



# Prevention and protection concept to fulfill the protection mandate in the event of child endangerment in accordance with Section 8 a SGB VIII and to ensure personally suitable personnel (full-time and voluntary) in accordance with Section 72 a SGB VIII

Status January 2024

ZWEITZEUGEN e. V. has so far encouraged and empowered more than 30,000 children and young people to become second witnesses of the Holocaust and actively campaign against anti-Semitism and other forms of discrimination today. In this way, we want to keep the personal memories of contemporary witnesses alive and use their important lessons to promote a democratic society.

Our low-threshold, effective and multi-award-winning educational programme offers an answer to the question of how remembrance can succeed in the future even without contemporary witnesses and establishes links to the here and now. The contemporary witness Elie Wiesel said: **"Anyone who listens to a witness today will become a witness themselves."** Guided by this, we, the ZWEITZEUGEN e. V. association, have interviewed 37 survivors of the Holocaust, documented their (survival) stories and are passing these on to children and young people in a variety of ways. Sharing the personal stories of Holocaust survivors can change our society: they help (young) people to understand history and learn from it.

In analogue and digital educational projects, events, exhibitions, eyewitness and second-witness interviews, we enable children and young people from the age of ten to gain personal access to the abstract topic of the Holocaust. We also offer workshops for teachers, educators, social workers and other interested parties.

## DIDACTIC CONCEPT

ZWEITZEUGEN e.V.'s educational work is based on the didactic heart-head-hand principle, which meets the professional standards of Holocaust education and promotes learning through emotions. This makes the complex topic of the Holocaust (more) understandable and builds bridges to anti-Semitism today and to one's own commitment.

- **Heart:** Low-threshold, personal access through individual (survival) life stories
- **Head:** Historical contextualisation of the National Socialist era and continuities of anti-Semitism as well as examples of various forms of exclusion
- **Hand:** Becoming active as a second witness against anti-Semitism and other forms of discrimination



When the children and young people finally become active as second witnesses themselves, this can take a variety of forms. They design their own products and narratives such as their own banners, podcasts, videos, exhibitions or even jerseys or similar with slogans, words and symbols that stand for a diverse society (for an example, see: <https://zweitzeugen.de/zeitzeuginnen/zweitzeuginnengeschichten>).

There are no limits to your creativity. ZWEITZEUGEN e.V. offers them the opportunity to do so, a non-judgemental space and the necessary equipment.

### **ABOUT THE ASSOCIATION (STATUS 2024)**

- Project founded in 2010, association founded in 2014 - currently around 250 association members
- around 100 volunteers and currently 21 full-time employees (~ 11.2 full-time equivalents, as of 01/2024) are involved in various teams, on the board and in management
- 22 awards: including the Smart Hero and Obermayer Award, the Order of Merit of the Federal Republic of Germany, the Federal Chancellor's startsocial special prize and the Phineo Wirkt seal of approval
- Recognised provider of independent youth welfare services since 2019 in order to also reach out to extracurricular learning locations Since 2020, our offer has been established, for example, in learning centres of various Bundesliga football clubs such as Borussia Dortmund and Borussia Mönchengladbach ([www.zweitzeugen.de/zweitzeugen-im-fussball](http://www.zweitzeugen.de/zweitzeugen-im-fussball))

### **EDUCATIONAL WORK FOR CHILDREN AND YOUNG PEOPLE**

- Offering analogue and digital workshops (three to six hours, concepts for several project days as well as second-witness workshops and blended learning formats) in schools, extracurricular learning venues and our own travelling exhibition
- Successful collaboration with primary schools (unique in Germany) and secondary schools based on a multi-award-winning didactic concept, including a wide range of multimedia didactic materials - also in plain language and for the special needs areas 'Sight' and 'Hearing & Communication'
- Constant quality assurance and further development of educational work
- Team of full-time employees (historians and educational specialists and teachers) as well as qualified volunteers in the field of educational work and workshop implementation
- More than 30,000 children and young people have been given the opportunity to learn about second witnesses
- more than 13,000 of the children and young people wrote empathetic letters to the survivors and/or their relatives

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## **0. Preface**

This prevention and protection concept was developed in collaboration with the educational staff and the board of the association. As we are constantly recruiting new workshop leaders, volunteers and, in the long term, more employees, the discussion of this prevention and protection concept is a process. This discussion is an important and obligatory step in the process of introducing new people to the organisation's educational work. The process that has been started will be continued while maintaining the same level of quality. In order to safeguard what has been achieved in the long term, the concept is on the agenda for review and adjustment at the annual team weekend of the education team and the Executive Board.

