

The Elephant Times

Tide~ on-line magazine



Issue One : July 2020



Tide²⁰₂₀

Building a network



Making connections

Tide~ Teachers in development education



Proposals are being developed to reintroduce a Tide~ membership structure in Autumn 2020.

Would you consider becoming a

Founder Member of the new Tide~ 2020 Network?

Please let us know [here](#)



These are “Elephant Times”

This magazine has evolved from work on the Tide~ website. It enriches that archive but more importantly it begins to explore ways to make use of it as a stimulus to new work.

The proposition is:

- ☐ that there is still a need for a teacher to teacher network;
- ☐ that we can build on the existing network to offer opportunities to a new generation of members ... and fresh initiative;
- ☐ that we can find new ways to support teacher creativity.

The network grew out of the many projects and the centres, firstly at Selly Oak Colleges and then Millennium Point. The range of activity increased as did the annual budget but **the biggest asset was always the people involved** and the voluntary input made to all aspects from the most creative to the more mundane.

Core to Tide~’s approach is the **designing of ‘space’ for practitioners to take the lead** and to enable creativity in the context of the needs of learners.

Why “magazine”? Magazine is a style. It is not a journal. It is a tool to enable better use of the website and the publications that are now available. We do not seek to institutionalise it because more useful tools might emerge.

Why ‘Elephant Times’? The magazine idea was inspired by *Forward Thinking*, a magazine that brought together development education work in Birmingham building on the city motto: Forward. Deeper in the archive [1984] we find The Elephant Times. This title was inspired by a rewrite, by Robin Richardson, of **an ancient Indian fable** to highlight the fragmented curriculum and the need for connection and cooperation between different areas of innovation.

These are “elephant times” again. There is a need to make connections that enable learners to engage, now and in the future, with many global realities and with both uncertainty and the need for positive dispositions.

We too need to explore matters such as those in the articles that follow, for example about: Covid 19 as an amplifier of inequality; climate change; and responding to Black Lives Matter.



Tide~ publications now available on website

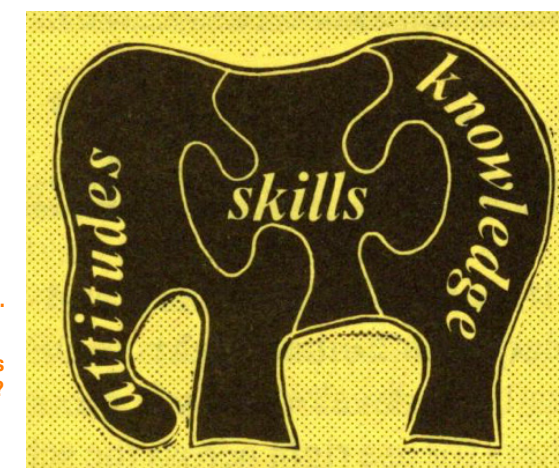
A substantive list of 70 publications are now available free to download or review on-line. You are welcome to adapt them for your teaching. **We would value your feedback.**

They represent the contribution of thousands of teachers over the years and hundreds of teachers that have taken lead roles in both curriculum projects and study visits.

Note: Copyright remains with Tide~ and should be acknowledged.

The logo from the original ‘Elephant Times’.

Should we be revisiting assumptions about knowledge, skills & attitudes?



The Elephant Times



The 'Elephant Times' has been edited by Jeff Serf and Scott Sinclair.

We are the "we" that is mentioned from time to time in the magazine.

We have taken on this voluntary role as Tide~ Trustees.

We are both retired and hoping that our investment in this work will lead to other Trustee roles developing ... and that this will in time enable new people to take on the future leadership of Tide~.

We are seeking articles for the next 'Elephant Times'.

[Please see link](#)



This 'Elephant Times' Magazine...

This magazine is part of the Tide~ web plan [see page 7].

This first issue features two groups of articles.

The first [with green titles] are reflections from people that have been involved in the network, each also offers some pointers for future creativity:

- ❑ [Rita Chowdhury](#) reflects on Covid-19 and the challenges for a new network 8
- ❑ [Colm Regan](#) takes this further highlighting implications for development education 10
- ❑ [Lucy Kirkham](#) considers what she has learnt from lock-down teaching 12
- ❑ [Cathryn Gathercole](#) raises questions about responding to young people's challenges 14
- ❑ [Darius Jackson](#) reviews thinking about Global Learning & Holocaust Education 18
- ❑ [Linda Clark](#) reflects on Voices from South Africa 21
- ❑ [Clive Harber & Jeff Serf](#) revisit 'Towards Ubuntu'. Can it help inform current debates? 22
- ❑ [Richard Woolley](#) points the way to engaging controversial issues in primary schools 24
- ❑ [Andrew Simons](#) remembers forgotten links and the need to engage them 26
- ❑ [Bill Elgar](#) takes the opportunity of lock-down to reflect on his Ghana experiences 30

The second [with purple titles] have been written by Jeff Serf and Scott Sinclair. They highlight some of the ideas that have been suggested as a focus for future issues of 'Elephant Times' ... and potential Tide~ projects:

- ❑ [Climate Change](#) - revisiting the propositions suggested 12 years ago 16
- ❑ [Black Lives Matter](#) - how do we respond? 28
- ❑ [Who decides?](#) - remains the important question 32

We have also been working on themes relating to: Learning about Africa; making connections to development studies; Outdoor Learning; Family Album as a focus for exploring issues.

Suggestions for articles on all these themes will be welcomed.

- ❑ [References, Notes and other Reading](#) [from the main articles] 34



Logo offers links to documents on website: www.tidegloballearning.net

Click on underlined text to go to articles

Click bottom right: "Tide~ on line magazine" to return to Contents >>>>>

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There have been 2 Directors: Cathryn Gathercole & Scott Sinclair ... at Tide~ Centre, Millennium Point.

Matters of principle, vision ... and pragmatism ...

Cathryn and I have had many a discussion about Tide~ strategy, the idea of 'space' and the pressures that, in the event, influence plans.

We no longer have a centre or a staff. We have a very small budget. See [History in brief](#). Some key decisions will need to be made in 2021.

What models of organisational development could we use? How do we enable new teachers to take on lead roles in a way that enables their professional development? What strategic advantages do we have?

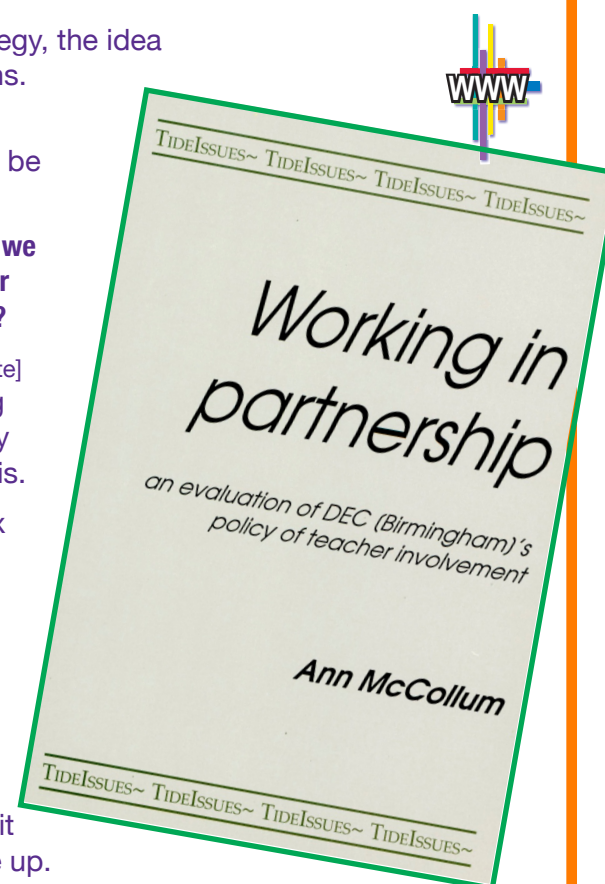
Sometimes I feel like the man in Martyn's cartoon. [See opposite] So is this a good time to be optimistic about teachers, young people and how we engage with major issues? I am half way through reading 'Humankind' [Ref: see p 34] and yes I think it is.

We have the advantage of making a plan without the tick box culture that has come to dominate even global learning. At this stage we are not asking permission from funders.

Nevertheless we have the task of convincing you about a revitalised network.

I reflect on the many times when we have debated Tide~ strategy. It is, for example, interesting to revisit Ann McCollum's evaluation.

The articles in this magazine make it clear there are challenges to take up. We have a few months to figure out how.



