



# Foreign & Commonwealth Office

## International Task Force Country Report of the United Kingdom of Great Britain and Northern Ireland

### INTRODUCTION

1. The UK has long played a leading role internationally on Holocaust education, remembrance and research. In 1991 England was the first European country to make Holocaust education a mandatory subject within the history curriculum at all state secondary schools. The Nazi Gold Conference in London in 1997 was also a UK initiative, as was the creation of the Enemy Property Claims Assessment Panel (EPCAP) in 1999. We were an original signatory of the Stockholm Declaration of 2000 and a founding member of the ITF. In December 2010 we presented a comprehensive UK Country Report on Holocaust Education to the ITF Plenary meeting in Haifa.
2. The British government remains wholeheartedly committed to the principles and objectives of the Stockholm Declaration and the many supportive statements that followed it, including the Terezin Declaration of 2009. The government, like academic experts, survivors and non-governmental organisations, finds in the International Task Force a global platform for debate, discussion and collective action which powerfully reinforces what each country can do individually. A full list of the more than 40 institutions active in the UK can be found in the ITF's International Directory.

### 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?***

3. Successive governments have demonstrated strong and consistent support, both financial and political, to the national implementation of commitments which they have undertaken in various international conferences with a strong Holocaust theme, especially the Stockholm Declaration and the Terezin Declaration of 2009. Financial support has been essential to the growth and success of the various organisations working in the field of Holocaust education with both teachers and students; to the dramatic increase in the number and geographical spread of civic activities around the UK marking Holocaust Memorial Day; and to an increasingly determined and coordinated fight against antisemitism, prejudice and xenophobia more broadly.
4. This government commitment led to the creation of the post of UK Envoy for post-Holocaust Issues in 2010. The Envoy's primary objectives are to give greater strategic direction to the British engagement with the Task Force for International Cooperation on Holocaust Education, Remembrance and Research (ITF), the International Commission for the International Tracing Service (IC-ITS) and the European Shoah Legacy Institute (ESLI) as well as to address outstanding restitution issues. Post-Holocaust work figures strongly in the annual FCO Report on Human Rights around the world <http://fcohrdreport.readandcomment.com/>

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

5. The Stockholm Declaration of 2000 continues to inspire and stimulate a wide range of Holocaust-related organisations and activities throughout the United Kingdom. Since 1991 the Holocaust has formed a mandatory part of the history curriculum in England. In 2009 the Institute of Education (IOE) undertook the first national research into teacher aims and approaches towards teaching about

the Holocaust in England's secondary schools. The resulting findings have informed all in the field in the UK and raised pertinent issues overseas.

6. The welfare of Holocaust survivors, and the particular health problems they experience in their declining years, grows as a concern as they age. Organisations that arrange for survivors to visit schools are taking care that this demand does not place too great a burden on the survivors.
7. In parallel, second and third generation groups have been meeting more actively and organising speaking and educational events. Some are shadowing their parents at events and gradually replacing them. Many are now part of the '45 Aid Society for Holocaust Survivors <http://45aidsociety.co.uk/>. Other active agencies include the Holocaust Survivors Centre, the London Jewish Cultural Centre ([www.ljcc.org.uk](http://www.ljcc.org.uk)) and the Association of Jewish Refugees ([www.ajr.org.uk](http://www.ajr.org.uk)).
8. The obstacles to effective restitution of looted property, both real estate and cultural, put in the way by certain overseas governments, remain a persistent source of concern to British citizens, although a notable contribution to resolving these issues has been made by the UK Spoliation Advisory Panel: [http://www.culture.gov.uk/what\\_we\\_do/cultural\\_property/3296.aspx](http://www.culture.gov.uk/what_we_do/cultural_property/3296.aspx), which resolves claims for looted works in British public collections (for more details see below).
9. Antisemitism continues to be a challenge in the UK as in other European countries. Although not widespread there does seem to have been a rise in incidents of hate crime, that is to say verbal abuse and violent assault, often triggered by events and controversies in the Middle East. The British Government is determined to address these issues. It has been outspoken against calls for academic boycotts.

