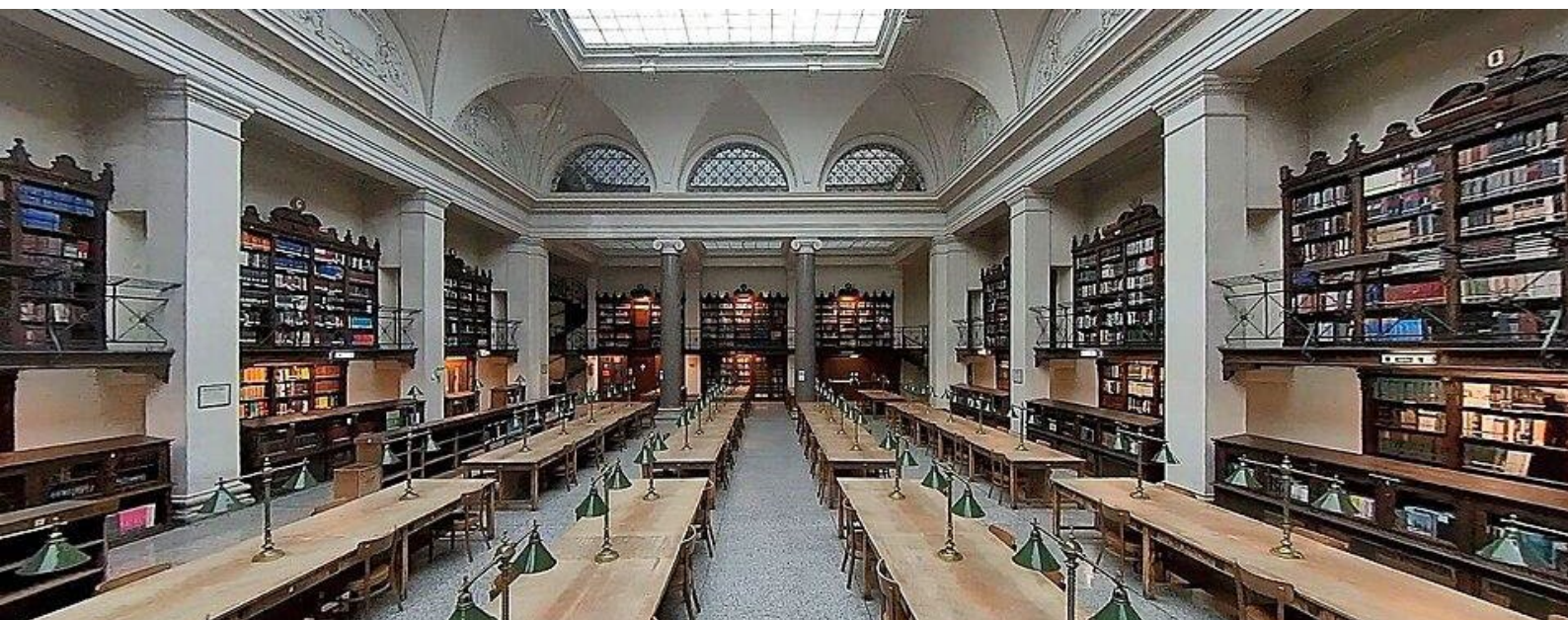




CHILDREN'S UNIVERSITIES, OPEN
SCHOOLING, AND THE FORMATION
OF LOCAL MEMORIAL LINKS FOR
EUROPEAN REMEMBRANCE

CU
REMEMBER

Deliverable D8.1
Co-Creation Report



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1. Introduction

In this work package (WP8) the Verein GEDENKDIENT (AHMS), examined the concept of Co-Creation in the context of remembrance culture. In coordination with the CU REMEMBER consortium, Co-Creation was approached through two key dimensions: first, by bringing together diverse stakeholders to engage them in dialogue and joint action; and second, by identifying existing best practice Co-Creation models which are applicable to the project's target age groups, as well as developing new ideas for fostering inclusive and accessible participation in a shared culture of remembrance. Co-Creation was additionally approached on three complementary levels: 1) local level, 2) organizational level and 3) transnational level.