Scott Sinclair



The Elephant Times

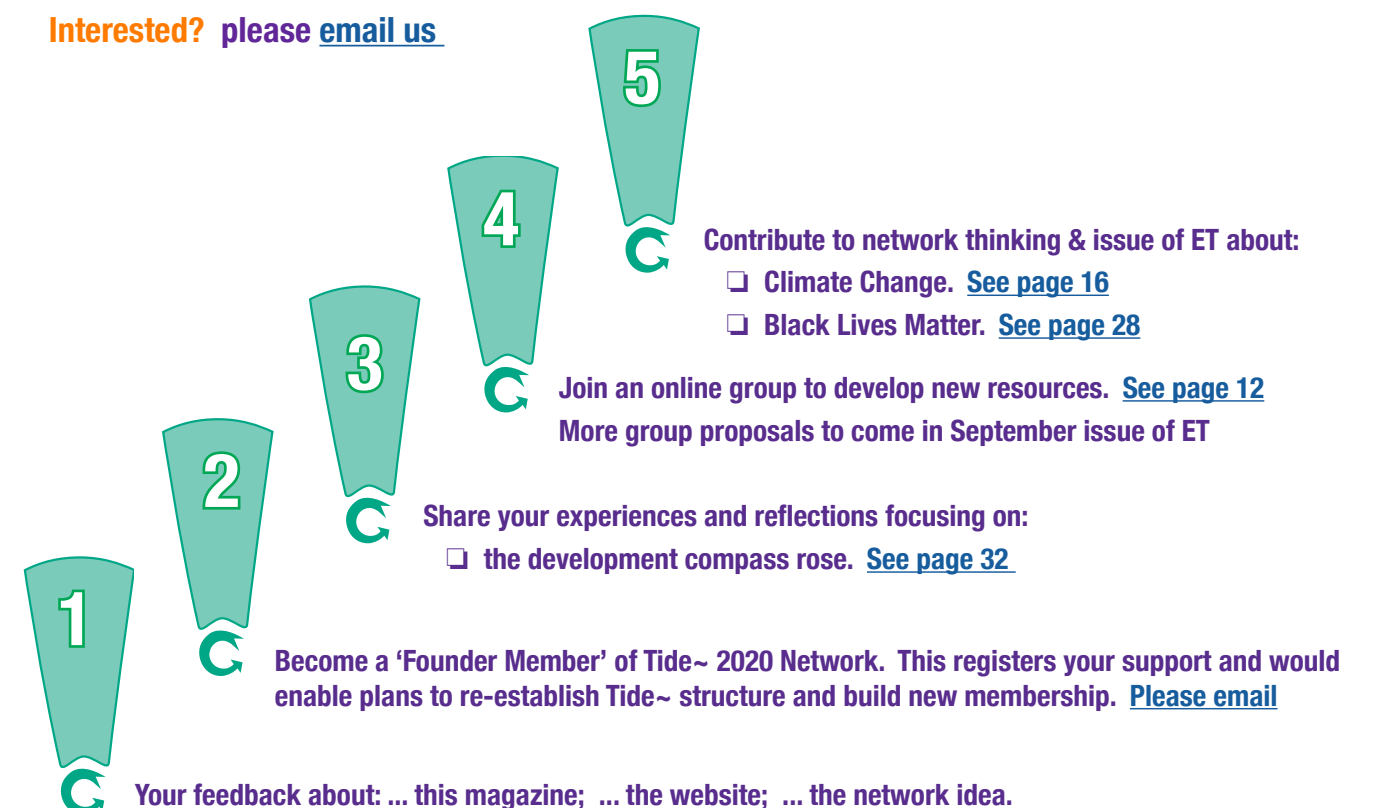
New 'space' for creativity ... first steps

We have a plan for the [development of the Tide~ website](#). This magazine is part of that plan.

The essence of Tide~ is about enabling 'space' for teachers, and other education practitioners, to come together, to engage with 'global issues' ... and to respond creatively to the needs of learners.

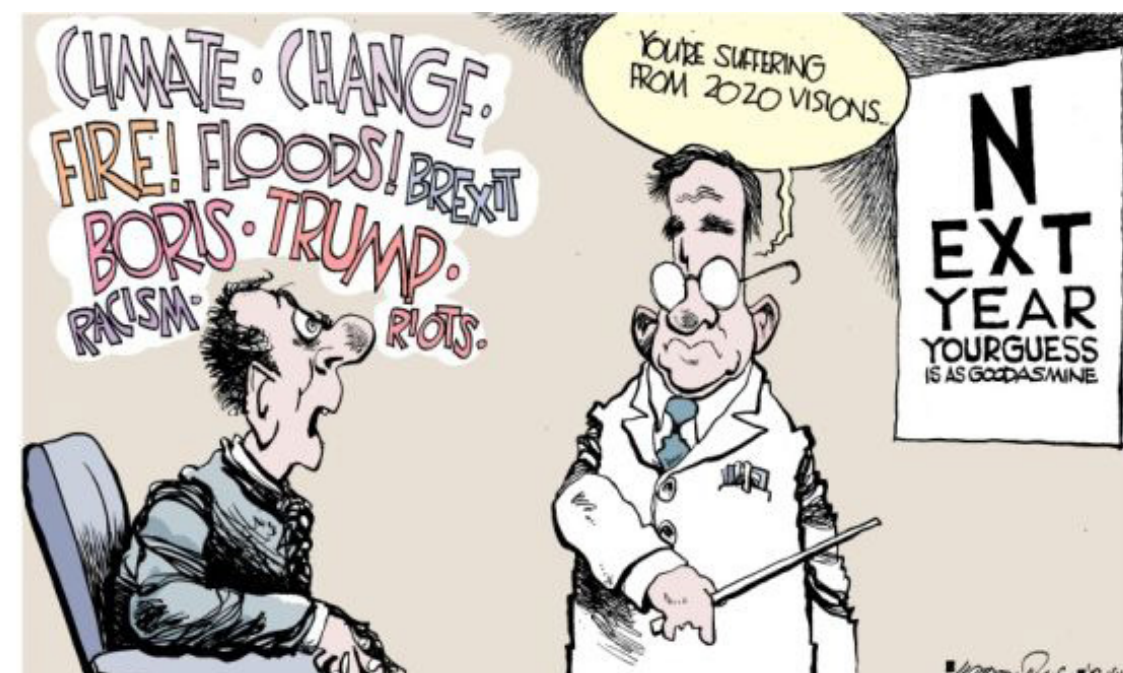
Some starting points in the 2020 context

Interested? please [email us](#)



Martyn Turner cartoon

... and that was before we knew about Covid 19!



[Thin Black Lines - political cartoons and development education now available on line](#)



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What kind of world do we want ?

Rita Chowdhury responds to the call for articles and gets straight to the point:

- ♦ about the issues
- ♦ about the value of networking
- ♦ about photos as a stimulus

Rita is now retired. She was Chair of Tide~ Trustees for many years

Having been given a brief for writing an article for Tide~ which had to include images and visuals, I decided that this should be my starting point rather than the words themselves.

But where to start, what image can succinctly capture the world as it is at this moment? A world where a rapacious pandemic has us all in its tight fist, and has prompted changes in behaviour which three months ago would scarcely seem imaginable. Of course there isn't one defining image, and in this article in [The Atlantic](#), I found many which portray the current context and our responses to it.

These are numerous photos here that I'm sure we can all relate to: the inability to hug our nearest and dearest, social distancing, eerily quiet ghost towns and cities, the challenges of home learning, tired and exhausted health workers, queuing to shop, the use of social media to keep in touch - the list goes on. These images from all across the world, tell a story without using language because we can fill in the words for ourselves.



So what has this got to do with Tide~?

This is a moment in time when we all need to take stock, where we have an opportunity to think about the world we want to live in post - Covid19 and how we want to it to be.

What kind of world do we want? - in terms of equality, diversity, fairness and justice for the environment. These are concepts and issues affecting the world that Tide~ has long grappled with, has long encouraged teachers and educators to engage in, and has long supported schools to expose their students to.

It's not easy and often involves a challenge to one's intellectual capacity, but we don't have to do it alone. Here is a network that brings like-minded professionals together to share, develop and innovate. **It's why I've been a part of it for decades.**

You're not on your own.

How do we take stock?

A photo activity like this would be a useful start to work with students - or agenda building for a teacher group.

Rita raises a bigger issue about the value of a network that can respond to such challenges. **Can we rebuild a network focusing on the professional role of teachers?**

What models of organisational development can we use?

What online sources of photos do you find useful for classroom stimulus?





COVID19 - implications for development education

Colm Regan

**Photo: talking about the book
'80:20 Development in an
Unequal World'**

**Tide~ launch
Birmingham Jan 2017.**

**Colm wrote this article in the
Times of Malta. He now lives
and teaches there.**

**We asked how he saw the
implications for development
education. This is his response.**



80:20 book



The Elephant Times

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Predictably, this is a huge topic. What follows are some initial notes. COVID-19 highlights 3 key patterns and trends of direct relevance to this issue.

One, the pandemic is a global health crisis which has impacted in one way or another on all countries worldwide. The pandemic has made a mockery of the idea that we can isolate or separate ourselves from each other. Geography, economics, politics and culture remain global.

Two, the brutal realities of COVID-19 graphically highlight the deep fault lines in our societies. It has stripped away the veneer of equality and has thrown into high relief radical inequality with all its consequences. **Three**, we have simultaneously witnessed an outpouring of our 'better selves' – mutual aid, community solidarity and the importance of civil society.

In the face of such realities, the relevance of development education is crystal clear to me; so too are the educational imperatives that follow. Teachers and educators need to redouble efforts to share and stimulate discussion and debate of key values and perspectives. For me, these include human dignity and universality; human rights without exception and human security (especially sustainability). While there are many more, the challenge is to re-assert our common humanity and our shared future. Again, this is at the core of development education.

Of particular relevance educationally in the face of the pandemic, is the urgent need to challenge bigotry, hate and racism which has been promoted by politicians, commentators, some media and, of course, many political creeds and agendas.

In short, we need to rediscover 'anew' and then 'teach' internationalism, care, tolerance, equality and sustainability and we need to challenge their opposites.

COVID 19 - deep fault lines evident

It is commonplace for celebrities, politicians and many columnists to assert that in the context of COVID-19, 'we're all in this together'. Really?

Consider this. In Malawi fewer than 50 people a day can be tested for the virus currently; there are less than 25 intensive care unit beds and precious few ventilators in a country with a population of more than 18 million. In 2018, Malawi had a GDP per capita of US\$517 equivalent to just 4% of the world average. Zambia currently has one doctor for every 10,000 people while Mali has a mere three ventilators per million people. Given our medical capacity across the countries of Europe, can we even begin to claim that we are 'in this together' with the citizens of Malawi, Mali or Zambia?