#### **HOLOCAUST RESEARCH**

10. Holocaust studies and research at universities and museums and in specialist archives is thriving up and down the UK. Notable is the 2011 move of the Wiener Library <http://www.wienerlibrary.co.uk/>, the world's oldest Holocaust research institution, to new premises in Central London, adjacent to the Pears Institute for the Study of Antisemitism at Birkbeck, <http://www.bbk.ac.uk/> and not far from the IOE's Centre for Holocaust Education <http://www.ioe.ac.uk/holocaust>, both within the University of London.

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

11. As provided for in the Stockholm Declaration, unfettered access to archives is essential for rigorous historical research. The Wiener Library has taken possession, with the help of government funding, of a digital copy of the International Tracing Service archive and as the ITS itself develops into a more versatile centre for documentation, information and research we hope that this will deepen the possibilities for ground-breaking research. The Association of Jewish Refugees has created the ground-breaking Holocaust testimony archive Refugee Voices and the Holocaust Research Centre at Royal Holloway, University of London <http://www.rhul.ac.uk/research/holocaust/> now houses the University of Southern California Shoah Foundation Institute for Visual History (USC-SFI) visual history archive. Both of these archives will ensure scholars and educators and students are able to continue to engage with those people who were part of the events of the Holocaust long after the survivors are gone. The Imperial War Museum in London has been, since 2000, home to the largest exhibition in Europe on the Holocaust <http://www.iwm.org.uk/exhibitions/the-holocaust-exhibition>. The Holocaust Centre in Nottinghamshire <http://holocaustcentre.net/> was granted museum status in 2011.

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

12. Government funding for university research is currently ring-fenced and is made available to universities for their discretionary use through the national funding councils, such as the Higher

Education Funding Council for England (HEFCE). Research on the Holocaust and related issues is not dependent on government funding, but there is growing interest in researching these subjects and since 2005 the Arts and Humanities Research Council (AHRC) has given at least £0.5 million in grants to support a wide range of Holocaust-related research activity. Furthermore, the Department for Education (DfE) is one of the core funders of world class research into Holocaust education undertaken by the IOE's Centre for Holocaust Education. The amount of public money going into Higher Education is on the rise, though it is difficult to provide a figure for the funding that finds its way into support for Holocaust research.

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

13. Within higher education there is a rich and vibrant research culture around Holocaust studies. There are a number of highly respected scholars working in UK universities, and students can further their learning about the Holocaust through various courses. For postgraduates there are degrees directly focused on the Holocaust, while a growing number of research students are studying the subject in centres at [Cambridge University](#), [Royal Holloway University of London](#), [University of Manchester](#) and [University of Leicester](#). There are no specific Professorships of Holocaust Studies because the custom in the UK has been for the study of the Holocaust to be deeply embedded in the study of European history. The University of Cambridge and Birkbeck, University of London, are working together with the University of Freiburg, the University of Konstanz, the Free University of Berlin and the Zentrum für Antisemitismusforschung at the Technical University of Berlin on a project: Promoting German Studies: Germany and the World: Cultural Exchanges and Mutual Perceptions, which includes a focus on antisemitism.

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

14. In the specific areas of restitution of art and property, the main British resource is the Commission for Looted Art in Europe [www.lootedartcommission.com](http://www.lootedartcommission.com), which is the only expert non-profit representative body world-wide dedicated to this issue. It formulates and negotiates policy internationally and works with families, museums and libraries across the world to identify and return looted cultural property. The Central Registry of Information on Looted Cultural Property 1932-1945 at [www.lootedart.com](http://www.lootedart.com) was set up by the Commission and provides in depth information and research from 48 countries and a database of over 25,000 missing and looted works. Another active player is the International Art and Antique Loss Register Ltd ("The Art Loss Register") [www.artloss.com](http://www.artloss.com) which is committed to identifying works of art dispossessed during the Holocaust era
15. Other key contributions come from the UK Spoliation Advisory Panel: [http://www.culture.gov.uk/what\\_we\\_do/cultural\\_property/3296.aspx](http://www.culture.gov.uk/what_we_do/cultural_property/3296.aspx) which resolves claims for looted works in British public collections, and from the UK museums, which had earlier undertaken and published provenance research under the guidance of the Spoliation Advisory Committee [http://www.culturalpropertyadvice.gov.uk/spoliation\\_reports](http://www.culturalpropertyadvice.gov.uk/spoliation_reports).

