

International Holocaust Remembrance Alliance

Country Report of Switzerland (2015)

Introduction

Upon joining the IHRA in 2004, Switzerland drafted a comprehensive report (Baseline Study, 24 pages) addressing many questions related to Holocaust research, education and remembrance and listing teaching materials and research books, such as the 25 volumes the Independent Commission of Experts Switzerland – Second World War (ICE) published in 2001 and 2002.

The report begins with the following remarks: “We believe that, in Switzerland, the question of the Holocaust, and in particular Holocaust education and remembrance is best approached, explained and taught in the light of Switzerland’s own history and behaviour during the Nazi era, and has to be linked to modern-day anti-Semitism, racism and xenophobia.” This approach is still valid in Switzerland – a small and multilingual country spared Nazi occupation.

Like several other member states of the Council of Europe, Switzerland recognises Jews and Travellers as national minorities as defined in the Framework Convention for the Protection of National Minorities¹. About 17,000 Jews live in the country (0.3 per cent of the population). Most of the Travellers belong to the Yenish, Sinti and Manouches autochthonous ethnic groups (about 35,000 individuals, with about 3,000 still partially itinerant).

Both Jewish and Traveller organisations are represented in an advisory group to the Swiss delegation – alongside Holocaust survivors, educators and members of associations combatting anti-Semitism and discrimination. The advisory group was set up when Switzerland joined the IHRA and then expanded at the beginning of 2015.

1. General Activities

Have there been any developments in politics or government that have had a substantial impact on the activities related to the Stockholm Declaration over the last five years?

In summer 2013, Switzerland made an additional donation of EUR 1 million to the perpetual fund of the Auschwitz-Birkenau Foundation. A first payment of CHF 100,000 was made in 2010.

Since 2010, ten-day study-visits to Yad Vashem for future teacher-trainers have been organised and financed by both cantonal and federal education institutions. Following a successful pilot project in the German-speaking part of the country, study visits have been organised in the French-speaking part of the country.

Over the last few years, Switzerland has been involved in promoting activities with the aim of preventing mass atrocities, in particular through the launch of a multilateral initiative, the [Global Action against Mass Atrocity Crimes](#).

In 2015, Switzerland commemorates the 20th anniversary of the enactment of legislation² to combat racism and racial discrimination with a national campaign [Bunte Schweiz](#). The legislation, which was introduced following a popular vote, makes Holocaust denial a punishable offence. The Federal Service for Combating Racism (FSCR), which is part of the Federal Department of Home Affairs (FDHA), and the Federal Commission against Racism

¹ French, Italian and Romansh speaking people are equally deemed national minorities in the sense of this convention. For the interpretation of a national minority by Swiss authorities, see [Federal Gazette 1998](#), pages 1046-47.

² [Art. 261^{bis} Criminal Code](#). Racial discrimination constitutes an offence under this article on the following three grounds: race, ethnic origin and religion.

(FCR) were subsequently established. About twenty parliamentary requests aimed at abolishing, limiting or enlarging the scope of the law have been submitted so far. Except for the inclusion of LGBT issues, all were eventually rejected by the government and parliament.

Over the last five years, the FSCR has contributed a total of about CHF 230,000 (ca EUR 210,000) for 15 projects to raise awareness of and fight anti-Semitism (See [Appendix 1](#)). Education and relations between minorities are the focus of these projects, which are monitored and evaluated.

Supported by the Council of Europe, the Swiss Federation of Jewish Communities and the Platform for Liberal Jews in Switzerland, the Federal Departments of Foreign Affairs and of Home Affairs organised a conference on the Jewish minority in Switzerland at the end of 2015 (see [Media release](#)).

Have there been any societal developments that have had a substantial impact on the activities related to the Stockholm Declaration over the last five years?

At an official ceremony in the Swiss federal parliament building on 27 January 2011 the *Kontaktstelle für Überlebende des Holocaust* decided to disband as an association, keeping however informal ties with former members and remaining active in the education field. Having published a series of personal memoirs during its existence, the association, which was created in the mid-nineties, considered that an important contribution towards remembrance for younger generations had been fulfilled.

One-day visits for teachers and students to the Auschwitz memorial site have been organised annually for more than 10 years in the French-speaking part of Switzerland by the [Coordination intercommunautaire contre l'antisémitisme et la diffamation](#) (CICAD). Starting in 2011, similar visits have been organised by Jewish organisations in the German-speaking part of the country. As for the Italian-speaking part, history teachers took part in 2008 in a trip to the Auschwitz memorial site lasting several days.

What has been the biggest achievement over the last five years?

As detailed under [4.2](#), two closely related ceremonies paying tribute to Holocaust survivors were organised in the Swiss federal parliament building in Bern in 2011 and in 2015. Together with the recent publication of survivors' testimonies (see list in [Appendix 2](#)), these ceremonies established the survivors' stories during and after the Holocaust as a part of Switzerland's history.

Have there been, or are there expected to be any serious obstacles to implementing the Stockholm Declaration or relevant decisions by the IHRA Plenary?