Furthermore, it was important for the GEDENKDIENT to promote Remembrance Education¹ as defined by the Consortium partners. During the events, the focus was on practices that not only convey knowledge about the Holocaust to the young target group, but also empower them to actively shape a culture of remembrance through Co-Creation. WP8 was carried out in parallel with WP10 as well as WP11, which GEDENKDIENT both consider examples of inspiring practice of a remembrance project built on Co-Creation principles. In WP10, the partners from UNIVIE collaborated with two classes from the Gymnasium am Augarten to produce their own remembrance projects by creating biographical short films portraying the lives of Jewish and politically persecuted individuals who had been expelled from the University of Vienna following the so-called Anschluss of Austria to the Third Reich in 1938. It is worth noting that the Gymnasium am Augarten actively contributed in the first Co-Creation workshop of WP 8.

2. Co-Creation Workshop-Series

Workshop 1: „How-to-Grätzl Remembrance“

In September, the first of three evening events within the WP8 Culture of Remembrance – Co-Creation took place. Under the title “How-To Grätzl-Remembrance”, a wide range of actors from Vienna's memory culture came together. The term “Grätzl” is a specifically Viennese dialect expression referring to one's immediate surroundings or a neighborhood social structure within the urban context. This phrasing was chosen to highlight a focus on a decentralised and local culture of remembrance. A decentralised culture of remembrance counters the belief that the Holocaust took place solely behind the walls of concentration camps. It shows that Nazi terror took place in the midst of society and left its mark in many places throughout the city. As a subsequent, the second event focused on how exactly unremembered stories and places can be discovered in one's immediate neighbourhood. From an

¹ The term was introduced by us to broaden the term of Holocaust education in a two-fold way. 1) we wanted to highlight that the Holocaust is a contested term and sometimes falls short to include other crimes of nationalsocialism besides the genocide of the European jews, such as the genocide of Roma and Sinti, the persecution of perceived sexual deviance, the persecution of people with mental and physical disabilities, the persecution of political opponents, the exploitation of forced labourers, etc. 2) We also wanted to highlight that we perceive a meaningful part of historical and political education, the connection of the past to the present, which we subsumed as remembrance culture. This means that remembrance culture should be a crucial part of education on the topic of national socialism.

educational perspective, it is worth noting that examining the everyday environment has the potential to engage learners in historical events in a more meaningful way.

Contributing Partners

The first workshop of the Co-Creation series focused on local remembrance projects, particularly on the history of National Socialist persecution and displacement. During the event, GEDENKDIENST connected several local remembrance initiatives (listed below) with one another and made their work more visible to the broader civil society. Participants explored opportunities for joint projects and civic engagement, discussing how individuals and grassroots actors can contribute with their own ideas and initiatives to the landscape of remembrance within their own neighbourhood. The following partners contributed with their theoretical and practical expertise to the knowledge exchange during the event and co-created a guide for non-experts interested in launching their own remembrance projects, which will be further elaborated below.

trafo.K

trafo.K has been engaged in critical knowledge transfer for over 25 years, with a particular emphasis on sociopolitical issues. One focus is on involving apprentices and school students in the local remembrance of the Holocaust through artistic and creative methods. trafo.K uses the co-creation approach in many of its memory-related projects. For example, in close collaboration with school children, they curated an exhibition on the city's Nazi past at the Sankt Pölten City Museum. With the partners of trafo.K, GEDENKDIENST have succeeded in attracting new stakeholders to the project who are experts in memory projects with a co-creation approach. Further details on the co-creative trafo.K projects are provided on the CU REMEMBER blog, which features insights into the KremsMakesHistory projects. You can access the blog post here: <https://eucu.net/blog/kremsmakeshistory/>

Gedenkstätte Karajangasse

Since 1999, the Karajangasse Memorial has commemorated the Nazi involvement of the building, which now houses the Gymnasium am Augarten secondary school. Through ongoing research and art projects, the memorial site is continuously being reimagined, with students playing an active role in this process. Over many years, the school has not only involved students but has given them active, self-determined roles in both historical research and the creation of exhibition content. During preparatory talks, the memorial's coordinator expressed a desire to strengthen connections with other remembrance initiatives in Vienna, which is something that this event was successfully able to achieve.