***How is research being used by governments or NGOs?***

16. The Holocaust Educational Trust works closely with researchers and academics to ensure that Holocaust educational resources used in schools are informed by the latest historical research. The Trust regularly invites researchers to present their findings to practicing teachers at seminars and training courses. In 2010 the Trust established a collaborative doctoral award in partnership with the University of Winchester to further promote the building of bridges between academic sector and NGOs.
17. As regards restitution research, British auction houses, such as Sotheby's and Christie's, endeavour to undertake provenance research of art works coming up for sale together with, and with the

assistance of, the Art Loss Register, <http://www.artloss.com/en>, set up by the auction houses and insurance companies to provide a database of stolen and now also looted cultural works.

18. The Association of Jewish Refugees <http://www.ajr.org.uk/> provides guidance and assistance to individuals on a range of restitution and compensation schemes.

## **HOLOCAUST EDUCATION**

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

19. In recent years Holocaust education has developed enormously in British schools. The Holocaust is today part of the National Curriculum for History in England for Key Stage 3; the majority of students will learn about the Holocaust in year 9 (age 13-14). Private schools and the growing number of state-funded academies and free schools are not required to adhere to the National Curriculum, but evidence suggests that the Holocaust is widely taught in these settings as well. Similarly, although the Holocaust is not a mandatory part of the curriculum in the devolved nations (Scotland, Wales, and Northern Ireland), there is a great deal of commitment from teachers to address the subject.
21. In 2008 the UK government and the Pears Foundation jointly funded a £1.5m three year national project to improve teaching and learning about the Holocaust in England's secondary schools. They established the Holocaust Education Development Programme at the Institute of Education (IOE). The IOE is the UK's foremost institute for education and practice, with more world class researchers in education than the rest of the top ten universities combined, according to the latest official audit.
22. In 2009, the IOE published the first national research into teaching about the Holocaust in England's secondary schools. This produced the first detailed empirical picture of Holocaust education in England's schools and identified the key issues and challenges faced by teachers in teaching about this emotionally-charged and complex subject. See the Research page at [www.ioe.ac.uk/holocaust](http://www.ioe.ac.uk/holocaust)
23. In direct response to these research findings, and drawing upon the expertise of leading Holocaust educators, the IOE then designed and delivered the world's first research-informed programme of teacher professional development in Holocaust education. Specifically designed to meet the challenges identified by the national research, the IOE's teacher development programme and its educational resources are uniquely responsive to actual classroom needs.
24. In 2011, the IOE launched the UK's first taught Masters level module in Holocaust education, which is offered to 40 teachers free of charge every year.
25. In 2012, in recognition of the overwhelming success of the programme and its contribution to Holocaust education in the UK, the university granted it Centre status and it became the IOE's Centre for Holocaust Education. Funding by the UK government and the Pears Foundation was increased to £4 million, allowing it to continue its national programme of teacher development and expanding the capacity of the Centre to offer a national programme of Initial Teacher Education; to undertake the first large-scale national study of young people's understanding of the Holocaust; and the establishment of a network of Beacon Schools in Holocaust education across the country.
26. *The Journey* exhibition at The Holocaust Centre is the UK's first and only primary school exhibition dedicated to teaching younger students about the Holocaust. Since opening in September 2008, approximately 9000 students have visited and learnt about the experiences of Jewish children who lived through the Holocaust and survived or who escaped from Nazi Germany before the war began. Through the use of survivor testimony, film, photographs and artefacts, *The Journey* provides a multi-sensory, immersive and interactive experience, aimed at engaging and enthusing younger learners in an exploration of this difficult area of history.

27. The London Jewish Cultural Centre launched its website *The Holocaust Explained* in January 2011. The website has been developed to appeal to students aged between 11-14 and includes a wide range of learning material, including timelines, and testimony addressing issues relating to the Holocaust: see [www.holocaustexplained.org](http://www.holocaustexplained.org)

The Anne Frank Trust currently has eight travelling exhibitions on the life and times of Anne Frank which visit schools, prisons, and public community venues: [www.annefrank.org.uk](http://www.annefrank.org.uk)