Whereas in the fields of research and education projects might be developed and are actually developed quite easily, it is more difficult to develop and implement new and interesting projects in the field of Holocaust remembrance in a small and multilingual country that was spared Nazi occupation.

As in all IHRA countries, a major obstacle is the dwindling number of Holocaust survivors still able to participate in projects in education and remembrance. The corresponding IHRA guideline will likely be helpful in this regard.

As in many other fields, it may be difficult for grass-roots initiatives or for studies published in only one language to attract nationwide interest, and many initiatives are in fact launched by local authorities and individuals or the organisations directly involved. Public funds are available for translations, however, and the Swiss education server *Educa* provides a multilingual [Guide on Holocaust Education](#).

What is the main challenge/objective for the future?

The main challenge will be the IHRA chairmanship in 2017 (See [Media release](#)).

Although updated teaching materials are available in Switzerland, their dissemination and use by teachers could be improved.

2. Holocaust Research

(See also list of books and DVDs in [Appendix 2](#)).

Is access to archives (public or private) guaranteed? Has the situation improved over the last five years? If not, what are the problems and how can they be solved?

Access to public archives is ensured at federal level. The last remaining restrictions to files on Swiss representation of US and UK interests during the Holocaust, as mentioned in the Baseline Study (2004), were eventually lifted by the US and UK authorities at Switzerland's request. Both the Archives for Contemporary History in Zurich, where the records of several Jewish organisations are kept, and the Swiss Federal Archives in Bern have been making inventories, and some of their records are now available online³. Two detailed inventories of refugee records in the federal and cantonal archives are now available online⁴.

Access to cantonal archives is subject to terms of use that may differ from canton to canton. For instance, at cantonal level, access to some personal files might still be restricted for reasons of data protection. The Swiss delegation will provide the IHRA with an archival review in 2016 in cooperation with cantonal archives.

To what extent is research on the Holocaust and related issues supported by the government? Has there been an increase/decrease in funding?

Parliament allocated CHF 22 million for the research conducted between 1997 and 2002 by the Independent Commission of Experts Switzerland – Second World War (ICE), which resulted in the publication of 25 volumes of historical and legal studies⁵.

Funding Holocaust research is basically subject to the same laws and criteria as any other field of research. The Swiss National Science Foundation, the main source for public financial support for scientific research, evaluates several thousand project applications each year in all disciplines and on all topics.

What are the main Holocaust research topics in your country? Are there any special university programs or professorships dedicated to the Holocaust and related issues? Has there been an increase or decrease in the number of programs or professorships?

One of the main fields of research is refugee policy. Several studies, mainly from the regional and cross-border perspective, have been published or are ongoing. Rescuers and Holocaust survivors are two other important research topics, whereas there is little interest in economic and financial issues, which were at the core of the ICE research.

From the 1990s on, institutes of Jewish studies were established at the Universities of [Basel](#) (1998) and [Bern](#) (2008) and a chair for the history of the Jews and Judaism was set up at the University of [Lausanne](#) (2005) in the overall context of historical research or theology.

³ [Swiss Federal Archives](#); [Archives for Contemporary History](#). Both have worked on digitalization projects in cooperation with foreign institutions.

⁴ [Inventar Flüchtlingsakten, I and II, 1930-1950](#).

⁵ Due partly to the lack of archival material relating to specific cases and to a research focus on private archives as a result of privileged access to them, in 2002 the ICE listed a few topics still requiring, according to it, additional research ([www.uek.ch](#); Final report, pages 522-523). However, as a follow-up to criticism made by Serge Klarsfeld, a request in Parliament in 2013 to supplement the research conducted by the ICE pointed out the number of refugees turned back, and not these topics. The government [agreed with](#) the research goal, but did not support the establishment of a new ICE, as proposed.

Although the Holocaust is not their main focus, it is part of their research and teaching programs.

Has any research been done on issues of Jewish property and restitution?

Extensive research (ICE, Volcker Committee, etc.) was conducted before Switzerland joined the IHRA in 2004. The Federal Department of Foreign Affairs (FDFA) and the Federal Department of Home Affairs (FDHA) conducted an inquiry among some 500 Swiss museums into looted art and provenance research, and published the results in 2011 in a report available online. A new website on looted art was launched in 2013 during an international conference⁶.

In November 2014, the private *Kunstmuseum Bern Foundation* announced that it would accept the legacy of Cornelius Gurlitt, the son of an art dealer during the Nazi regime. The case, however, is still awaiting a decision by German courts (See [Joint press release](#)).

How is research being used by governments or NGOs?

Research in the late 1990s led to governmental measures on looted art (creation of a contact bureau at the FDHA), on bank accounts liquidated in the 1970s (publication of a list and restitution to lawful heirs), and on assets that refugees had to deposit at the former *Swiss Volksbank* but did not withdraw when leaving Switzerland (restitution).

Has any research been done on the persecution and the genocide of the Roma?

