

<b>Institution:</b> University of the West of Scotland		
<b>Unit of Assessment:</b> 23: Education		
<b>Title of case study:</b> Improving citizenship in Scottish schools through the prism of the Holocaust education		
<b>Period when the underpinning research was undertaken:</b> 2014-2018		
<b>Details of staff conducting the underpinning research from the submitting unit:</b>		
<b>Name(s):</b>	<b>Role(s) (e.g. job title):</b>	<b>Period(s) employed by submitting HEI:</b>
Dr Paula Cowan	Reader	2002 - 2020
Prof Henry Maitles	Professor	2010 - 2020
Dr Susan Henderson	Lecturer	2014 - 2020
Dr Lindsay Dombrowski	Lecturer	2011 - 2018
<b>Period when the claimed impact occurred:</b> 2015 - 2020		
<b>Is this case study continued from a case study submitted in 2014?</b> No		
<b>1. Summary of the impact</b>		
<p>Establishing and growth of Vision Schools Scotland (VSS), an organisation that supports teachers in their teaching of the Holocaust and Citizenship and a novel approach to Holocaust education across Scotland's Schools as well as internationally through Yad Vashem, IHRA, UNESCO, and EUROCLIO to hundreds of thousands of teachers worldwide are key achievements of our research. VSS network comprises 40 schools from 16 unitary local authorities in Scotland (approximately 100 teachers and 30,000 school students). Impact is further demonstrated by participation in international teaching resources that are translated into many languages and used by thousands of educators worldwide.</p>		
<b>2. Underpinning research</b>		
<p>While it builds on the REF 2014 impact case study "School-Based Holocaust Education in Scotland" new underpinning research has been conducted and it continues to inform politicians, policy makers and practitioners. The impact of the new research reported in this case study emerges from research conducted by <b>Cowan, Dombrowski, Henderson</b> and <b>Maitles</b>. Empirical research involves approximately 600 young people aged 10-19, 50 teachers, 6 parents and museum educators.</p> <p>The first two empirical research studies, continue to impact on current policy and practice of internationally recognised Holocaust education in Scotland. <b>[3.1]</b> explored Scottish upper primary pupils' citizenship values and attitudes. Findings that pupils who had studied the Holocaust demonstrated more positive attitudes to minority and disadvantaged groups than their peers who had not studied the Holocaust suggested clear benefits of school based Holocaust education (238 pupils). Findings of <b>[3.2]</b> were that student participation in the Lessons From Auschwitz experiential programme contributed significantly to their citizenship development and motivated teaching of the Holocaust and Human Rights Education (326 pupils).</p> <p><b>[3.3, 3.A]</b> was pioneering in that it focused on parental attitudes in the primary context. Its findings were that parental concerns were not in themselves a barrier to teaching the Holocaust in the primary context, but can be addressed through the class teacher's communication with parents, and careful planning of activities that met students' learning needs and abilities. Further findings suggested that extended learning had occurred as parents demonstrated that they had learned about the Holocaust through their children.</p> <p><b>[3.4]</b> concerns the outcomes of a PhD studentship (awarded in 2015), co-authored with <b>Dombrowski</b>, a member of the academic staff, which explored different approaches to theorising pedagogy via the Auschwitz-Birkenau State Museum case study. Using an 'ontoepistemological' and place-responsive approach to theorise the teaching and learning of the Holocaust, the findings challenged academics and practitioners to critique how particular methods of researching Holocaust education have tended to dominate the field, and proposed that this may have limited innovation in the field of Holocaust education itself. <b>Henderson's</b> research on Auschwitz-Birkenau has</p>		

provided insight for teachers and museum educators. Based on her PhD findings, Henderson proposed a place-responsive approach to pedagogy, and the resultant model is application of this approach in another educational context. Henderson was awarded a Carnegie Research Incentive Grant (2017/18), to assess this approach with community stakeholders in an industrial heritage educational context.

**Cowan and Maitles' book [3.5]** was based on their body of research conducted between 2005 and 2015, demonstrating continuity and development of their research. Awarded Best Praxis Publication 2017, by the Children's Identity and Citizenship in Europe network, this book has received highly positive reviews from national educational publications and organisations, and Yad Vashem, Jerusalem. The UK National Holocaust Museum and Centre purchased this book for distribution to their partner schools (approximately 100 schools) and teachers have reported positively on its practical use. Further, the book is included as a suggested resource for educators on the Department of Education's, Winnipeg website. Its authors have been invited to speak (during COVID these have been online webinars) by national organisations such as The Holocaust Education Centre (50 educators), Huddersfield; the Scottish Association for the Teaching in English (approximately 400 teachers across social media platforms); equality representatives of the Educational Institute of Scotland (EIS) (approximately 100) and by BBC Radio Scotland (767,000 average listeners).