28. With significant funding from the Department for Education (in England) and the governments of Scotland and Wales, the Holocaust Educational Trust's *Lessons from Auschwitz* Project has expanded since 2007 into one of the largest Holocaust education programmes of its kind, anywhere in the world. Through this programme, more than 15,000 students aged 16-18 years old and their teachers have taken part in educational visits to Auschwitz-Birkenau as part of a four-part course about the history and contemporary relevance of the Holocaust. The fact that more than half of all schools in the country have taken part in this course to date has in turn created a growing interest in and demand for other Holocaust educational programmes, such as teacher continuing professional development courses and outreach visits by Holocaust survivors into schools. In 2011, survivors spoke in more than 350 schools across the UK.
29. In December 2010, on the basis of the IOE's groundbreaking national research, the United Kingdom became the first country to thoroughly review its Holocaust Education Report to the ITF, resubmitting it at the plenary meeting in Haifa  
<http://www.holocausttaskforce.org/education/holocaust-education-reports.html>

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

30. Certain trends in the education sector may potentially have unintended negative consequences which could affect the teaching of the Holocaust. According to the IOE's national research referred to at paragraph 21 above, teachers complain that the biggest challenge they face is a lack of teaching time. Although study of the Holocaust is mandatory at Key Stage 3 (ages 11 – 14) in history, increasingly the curriculum is being compressed into two instead of three years – meaning the Holocaust is either taught at a young age or missed out entirely. In addition there is a growing number of Academies that are not obliged to follow the national curriculum, and so in some instances they may avoid teaching about the Holocaust. The IOE's research also found that while some teachers demonstrated very detailed specialist subject knowledge, for others knowledge of the Holocaust is perhaps drawn largely from popular rather than academic discourse. Furthermore, while 94.7% of all teachers who responded to the IOE's survey and had experience in this area considered it would always be important to teach about the Holocaust, still 41.7% said it was difficult to do so effectively, reporting factors such as managing effective cross-curricular co-operation, dealing with emotional content and responding to some students' misunderstandings and prejudice. The IOE's national programme of teacher development is specifically designed to support teachers in meeting these challenges. Looking ahead, England is currently undertaking a curriculum review; potentially this could mean changes to when and how the Holocaust is taught.

***Have any changes occurred in recent years as a result of the membership in the ITF? Have any programmes or projects made use of advisory papers produced by the ITF or the EWG?***

31. The educational principles published by the ITF underpin much of the educational output of a range of Holocaust education organisations. These include the papers relating to what, when and how to teach about the Holocaust, as well as guidance produced on teaching about the Holocaust and other genocides. Organisations also make use of the materials relating to visiting authentic and memorial sites. These documents are widely used in providing professional development for teachers.

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

32. Yes, the IOE's Centre for Holocaust Education research referred to in paragraph 21 above. This was based on responses to a survey of more than 2,100 teachers and in depth interviews with a further 68. The findings are now directly informing the IOE's world class professional development, as well as informing the practice of others working in the field of Holocaust education. Furthermore in-depth evaluation of the impact of this professional development has been carried out. The IOE has also conducted extensive evaluation for the Holocaust Educational Trust's Lessons from Auschwitz Project and IOE staff have acted as consultants and advisors to a number of other organisations on the basis of this groundbreaking research.

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

33. Although the events of the Holocaust did not take place on mainland Britain there are still issues pertinent to our own history that need thorough examination. Questions arise relating to government policy towards refugees prior to the events of the Holocaust, as well as the events that took place in the Nazi occupied Channel Islands. Added to this, as revealed in the IOE research, we face the ongoing challenge of ensuring that the specificity of the Holocaust is understood - ie that the Holocaust was the attempted annihilation of all European Jewry. New research shows the importance of understanding how the Holocaust unfolded across Europe, and yet many schools continue to take an Auschwitz-centric approach.

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

34. The Holocaust is normally taught in the context of the Second World War. Within this teachers are able to choose which elements they wish to cover. Because the IOE's research revealed a lack of teaching about Britain's relationship with the Holocaust, the Holocaust Educational Trust has recently developed resources such as its "British Responses to the Holocaust" pack- available free of charge to all teachers in the UK. Additionally, as there is a trend towards teaching the Holocaust in primary schools, teachers are increasingly encouraged to teach about topics such as the *Kindertransport*, which is a strand of Britain's involvement in the Holocaust which is more appropriate for younger students. Throughout the national Holocaust exhibition at Imperial War Museum London the narrative highlights news of the Holocaust reaching the outside world and so revealing what was known and when by Britain and the Allies. The recently updated IWM teaching pack 'Reflections' further provides lesson materials exploring whether Britain and the Allies could have done more to save the Jews in Europe.