The study *Roma, Sinti und Jenische, Schweizerische Zigeunerpolitik zur Zeit des Nationalsozialismus*, with a focus on the repressive policy of national institutions against the autochthonous Yenish people, is the only ICE study translated into another language ([French](#) in 2009). The Rroma Foundation based in Zurich has published a two-volume book ('The Rroma') containing one chapter on the Holocaust.

How is research on the genocide of the Roma being used by government and NGOs?

The FDFA and the FDHA provided financial support for the publication of teaching materials concerning Switzerland on the website www.romasintigenocide.eu.

3. Holocaust Education

(See also list of books in [Appendix 2](#))

What has been the main development in Holocaust education in your country in the past five years?

Characteristics of Holocaust education in Switzerland remain threefold, as follows:

- a) a bottom-up approach to developing teaching materials within the framework of the curricula;
- b) the strong involvement of civil society, e. g. for study visits and teaching materials;
- c) the subject is addressed at several stages during education and teacher-training.

Holocaust education has gradually become an integral part of the general curriculum in teacher-training colleges⁷, since specially designated staff members, mostly in Lucerne and in Lausanne, are now being trained to deal specifically with these questions. This allows for the rapid dissemination of knowledge and teaching materials by suggesting methods and

⁶ www.bak.admin.ch/rk. Report: 'FDHA/FDFA report on the state of work on Nazi-looted art, in particular, on the subject of provenance research', January 2011, 33 pages. The report indicates that the larger art museums, in particular those with an international orientation, have conducted provenance research and it identifies the need for further action.

⁷ *Pädagogische Hochschulen / Hautes écoles pédagogiques*. The creation of these schools at the end of the 1990s has ensured a closer link between applied research and teacher training.

ways to approach teaching about the Holocaust. Furthermore, the study visits to Yad Vashem, as described under 1, have created a multiplier effect within the training colleges.

The development of teaching curricula for use in each linguistic region (*Plan d'études romand* in 2011; *Lehrplan 21* in 2014; *Piano di studio della scuola dell'obbligo* in 2015) rather than at the cantonal level, as used to be the case, has created a simplified and standardised approach, thus enhancing a broader use of teaching materials.

At compulsory school level in Switzerland, an important development has been made in integrating cultures of remembrance and producing teaching materials for exhibitions and documentary films.

What are the three major obstacles to teaching and learning about the Holocaust in your country?

Statistical data at national level is unavailable and there has only been exploratory research and general insights so far. Three major obstacles can be mentioned, however:

- a) Nowadays, the scope of pedagogical approaches and historical research available is vast. However, teachers often lack specific knowledge and the time to deal with this subject in an appropriate manner.
- b) As far as activities linked to Holocaust Remembrance Day are concerned, it is becoming increasingly difficult to develop new ideas, and teachers are afraid of becoming repetitive – students come and go, but teachers stay.
- c) There is a recurring feeling that double standards are being applied in dealing with genocidal crimes against the Jews as opposed to other genocides and crimes against humanity – with the former drawing more attention than the latter.

Have any changes occurred in recent years as a result of membership in the IHRA? Have any programs or projects made use of advisory papers produced by the IHRA or the Education Working Group?

Teacher-training methods and contents have developed considerably since Switzerland joined the IHRA. Moreover, there has been increasing interaction between international networks of teachers and trainee teachers. Various studies and recommendations by both the Education Working Group and the Committee on the Genocide of the Roma of the IHRA have had an impact on the way teachers are trained.

Have any studies/surveys been conducted to assess the effectiveness of Holocaust education?

There have not been any, or hardly any, studies or surveys to assess the effectiveness of teaching about the Holocaust. This shortcoming is partly due to the difficulty of defining 'effectiveness', as well as to the complexity of such studies. Furthermore, it is much more difficult to evaluate the responsiveness of students than that of teachers. As a result, there are surveys focusing on teachers' perception and experiences.

According to a 2011 survey, students and teachers alike are very interested in the Holocaust, and those teachers for whom this is "not a subject like any other" are highly dedicated. Based on other studies, we know that precise, specific and meaningful learning tasks are prerequisites for successful history teaching and for the effectiveness of Holocaust education⁸. These learning tasks should appeal to students and encourage them to talk about events in history. Other studies dealing with specific questions have been or are being carried out, for example on the impact of parents and grandparents on students' interest and behaviour, as well as on education media and on the importance for education of filmed interviews of eyewitnesses.

⁸ 2011 survey: M. Eckmann and C. Heimberg; other studies: P. Gautschi (complete references in [Appendix 2 C](#)).

Starting in 2008, a prize named after a late Holocaust survivor (www.biglerpreis.ch) has been awarded every year to associations or individuals for outstanding contributions to Holocaust education in Switzerland.

What problematic historical issues are still under discussion and how do these discussions influence teaching and learning about the Holocaust?

The recurrent debate on Swiss refugee policy during the Second World War tends to be focused on statistical data, an approach that can be considered to be over-simplistic.

How far and in what ways is your country's own national history integrated into the teaching of the Holocaust?

