6. Following the informal discussions, if required and useful, seek to create a formal association of those leading Holocaust-related bodies.
7. Seek to open discussions between the chairs group and academic representatives with the Co-Chairs of UKHMF about the need for stronger co-ordination and sharing, and the role of the Memorial in promoting this.
8. Encourage closer links and discussions between chairs of charity organisations located on university campuses and with close ties to the scholarly community.

CHALLENGE 3: It is believed there are still ‘cold spots’ in the UK, where Holocaust education and remembrance is inadequate

There is a common belief across many individuals that there are still areas of the country (for example, rural and coastal communities) that the sector still does not reach effectively, though this is not fully verified. If it is the case, we do not yet know *why* it is the case – possibilities include physical geography as a barrier; awareness, or lack of it; lack of interest; localised politics (these are not verified and need research). Without a comprehensive understanding of where we reach, alongside insight in to the causes of such ‘cold spots’ it is difficult to develop a targeted approach to engagement which is focused on new audiences in areas we have not yet worked.

RECOMMENDATIONS

9. Develop and implement a cross-sector initiative which draws out better understanding of the impact of the field – this will necessarily include (perhaps prioritise) reach and geography.
10. Two advisory panels to be established by the AJR – each welcoming specific beneficiaries / stakeholders. As primary audiences for AJR Educational Grants Programme, one panel will welcome youth voices, and another will welcome teacher insight. Participants will commit to supporting The AJR and the field. Participants to support the AJR and grantee organisations with user insight and user testing sessions throughout the year.

CHALLENGE 4: The value and success of field is under increasing scrutiny

This has been the case for a number of years – largely as a result of rising antisemitism, which some believe indicates a failure of the field, but this is also a question related to fundraising and sustainability (donors, trusts, and grant giving organisations want to see the impact of their donations). We see some good practice in terms of monitoring, evaluation and learning at the level of individual organisations – but approaches vary widely, and some organisations lack the capacity to conduct/delivery comprehensive MEL models. As a field we lack a shared language to articulate what we exist to achieve; our own ambitions, objectives and priorities (which for many organisations does not necessarily include tackling antisemitism). The sector’s impact reporting is not robust at present – we cannot report on our reach, and we cannot report on our impact – so cannot support rebuttal with evidence.

RECOMMENDATIONS

11. Implement a means of evidencing the change that occurs as a result of the sector’s collective work – agree and implement a cross-sector initiative, which collates data on reach, and impact (see recommendation 9).
12. MEL training and support – offered free of charge to AJR grantees.
13. Showcase evidence through an annual cross-sector insight report.
14. Agree and articulate what it is that we do, and do not do, and what we hope to achieve through our work.²³ (This could be a point of discussion within the chairs meetings – as per recommendation 5)

CHALLENGE 5: The field is facing a multitude of challenges but there is no shared holistic insight into these

Challenges to the field of Holocaust research, education and remembrance are often understood in silos, as those affecting one organisation in any one moment, or understood within the context of the most pressing societal issues of the moment. However, the picture is more complex – we are facing an array of challenges which are evolving rapidly, and which are not necessarily affecting all organisations in the same way. We cannot confidently report on challenges holistically through a national lens (or even regionally) at present; if/how those challenges are affected by variables (geography, age, demographics); how best to respond; where interventions have been developed and tested; how/when challenges evolve. Not all organisations have the capacity to trial new interventions. But there may be opportunities to carry out work which is quick and comparatively cheap and allows us to assess and learn from new ideas as a collective – and to share that learning.

RECOMMENDATIONS

15. Quarterly insight survey (open to programme leads, and on the ground delivery teams), asking for feedback on challenges faced, new interventions being created/trialled.²⁴
16. Annual cross sector innovation sprints – collaborative workshop, involving delivery teams, focused on innovative solutions to challenges. One day sprints – trialled in schools over the following term, findings circulated.
17. Showcase evidence through an annual insight report.

²³ Note, this does not reduce individual strategic freedom, but rather the recommendation is to aimed at working towards an agreed way of speaking about our collective work that draws out the places where our work is united and highlights the ambition of the field.

²⁴ This should inclusive of insights from wider education sector, to ensure context is always considered.