Herklotzgasse 21

Founded in 2007, the Herklotzgasse 21 project aims to make visible the once strongly Jewish working class presence in Vienna's 15th district. This history had largely been forgotten, but it has been thoroughly documented since the start of the project. The project's initiators initially stumbled over the history of the Herklotzgasse by accident and from there on the project steadily expanded, which was only possible through the Co-Creation practice of diverse parties. Through research projects, publications, exhibitions, collaboration with contemporary witnesses, artistic interventions, and engagement with local residents, the project has helped – and continues to help – foster a vibrant culture of remembrance within the Grätzl.

AK Gedenkrundgang

Since 2003, the AK Gedenkrundgang has organised guided walks through various districts of Vienna to commemorate the antisemitic pogroms of 1938. These pogroms occurred with broad public participation in Austria and were long obscured by the post-war victim narrative. The initiative aims to foster a sensitive culture of remembrance dedicated to the victims without pompous staging or political instrumentalisation. Every year the organization offers an open platform for an interested public to come together to do research on one of the district's histories. After this year-long process a memory walk is being developed for the respective district. All the materials are available to the wider public beyond the memory walk supporting remembrance on a local level.

Civil Society Multipliers

The event also drew visitors from civil society who serve as multipliers in their areas of work. For instance, a youth worker from a Viennese center for young queer people is exploring ways to enhance the historical and political awareness of the young adults they support, many of whom come from precarious family situations.



Formats and Outcomes

During the World Café, the partner organisations engaged in direct dialogue with participants and presented their work. This was followed by a “Silent Discussion”, the results of which were later discussed in a plenary session. Main agreements of the discussion were that remembrance work within a Grätzl should not only address the past but also create links to the present and to contemporary forms of struggle and activism. Participants emphasised the importance of diverse formats (both analogue and digital), intersectional perspectives, and the active involvement of younger generations. In preparation for the event, the organization GEDENKDIENT (AHMS), together with the partners (trafo.K, Gedenkstätte Karajangasse, Herklotzgasse 21, AK Gedenkrundgang) created a practical guide for non-experts interested in launching their own remembrance projects. This document was distributed to participants during the workshop, published as a blog post on the CU Remember website and can be found in the annex of this document!

Workshop 2: „How to Geschichte selbst erforschen“

In October, the second workshop focused on how non-experts, meaning people without any formal historical training, can independently research victims, perpetrators, and sites of the Holocaust. It built on the first event, “How-To Grätzl-Remembrance”, which introduced participants to the process of launching their own remembrance projects. The second event centered on co-creating activities between academic experts and practitioners in knowledge transfer, with the aim of empowering private individuals, and especially teachers, to begin their own research and to contribute to a broader culture of remembrance that seeks to make historical knowledge widely accessible.

Empower to Research - the first step in your Co-Creation project

The workshop aimed particularly at fostering remembrance in two areas: everyday life and schools. On the one hand, participants were encouraged to explore the historical embeddedness of their immediate surroundings. This included reflecting on questions such as whether apartments in their buildings had been aryanised during the Nazi period or how their own family histories might have been entangled in National Socialist terror. This provided help for participants to start their own research projects and remembrance initiatives. On the other hand, the event specifically addressed teachers by presenting research tools that are especially well-suited as low-threshold learning instruments in the classroom. As the student’s feedback for the 1st Cycle of the Austrian MemorialLinks Pilot (WP10) has shown, enabling students to do their own research is essential in fostering their curiosity on this subject and serves as a motivating factor, when it comes to working on their own remembrance projects. A special highlight at this point is the online tool Memento (<https://www.memento.wien/>), which was presented during Wolfgang Schellenbacher’s lecture from the Documentation Centre of Austrian Resistance (DÖW). Memento is an accessible online platform showcasing the fates of Viennese people persecuted and displaced during National Socialism. It is well suited to connect the digital world with everyday life, enabling users to explore digitally retrieved locations and then visit them on-site – a format that is particularly suitable for educational work with school classes. An essential part of the event was the practical exploration of the research tools presented. The experts were available to answer questions, provide support with the tools, and assist with initial research attempts. The aim of