We see the topic of child welfare and its protection as part of our core values of appreciation, trust, respect, responsibility and diversity. These core values are supported personally by all voluntary and full-time employees and also by the entire organisation. We are constantly developing our work in line with these values. We see living and passing on our values as well as the duty to protect children in the event of a risk to their welfare in accordance with Section 8a of Book VIII of the German Social Code (SGB VIII) and to ensure that we have suitable staff (full-time and voluntary) in accordance with Section

72a of Book VIII of the German Social Code (SGB VIII) as our overall social responsibility and assume this responsibility in our association's work, particularly in our educational work.

### **1. General conditions of the ZWEITZEUGEN workshops**

We always organise our ZWEITZEUGEN workshops with external cooperation partners. These include schools, youth welfare office facilities and other independent child and youth welfare organisations, as well as at least one teacher from the school or one educator from the cooperating organisation's facility. Our educational programme is aimed at children from the age of ten, adolescents and (young) adults (hereinafter referred to as participants). Due to the different external co-operation partners, the following framework conditions apply:

1. Workshops at school learning centres take place in the presence of at least one teacher on the school premises. The time schedule of the workshop is often based on the time schedule of the respective school. The workshop takes place during school hours, with the exception of the so-called "Zweitzeug\*innen-AG", which can also take place outside of regular school hours if a teacher is present.
2. Workshops in extracurricular educational institutions and at other independent child and youth welfare organisations always take place in the presence of at least one teacher and on the premises of the institution or the cooperating organisation. The time of day depends on the needs of the facility or the cooperating organisation. This means that the workshops take place in a familiar environment for the participants.

The workshops are conducted exclusively by workshop leaders who have undergone and successfully completed our in-house training programme. In addition, we always inspect and document the extended certificate of good conduct of the workshop leaders. The full-time and volunteer workshop leaders are young adults, often students or graduates of a pedagogical or educational science programme. Our workshop leaders therefore have a high degree of multi-professionalism.

Before a workshop is realised with the above-mentioned cooperation partners, specific and detailed agreements are made, in particular regarding the framework conditions, preparation and follow-up. This allows our workshop leaders to prepare for the participants and, if necessary, adapt the content of the workshop. This significantly minimises risks. In close consultation with the educator of the external cooperation partner, the head of educational work at ZWEITZEUGEN e.V., or a qualified educational counsellor, prepares the workshop and discusses the nature of the participating group with the educator.

The management or educational advisor either implements the workshop themselves or prepares the workshop leaders, passes on the agreements made and draws up the workshop programme together with the workshop leader.

## **2. Analysing the risk situations specific to the carrier**

### **2.1. Power and abuse of power**

Before starting the content-related work with the participants, our workshop leaders introduce themselves. They outline their own role, that of the participants and that of the educator of the cooperation partner during our workshop, so that a clear distribution of roles is established that is transparent for everyone.

During the teaching and learning situations, there are numerous factors that can trigger or intensify conflicts between the various players. Participants and workshop leaders may be overwhelmed or have diverging expectations of the situation, the workshop or the behaviour of the other participants. In this context, conflicts may arise between the workshop leader and the teacher or educator, the workshop leader and a participant and between the participants themselves.

The workshop leader must react appropriately in such conflict situations, defuse and de-escalate them. This requires empathy and experience. At the same time, we see our workshop leaders as learners. Many of them are young adults and may have little educational experience. At this point, there is a risk of misjudging a situation and not reacting appropriately.

Our workshops usually take place selectively over several hours or days, but rarely continuously over weeks or months. As a result, our workshop leaders have less prior knowledge of the group, which can lead to thematisation that is problematic due to cases of bullying and discrimination, experiences of war and flight and experiences with the loss of a family member or close relative of participants. In the worst case, this can lead to possible (re)traumatisation.

Conflicts can also arise between participants during the workshop. There is a risk that this conflict goes unnoticed, develops and intensifies in a space that cannot be seen by the workshop leader and escalates verbally or physically.

The thematic focus of the workshop - the Holocaust and the telling of survivors' stories - also harbours the risk of emotionalisation and possible emotional overwhelming.