Switzerland tends to be critical of its role and the conflicts generated by its neutrality policy, given the compromises that were made. Modern teaching materials include and document these approaches. Considering the importance given by the new teaching curricula to the interaction between memory and history, the human condition (refugees, survivors, soldiers, etc.) makes up a bigger part of teaching on the Holocaust than other issues, such as economic or financial issues.

Is the genocide of the Roma included in teaching about the Holocaust?

Teachers are showing an increasing interest in the subject of the genocide of the Roma. This is why the website www.romasintigenocide.eu, to which Switzerland contributed with an insert specifically on Switzerland, is so useful. This genocide is not explicitly mentioned in the teaching curricula, unlike prevention of prejudices and racism.

In what ways is teaching about the genocide of the Roma being encouraged?

Academic conferences and teacher-training sessions on the Roma and Sinti in the past and present were organised in 2010, 2013 and [2014](#). Commemorative activities for Holocaust Remembrance Day usually include the memory of the Roma as well.

4. Holocaust Remembrance

4.1 Historic and Memorial Sites

Have there been any changes in the laws or regulations regarding historical sites and memorials?

Even though Switzerland was spared Nazi occupation, there are various places linked to the history of the Holocaust, especially to refugee policy. Some sites have been marked, mainly as a result of private or community initiatives. However, there have not been any significant changes in planning laws and regulations recently.

What have been the main developments in how memorials and museums are presented in the country and in society?

The first survey, an academic research project carried out in 2015⁹, lists about 50 places marked as linked to the Holocaust (List in [Appendix 3](#)). One of them is a memorial museum: The [Gedenkstätte für Flüchtlinge zur Zeit des 2. Weltkrieges](#) in Riehen near Basel¹⁰. Almost all the places identified in this survey refer either to victims (these places were mainly established by Jewish communities), or to rescuers or to individuals who helped refugees

⁹ F. Meyer, *Monumentales Gedächtnis – Denkmale der Shoah in der Schweiz*, Zurich 2015; See also F. Meyer 'Shoah-Denkmale in der Schweiz' in *GedenkstättenRundbrief*, (180), 12/2015, pages 28-36.

¹⁰ Another broad project is the [Appenzeller Friedensweg](#) (Peace Way of Appenzell) to be opened in 2016.

after they had entered Switzerland. Some of these places are meaningful in relation to Swiss refugee policy during the Holocaust. Some belong to more than one category.

The main development lies in the fact that almost all commemorative sites identified over the last 25 years have been designated as such by non-Jewish organisations or individuals, whereas the older ones were designated mostly by Jewish communities or individuals. The memorial museum in Riehen, which is a result of a private initiative, was opened to the public in 2011.

Has there been a significant increase or decrease in interest in historical sites or memorials?

Since its opening, the memorial museum in Riehen has been attracting a growing public. Being very active in the sphere of interfaith dialogue, the museum focuses on the role of the Christian churches during the Holocaust. A permanent exhibition on Jewish refugees in the Basel border region during the Holocaust is due to open to the public in 2016.

Many of the marked places are yet not widely known. Since the first mapping has just been published, the advisory group to the delegation will discuss ways to promote these historic sites.

If so, has that affected the methods used to identify or mark historical sites and memorials?

Not until now.

Do publications, databases, or projects already exist in your country regarding the identification of historical sites related to the Holocaust?

The first mapping was published in 2015 (See [Appendix 3](#)).

4.2 Cultures of Remembrance

Have there been any developments in how your country marks official commemoration day(s) of the Holocaust and/or Nazi crimes?

The commemorations which take place on 27 January are threefold:

- a) Since 2004, a Holocaust Remembrance Day has been organised in Swiss schools, following a decision by the Swiss Conference of Cantonal Ministers of Education¹¹. Implementation differs from one canton to another: Geneva and Ticino, with annual ceremonies, and Lucerne, with a large series of events every four to five years, have been particularly active (<https://27-januar.lu.ch>). Encounters with Holocaust survivors were organised for students between 2005 and 2012 in Zurich at the Archives of Contemporary History.
- b) Since 2006, the President of the Swiss Confederation has delivered a written message of remembrance.
- c) Special events take place on particular occasions.

For instance, in 2008, the President of the Swiss Confederation and representatives of the federal and cantonal authorities gathered in Geneva to pay tribute to the 'Swiss Righteous among the Nations'. In 2011, during the official ceremony described under 1 with the members of the Association for Holocaust Survivors, a former President of the Swiss Confederation received a series of 12 Holocaust survivor memoirs. Four years later, the President of the Swiss Confederation was officially presented with the complete collection

¹¹ In June 2003, the plenary assembly of the Swiss Conference of Cantonal Ministers of Education took the following decisions: "1. 27 January is retained as 'Holocaust Remembrance Day' in Swiss schools; 2. The topic chosen 'Teaching remembrance. Education for prevention of crimes against humanity' will contain the three following fields of study: a) Remembrance of the Holocaust tragedy; b) General remembrance of the genocides that marked European history in the 20th century; c) Reflections upon human rights, tolerance as well as inter-religious and intercultural dialogue".

