

How should I make use of IHRA resources and working definitions in my project?

Why should my project use IHRA resources and align to IHRA working definitions?

The IHRA identifies the practical needs of policymakers, scholars, educators, and museum professionals working in the Holocaust education, remembrance, and research sector, and it produces both digital and non-digital materials to support the work of these stakeholders. IHRA resources and working definitions are written by experts and enjoy the consensus of the 35 IHRA Member Countries. They help maintain standards in the field and ensure that IHRA's expertise can serve a highly practical function throughout the IHRA's Member Countries and beyond.

As such, all projects must apply and build upon this existing knowledge and expertise set by the IHRA.

Below is an overview of some of our key materials which organizations could use during the lifecycle of their project and beyond. The overview invites you to explore and is meant to inspire various uses. The full list of our resources can all be found on our website.



What are the IHRA working definitions and how should I integrate them into my project?

The IHRA working definitions serve as practical educational tools. They can be used to sensitize individuals, organizations, and policymakers to issues like Holocaust denial and distortion, antisemitism, and antigypsyism/anti-Roma discrimination. They also help raise awareness of how these issues may, considering the overall context, manifest themselves.

In order to combat antisemitism and antigypsyism/anti-Roma discrimination, there needs to be a common understanding of these phenomena. The IHRA working definitions have been created to set specific standards to prevent misinterpretation and distortion. These working definitions have been developed by experts and political representatives from the 35 IHRA Member Countries and have been adopted by hundreds of institutions, including national governments, local councils, and football teams.

We ask that organizations align their projects, where applicable, with the IHRA developed working definitions on:

- [Holocaust distortion and denial](#)
- [Holocaust-related materials](#)
- [Antisemitism](#)
- [Antigypsyism/anti-Roma discrimination](#)

A full overview of the IHRA working definitions can be found [here](#). We appreciate your commitment to formally adopted resources and working definitions within the IHRA and look forward to seeing their future application.

Which IHRA resources could I use in my project?

The IHRA has produced many resources over the years that have set the agreed upon standards regarding safeguarding the record and countering distortion and have supported many organizations working in this field. Below is an overview of some of these resources:



Program 1: Safeguarding the record of the Holocaust and the genocide of the Roma.

1 Safeguarding archives and ensuring archival access:

Relevant projects should make use of the [IHRA Guidelines for Identifying Relevant Documentation for Holocaust Research, Education and Remembrance](#).

- The Guidelines encourage using a broad approach that is open-ended and always evolving when it comes to assessing whether archival material can be categorized as Holocaust-related.
- For example, if your project aims to train researchers or archivists on identifying such materials, these Guidelines could be used in that process.

2 Ensuring accuracy in the understanding of the Holocaust and the genocide of the Roma, and setting standards in educational approaches:

The IHRA's network of experts includes representatives from the world's foremost institutions specializing in [Holocaust education](#), who have issued a range of guidelines for educators and educational policymakers to consider when developing effective curricula and educational materials. These guidelines are continually updated and expanded upon to reflect pedagogical trends, technological changes and new historical findings.

- If, for example, your project is focused on educating one or more target groups on the Roma Genocide, you should draw on the ['Online Teaching Resource for Genocide of Sinti and Roma.'](#)
- Likewise, if you are developing a research or educational initiative related to teaching on the Holocaust, you should draw on [Recommendations for Teaching and Learning about the Holocaust](#).

3 Safeguarding memory and sites:

Relevant projects working in the area of memorials and museums should make use of the [International Memorial Museums Charter](#) which puts forth internationally agreed-upon principles and ethics for commemorating the victims of the Holocaust, helping to avoid the politicization of their memory.



Program 2: Countering distortion.

Relevant projects could draw on the language and resources from the [IHRA Toolkit Against Holocaust Distortion](#), which gathers materials along with practical example activities for how to utilize these when working on the topic of Holocaust distortion.

1 Raise awareness about Holocaust distortion:

The [#ProtectTheFacts](#) campaign is an international initiative of the European Commission, the International Holocaust Remembrance Alliance (IHRA), the OSCE Office for Democratic Institutions and Human Rights (ODIHR), the United Nations, and UNESCO, who have joined forces to raise awareness of Holocaust distortion, both how to recognize it and how to counter it.

- Your project could promote this campaign within your project's communication strategy (for example on Twitter or LinkedIn) and/or could make use of the educational and materials regarding Holocaust distortion which have been produced as part of the campaign.

2 Learn and inform about Holocaust distortion:

The film "[Holocaust Distortion: A Growing Threat](#)" responds to the dangerous phenomenon of Holocaust distortion, a critical threat to Holocaust memory and to fostering a world without genocide. This 12-minute film offers a first introduction to the topic of Holocaust distortion suitable for a variety of audiences without prior subject-matter knowledge. It explains the pressing need to counter Holocaust distortion and functions as an awareness-raising and advocacy tool. It makes an ideal starting point for discussion on countering distortion and denial.

- Your project could include the film in a program activity, either internal or public, to enhance knowledge about Holocaust distortion. The [IHRA Toolkit on Holocaust Distortion's](#) section "[Learn and Inform](#)" includes helpful planning and reflection questions to support such an event.



3 Promote historically-informed policy-making:

Published in partnership with UNESCO, the IHRA's document "Recognizing and Countering Holocaust Distortion: Recommendations for policy and decision makers" is the product of dialogue and cooperation between international subject matter experts and policymakers and provides an action plan for policy-making. It includes an expanded perspective on the IHRA working definition of Holocaust denial and distortion, and a set of guidelines and recommendations that reflect the IHRA's mission to raise awareness about and counter Holocaust distortion.

- If your project engages with Policy and Decision Makers, you could draw upon these recommendations to outline guidance, identify important areas where to act, or make suggestions for how to inform strategies and policies. These recommendations highlight the important role of policymakers and government officials as essential partners in this endeavor.

Your project could make use of the wide selection of translations of the IHRA materials. All of these can be found on our website.

For the full list of resources, toolkits and working definitions please visit the [IHRA website](#).

Disclaimer: This is a living document; we recommend applicants to return to this explainer/the IHRA's website periodically to see what resources have been updated and adopted most recently.