Consider this also. Two weeks ago, Prime Minister Modi of India declared the world's largest lockdown with just four hours notice. This, in a country where many millions live at absolutely extreme levels of poverty and homelessness. 'Staying at home' in such a context is utterly meaningless. The lockdown triggered a wave of mass migration across the country with many taking to the roads in an attempt to travel home hundreds and even thousands of miles. Normal food shortages, especially among the poorest have become catastrophic with little chance of immediate resolution.

"In this together". Really?

Consider. Applying the idea of physical distancing; the practising hand washing in clean water with sanitiser or soap; maintaining a healthy and balanced diet and choosing which exercise session to follow on social media is a frankly ridiculous proposition for slum dwellers across many developing countries. In the packed shacks of Khayelitsha (Cape Town, South Africa), Kibera (Nairobi, Kenya), Dharavi (Mumbai, India) or Ciudad Nega (Mexico City), COVID 19 has arrived as yet another dimension of existing inequality and oppression.

Consider also. In these last few days, the International Committee of the Red Cross has expressed its concern about the impact of the virus on refugees stranded in so many parts of the world in camps with limited or absent basics. The Committee's fear is that governments will not only seek to protect and support those they see as 'their own' but leave those in such camps to

fend for themselves often under military enforced lockdown. The situation was chillingly described by mother of seven Asho Abdullahi Hassan in a camp in Mogadishu as being like 'waiting for death to come'.

"Together in this" – insult upon insult. Here in Europe, we read of the discriminatory actions of our states with reference to the health or basic human security needs of migrants and refugees. Even in the richest nation on earth, the United States, we see emerging data that the virus has impacted hardest on the poorest (and frequently black) communities. And, even here in Malta, we hear of the dangers of increasing domestic violence against women as a result of 'stay at home' strategies.

While it may be true that the virus does not discriminate, we have built our societies on multiple layers of discrimination. This inevitably ensures that those often most vulnerable and marginalised pay the highest price in times of pandemic.

Once again this particular global crisis has revealed the deepest of fault lines upon which our world is built and sustained. Disturbingly, it also reveals the deep seated prejudices and bigotries needed to justify and, in turn sustain such fault lines.

Our latest line of chatter is about what the world might look like post-coronavirus. Many claim it will not/cannot be the same. Yes, it may indeed change but will it be change for the better particularly as regards inequality and injustice and their consequences? I, for one, am not exactly holding my breath.

There is, however a sting in the tail. The realisation may finally be dawning on many of us (even on our most resistant and self-obsessed 'leaders') that discriminations, barriers and walls of various kinds cannot now and will never ensure our individual or collective health and well-being. Despite their best efforts, we, the rich of the world cannot barricade ourselves from the poor – their health and well-being is intimately linked to ours.

Colm Regan

**as published in the
Times of Malta**

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A fresh look ~ at planning learning journeys

Lucy Kirkham reflects on what she has learnt from lock-down learning.

She now teaches geography at Bassaeleg School, Newport, South Wales.

As a teacher, you continually evolve and develop your practice. Helped by experience and, in the interests of staying sane, this process almost becomes sub-conscious but every so often I feel a jolt. A conversation, a presentation or maybe an article feels like a spotlight shining on my teaching and motivates me to adopt a different approach or discard an existing idea. My involvement with DEC, later Tide~ and associated projects led to many such jolts.

A recent jolt comes from delivering home learning to Year 7 to 12 geography classes during the 'lock-down'. **This article reflects on leaning journeys as a strategy to enable pupils to develop more informed and valid arguments.** It also proposes using an existing publication to explore issues emerging from the Covid-19 pandemic.

'I don't agree with something you said' was not the most encouraging start to a conversation following my workshop on the teaching resource, **'A Fresh Look at Tropical Rainforests'**. But the ensuing conversation proved to be one of those jolts that stayed with me.

In keeping with the Tide~ approach, much collaboration and discussion had gone into creating *A Fresh Look*... A key principle emerged, of enabling learners to make connections for themselves. The pack is centred around a set of 16 images that introduced different aspects of the rainforest theme and provided a stimulus to more in-depth investigations ... initially teacher-led and then more independent Decision-Making Enquiries (DMEs).

At the workshop, groups of teachers each explored one of the DME issues: ecotourism; timber trade; bushmeat; REDD conservation payments. Each DME was posed as a question and I had described how you could reassure students by telling them, "There is no right answer". This was the comment that the participant objected to. He explained how geography teachers needed to encourage students to go beyond seeing all views as equal and recognise and develop more informed and more valid arguments.

The glib phrase, **"There is no right answer"**, was not helpful in this context. And it was one of those moments. It had been like the BBC giving Nigel Lawson a platform on climate change, in the interests of "balance", implying his view was equally informed and valid.

So how do I help students explore these complex issues and enable them to synthesise and evaluate meaningfully?

The last eight weeks of setting and assessing home learning tasks has shone another spotlight on my practice. We have had to chunk the learning much more finely. Each home lesson has a narrower focus and more explicit instructions. Tasks need to vary too – plotting and interpreting a graph one week, answering Google quiz questions on a news article the next, carrying out research the next and so on.

We worried that this would be superficial and fragmented learning but, in many cases, found the opposite to be true. Each task appears to have created a stepping stone of learning, much smaller and more defined than the learning from lessons. Yet these stepping stones, have a firm foundation; students have carried out their learning independently. The stepping stones create a learning journey to a final, more complex task. We asked Year 9 to write an essay entitled: *'To what extent do you agree with the view that Africa is rising?'*

We were amazed by the quality of their responses; they had applied their knowledge, understanding and skills to set out and weigh up different viewpoints and arrived at valid conclusions.

Which brings me back to 'A Fresh Look at Tropical Rainforests' ... **- the intriguing photographs; the questioning focus; the issues that are becoming ever-more relevant.**

There is scope to amend and update the issues featured in the pack ... chunking it into smaller, specific tasks as outlined above. Creating learning journeys. Making the issues more accessible for debate in different curriculum contexts.

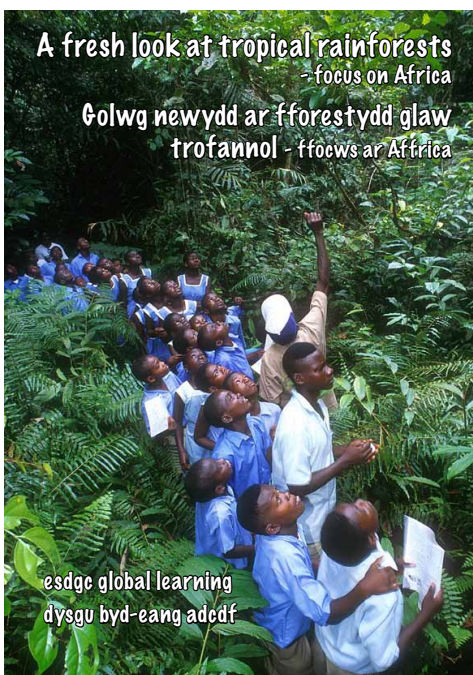
For example, the issue of the calling for a ban on bushmeat after Covid-19. But as John Vidal writes, this could be *"unscientific, counter-productive and culturally offensive"*. See article: **'Ban on bushmeat' after Covid-19 but what if alternative is factory farming?**



We plan to set up a virtual group to develop and test out new stimulus focusing on key issues using this pack.

Let us know if you are interested

We will send you a pack [\[Send an email\]](#)



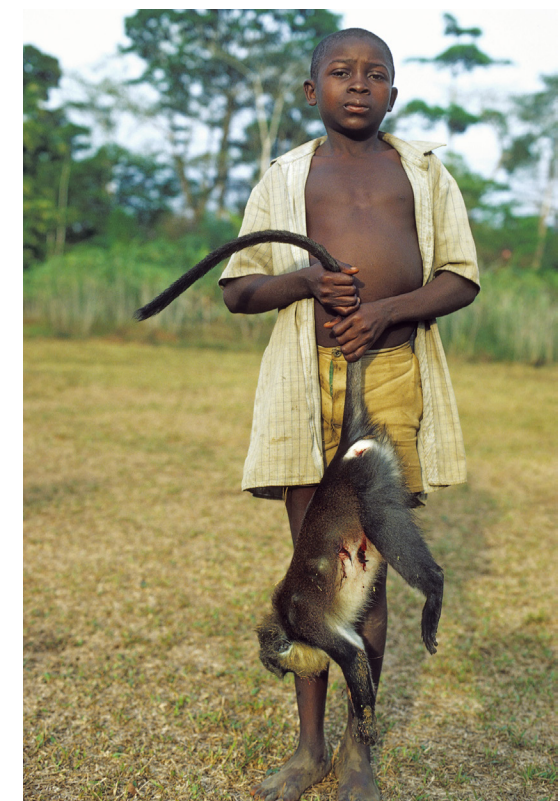
A Fresh Look at Tropical Rainforests - focus on Africa



Published by Cyfanfyd esdgc-schools net in partnership with Size of Wales



The Elephant Times





What's it all about - this education?

Cathryn Gathercole reflects on work since Tide~ and the challenges from young people to core network thinking about education ... and learning.

She now lives in the North East.

Cathryn was Director of Tide~ global learning 2009 - 2016.

I have recently been working for a large education charity with a mission to work with the most challenging schools and address educational disadvantage. It runs well regarded professional development courses for teachers to increase proficiency in teaching and learning. I learnt a lot while working there.

I had an opportunity to take part in high quality learning and gain new insights into teaching methodologies. The courses were very well designed, based on research with clear criteria for the choices of methodology. The teachers participating in the courses were enthusiastic learners and saw teaching as an academic endeavour. The organisation could point to evidence that previous participants had increased educational achievement among pupils, so the methods clearly worked.