Towards a sustainable future

The intent of this project was not only to understand the current state of the field of Holocaust research, education and remembrance, but also to stimulate discussion about its future. This report brings together evidence, experience and insight from across the field. It provides an opportunity to reflect on where we are today, as well as to consider where we go next – and how we can get there together. It is telling that in the majority of interviews conducted by Ben, there was a recurring theme – those we spoke to recognised collective challenges, that impact all organisations in the field, and there was a consensus that working together we have the opportunity to tackle those challenges head on.

We conclude not with an endpoint, but with an invitation. The recommendations we (Ben Barkow and Clementine Smith) have set out provide a foundation for discussion, but recommendations alone will not create change. Real progress will require collective leadership, shared ambition and a commitment to move from understanding the challenges facing the field to addressing them together.

The publication of this report marks an important moment of choice. Once its findings and recommendations have been considered across the sector, we must decide whether change is needed and, if so, what that change should look like.

The AJR commissioned this report because it believes the sector has reached a point where a more strategic and collaborative approach is both possible and necessary. Whilst every organisation brings its own distinct mission, expertise and perspective, there is significant common purpose across the field. By working more intentionally together, we have an opportunity to strengthen not only individual organisations, but the collective reach, resilience and impact of the field as a whole.

We invite organisations from across the field to engage with the findings of this report, challenge its assumptions, and help shape what comes next. We hope this report becomes not only a record of the sector as it exists today, but the foundation for a shared conversation about the sector we want to build for tomorrow. No single organisation can realise that ambition alone. We have an opportunity to build a future for this sector – Holocaust research, education and remembrance – that reflects our shared values, strengthens our collective capacity, and positions the UK as a continuing world leader in Holocaust research, education and remembrance.

The next chapter is ours to write – together.



Photo courtesy of the Holocaust Centre North

6. Appendices

Appendix A: The Stockholm Declaration

We, High Representatives of Governments at the Stockholm International Forum on the Holocaust, declare that:

1. **The Holocaust (Shoah) fundamentally challenged** the foundations of civilization. The unprecedented character of the Holocaust will always hold universal meaning. After half a century, it remains an event close enough in time that survivors can still bear witness to the horrors that engulfed the Jewish people. The terrible suffering of the many millions of other victims of the Nazis has left an indelible scar across Europe as well.
2. **The magnitude of the Holocaust**, planned and carried out by the Nazis, must be forever seared in our collective memory. The selfless sacrifices of those who defied the Nazis, and sometimes gave their own lives to protect or rescue the Holocaust's victims, must also be inscribed in our hearts. The depths of that horror, and the heights of their heroism, can be touchstones in our understanding of the human capacity for evil and for good.
3. **With humanity still scarred** by genocide, ethnic cleansing, racism, antisemitism and xenophobia, the international community shares a solemn responsibility to fight those evils. Together we must uphold the terrible truth of the Holocaust against those who deny it. We must strengthen the moral commitment of our peoples, and the political commitment of our governments, to ensure that future generations can understand the causes of the Holocaust and reflect upon its consequences.
4. **We pledge to strengthen** our efforts to promote education, remembrance and research about the Holocaust, both in those of our countries that have already done much and those that choose to join this effort.
5. **We share a commitment** to encourage the study of the Holocaust in all its dimensions. We will promote education about the Holocaust in our schools and universities, in our communities and encourage it in other institutions.
6. **We share a commitment** to commemorate the victims of the Holocaust and to honour those who stood against it. We will encourage appropriate forms of Holocaust remembrance, including an annual Day of Holocaust Remembrance, in our countries.
7. **We share a commitment** to throw light on the still obscured shadows of the Holocaust. We will take all necessary steps to facilitate the opening of archives in order to ensure that all documents bearing on the Holocaust are available to researchers.
8. **It is appropriate** that this, the first major international conference of the new millennium, declares its commitment to plant the seeds of a better future amidst the soil of a bitter past. We empathize with the victims' suffering and draw inspiration from their struggle. Our commitment must be to remember the victims who perished, respect the survivors still with us, and reaffirm humanity's common aspiration for mutual understanding and justice.