### **2.2. Proximity and distance**

The topics of setting boundaries, conflict and risk situations are included in the training concept for our workshop leaders. Their role, tasks and competences are clearly defined and specified. When working with children and young people, it is essential to avoid physical contact in order to prevent boundary violations, (sexualised) violence or the escalation of a conflict and risk situation, among other things. Closeness and distance are particularly difficult aspects when dealing with younger children. There are participants with very different needs in terms of closeness and distance. Some participants may seek the closeness of the workshop leader very intensively, while others are very distant and reject closeness to adults. Group situations in the room harbour the risk of exceeding the limits of physical proximity (e.g.

in a sitting circle, in which the participants often sit very close to each other, during moving phases). Although the presence of an educator is mandatory throughout the workshop, it can happen that they leave the room without further consultation and the workshop leader is alone in the room with the participants or an individual participant. In such a situation, there is an increased risk of boundaries being crossed in terms of physical proximity, as well as the further risk of (sexualised) violence by adults against participants.

### ***2.3. Violence among children and young people***

(Sexualised) violence among the participants can occur particularly in unsupervised situations, such as during breaks, a possible arrival and departure organised by the external cooperation partner, during free work phases and when both the workshop leader and the educator leave the group of participants. Conflicts that already existed before the workshop and went unnoticed can escalate in unsupervised situations and lead to psychological or physical violence. There is also a risk that situations in which individual participants become victims of psychological or physical violence may go unnoticed despite the presence of the workshop leader and educator. From time to time, participants may escape supervision for a short time, for example by going to the toilet. Situations can arise there or when changing rooms in which psychological or physical violence is less likely to be noticed and prevented. This risk is even more prevalent during break times and outside the (school) building.

### ***2.4. Danger from outsiders***

If a workshop takes place in a space that is open to the public, such as a museum, there is a possibility that participants could come into contact with outsiders. This poses a higher risk to the well-being of the participants. In addition, we always bring guest students to the workshops for training purposes. These are people who are being trained as workshop leaders or who are involved in the organisation on a voluntary basis but are not working in the field of education. Another group is made up of people from public life, such as journalists and representatives of external funding partners. Although these people are not left alone with the participants, a risk from outsiders cannot be completely ruled out.

### ***2.5. Content risks***

Dealing with the topic of the Holocaust, especially the telling of survivor stories, can harbour various risks. It can lead to emotional overwhelm, which manifests itself in various forms: a strong emotionalisation or a strong defensive/rejection reaction. There is also a risk of identifying with the victims, projecting guilt onto oneself or re-traumatising one's own experiences of flight or violence. Addressing anti-Semitism and group-focused misanthropy can exacerbate existing conflicts between participants if they contain racist and/or anti-Semitic motives.

### **3. Prevention measures**

#### **3.1. Organisational measures**

We try to prevent as many of the above-mentioned risk situations as possible through the framework that we provide as the organiser for the implementation of the workshops.

In the advance planning for the workshops, it is clearly communicated to the external cooperation partners that our workshop leaders will not assume responsibility for supervision under any circumstances. If the teacher is absent for a longer period of time, the workshop will be ended by the workshop leader, as this clearly violates the agreements and is not responsible. If necessary, and especially in the case of a very young target group, an information event will be held in advance for parents and guardians as well as for the educators, at which the work of the ZWEITZEUGEN e.V. association and any cooperating partner organisations as well as the methods and content of the workshop will be presented. In this way, all participants can be involved in the follow-up of the workshops in the best possible way and know what content the children and young people are referring to. This is particularly important for younger children.

Due to the thematic focus and the risk of emotionalisation and emotionally overwhelming the participants, strong reference is made to the Beutelsbach Consensus when developing and revising the didactic concept and material. In terms of the duty to protect the welfare of the child, the organisation is committed to this.

In addition, close consultation takes place between the management of the educational work of ZWEITZEUGEN e.V. and the responsible pedagogue. The general rules of conduct of the respective location apply. If necessary, rules are also defined together with the educator before the start of the workshop and explained to the participants.

A teacher is present at all times during the realisation of a workshop. This person is responsible for supervising the participants. They know the children and young people taking part and are able to assess the above-mentioned risk situations. At the same time, he/she can assume a supervisory function for our workshop leader so that the workshop leader is not alone with the participants, or only in exceptional cases, and can intervene in the event of inappropriate behaviour. During free work phases, participants are assigned specific rooms in which they are allowed to spend time and are given a time frame.