These experiences prompted me to reflect on my involvement in global learning and consider the educational validity of what I did. The images used in these training sessions recalled the 'empty vessels' approach, whereby the role of a teacher is to fill the child with knowledge. I had used these images to show what global learning was not! **These reflections inevitably took me back to the perennial question about the purpose of education.**

The model I have described in paragraph 2 is based on key assumptions. Firstly, that levelling the playing field in educational achievement will level the socio-economic playing field. Secondly, that schools can do that on their own. Thirdly, that the current curriculum and assessment methods are best suited to achieving these ends.

Education is political. For years the focus was the 3R's – at least the focus for the public education system was. I would argue that the focus for the private sector was always how to maintain power, with both their formal and informal curriculum designed to do that.

Maybe that is why the private sector continued to provide a broad and balanced curriculum, extolling the virtues of educating the whole child when Michael Gove sought to shake up the curriculum for most learners in 2010. The current National Curriculum in England has just two stated aims. The first is to introduce pupils to 'the essential knowledge they need to be educated citizens'. The second is not really an aim but says that teachers can also "do other things". I would argue that the current curriculum is about maintaining the status quo of power and influence rather than disrupting it.



Photo: Amy Noonan



Black Lives Matter in Middlesbrough - one of many demonstrations all over the world.

In the last 12 months young people have organised on the streets demanding change for the climate and for racial equality. Both causes have made demands on the education system. The school strikes highlight collective action on climate change as a priority over an individual's education. Black Lives Matter call for the curriculum to be decolonised. **These demands challenge what is currently classed as essential knowledge, but they also raise questions of values, dispositions, skills and understandings.**

So I am bound to ask perennial questions of global learning:

What does it offer to young people today? Is it accessible and relevant to everyone? Will it improve their life chances and lead to a more just and sustainable world? How do we know?

Only if we challenge ourselves to respond to these questions can we ensure that global learning is relevant to the needs of all learners in 2020.

Cartoon: Martyn Turner



How should the Network respond to the challenges encapsulated in these demands?





Climate Change - the educational implications?

The effects of Covid-19 have resulted in hopeful messages about responding to climate change with observations, for example, about less pollution ... but it has also highlighted the massive global challenges involved.

In this context it is, we propose, important to revisit the educational implications. 12 years ago a leaflet was used to generate network debate.

[See Propositions opposite]

At the time a series of teacher workshops were set up, and young people involved in **Let's Talk Climate Change** also contributed.

How do you see the propositions it offered?

What progress has been made?

What are the priorities now?

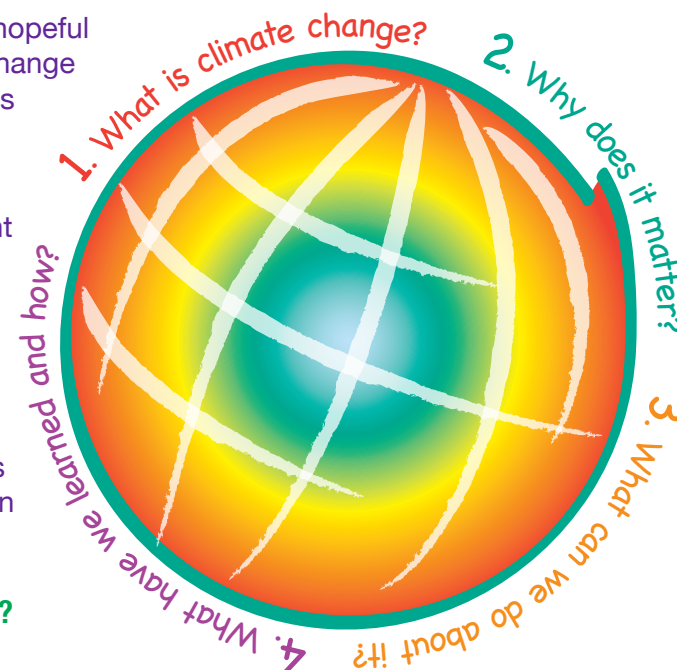
We are proposing to liaise with **West Midlands Sustainable Schools Network** about a response to these questions and to follow up new debate. This group partly evolved from a group set up by Tide~ is chaired by Ben Ballin.

WMSSN have produced a [draft resources list](#) that invites your feedback.

We also hope to learn from **Change the Story**, a project that focuses on work about climate change in primary schools in 5 countries in Europe. Richard Dawson and Ben Ballin have written an NAEF article to introduce this work.

See: [Changing the narrative about climate change education?](#)

We are seeking comments and articles for 'Elephant Times' exploring ideas, sharing what you are doing, reflecting on how you see the priority issues.



12 years on .. How do we respond to the proposition:

that climate change is a global phenomenon?

It will affect us all in many ways. It raises key principles of commonality and interdependence. It connects us with communities all over the world, who are also working on how to respond. There is a real sense that 'we are all in it together'. Perspectives from elsewhere in the world offer us particular insights.

that it is complex?

Climate change is not a single issue. Understanding it calls for joined-up thinking involving different curriculum areas [eg Geography, Science, Citizenship, D&T].

We need to acknowledge that the issues are contested and there is uncertainty. It raises questions about the culture of science and the need for 'scientific literacy'.

that responding to it requires learning?

The seriousness of the issues give us a great deal to think about and act on. Their complexity challenges us to do so in a dynamic way.

Young people should have an entitlement to understand what is happening and engage with the issues about how we respond.

The contribution of learning is often undervalued by those seeking to respond to climate change.

that it raises challenges about both what is learnt and how it is learnt?

Climate change is not simply a subject which can be 'covered'. There will always be new things to learn, or existing understandings to re-evaluate. This is challenging, but offers potential for exciting and meaningful learning.

Learners will require a range of perspectives to get a sense of what is going on. Sensationalist or simplistic approaches may encourage a sense of powerlessness or cynicism. Learners will need space to assess conflicting assertions.

that it is a controversial issue?

Understanding climate change is work in progress, even at the most sophisticated and 'expert' levels.

The idea that the teacher doesn't know 'the answer' offers particular opportunities for student enquiry.

that it needs fresh thinking about curriculum?

Climate change engages the agenda of 'developing a curriculum for the 21st century' in a real way. Understanding such a complex global issue requires new curriculum models.

Such a curriculum needs to emphasise critical thinking, co-operation and learning to learn.

that young people's dialogue is vital?

We know that climate change is likely to affect young people throughout their lives. They have a stake in its implications for the future, and this goes beyond knowledge. What are their aspirations?

There is a need for mutual learning between teachers and learners, and great potential for young people to learn from each other.

The young people Tide~ consulted challenged the tendency to get them doing things rather than thinking about them.

They also raised the well-intentioned desire to protect young learners from a potentially alarming or depressing vision of the future.

that young people need to learn to choose?

Current received wisdom is unlikely to be adequate when dealing with the needs of the future. We need to be thinking about learning for empowerment rather than compliance.

It is healthy for learners to feel they are making a difference, but not to be unquestioning about what that means. Activity itself can also be a stimulus to learning.

that schools need to develop a disposition?

There is potential to engage learners in school decisions about climate change, where at a minimum they are informed about what is happening, and preferably they are able to offer leadership.

Issues like climate change call for whole school coherence, for dialogue across roles, subjects, phases, and specialisations ... and for this to centre on the learner's experience.

Edited Tide~ leaflet 2008

written by Ben Ballin

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Global Learning & Holocaust Education

Darius Jackson reflects on Global Learning and his more recent work on Holocaust Education.

Darius was involved in a number of Tide~ projects including work on issues in Derry / Londonderry - and as leader of a study visit for teachers to Cape Town.

The idea that there was an overlap between Holocaust education and global learning was brought home to me by a teacher from Essex when he commented that his students used Google maps to see where the death camps and ghettos were established and that this helped his students see that the Holocaust was 'really real' not just another tale about the past. They were constructing an understanding of a process that is independent of them, separated from them in space and time and incredibly complex... if that's not like global learning then what is it? I am not going to argue they are identical, that would be ludicrous, but I am going to argue there are similarities and overlaps worth exploring.

Both Holocaust education and Global learning are multidisciplinary in approach; they both study events and processes that are 'are generated not by one, but by a multiplicity of causal structures, mechanisms, processes or fields' (Bhaskar et al 2010 p4). So, to understand the complexity of our globalised world, or why 6 million Jews were murdered, we need insights from a wide range of disciplines. This is explicit in the Tide~global learning 'Development Compass Rose' which **demands that economic and social factors, and issues of political power, are put alongside environmental issues.**

Both have internal disputes that appear utterly incomprehensible to an outsider;

- ☐ *Is the Holocaust about the murder of 6 million Jews or does it include all victims of Nazism, or some of them, but not others?*
- ☐ *What do we call it, Holocaust education or Holocaust Education, Global education, education for Global Citizenship, global learning?*
- ☐ *Is it education for activism? Do we set out to inspire a desire to right injustices or is to develop empathy for our fellow humans?*
- ☐ *Is it to develop an understanding of a complex process or to 'inoculate our children against racism'?*

If we accept the premise that fundamental to both is the need for students to develop an understanding of a complex process this implies a child centred pedagogy so we must consider the importance of the concepts we use to support students as they develop their understanding of the Holocaust.

The importance of child centred pedagogy as Tide~global learning states we need **'to engage with the needs of learners** in the context of global perspectives, human rights, sustainability and development issues.' (my emphasis)

In 2005 James Banks and a team of academics published a case for rethinking assumptions about education for citizenship in a globalised world (Banks et al 2005). In it they outlined four principles and ten concepts that they considered central to understanding the globalised world. **[See diagram on page 20]**



The memorial at Treblinka Two; the 17,000 stones symbolise the graves of the Jews killed here.