(15 books and a final volume documenting, inter alia, the 2011 ceremony) by a Holocaust survivor at a ceremony broadcasted by Swiss television. The final volume ([‘Stories and Faces of Holocaust Survivors’](#)) was published in three languages and is available online.

Has there been any change in the legal mandate for a commemoration day of the Holocaust and/or Nazi crimes?

Over the last five years, no change has occurred in the legal mandate for a commemoration day.

Has there been any change in what groups or organizations are involved in the commemoration event(s)? Has there been any change in who attends these commemoration events?

The 2011 and 2015 ceremonies in the federal parliament building to honour Holocaust survivors living in Switzerland, which were organised by the FDFA, were not open to the general public in accordance with the wishes of the survivors themselves. The dissolution of the survivors’ association in 2011 had no impact on their participation at encounters with students. The 2008 ceremony (Righteous among the Nations) attracted hundreds of people. It is difficult to monitor attendance at the educational events organised in some cantons.

While there is an ongoing or even increasing interest in study visits to the Auschwitz memorial site, public and media interest in Holocaust Remembrance Day is tending to stagnate or even decrease.

Are there official commemoration days or ceremonies for other dictatorships, wars, or similar historical events in the country? How do they refer to the Holocaust?

No.

Is the genocide of the Roma commemorated at specific events?

Even if some of the messages that the President of the Swiss Confederation delivers on 27 January also refer to the genocide of the Roma, this in itself cannot be considered a commemoration.

5. Holocaust Denial and Other Hate Crimes and Their Relation to Anti-Semitism

Has there been an increase/decrease in Holocaust denial and/or anti-Semitism in your country? Could you give an explanation for this increase/decrease?

The four main sources of records, analyses and data about Holocaust denial and/or anti-Semitism in Switzerland in recent years are:

- A. The annual [anti-Semitism report](#) for the German-speaking part of Switzerland published since 2009 by the Swiss Federation of Jewish Communities.
- B. The annual [anti-Semitism report](#) for the French-speaking part of Switzerland published since 2004 by the CICAD. Unlike those in German-speaking Switzerland, these actively search for incidents in the social media.
- C. The [report](#) on the situation and development from 2010 to 2014 of racism, xenophobia and hostility towards Muslims and Jews in Switzerland, commissioned by the government and published by the institute gfs.bern.
- D. The biannual [report](#) on racial discrimination in Switzerland published by the FSCR.

The following three main findings have emerged from these studies over the last five years:

- There was a general decrease in anti-Semitic incidents between 2009 and 2013 both in the German- and in the French-speaking parts of Switzerland

- There was a clear increase in anti-Semitic incidents in 2014 compared with 2013¹². In 2014, most of the incidents occurred in summer during the military escalation in the Middle East.
- During the period from 2010 to May 2014, anti-Semitic opinion (hostility towards Jews) was clearly less prevalent than xenophobia and hostility towards Muslims¹³.

The European Commission against Racism and Intolerance (ECRI) published its [latest report](#) on Switzerland in September 2014. The report does not contain any specific elements (pieces of information or recommendations) concerning anti-Semitism.

Has there been an increase in hate crimes in your country?

Since the introduction in 1995 of legislation to combat racism and racial discrimination, 679 incidents were reported to the penal authorities by 2014. There has been a decrease over the last five years. Overall the largest group of victims (27%) was Jewish ([data](#) published by the FCR).

Have there been any developments in content and methods of Holocaust denial based on statistics/reported crimes?

The internet is increasingly being used as a forum for hate speech, Holocaust denial and anti-Semitic material.

Have there been any changes in societal responses to Holocaust denial and anti-Semitism based on media?

The increased sense of threat among Jews in Switzerland after the events of summer 2014 has led to media debates on anti-Semitism. Discussions about subjectively perceived and objectively recorded threats have been valuable for the introduction of preventive measures.

Have there been any developments in governmental responses to Holocaust denial and anti-Semitism?

In August 2014, the FCR publicly [called](#) for social media to be more aware of mechanisms that might make it complicit in hate and violent propaganda.

In February 2015, the Federal Council introduced a biannual monitoring system to identify racial and discriminatory opinions to be carried out by the Federal Office of Statistics and presented by the FSCR.

The Swiss Center of Expertise in Human Rights published a [study](#) on the protection against anti-Semitism in Switzerland, at the end of November 2015.

Appendices

1. List of Holocaust and anti-Semitism-related projects supported by the Service for Combating Racism of the FDHA (2010-2014)
2. Main books and DVDs published since 2004
3. *'Verzeichnis der Shoah-Denkmäler in der Schweiz'* (F. Meyer)

¹² In the German-speaking part: + 300%, of which two incidents were physical assaults. In the French-speaking part: + 80% of which one was a physical assault.

¹³ Final report of the study ['Zusammenleben in der Schweiz 2010-2014'](#), page 7 and page 26.