After the implementation of a workshop by the organiser, the head of the ZWEITZEUGEN educational work or a qualified educational advisor from the association will continue to be available to the educator to provide advice on follow-up.

### ***3.1.1. Professional suitability of the head of educational work***

04/2020-today

#### **Ksenia Eroshina, Team Leader Education at ZWEITZEUGEN e.V.:**

M.A. History, studied history and philosophy at the University of Münster, Charles University in Prague and the Free University of Berlin, specialising in: Nazi era, Holocaust education, Nazi forced labour. Volunteer at ZWEITZEUGEN e.V. (formerly HEIMATSUCHER e.V.) since 2016, deputy head of the education team since 2018, head of the education team since 2020

05/2021-today

#### **Christina Tacken, Deputy Head of the Education Team at ZWEITZEUGEN e.V.:**

M.Arts Sociology, studied sociology at the University of Duisburg-Essen and the Universidade Nova de Lisboa in Portugal, specialising in: Globalisation, racism, gender and social inequality. Trained WenDo trainer. Since May 2021 project manager "Second Witnesses in Football", since January 2022 deputy education team leader of ZWEITZEUGEN e.V.

### ***3.1.2. Professional suitability of full-time and volunteer workshop leaders and full-time educational counsellors***

The education officers and workshop leaders working for the association (both voluntary and full-time) usually have a Bachelor's degree, often a Master's degree in a subject area relevant to us (e.g. history, education, educational science, social sciences, cultural studies, Holocaust education or similar). In addition, they must have relevant professional experience and/or pedagogical experience and have completed comprehensive training and familiarisation as a ZWEITZEUGEN workshop leader (theoretical and practical phases). However, a degree is not a prerequisite. Staff support is provided by the head or deputy head of educational work mentioned under 3.1.1 and, in some cases, by a qualified manager of the organisation. We always inspect and document the extended certificate of good conduct of all workshop leaders working for the organisation.

### ***3.1.3. Recruitment of new workshop leaders***

We value the diversity of people, their experiences and perspectives and pursue equal opportunities in our HR policy. We constantly respond to those interested in training to become a workshop leader and communicate when a new training phase will start and when it will be possible to join. Full-time positions to be filled are advertised internally and/or externally. The advertisements are written in a gender-neutral way and explicitly emphasise that we welcome diverse applicants. We expressly encourage applications regardless of origin, gender or gender identity, sexual orientation, religious affiliation, disability or age.



### ***3.2. Exchange and cooperation***

Our educational work is characterised by close and respectful cooperation between employees and workshop leaders. The risk situations specific to the organisation are identified, defined and reflected upon in regular reports to the head of educational work, the management and the Executive Board. An appropriate approach is developed, defined and passed on to the members of the education team. The workshops are continuously evaluated, with workshop leaders, participants and teachers completing a questionnaire. These are analysed, discussed and incorporated into the development of the entire educational work.

The topics of setting boundaries, conflict and risk situations are part of the training concept for our workshop leaders. Before the workshop leaders implement workshops, they go through a staged training concept. The topics of setting boundaries, conflict and risk situations are included in the training concept. The role, tasks and competences of our workshop leaders are clearly defined and established. When working with children and young people, it is essential to avoid physical contact in order to prevent, among other things, the crossing of boundaries, (sexualised) violence or the escalation of a conflict and risk situation. Furthermore, these topics are discussed at the annual team weekends and, if necessary, can be reflected on by the head of educational work in a mandatory monthly report with a member of the management or board. Due to the wide range of expertise, a professional exchange is also possible during these discussions. Due to the decentralised nature of the organisation, the discussions often take place by telephone or within a group conversation via the Internet.

At an overall organisational level, we also rely on close cooperation, transparency, an open culture of dialogue and flat hierarchies. The Executive Board and the respective team leaders exemplify this culture and pass it on to the volunteers and full-time employees. They are encouraged to take responsibility together, to give direct positive and critical feedback, to implement it constructively themselves and to treat everyone with respect and appreciation.