It would be ludicrous to claim that teaching about the Holocaust will address all of these concepts, but studying the Holocaust will use many of them:

Democracy; for a democracy to function there needs to be, amongst others, civic equality, a free press, impartial justice and an acceptance of diversity. All these were destroyed in establishing the Nazi state.

Diversity; again, this was destroyed by the Nazi policy of constructing the Volksgemeinschaft an 'imaginary community' united by race, language and culture. There is also the often-overlooked diversity of Jews in Europe, there were different religious traditions (and atheism), different political beliefs, languages and lifestyles.

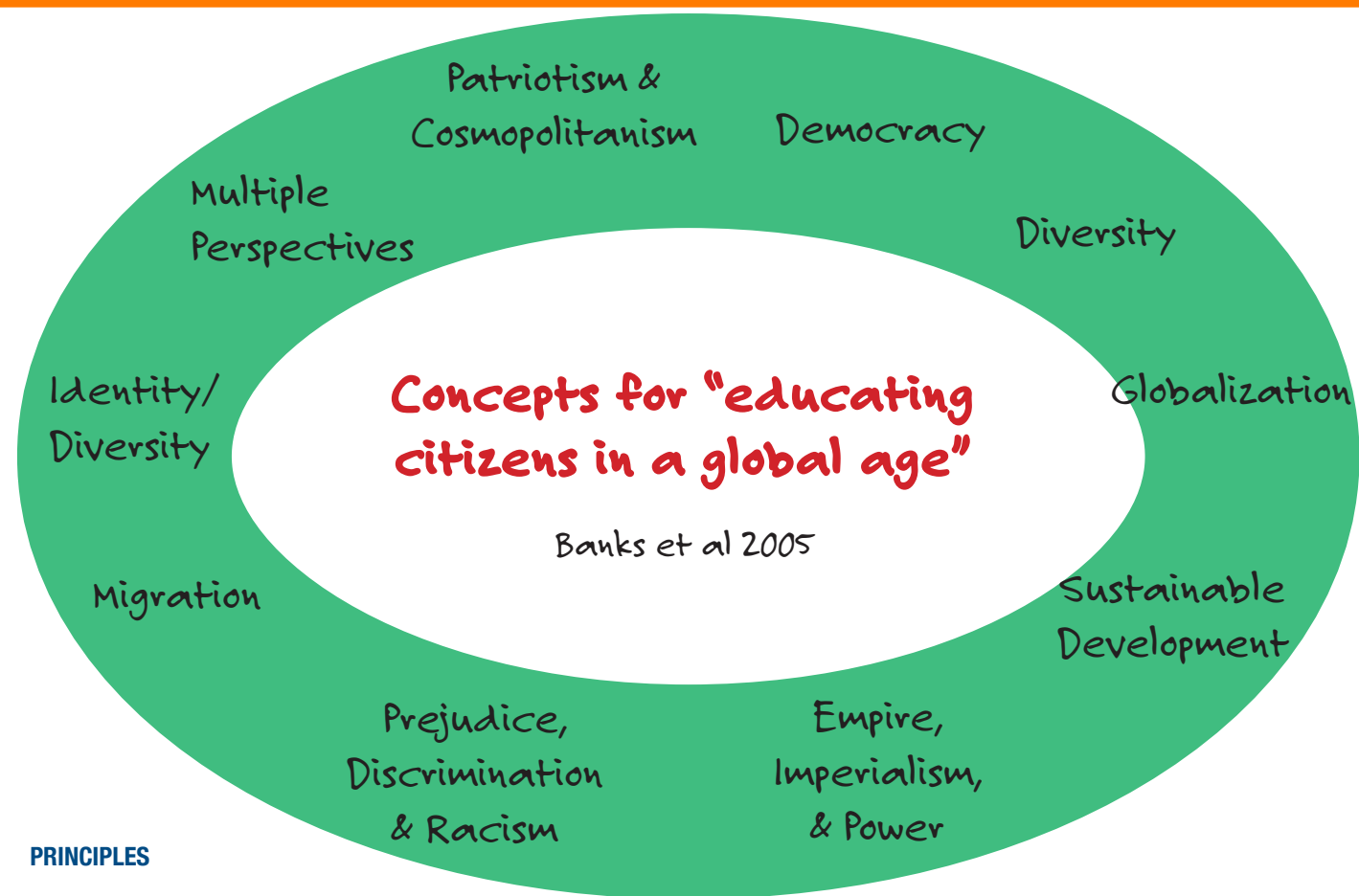
Prejudice Discrimination and Racism. This is central to understanding the Holocaust, but most Jews did not live in Germany in the 1930s. It was not until the invasion of the Soviet Union that the Nazis Empire contained large numbers of European Jews and the decision was made to commit mass murder to get lebensraum.

Holocaust education and global learning are not identical, but they do have a lot in common.

Download free -

What do students know and understand about the Holocaust?

This was a large-scale research project into pupils' understanding. The report is fascinating and well written.



PRINCIPLES

1. Students should learn about the complex relationships between unity and diversity in their local communities, the nation, and the world.
2. Students should learn about the ways in which people in their community, nation, and region are increasingly interdependent with other people around the world and are connected to the economic, political, cultural, environmental, and technological changes taking place across the planet.
3. The teaching of human rights should underpin citizenship education courses and programs in multicultural nation-states.
4. Students should be taught knowledge about democracy and democratic institutions and provided opportunities to practice democracy.

The stone memorial for Janusz Korczak (1878-1942) Doctor, WW1 veteran, children's novelist, orphanage manager, radio presenter, education theorist, recipient of the Silver medal of the Order Polonia Restituta. Killed at Treblinka for being Jewish.



Voices from South Africa

After 15 years as a Geography teacher and in the early years as a teacher educator, I finally got the opportunity to glimpse the complexity of Sub-Saharan Africa and the unique socio-political landscape of South Africa, not as a tourist, but in the company of Clive Harber and Jeff Serf and a group of teacher educators from across the UK.

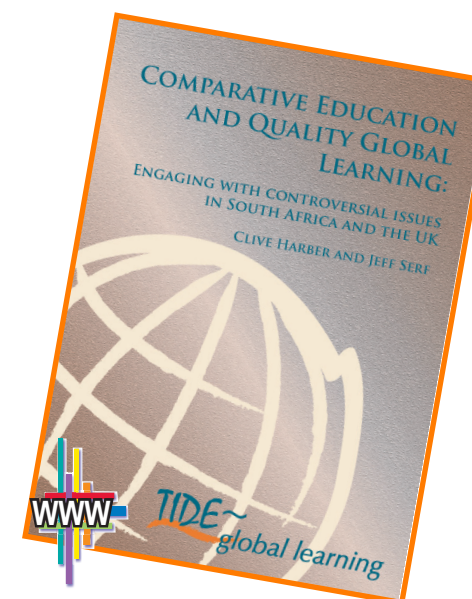
Linda Clarke reflects on her South Africa experiences

Linda is now Professor at University of Ulster. Research Director - Education.

See her chapter:

Voices from South African Education

in **Comparative Education & Quality Global Learning**



The Tide~, Seeking Ubuntu workshop in Durban, [2005] introduced us to voices on all sides of the ongoing debates in this huge, complex, divided country. I shall always be grateful to Tide~. I have long been convinced that anyone who would teach Geography should have spent at least some time on the ground, trying to understand some part of Africa.

Voices have stayed with me; from the moving beauty of children's songs of welcome, to the Afrikaans community worker man who told us mildly that he admired Nelson Mandela, then paused, and growled, "But, of course, we should have killed him". I can still recall a shiver.

Many of the discussions were uncomfortable and all were engaging, offering important lessons for teacher education back home; the nature of citizenship education, the enduring legacies of apartheid and schooling as violence (Harber, 2004). I also came into contact with Ubuntu, that concept that takes its name from the Zulu phrase for human dignity and is often translated as **"I am because we are"**. Thinking back, I also feel that I began to develop an inkling of understanding of Ubuntu's place in South African society and human communities around the world.

On reflection, there has been a particularly enduring personal-professional impact: the Tide~ Study Visit, thousands of miles from home, provided me with a much better understanding of the divisions in South Africa but also **helped me to comprehend and conceptualise "the wicked issues which persist in Northern Ireland's fragile 'peace'"**.

(Knox, 2015)

Returning home, a full month before my suitcase (a lesson in itself) I continued to work on a DFID funded project which aimed to prepare student teachers to teach the new Local and Global Citizenship curriculum in Northern Ireland. I volunteered to take part in an Irish Aid Project with colleagues in universities across Ireland and in Malawi, Mozambique and Uganda. This led to me to set up a project that provided opportunities for Ulster teacher educators and student teachers to team teach the new Social Science Curriculum in Zomba, Malawi.

My bedtime reading this very week includes the audio book of Trevor Noah's excellent autobiography * **'Born a Crime, growing up in South Africa'** Noah reads the book himself so that it really comes alive; apartheid is described in all its convoluted contradictions, **but, remarkably, Noah does not come across as bitter - I'm not sure I could manage that in his shoes - but at least I understand just how remarkable that is.**

References: see [page 34](#)



Teaching ... a controversial issue? or Teaching a controversial issue

Clive Harber, and Jeff Serf
revisit 'Towards Ubuntu' and
consider whether it can help
inform current debates.

Clive is Emeritus Professor,
Birmingham University

Jeff has retired. Formerly
Associate Dean, University of
Wolverhampton

Both have been involved in the
Tide~ network since they were
young teachers.

What goes on inside a school, and what doesn't, has always been controversial, and key to managing and exploiting that controversy is the teacher-learner relationship ... a relationship that itself is fraught with controversy.