Appendix B: AJR Educational Grants Programme application

SECTION 1: Basic information and contact details

a. Applicant information

- Name/title of proposed project
- Name of organisation Applicant's name Position held Telephone number Email address

b. Organisation information

- Organisation's address
- Registered charity number Organisation's social media URLs

- Organisation's website

SECTION 2: About the applicant organisation

- Please provide a list of the organisation's Trustees as well as the names and job titles of the organisation's senior staff.
- Please briefly explain the organisation's vision, mission and strategic aims.
- Please briefly summarise the core programmes or activities of the organisation.
- Please provide a brief summary of the organisation's income and expenditure in the past year and a forecast for the current financial year, including a breakdown of income sources, by category.
- Has your organisation previously received funding from the AJR? If so, how much and when?

SECTION 3: About the proposal

- Please summarise the project's purpose, objectives and/or the needs it aims to address, and explain how this fits into the organisation's strategic aims described in section 2.
- Please provide a detailed timeline for the project, highlighting key milestones.
- Who are the beneficiaries of the project and where are they located? Please explain the project's "theory of change" or multiplier effect.
- Do you propose to partner with any other organisations/institutions in delivering the project? If so, which ones?
- Does the proposed project require –or would it benefit from – the AJR's involvement in other non-financial ways (eg. expert consultation; use of AJR archives; an AJR member or staff speaking at an event)?
- What safeguarding measures will need to be implemented in order to protect the safety and wellbeing of vulnerable groups (eg. young people, the elderly) involved with the proposed project?
- How will the impact of the proposed project be monitored and evaluated? What indicators will measure its success?
- How will the proposed project be sustained after the end of the funding period?
- Please provide brief CVs/biographies of key staff who will work on the proposed project (this can be attached as a separate document if necessary).

SECTION 4: Financial information

- What is the total budget of the project and how much funding do you seek from the AJR? (The AJR will consider requests of up to 50% of a project's total budget.) Please attach as a separate document a detailed, categorised budget for the project.

- What other sources of funding will support the project? Please detail other funding sources which have already been secured in addition to those still being sought.

SECTION 5: Engagement with the field

- What expert research and/or scholarship has informed the proposed project (eg. demonstrating a need for it; providing the content for it; establishing the pedagogical approach to it)?
- Please provide an analysis of how the project will advance work in the field (eg. encouraging new research, pedagogical approaches or use of technology).
- Please provide an analysis of how the project will complement existing work in the field.

Appendix C: Survey addressed to attendees of AJR's *Remembering & Rethinking 2025: The International Forum on Teaching and Learning about the Holocaust*. The forum was held in November 2025; the survey was circulated in March 2026 via JotForm.

1. Which of the following best describes the capacity in which you are filling in this form? *[Tick all that apply]*
2. Where are you/your organisation based?
3. Which of the following describes your organisation? *[Tick all that apply]*
4. Have you or your organisation ever received funding from AJR for Holocaust education/commemoration programmes/initiatives?
5. Do you consistently track/measure the number of people (reach) engaging with your organisation/the initiatives you run?
6. Do you consistently measure the difference that your organisation/the initiatives you run have on the people you reach?
7. Briefly give detail about how you measure impact, and outline how you use your findings.
8. Which of the following do you track consistently? *[Tick all that apply]*
9. Which of the following do you or your organisation use consistently as part of their MEL? *[Tick all that apply]*
10. As part of your approach to MEL do you, or your organisation, follow up with participants after they have completed a session/programme/initiative?
11. Do you or your organisation have anyone who has responsibilities for MEL explicitly listed in their JD?
12. Do you or your organisation have explicit training, or arrived to your organisation with significant experience, in/related to MEL/data capture and usage?
13. Are there any significant challenges affecting the reach and impact of your work at the moment?
14. Does contemporary antisemitism affect the reach and/or impact of your organisation/your work at the moment?
15. Are there other contemporary issues affecting the reach and/or impact of your organisation/your work at the moment?

16. If you answered yes to any of the last 3 questions, please let us know the following: 1. What are the challenges? 2. How do you know? 3. Do you log/track these challenges – if so, how?
17. In the last 5 years, have you or your organisation created new content / adapted content to respond to challenges associated with contemporary antisemitism or similar contemporary issues? If yes, please give details.
18. AJR intends to provide free introductory training related to monitoring, evaluation and learning, in the near future – would you be interested in joining?
19. If you have any final comments related to how you/your organisation approaches monitoring, evaluation, learning, and the methods used to understand the difference your work makes, please share them here.