**HOLOCAUST REMEMBRANCE**

**HISTORIC AND MEMORIAL SITES, MEMORIALS AND MUSEUMS**

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

35. There are a number of Memorial Sites in the UK, many the result of private or community initiative, but no significant recent changes in relevant planning laws or regulations.

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

36. The national UK Holocaust memorial was created in London in 1986, at The Dell in Hyde Park, and an annual remembrance service is held there. Two statues at Liverpool Street Station commemorate the Kindertransport and recognise the efforts of the British government and of individuals and organisations involved in bringing 10,000 unaccompanied, mostly Jewish, children from Central Europe. Also dedicated to the Kindertransport is a plaque situated inside Parliament unveiled by the Speaker of the House of Commons in 1999. There are a number of trees planted and plaques erected to commemorate victims of the Holocaust around the country e.g. The British Library has a

tree dedicated to the memory of Anne Frank. The Holocaust Centre near Newark also acts as a place of remembrance and has a large rose garden where individuals and communities are remembered.

***Has there been a significant increase or decrease in historical sites or memorials? If so, has that affected the methods used to identify or mark historical sites and memorials?***

37. The permanent Holocaust Exhibition at the Imperial War Museum in London opened in 2000. There has been some growth in the number of memorials and museums reflecting the events of the Holocaust. These include the new gallery at the Jewish Museum in London; Holocaust related exhibits at Imperial War Museum North, as well as the granting of museum status to the Holocaust Centre in Nottinghamshire. More recently we have seen the development of the Lake District Holocaust Project, and its exhibition, "From Auschwitz to Ambleside", which commemorates the first group of 300 child Jewish Holocaust survivors. This is a new permanent exhibition archive and research facility based in Windermere, Cumbria, UK, close to the actual site of Calgarth Estate, the first home for the children in Britain. See [www.anotherspace.org.uk/a2a/](http://www.anotherspace.org.uk/a2a/)
38. In 2008 the British Foreign and Commonwealth Office unveiled a plaque commemorating the lives and actions of the British officials who issued visas to Jews seeking to flee Nazi Europe. In his home town of Highbridge in Somerset, there is a statue to Frank Foley, the British official in Berlin who acted against government instructions to provide visas and escape routes from Germany. And the West London Synagogue have arranged for a memorial to him to be erected in the Hoop Lane Cemetery in north London.

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

39. Although there are no historical sites relating to the Holocaust on the UK mainland, there are sites connected with the Nazi regime to be found on the Channel Islands. Publications relating to these sites exist.

#### **CULTURES OF REMEMBRANCE**

***Have there been any developments in how your country marks official commemoration days of the Holocaust and/or Nazi crimes? Has there been any change in the legal mandate for a commemoration day of the Holocaust and/or Nazi crimes?***

40. The Holocaust Memorial Day Trust ([www.hmd.org.uk/](http://www.hmd.org.uk/)), a charity which was established with government funding in 2005 and of which HM The Queen is Patron, organises each year the events on and around 27 January that mark Holocaust Memorial Day. Annex I sets out the work of the HMDT in greater detail but in summary the number of events has grown from 266 in 2006 to 1,400 in 2012. In addition to remembering victims of the Holocaust, the Holocaust Memorial Day Trust also commemorate subsequent genocides (Cambodia, Rwanda, Bosnia and Darfur) through their activities.
41. The Jewish community continues to mark Yom Ha'Shoah (Day of the Holocaust) on 27 Nissan, in the Hebrew calendar, both nationally at an event at the Holocaust memorial in Hyde Park and locally in synagogues around the country.
34. In 2010, the Government created a national award for British Heroes of the Holocaust in recognition of 25 British citizens who worked to aid and rescue Jewish people and other persecuted groups during the Holocaust. The award is a solid silver medallion, and bears the inscription "in the service of humanity".

***Has there been any change in what groups or organisations are involved in the commemoration events? Has there been any change in who attends the commemoration events?***

35. Over recent years a wider range of organisations has been getting involved in commemoration events. For example, this year there were events across the UK organised by, among others, local authorities, prisons, schools, libraries, community organisations and charities, police forces and interfaith organisations.