### ***3.3. Appreciation, trust, respect, responsibility and diversity as guiding principles***

Another central point of prevention and protection against violence and abuse of power among children and young people is compliance with and living our mission statement - in particular the implementation of our values: Appreciation, Trust, Respect, Responsibility and Diversity.

We treat every person with appreciation and openness so that everyone feels recognised and safe. In this way, we create a space in which children and young people in particular can speak and (re)act without fear.

The work of the organisation is based on trust. Contemporary witnesses have entrusted us with their stories of survival so that we can pass them on. There is a great deal of trust and respect between volunteers and full-time staff, which is the basis for good cooperation. Last but not least, educators approach us with confidence so that we can introduce children and young people to the difficult and often emotionally charged topic of the Holocaust.

We value the diversity and differences of all people, because we want to live in a society that is diverse and sees diversity as valuable and enriching in the future. Respectful coexistence also means taking responsibility for oneself and for others.

Our organisational culture is characterised by making mistakes, being allowed to make them and learning from them. We see mistakes as an opportunity to develop ourselves and to support others in their development.

### ***3.4. Offers to support self-reflection***

Workshop leaders are always offered individual support by the head of educational work. They in turn report on their educational work in monthly meetings with a member of the management or board responsible for them and can use the opportunity for self-reflection within the report. Particularly during the workshop leader training programme, but also beyond, there is close supervision and regular opportunities for reflection. Furthermore, workshop leaders can get together in small groups and support each other. They are constantly encouraged to take care of themselves, take breaks and communicate openly if they feel overwhelmed.

### ***3.5. Recruitment and education of new workshop leaders and full-time educational counsellors***

If required, the organisation carries out an annual acquisition of potential workshop leaders and trains them. During this training, the workshop leaders learn proven didactic methods that have been compiled together with educators for our didactic work. It is mandatory for every workshop leader to submit an extended certificate of good conduct to the head of educational work. It is documented and reviewed by a board member in addition to the head of educational work.

*Staged workshop leader training by the organiser:*

#### *1. training*

After a recruitment phase, interested parties are welcomed individually and introduced to the organisation's working methods and educational work. Once a group of potential workshop leaders has been formed, a mandatory workshop leader training course is held to introduce them to the didactic concept, structures, working methods and the prevention and protection concept of the organisation.

As part of their qualification, potential workshop leaders go through a multi-stage programme in which they take part in workshop units lasting several days in which they are trained in historical, political, pedagogical and methodological aspects.

## *2. work shadowing and team coaching*

The potential workshop leaders receive observation appointments to familiarise themselves with our workshops and are assigned an introductory task. In subsequent team teaching sessions, they then try out the didactic methods of the organisation and practise telling survival stories, accompanied by experienced ZWEITZEUGEN workshop leaders. They can try out their own formats and receive direct feedback. They learn about current research discourses, find their own position in the context of Holocaust education and develop their own ideas for implementation. You will receive close and individual support. This includes, in particular, a two-hour follow-up discussion following the observation and team-teaching units.

## *3. final practical phase*

A second obligatory workshop leader training course takes place to provide in-depth basic knowledge and to conduct our workshops. The workshop leaders try out the methods and didactic concept of ZWEITZEUGEN e.V. in supervised and team-teaching workshops. Preparation and follow-up work is supervised. Once the team-teaching units have been successfully completed, the workshop leader takes over a workshop independently, during which the trainer observes, guides the preparation and follow-up and provides feedback after the workshop has been completed.

## **4. Dealing with complaints and suspected cases**

Complaints from parents or participants are taken very seriously. In most cases, parents or participants contact the teacher at the cooperating educational institution. This complaint is forwarded directly to the head of educational work and the board and/or management and dealt with immediately. If the complaint relates to the behaviour of our workshop leaders, the head of educational work and the board and/or management will discuss a suitable internal solution. Independent advice from the Paritätischer Wohlfahrtsverband NRW, of which ZWEITZEUGEN e.V. is a member, may be involved in finding a solution. In order to obtain a detailed picture, discussions are held with the parties involved.

In the event of a serious and justified suspicion that a child's welfare is at risk (e.g. sexualised assaults, use of violence, bullying, etc.), the workshop leader will be suspended from their work and additional criminal proceedings may be initiated.

We take suspicions of child endangerment by outsiders or family members very seriously. As the workshop leader is only ever in short-term contact with the participants, they are required to discuss the suspicion with the teacher. The teacher will then initiate further steps.