When schools reconvene in whatever form, Covid-19 will be at the forefront of the minds of learners, teachers and parents for some time to come. It will be a major factor in the context of how teaching is transacted, as well as being an 'item on the curriculum' - be it the hidden or the explicit curriculum. Yet it is essentially a controversial issue.

Although the debates around Covid-19 are rightly informed by scientific and social scientific evidence, many questions arise for which there are no clear cut answers or universally held views, and where opinions will widely differ. For example, Where did the virus originate? What are the best measures to control it? How prepared were we, and other countries, for the pandemic? What should have been in place in preparation for such a pandemic? Why are some groups affected more than others? Are we really "all in it together"? Should we simply go back to where we were or are there significant lessons to be learned?

Such questions do not have 'easy answers'.

This is a feature of dealing with controversial issues as recognised by the Crick Report [1998]. See box. There are clear implications for what teachers do in the classroom.

How do we see that now?

“ Education should not attempt to shelter our nation's children from even the harsher controversies of adult life, but should prepare them to deal with such controversies knowledgeably, sensibly, tolerantly and morally.

Of course, educators must never set out to indoctrinate; but to be completely unbiased is simply not possible, and on some issues, such as those concerning human rights, it is not desirable. When dealing with controversial issues, teachers should adopt strategies that teach pupils how to recognise bias, how to evaluate evidence put before them and how to look for alternative interpretations, viewpoints and sources of evidence; above all to give good reasons for everything they say and do, and to expect good reasons to be given by others. ”

It is, we suggest useful to revisit the section in 'Towards Ubuntu' that addresses the role of the teacher [page 71] and different approaches to handling controversial issues [page 72] ... and **consider afresh the challenges of engaging learners in the realities of contemporary controversial issues with appropriate professionalism.**

Teaching controversial issues in the classroom has always been important but difficult.

Has the advent of such fundamental and divisive issues such as as Covid-19, climate change, Black Lives Matter and Brexit made this task even more difficult?

Has the tone of political discourse in society, and thus in the classroom, also changed in a negative way?

What are the implications of anonymous social media and the rise of populist politicians across the political spectrum internationally?

Towards Ubuntu takes its title from the Zulu phrase for human dignity. Ubuntu embodies the concept of mutual understanding and the active appreciation of the value of human difference.

“ Out of the values of Ubuntu and human dignity flow the practices of compassion, kindness, altruism and respect which are at the very core of making schools places where the culture of teaching and the culture of learning thrive; of making them dynamic hubs of industry and achievement rather than places of conflict and pain.

Manifesto on Values, Education and Democracy
[S.A. Department of Education 2001]

Could we learn useful lessons from the South Africa experience?

Could we adopt an Ubuntu disposition to curriculum?

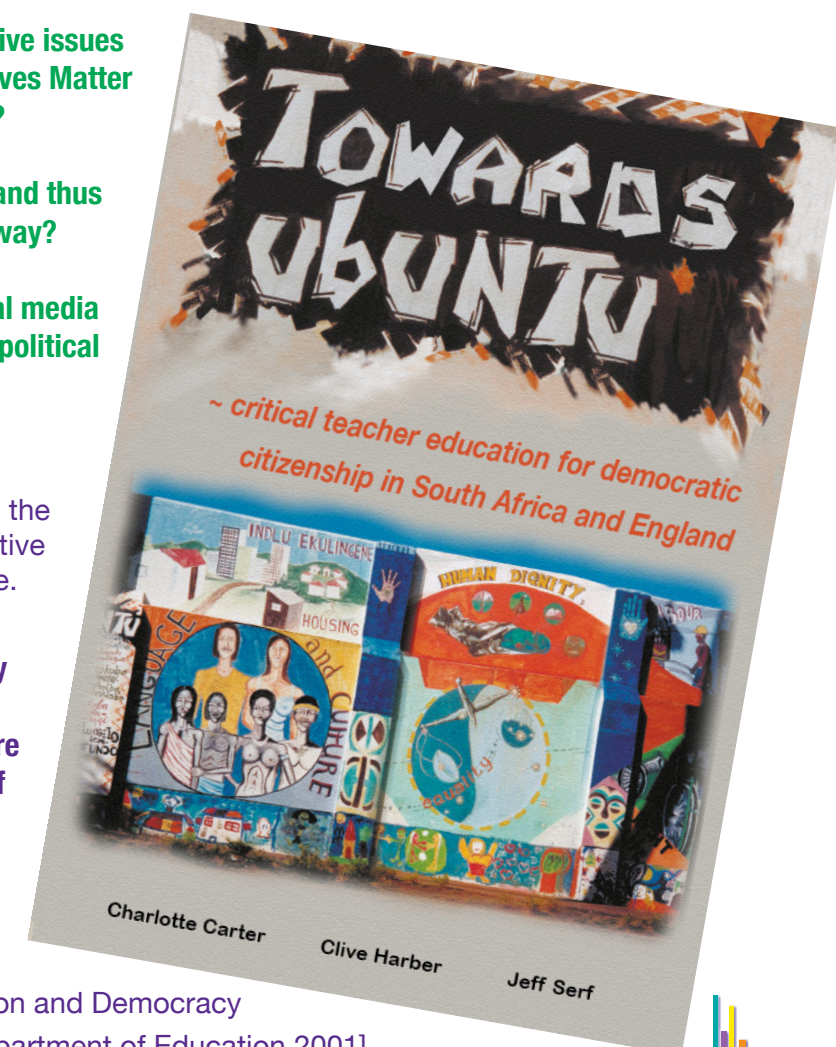
Much that is presented to us as information or 'fact' through the media is in reality often presented in a biased way and reflects the values of those constructing the article or programme. This is done through what is chosen or omitted, the language used to present information and even the pictures and captions used as illustrations.

This is also true of the material used in schools.

Teaching learners to be critical readers of texts of all kinds is therefore an important aim of education.

History, for example, is a school subject that has received special attention in the new South Africa, though it takes time to change established ideas when they have been taught for many years. That process started with a disposition to change stimulated by the dismantling of apartheid. The question is:

what will it take to generate such a disposition in Britain?



Clive & Jeff have suggested some updated focus questions.

References: see [page 34](#)



The Elephant Times

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[Tide~ on line magazine](#)



Learning gone viral ... tackling controversial issues in the primary classroom

Richard Woolley reflects on learning of epidemic proportions.

Richard is Deputy Head School of Education and Professor of Education and Inclusion at the University of Worcester, UK.



See Tide~ publication: Comparative Education & Quality Global Learning Engaging with controversial issues in South Africa and the UK.

Student teacher Concerns -

91% felt one or more issues relating to relationships, allied to Sex and Relationship Education (sexual orientation, growing up, puberty, families, homophobia) would be difficult to address;

57.5% identified apprehension about addressing one or more issues relating to anti-racist and multicultural education (including British Values, community or social cohesion, terrorism and the Prevent agenda;

33% identified bereavement as an area of concern.

[Woolley 2020]



In the fifteen years that have followed, this research (undertaken in 2008 and again in 2016) has informed my writing, publications and teaching.

Notably it led to the publication of **Tackling Controversial issues in the Primary School**

There are chapters addressing each of the issues identified by the student teachers.

Re-contextualising the challenge

I returned to the UK feeling challenged to reflect on how we could discuss HIV with children of primary-school age. However, my reflections soon led me beyond this. I realised that it is not appropriate to simply transport an issue or idea from one setting to another, however important it may seem. It is important to consider what is significant in the setting in which we find ourselves. Rather than addressing HIV in primary education, I began research asking students training to be primary school teachers:

- ❑ *which issues they anticipated finding challenging in their first post;*
- ❑ *the importance they placed on a range of issues.*



My learning from the visit to KwaZulu-Natal has had a long-lasting impact. It set me on a journey of research and publication, giving new focus to an enduring interest in education for social justice that started even before I trained as a teacher myself. Over the past decade its particular emphasis has been on developing relationships education and promoting inclusion ... post the Equality Act (2010). At the present time, it is interesting to reflect on how we enable learning about the spread of Covid 19.

My experience in South Africa suggests that primary school children are capable of discussing the impact of such issues ... the challenge is: How do we support each other to do this?

References: see [page 34](#)

HIV and the context of South Africa

According to the Joint United Nations Programme on HIV/AIDS (UNAIDS, 2004), HIV prevalence among South Africans aged 15 to 49 was 21.5% in 2003. At this point 4.3 to 5.9 million people were living with HIV – the largest number in any country.

It was estimated that around 600 people a day were dying of AIDS-related infections (Ruxton, 2004) and eleven teachers died of AIDS-related illnesses each day (MacGregor, 2005; see also Adams et al., 2008).

By 2016 this figure was 18.9% of the population, with 56% of adults and 55% of children on antiretroviral treatment and 7.1 million people living with HIV

(AVERT, 2017 cited in Mason and Woolley, 2019).





Remembering Forgotten Links

Andrew Simons reflects on past Tide~ projects and suggests some new ones.

Andrew is now a community worker in the Birchfield area of Handsworth



We have been organising food parcels for families and older residents once a week with help from two local social enterprises and food provided from FareShare. Birchfield West where I work, and Lozells, are two of the areas in Birmingham most affected by Covid-19 and a big issue is the disproportionate impact the virus has had on the black and ethnic minority

community which in Birchfield is 86.6% of the population.

... and then we had the murder of George Floyd. This has added to a growing sense of injustice and a demand for change.

It was with this in mind that I looked at [‘Forward Thinking’](#) and especially the pages on *Discovering Forgotten Links*. Following the removal of Edward Colston’s statue in Bristol there is now a petition to remove statues in Birmingham.

The petition goes on to mention Joseph Chamberlain, James Watt and Matthew Boulton. There is an [interesting interview here](#) about **James Watt and his involvement in managing his father’s trans Atlantic business.**

Boulton and Watt are both buried in St Mary’s Church, Handsworth, just down the road from where I work. I think this raises some major questions of how to respond to these challenges in terms of education.