Appendix 1

List of Holocaust and anti-Semitism-related projects supported by the Service for Combating Racism of the FDHA (2010-2014)

Year	Title of Project	Authorship	Summary of Contents	Canton
2010	Remembrance - Responsibility – Future : Holocaust Remembrance Day (Symposium)	Teacher training college Northwestern Switzerland (FHNW)	The main symposium topics were Swiss society during national-socialism, various cultures of remembrance and their impact on teaching approaches and contents. The target audiences were teachers, researchers and teacher training lecturers. The aim of the conference was to provide useful results and insights for teaching purposes.	Aargau
2010	The persecution and genocide of the Sinti and Roma; a European project, incl. Switzerland (creation of a new website)	School of Social Work (HES-SO), Geneva and IHRA (Committee on the Genocide of the Roma)	The website www.romasintigenocide.eu contains an entire section devoted to Sinti and Roma, as well as to the autochthonous Yenish in Switzerland, providing extensive information as well as a bibliography and teaching materials for use in Switzerland. Four teacher training sessions, both in the German and French speaking parts of Switzerland, were also part of the project.	Geneva
2010	Holocaust Remembrance Day: Development of new teaching materials	Teacher training college Northwestern Switzerland (FHNW)	New teaching materials were developed for use in secondary schools; a new teaching module will be made available on the website "History Helpline". These materials can be used in History class (National Socialism, the role of Switzerland during World War Two); occurrences of racism in modern society are examined against the backdrop of the most important findings of Holocaust research.	Aargau
2010	Drop-in information center for victims of racism and anti-Semitism	Cantonal Office for Integration	Victims of racism, intolerance and anti-Semitism will find help and support in order to obtain satisfaction (mediation, law enforcement). The center is also open to perpetrators willing to talk. The data will be collected and made available to federal and international institutions, such as ECRI and CERD.	Geneva
2011	Life and death of Anne Frank: a guided journey from Frankfurt am Main [...] to Bergen-Belsen	Protestant Church, Münchenbuchsee-Mooseedorf	The aim of the journey is to gather knowledge about national-socialism, anti-Semitism and the Holocaust and also to question one's own beliefs and perceptions. It is open to high school students of all faiths, whose parents are invited to attend preparation and evaluation meetings.	Berne
2011	The impact of the Holocaust on schools and on society (symposium)	Teacher training college Northwestern Switzerland (FHNW)	The awareness of the Holocaust in schools and society of a non-belligerent country; the understanding of empathy as a central element against racism.	Aargau
2011	Janusz Korczak (stage play)	Protestant Church, Johannes parish, Bern	A theatre play, "Geraniums in the ghetto - Janusz Korczak, a life for children", was performed in the protestant church <i>Johanneskirche</i> in Bern. The stage actors were 30 children, teenagers and adults. The play was about children's rights, interreligious peace and speaking about Holocaust and anti-Semitism today.	Berne
2011	Two new approaches in raising awareness for anti-Semitism in the classroom (stage performance and graphic novel)	CICAD	A theatre play and a graphic novel (" <i>Préjugés, Histoires de l'antisémitisme à travers les âges</i> ") written by two comedians especially for use in schools. Both tools can be used by teachers to fight present day racism and anti-Semitism	Geneva
	Expressions of racism – Meeting a Holocaust survivor	Kollegium Heilig Kreuz/ Collège Sainte-Croix	Two senior classes dealt specifically with Racism and the Holocaust during their History and Philosophy class. A Holocaust survivor's visit provided further opportunity to ask questions and to question the present against the backdrop of history. Aside from mere knowledge, the participants were expected to deepen their social and individual skills.	Fribourg
2012	The meaning of the Holocaust today (theater project for schools in German-speaking Switzerland)	Forumtheater-act-back (interactive stage acting)	The participants understood decisive aspects and mechanisms of the Holocaust by choosing to impersonate victims, bystanders or perpetrators, by identifying with changing roles. The goal was to elicit their reactions to the acting and allow them to influence the outcome of the action	Zurich

2013	Respect: Overcoming enmity against Moslems and Jews (Workshops for teachers)	National Coalition Building Institute (NCBI) Switzerland	The goal of this project was to "teach the teachers" by developing the participants' communication skills. Overcoming prejudice between Muslims and Jews in Switzerland were the main theme in a number of events.	Zurich
2014	Is the Law against racism an effective tool in the fight against racism? A panel discussion on Swiss anti-racism legislation 1994-2014	Forumtheater-act-back (interactive stage acting)	The symposium took place on December 15th, 2014, 20 years after the vote introducing a law against racism and 10 years after the death of Sigi Feigel, who had worked hard to make this Law happen. The discussion revolved around the pros and cons of the Law against racism.	Zurich
2014	Was does the Holocaust mean to us today? (theater project for schools in German-speaking Switzerland)	Forumtheater-act-back (interactive stage acting)	This stage acting project encouraged teenagers and young adults to deal with central aspects and mechanisms of the Holocaust and their manifold implications for victims, bystanders and perpetrators, by eliciting their reactions to the acting and by allowing them to influence the outcome of the action. Ten performances in secondary school as well as in lyceums were planned all in all.	Zurich
2015	Learning from the lives of Jewish child refugees in Switzerland (teaching materials)	Teacher training college Northwestern Switzerland (FHNW)	Getting familiar with the lives and biographies of Jewish children who were admitted into Switzerland as refugees. Exemplary case studies with commentaries, presented by the teachers in the context of Holocaust education.	Aargau
2015	Holocaust memorial day, civic responsibility and moral courage in people (theme week)	High school (cantonal school) Seetal	World War Two, the Nuremberg Trials and the Universal Declaration of Human Rights are taught in History class in every secondary school. In this context, a theme week was organized shortly before Holocaust Remembrance Day.	Lucerne