***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?***

36. Since the end of the First World War an annual nationwide commemoration of remembrance has been held. This is marked on the 11<sup>th</sup> November each year with a two minute silence and on the closest Sunday veterans groups and serving soldiers march in London. 'Remembrance Sunday' recalls the contribution of British and Commonwealth military and civilian servicemen and women in both World Wars as well as later conflicts. The focus of the event is on remembering servicemen and women, so the Holocaust is not normally mentioned.

#### **HOLOCAUST DENIAL AND OTHER HATE CRIMES AND THEIR RELATION TO ANTISEMITISM**

***Has there been an increase/decrease in Holocaust denial and/or antisemitism in your country. Could you give an explanation for this increase/decrease?***

37. Until recently the Community Security Trust <http://www.thecst.org.uk/> was the only national organisation in the UK that tried to record and analyse incidents of antisemitism and hate crime. As part of the Government's commitment to tackling antisemitism, the Home Office (a government ministry) took over formal responsibility from 2011 for producing government statistics on these matters.
38. Fuller details of the CST's findings are to be found on their website, <http://www.thecst.org.uk/docs/>, but in broad terms there does seem to have been some increase in antisemitic incidents in recent years, although it is probably too soon to distinguish clearly between the real rise and the consequences of new reporting and monitoring mechanisms.

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

39. Yes. 13,276 people came before the UK courts for such crimes in 2010-11. Many cases involved assaults or verbal abuse, and most were racially-motivated. Of the cases that concluded last year, more than 80% resulted in convictions. The prosecutions total is the highest since hate crime statistics were first compiled in 2005-06.

***Are there any developments in content and methods of Holocaust denial based on statistics/reported crimes/media?***

40. The internet (in particular Facebook and Twitter) is used as a forum for hate speech, Holocaust denial and antisemitic material. Currently there is no specific data on incidents of Holocaust denial in the UK.

***Are there any developments in governmental responses to Holocaust denial and antisemitism?***

41. A revised Government plan to tackle hate crime was launched in March 2012, and provides inter alia for ongoing financial support for a number of projects, some of which might be seen as addressing the antecedents to hate crime. These include: the Anne Frank Trust UK to develop programmes to challenge intolerance and stereotyping, the Jewish Museum to develop secondary schools' programmes against antisemitism; Searchlight Educational Trust to combat the English Defence League narrative; the European Institute for the Study of Contemporary Antisemitism and the Cross Government Working Group on Antisemitism. See (<http://www.homeoffice.gov.uk/publications/crime/hate-crime>). The work of the Cross-



Government Working Group on Antisemitism, which continues to meet quarterly, has ensured a more joined-up government approach to tackling emerging trends in antisemitism.

42. A second ministerial Seminar on Personal Harm on the Internet was held in Parliament in July 2011, at which representatives of the police, internet industry, victims' groups, civil servants, Press Complaints Commission, OFCOM and others, briefed government ministers with responsibility for Equalities and Criminal Information, Communities and Local Government and Culture, Communications and Creative Industries on the growth of online hate, and in particular of antisemitism and Holocaust denial. Plans to take this forward with Ministers are in place.
43. The Inter Parliamentary Coalition for Combating Antisemitism (ICCA) Task Force on Internet Hate held a hearing in the House of Commons in November 2011, and having widened its remit to include all forms of online incitement to hate, held a second meeting on 8 May 2012 at Stanford University, Palo Alto California, with representatives of Facebook, Google and Twitter. They have now established a permanent Anti Cyberhate Working Group to agree realistic procedures to tackle the issue, and will reconvene in New York in September 2012. The press release and resolution are available at: [www.antisemitism.org/home/news/icca-facebook-google-agreement/](http://www.antisemitism.org/home/news/icca-facebook-google-agreement/). The ICCA now plan a conference on Combating Antisemitism, for Members of the European Parliament, in Brussels on 21 June 2012.

### **Conclusions**

44. The Stockholm Declaration is as valid now as it was in 2000. The commitments which the British Government so willingly accepted then are still accepted by all political parties in the UK Parliament and in the devolved administrations. Outside of government, the strong and striking development and commitment of those organisations working in Holocaust education, remembrance and research has continued. The sharing of this expertise is not limited to the UK, as many of these organisations also play a role in sharing best practice internationally. It is the objective of the British government, supported by civil society, to ensure that meaningful and accurate understanding of the events of the Holocaust continues to be of importance in British society. We should be happy to provide further information about the work of the more than 40 organisations active in the UK.

October 2012