**[3.6]** highlighted the distinctive features of Holocaust education in Scotland by making comparisons to England, and examining Scotland's connections with the Holocaust. This updated previous discursive research reported in the 2014 impact case study.

### 3. References to the research

**3.1 Maitles, H., Cowan, P.,** (2007) Does Addressing Prejudice and Discrimination Through Holocaust Education Produce Better Citizens?, *Educational Review*, 59(2):115-130.  
<https://doi.org/10.1080/00131910701254858>

**3.2 Cowan, P., Maitles, H.,** (2011) 'We saw inhumanity close up'. What is gained by school students from Scotland visiting Auschwitz?, *Journal of Curriculum Studies*, 43(2):163-184  
<https://doi.org/10.1080/00220272.2010.542831>.

**3.3 Cowan, P., Jones, T.,** (2019) What parents in Scotland say about their primary aged children learning about the Holocaust, *Educational Review*, Online ahead of print.  
<https://doi.org/10.1080/00131911.2019.1601616>

**3.4 Henderson, S., Dombrowski, L.,** (2018) What can ontoepistemology reveal about Holocaust Education? The case of audio-headsets at Auschwitz-Birkenau State Museum, *Holocaust Studies: A Journal of Culture and History*, 24(3): 305-328.  
<https://doi.org/10.1080/17504902.2017.1387846>

**3.5 Cowan, P., Maitles, H.,** (2017) *Understanding and Teaching Holocaust Education*, London: Sage. (Output is listed in REF2)

**3.6 Cowan, P., Maitles, H.,** (2015) 'Holocaust Education in Scotland: Taking the lead or falling behind?' In Z. Gross and E. Doyle Stevick (eds.) *As the Witnesses Fall Silent*, New York: Springer: [https://link.springer.com/chapter/10.1007/978-3-319-15419-0\\_25](https://link.springer.com/chapter/10.1007/978-3-319-15419-0_25)

### Grants

**3.A Cowan, P.,** *Learning about the Holocaust in Primary School: Pupil Knowledge and Parent Attitudes*, National Holocaust Centre and Museum, 2017, GBP2,126.

### 4. Details of the impact

Scotland's Schools (total population of **700,000 pupils** and **55,000 teachers**) as well as internationally **Yad Vashem (Israel)**, **IHRA (34 member countries)**, **UNESCO**, and **EUROCLIO (47 countries)**, with a reach to hundreds of thousands of teachers worldwide, are the main beneficiaries of our research.

The former is demonstrated by Cowan and Henderson's individual contributions to the **Scottish Holocaust-Era Study Centre** (since 2013), organised by the **Scottish Jewish Archives Centre**. Cowan has been appointed education adviser, and Henderson, a consultant [5.1]. Cowan's participation on the **Holocaust Memorial Day (Scotland) Planning Group** (since 2011) has led to incrementally more schools' involvement in local and national Holocaust memorial events.

Cowan is also **director of Vision Schools Scotland (VSS)**, a national schools' accreditation programme in Holocaust education. Piloted in 2015, and launched in 2017, this programme has been set up by the University, in partnership with the Holocaust Educational Trust. Its main purposes are to accredit good teaching of the Holocaust in primary and secondary schools and support teachers by creating a schools' network and delivering regular CPD. The Deputy First Minister and Education Minister addressed the VSS launch and has met with Cowan to discuss ways in which the Scottish Government can continue to support this programme [5.2]. This programme is continuing to impact on schools across Scotland, and the 2020 Time For Reflection to the Chamber at the Scottish Parliament focused on the work of VSS. Further evidence of impact of VSS is demonstrated through its website, blog and Twitter account, as well as its reach in the local media, highlighting the positive impact of Vision Schools Scotland on school children and teachers in the local community. In 2019, media outlets in Glasgow and Renfrewshire reported on the success of their local schools' involvement with Vision Schools Scotland. Following working with VSS, each school had then been recognised for leading Holocaust educational initiatives, some of which were awarded the highest possible status for good practice in Holocaust education after their exposure to the programme [5.11]. While UK educators and PhD students are its largest Twitter audience, its reach extends to **Europe, North America** and includes MSPs, journalists and authors. Cowan and Maitles have been delivering Continuous Professional Development (CPD) programmes on Holocaust education for teachers since 2016 [5.3-5.5].