Appendix 2: Main books and DVDs published since 2004

Articles are not listed. Some publications might belong to several categories

Upon joining the IHRA in 2004, Switzerland drafted a comprehensive report

A) Memoirs of Holocaust survivors

Series "Memorien von Holocaust-Überlebenden" (Kontaktstelle für Überlebende des Holocaust)

Weilová, Nina, *Auschwitz Häftling 71978* (vol. 1, 2009)

Brenner, Ernst, *Ich überlebte Theresienstadt* (vol. 2, 2009)

Lebovic, Peter, *Erinnerungen aus dem längsten Jahr meines Lebens* (vol. 3, 2009)

Fersztand, Jake, *Eine gestohlene Kindheit* (vol. 4, 2010)

Baumöhl, Sigmund, *Kindheitserinnerungen* (vol. 5, 2010)

Hirsch, Gábor, *Von Békéscsaba nach Auschwitz und retour* (vol. 6, 2010)

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1. Zum Gedenken errichtet

1.1. Gedenktafeln / Gedenksteine

Nr.	Name / Primäre Adresse	Ort	Form	Datum	Primäres Thema
D1	Carl Lutz	Kirche, Walzenhausen AR	Gedenktafel	17.09.1978	Zivilcourage
D2	Maurice Bavaud	Geburtshaus, Neuchâtel NE	Gedenktafel	14.05.1998	Zivilcourage
D3	Gertrud Kurz-Hohl	Ehemaliges Wohnhaus, Lutzenberg AR	Gedenktafel	1998	Zivilcourage, Flüchtlingspolitik
D4	William & Laure Francken	Gemeindehaus, Begnins VD	Gedenktafel	April 1999	Zivilcourage
D5	Jüdische Flüchtlinge	Vor dem Schloss, Caux VD	Gedenktafel	19.08.1999	Opfer, Flüchtlingspolitik
D6	Internierte Flüchtlinge	Ehemaliges Flüchtlingslager, Büren a.A. BE	Gedenkstein	16.09.2000	Opfer, Flüchtlingspolitik
D7	Internierte Patienten	Ehemaliges Lagerspital, Büren a.A. BE	Gedenkstein	16.09.2000	Opfer, Flüchtlingspolitik
D8	Fluchthelfer	Ehemaliger Unterschlupf, Le Brassus VD	Gedenktafel	23.08.2003	Zivilcourage
D9	Paul Grüninger	Ehemaliges Wohnhaus, Au SG	Gedenktafel	29.10.2005	Zivilcourage, Flüchtlingspolitik
D10	Paul Vogt	Kirche, Walzenhausen AR	Gedenktafel	2005	Zivilcourage
D11	Fred & Lilette Reymond	Ehemaliges Wohnhaus, Le Sentier VD	Gedenktafel	27.01.2006	Zivilcourage
D12	Flüchtlinge & Fluchthelfer	Tor am Grenzübergang, Diepoldsau SG	Gedenktafel	13.04.2009	Zivilcourage, Opfer, Flüchtlingspolitik
D13	Paul Grüninger	Polizei-Hauptgebäude, St. Gallen SG	Gedenktafel	22.08.2014	Zivilcourage
D14	Fluchthelfer	Seeufer, Le Pont VD	Gedenkstein	13.09.2014	Zivilcourage
D15	Maurice Bavaud	Vor der Schule, Bottens VD	Gedenkstein	27.09.2014	Zivilcourage
D16	Gertrud Kurz-Hohl	Gedenkstätte, Riehen BS	Gedenktafel	13.12.2014	Zivilcourage