Does it help to understand the past by removing monuments and street signs or is there a way of using these artefacts to engage with the issues?

There are lots of contradictions here - Joseph Chamberlain was lauded for his municipalisation of water and gas and its impact on the health of Birmingham people and yet went on to be Colonial Secretary in the national government at the height of colonialism and imperialism.

Likewise, the Cadbury family built a model village for its workers but bought over half its cocoa from plantations in Sao Tome and Principe - where conditions were akin to slavery.

When we did the **‘Discovering Forgotten Links Project’**, Paul Bracey and myself did a lot of research around the Cadbury family and slave grown cocoa. This is well documented in two books

- ❑ **Chocolate on Trial: Slavery, Politics, and the Ethics of Business**
- ❑ **Chocolate Islands: Cocoa, Slavery, and Colonial Africa**

What this raised were some interesting parallels with contemporary issues around modern slavery and exploitation. The Cadbury family did eventually disinvest in cocoa from Sao Tome and Principe and then moved on to Cote d’Ivoire and Ghana.

I think this whole area would be worth revisiting in the current context.



The Change.Org Petition

“Birmingham is one of the most diverse cities in the UK. We stand in solidarity with the Black Lives Matter protesters in Bristol who pulled down the statue of slave trader, Edward Colston. Our city is littered with statues of men who remind us of the painful and murderous links with slavery and colonialism. This bloody history should be acknowledged and taught in all Birmingham schools but from an anti-colonial perspective, so that our children can learn the true lessons of the past. However, these men should not be immortalised in statues.

In acknowledging ‘Black Lives Matter’, we demand Birmingham City Council follow other cities and remove all memorials which glorify those linked with slavery and British colonial history. We also demand that all universities, colleges and schools in our city remove statues and rename buildings which glorify or are named after men who have instigated, profited from or benefited from slavery and colonialism.”

The other area where I would be interested in contributing is around rebuilding the relationship between schools and the wider community.

Working as I now do as a community development worker; I have become reacquainted with the work of Paulo Freire and Ivan Illich.

Their ideas have helped shape asset based community development - the idea of starting with the gifts, skills and strengths of local people - and how institutions can sometimes end up undermining the capacities of local communities to meet needs in health, education etc.

There are lots of young people that are losing out at present, but what can the community do to help to address that deficit? It takes a village to raise a child, is a bit of a cliché, but still relevant.

We are part of an initiative called **Creative Civic Change** and are about to distribute art packs to children and families in the Birchfield area. It was planned to be a school residency, but we are now having to do it differently. The photographer [Vanley Burke](#) is involved in the project.





Black Lives Matter

... some useful starting points?

Covid-19 has amplified issues of inequality. The murder of George Floyd gave focus to a world wide call for change. How do we respond?

Over the years much has been achieved but 'Black Lives Matter' and the debates it has generated highlight the need to take stock and to consider new education responses.

There are many resources from the Tide~ website that are worth revisiting to inform such a dialogue.

Hidden Messages though published in 1986 this still has much to offer not least on the need to work on using the exploration of bias as a stimulus to learning. It has many activity suggestions for engaging young learners.

Writing our past also has many practical primary classroom activities. This offers an approach to work on developing both literacy and historical enquiry skills. Activities are used to explore many lives eg: Olaudah Equiano and Mary Seacole.

Start with a story is about supporting young children's exploration of issues using story. Diversity and Inclusion are themes in the selection of stories.

The article: **Using fiction to explore identity and diversity issues at Key Stage 3** extends this approach to work in secondary schools.

There were also several projects that engaged particular communities ... some leading to publications. See for example:

- ❑ **Citizenship and Muslim perspectives**
- ❑ **Jamaica - out of many, one people**
- ❑ **Communities & change ~ common issues in the Punjab and the West Midlands**

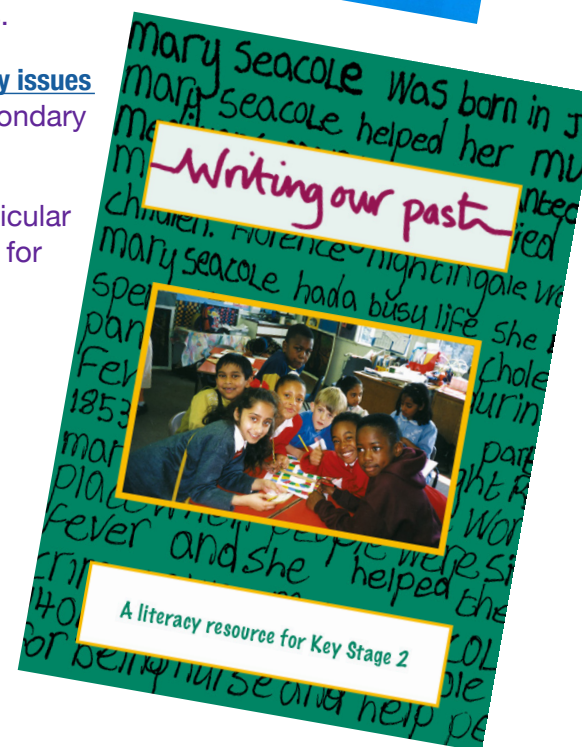
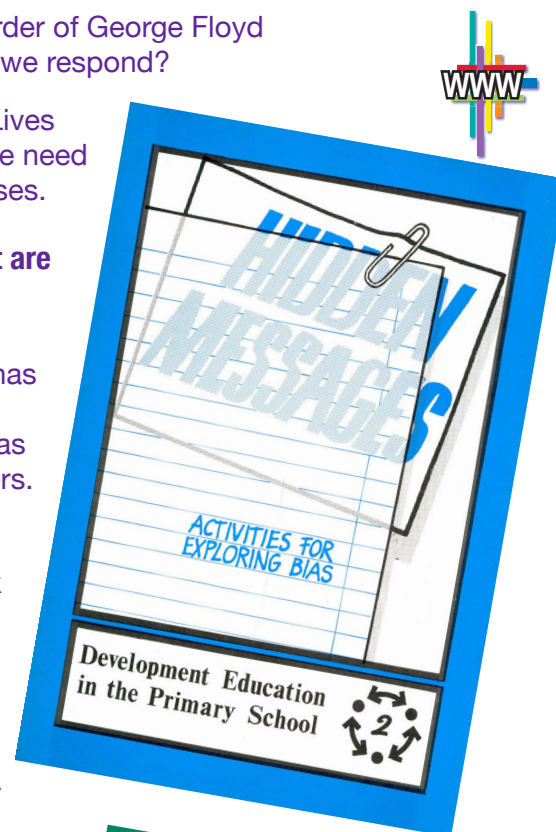
There were many debates not least those stimulated by Bhikhu Parekh and his report.

Here, at a Tide~ conference he asked:

What does it mean to live in a multi-ethnic society?

Can we understand our own citizenship without exploring this question?

His positive approach was motivating. Twenty years on it could have a new vitality. His ideas about rethinking the notions of Britishness, and Britain as a community of communities remain powerful. But as has been pointed out by others in this magazine, to do this we need to engage with the realities of our history and in particular our colonial history.



Other resources that could inform our thinking include:

Where it really matters - It made the case for the importance of developing anti-racist education in predominantly white schools. It backs this up with practical ideas and classroom activities as well as a theoretical rationale that offers a stimulus to teacher education.

Recommended resources contributing to community cohesion offers a variety of other starting points for taking stock. As do the articles:

- ❑ **Using local archives to explore issues of slavery**
- ❑ **Exploring Birmingham's hidden histories**

Learning to participate reminds us that the 'UN Rights of the Child' may be a useful context to revisit.

The teachers who contributed to the book took part in a DEC project: 'Handsworth Ten Years On'. This focused on local development 10 years on from the 1985 uprising.

While the issues of racism, inequality, poverty and policing policy were seen as important human rights issues, there was less consensus about how to profile what happened in 1985.

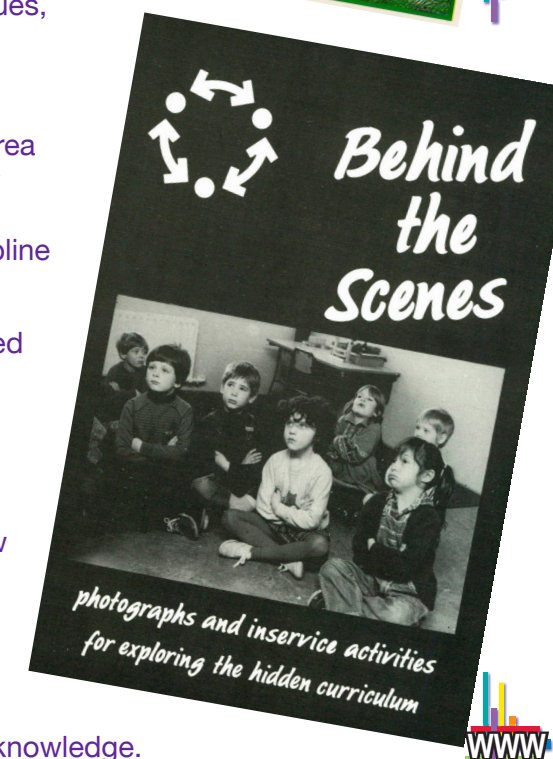
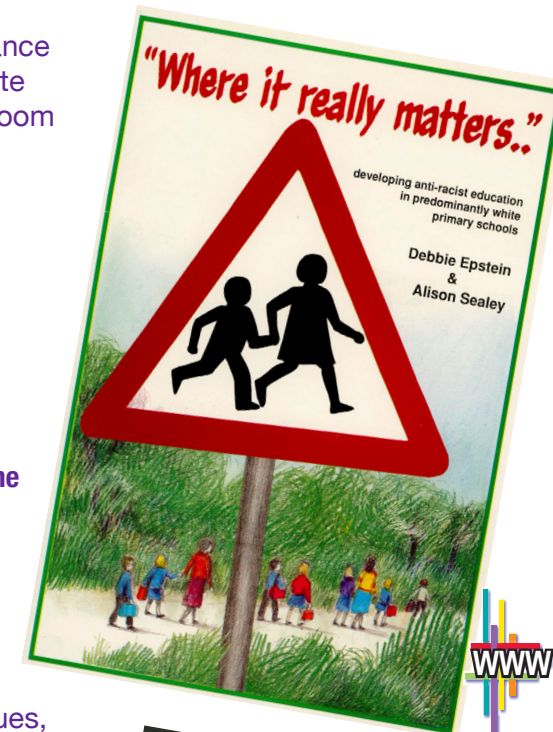
Behind the Scenes was used widely in the Birmingham area in the mid 1980s as a stimulus for teacher groups. They explored the notion of the "hidden curriculum" and in particular, how this related to gender, race, power, discipline and parental involvement.