The influence is also achieved by Cowan being appointed as external expert by the **European Association of History Educators** on the Rethink Project on Remembrance Education (2018/19) [5.6] and is one of the authors of the IHRA Recommendations for Teaching and Learning The Holocaust (2019) which has been endorsed by **UNESCO** [5.7], translated into Croatian, Estonian, German, Macedonian, Norwegian, and Polish, and (at time of writing) in the process of translation by several other countries. This resource is being used worldwide. Cowan was a speaker at a webinar organised by UK United Synagogues and the National Holocaust Centre and Museum to commemorate *Kristallnacht*, in 2020 (approximately 1000 viewers) [5.7]. As a result of her pioneering work, Cowan has been invited onto the forthcoming Education Advisory Group of the **UK Holocaust Memorial Foundation** (2021).

Further international impact is shown by Cowan receiving the **CiCea Outstanding Achievement** award for her outstanding work in Citizenship and Holocaust Education (2015), her continued appointment (since 2009) on the International Holocaust Remembrance Alliance [5.8] and her co-editing of the first academic text that focused on teaching the Holocaust to primary aged students in school and museum contexts [5.7]. Maitles and Cowan's earlier research on citizenship education is cited in a UNESCO publication [5.9]. Finally, Maitles was invited to influence political leaders and religious dignitaries (approximately 200), at the 'An End to Antisemitism' conference (Vienna, 2018) on *'Does learning about genocide impact on the values of young people? A case study from Scotland'*.

The School of Education and Social Sciences' collaboration with **Yad Vashem (the world's foremost centre for Holocaust education)** has involved undergraduate video-conference lectures and an annual visit involving students and teachers to Yad Vashem for international seminars/tutorials on understanding and teaching the Holocaust. Evaluations completed by the incumbent and practising teachers has been consistently positive, with participants reflecting on how much

this has influenced their practice in the classroom in terms of Holocaust education. This collaboration (as is borne out by [5.10]) is due primarily to the research carried out by Cowan and Maitles, since 2005, on aspects concerning global citizenship such as antisemitism and racism, pedagogies that teachers adopt to teach the Holocaust in schools and the impact of Holocaust education on school students.

## 5. Sources to corroborate the impact

5.1 Testimonial from the Director of the Scottish Jewish Archive Centre, Glasgow.

5.2 Testimonial from the Deputy First Minister and Cabinet Secretary for Education and Skills.

5.3 Testimonial from the former Chief Executive and Registrar of the General Teaching Council Scotland, supported by two articles in *Teaching Scotland*, a) *General Teaching Council of Scotland (2017, 2020) (GTCS) (2017) "It was like a killing factory": the impact of pupils of their Holocaust learning experience underscores the importance of the Vision Schools Programme (Issue 71, pp.32-34) and b) "75 years after the liberation of Auschwitz, Holocaust education is as pertinent as ever" (Issue 83, pp.40-41).*

5.4 Testimonial from both the MSP for Eastwood and Leader of the Scottish Conservative Party and MSP for Dumbarton and Deputy Leader of the Scottish Labour Party.

5.5 Testimonial from both the National Co-ordinator of The Scottish Association for the Teaching of English (SATE), and a Committee Member of SATE and Teacher of English at St Bride's High School, South Lanarkshire.

5.6 Testimonial from Project Manager and Professional Development Coordinator of EUROCLIO.

5.7 Testimonial from both the Interim CEO and Director of Learning of the National Holocaust Centre and Museum.

5.8 Testimonial from the UK Special Envoy for Post-Holocaust Issues, Foreign and Commonwealth Office, London.

5.9 Testimonial from the Programme Specialist, Section of Education for Peace and Global Citizenship, UNESCO.

5.10 Testimonial from the Director, International Relations and Projects, International School for Holocaust Studies, Yad Vashem.

5.11 Media Coverage :

- a) Glasgow South and Eastwood Extra(circulation 2,275): <https://www.glasgowsouthandeastwoodextra.co.uk/education/barrhead-high-school-recognised-leading-holocaust-education-initiatives-2514627>
- b) Barrhead News (circulation 5,000) <https://www.barrheadnews.com/news/18052313.barrhead-high-school-recognised-holocaust-education/>
- c) Paisley Daily Express (circulation 4,378 ) "Award for school that won't forget the Holocaust" PDF