1.2. Jüdische Synagogen- und Friedhof-Denkmale

D17	Opfer aus Buchenwald	Jüdischer Friedhof, Davos GR	Grabstein	06.09.1946	Opfer
D18	Jüdische Märtyrer	Jüdischer Friedhof, La Chaux-de-Fonds NE	Gedenkstein	02.10.1949	Opfer
D19	Jüdische Opfer	Jüdischer Friedhof, Basel BS	Gedenkstein	01.09.1950	Opfer
D20	Jüdische Märtyrer	Jüdischer Friedhof Oberer Friesenberg, Zürich ZH	Gedenkstein	1952	Opfer
D21	Jüdische Opfer	Jüdischer Friedhof, St. Gallen SG	Gedenktafel	06.09.1953	Opfer
D22	Jüdische Märtyrer	Synagoge CIG, Genf GE	Gedenkstein	14.06.1964	Opfer
D23	Jüdische Märtyrer	Jüdischer Friedhof, Veyrier GE	Gedenkstein	26.09.1965	Opfer
D24	Jüdische Opfer	Synagoge, Fribourg FR	Gedenktafel	1974	Opfer
D25	Jüdische Opfer	Jüdischer Friedhof Or Chadasch, Zürich ZH	Gedenksteine	15.09.1985	Opfer
D26	Jüdische Märtyrer (Oskar Weiss)	Jüdischer Friedhof, Bern BE	Skulptur	09.11.1988	Opfer
D27	C. & S. Zagiell-Mokobodzki	Jüdischer Friedhof, Bern BE	Gedenkstein	05.05.1997	Opfer, Flüchtlingspolitik
D28	Jüdische Opfer	Jüdischer Friedhof, La Tour-de-Peilz VD	Gedenkstein	19.08.1999	Opfer
D29	Die Gerechten	Synagoge, Lausanne VD	Gedenktafel	17.12.2001	Zivilcourage
D30	„Mur de la Shoah“ (Isabelle Perez)	Synagoge GIL, Genf GE	Relief	13.03.2010	Opfer
D31	Jüdische Opfer (Dan Rubinstein)	Jüdischer Friedhof, Endingen-Lengnau AG	Skulptur	29.06.2014	Opfer

D32	Jüdische Märtyrer	Jüdischer Friedhof, Prilly VD	Gedenktafel	o.A.	Opfer
D33	Jüdische Opfer	Synagoge, Lausanne VD	Gedenktafel	o.A.	Opfer

1.3. Kunstwerke

D34	William Francken (Milo Martin)	Gemeindehaus, Begnins VD	Büste	27.09.1964	Zivilcourage
D35	Paul Vogt (Ueli Steiger)	Sonneblick, Walzenhausen AR	Büste	1988	Zivilcourage
D36	„Shoah“ (Schang Hutter)	Bundeshaus, Bern BE & Paradeplatz, Zürich ZH	Skulptur	1998	Opfer, Flüchtlingspolitik
D37	„Wings of Peace“ (Dina Merhav)	Parc de l’Ariana, Genf GE	Skulptur	1998	Opfer, Flüchtlingspolitik
D38	„Grüniger-Grab“ (Norbert Möslang)	Friedhof, Au SG	Grabstein	Herbst 2008	Zivilcourage
D39	„Forsaken“ (Rick Wienecke)	Gedenkstätte, Riehen BS	Relief	22.02.2011	Opfer, Flüchtlingspolitik
D40	„Rail Menora“ (Rick Wienecke)	Gedenkstätte, Riehen BS	Skulptur	22.02.2011	Opfer, Flüchtlingspolitik
D41	Maurice Bavaud (Charlotte Lauer)	Laténium-Park, Hauterive NE	Stele	13.05.2011	Zivilcourage
D42	E. Bärtschi/A. Fleig (Gunter Demnig)	Ehemalige Wohnhäusern, Kreuzlingen TG	Stolpersteine	08.09.2013	Zivilcourage

1.4. Gedenkstätten

D43	Gedenkstätte für Flüchtlinge	Ehemaliges Bahnwärterhaus, Riehen BS	Museum	22.02.2011	Opfer, Flüchtlingspolitik
D44	Appenzeller Friedensweg	Wanderweg von Walzenhausen bis Heiden AR	Wanderweg	In Planung	Zivilcourage

2. Zum Gedenken beschriftet

2.1. Plätze / Parks

Nr.	Name / Primäre Adresse	Ort	Form	Datum	Primäres Thema
D45	Grünigerplatz	Altstadt, St. Gallen SG	Platzschild	15.06.1996	Zivilcourage
D46	Louis-Häfliger-Park	Neu-Oerlikon, Zürich ZH	Parkschild	August 2003	Zivilcourage
D47	Anne Frank-Platz	Wohnquartier, Birsfelden BL	Platzschild	07.06.2009	Opfer

2.2. Strassen

D48	Gertrud-Kurz-Weg	Wohnquartier, Bern BE	Strassenschild	1993	Zivilcourage
D49	Carl-Lutz-Weg	Wohnquartier, Bern BE	Strassenschild	1994	Zivilcourage
D50	Grünigerweg	Wohnquartier, St. Gallen SG	Strassenschild	1994	Zivilcourage
D51	Paul-Grüniger-Weg	Neu-Oerlikon, Zürich ZH	Strassenschild	1996	Zivilcourage
D52	Gertrud-Kurz-Strasse	Neu-Oerlikon, Zürich ZH	Strassenschild	In Planung	Zivilcourage

2.3. Bauwerke

D53	Paul-Grüniger-Stadion	Stadtrand, St. Gallen SG	Gedenktafel	20.05.2006	Zivilcourage
D54	Paul-Grüniger-Brücke	Grenzübergang, Diepoldsau-Hohenems SG/AUT	Gedenktafel	06.05.2012	Zivilcourage