The pack of photos [also on the Tide~ website] were used to enable staff groups to generate their own agendas in response to these concerns, and to identify practical actions for their own schools.

This style is consistent with an "enabling approach". An approach that might be worth considering in any new initiative.

Cathryn [on page 14] highlights the need to "decolonise the curriculum" but also points out the need to think it through in terms of the learning dynamic ... not just the knowledge.

Andrew [on page 26] suggests the need for new work on the global nature of our local history and suggests the use of statues and street names as a stimulus to learning.



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We propose an issue of 'Elephant Times' to focus network dialogue ... and to stimulate new initiative responding to Black Lives Matter.

We need articles exploring ideas; sharing what you are doing; and reflecting on resources such as those featured here.





What is the point of development education?

Bill Elgar takes advantage of 'lock down' to reflect on some core questions.

Bill teaches geography at George Slater Academy, West Bromwich.

Development Education aims to raise awareness and understanding of how global issues affect the everyday lives of individuals, communities and societies. It is about teaching and learning awareness of issues related to development, the environment and sustainability and understanding the personal, local, national and global significance of these issues.

What possible relevance can it have to the reformed Key Stage 3 curriculum in a 21st century UK heading towards splendid isolation?

Well for starters with the current virus, many of us in the UK are experiencing what it is like to live as a member of the "developing world" for the first time. **A lot of the certainties have gone.** How long will our jobs last? How much is our money worth? Can we afford to worry about the environment? Can we afford not to worry about the environment? How do we take advantage of the talents of our young people? Can we afford to pay for the upkeep of our settlements? Can we afford to take care of the vulnerable? Just when we (well some of us) thought we were seizing control, the forces of globalisation (albeit through an unseen virus and not the controlling hands of a multinational company or former colonialist) have decreed otherwise.

"Stay at home to save lives": Never before in recent memory in the UK has the link between acting locally to affect the global been so apparent. It got me thinking back to 1993 and an experience of a lifetime in Ghana, with like-minded Geography teachers as part of a Development Education Centre project. The idea, to bring the issues facing people in Ghana to life in a way that would make a UK child feel some connection with and care for the outcome socially, economically and environmentally. We learnt how vulnerable people were in places like Kumasi in central Ghana and Bolgotanga in the north where the arrival of the wet season determined everything. We tried to communicate how people attempted to take control of their own lives through, for example, the establishment of co-operatives or work with organisations such as Water Aid.

The fact that globalisation has taken a battering in recent months makes it more crucial that our statements of intent (the starting point for any conversation about the new curriculum) make clear **we are developing students who care, who can make connections and who reach decisions based on the weighing up of genuine evidence.**

Three books and a photo set resulted from the project. They were written into the geography curriculum of the time. There are many case studies, for example, the lesson bringing to life 17.5p in every £. This is what Ghana got from the whole chocolate making process: growing the cocoa beans, turning them into cocoa butter and shipping them to the UK. [This was the same percentage as VAT at the time.] The cocoa butter was made into chocolate just down the road from our schools at the then UK owned Cadbury factory in Bournville.



The story of Elizabeth, an iced water seller in Kumasi, the seasons game, the application of thematic maps to explain

the north south divide. All very exciting for those constructing a curriculum that must tick off all, or nearly all, of the KS3 National Curriculum content as well as the skills audit. The use of the compass rose to analyse photos, all building to a vision of two possible futures for Ghana and the impact of various decision makers in determining which one might be reached.

To my shame over the last 27 years a lot of that teaching had been forgotten, replaced by more pressing innovation, but one of a number of advantages of the 'lock down' has been the chance to reflect and remember.

When it comes to core values and a moral compass it is very often the connection with the individual, and the community and its needs that makes us care. **Re-read my introduction, shamelessly stolen from Leeds DEC, and ask yourself: Have you ever seen anything more relevant to the needs of a 21st century UK student?**





Who decides ? - remains the important question

The **development compass rose** [DCR] is a simple, but powerful tool for generating questions to enable enquiry about development and environmental issues.

Based on, and used like, a compass: North, South, East and West it is used to explore the domains: **Natural, Social, Economic and Who decides?** -- and the relationship between them at local and global scales.

The pack shares an approach which highlights the underlying commonality of our own local issues and those facing people in different parts of the world. The strength of this pack lies in its versatility. The ideas can, for example, be used alongside any set of photographs.

The DCR has been used in many text books and adopted by many projects in different parts of the world. This year a project in Brisbane told us about their plans to adapt it to design a '**Citizenship Thinking Compass**'. We look forward to hearing more about that ... and other projects.

The consultation pack, including supporting photos, that started the process off, is now available on the website. [See link opposite.]



<< Poster from

'Learning Today with Tomorrow in mind' pack



The Elephant Times

The **Sustainable Development Goals** * [SDGs] have 3 dimensions: social, economic and environmental; 17 Goals with 169 targets. They were not designed as a curriculum tool.

By the time you have learnt all the goals there can be little time for learners to ask the big questions.

Questions like **Who decides?**

We would welcome feedback on the proposition that there is a need for new resources to enable learners to explore this question. For example, exploring decisions that are individual, commercial, governmental and international.



We would like to learn about your experiences of using the development compass rose.

We would also like to explore the idea of a new initiative focusing on 'Who decides?' as a political literacy theme linked to work on the SDGs.

What questions would you pose for each domain?

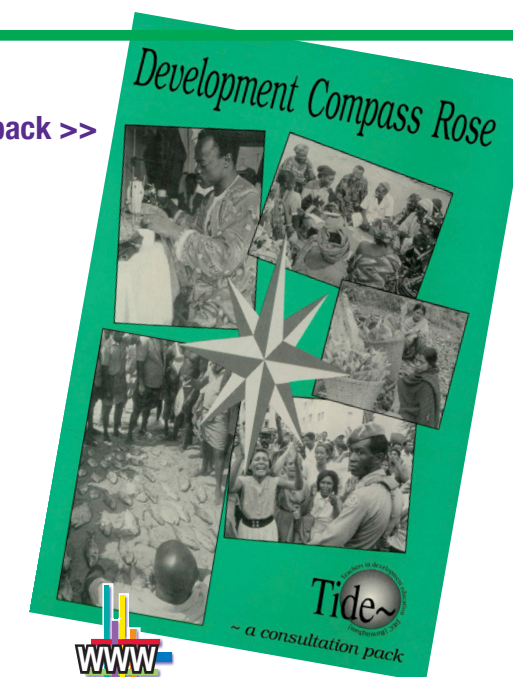


See DCR a tool for asking questions

DCR Consultation pack >>



Tim Brighouse launching a development compass rose project at The Centre of the Earth. From Wildlife Trusts magazine 1994



* It is interesting to note that in the UK the SDGs are called the "Global Goals".

Could this be another example of the global meaning "other places not us"?

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References, notes and other reading

Page 6 Scott Sinclair

Rutger Bregman. Human Kind - a hopeful history
Bloomsbury Publishing 2020

See Guardian article: [The real lord of the flies](#)

Page 8 Rita Chowdhury

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Page 12 Lucy Kirkham

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Research:

Foster S, Pettigrew A, Pearce A, Hale R, Burgess A, Salmons and Lenga R-A, (2016) What do students know and understand about the Holocaust? Evidence from English secondary schools London UCL Centre for Holocaust Education

Download free from <https://www.holocausteducation.org.uk/wp-content/uploads/What-do-students-know-and-understand-about-the-Holocaust2.pdf>

This was a large-scale research project into pupil's understanding. The report is fascinating and well written.

Government policy

Britain's Promise to Remember; The Prime Minister's Holocaust Commission Report (2015) download free from <https://assets.publishing>.



service.gov.uk/government/uploads/system/uploads/attachment_data/file/398645/Holocaust_Commission_Report_Britains_promise_to_remember.pdf

Books on teaching about the Holocaust

Over the last two decades there have been a lot of books published on teaching about the Holocaust in Britain, USA and elsewhere My favourites are

Simone Scweber (2004) Making sense of the Holocaust: Lessons from Classroom Practice New York Teachers College Press

Russell L. (2008) Teaching the Holocaust in School History: Teachers or Preachers London Continuum

In more recent years there are two major works

Gray M. (2015) Teaching the Holocaust Abingdon Routledge

Cowans P, and Maitles H, (2017) Understanding and Teaching Holocaust Education London Sage

This Summer there is a new work on Holocaust education being published

Pearce A, Foster S and Pettigrew A (eds) (2020) Holocaust Education: Contemporary Challenges and Controversies London UCL Press

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