this interactive phase was not only to provide participants with theoretical information, but also to introduce them to the tools in a practical and immediate way.

By making historical research more accessible to newcomers and engaging teachers as multipliers to bring Remembrance Education into schools, this event successfully contributed to a pluralistic, Co-Creation-based culture of remembrance.



Workshop 3: „Approaching the Issue of Perpetratorship”

The aim of the event was to lay both the historical and didactic foundations for the subsequent bilateral meeting between the two Memorial organisations, Deina from Italy and GEDENKDIENTST from Austria, during which the creation of a joint study trip for young adults was planned. The public event addressed two key aspects of Nazi perpetratorship:

First, it highlighted the transnational dimension of Nazi perpetratorship. Nazi perpetrators like Odilo Globocnik, who held high positions in what is now Austria, Poland and Italy underline the need for cross-border cooperation. These transnational biographies therefore bear the opportunity to foster a genuinely international culture of remembrance that challenges nationally confined narratives of remembrance.

The second focus concerned educational approaches to addressing Nazi perpetratorship. Our speakers, Birgit Hulka and Sarah Wild, both students at the University of Vienna, shared their expertise in teaching this topic while also reflecting on their own experiences as learners during visits to the former Ravensbrück concentration camp. Their input demonstrated an approach that transcends the

traditional boundary between educators and learners and showed how Remembrance Education can profit from such a genuinely multiperspective approach.



Key Insights from the Discussion

An open discussion followed, encouraging participants to share their own experiences with teaching about Nazi perpetratorship.

The key outcome for the CU REMEMBER project was that while addressing specific perpetrators can be useful, this should not obscure the fact that broad segments of society were involved in or benefited from Nazi crimes—for example, through direct or indirect profit from Aryanization. For the 7–12 age group, it is not advisable to focus on perpetrators, as understanding their motives and agency is highly complex. Instead, it is more meaningful at this age to establish foundations of respect and tolerance and to foster solidarity with victims. This approach ensures that when education about perpetrators is introduced for ages 12–18, it does not risk fostering problematic identification with them.

Kick-Off of Cooperation between Deina and Studienfahrten.at

The following day, on 26 November, there was an internal meeting between the working group *Studienfahrten.at* of the Verein GEDENKDIENT and the Italian organization Deina, a key stakeholder in CU REMEMBER. Both organizations share similar goals and practices: conveying historical knowledge and raising contemporary awareness through locally rooted remembrance work, particularly via study trips to Holocaust memorial sites throughout Europe. Having gotten to know each other over the course of the project, the two groups decided to initiate a cooperation in the form of a joint study trip for young adults.

The meeting itself was shaped by the challenge of establishing common ground and developing mutual vocabulary. This productive process was enriched by Katharina Wurzinger's lecture the previous day, which highlighted the intertwined histories of fascism and Nazism, as well as the personal connections, tensions, and differing memory cultures that continue to shape both contexts. Building on these discussions, the participants further conceptualized a programme for a joint Italian-Austrian study trip to memorial sites in both countries. The aim of this initiative is to bring together young people from Austria and Italy, foster mutual understanding, strengthen transnational ties, and perhaps even lay the groundwork for future collaborations.



3. Co-Creation Learnings

Voluntary Participation and Mutual Benefit

Genuine Co-Creation requires the voluntary involvement of all participants. Co-Creation can only unfold meaningfully when everyone involves benefits from the process, though not necessarily in the same way.

Broadening the Understanding of Expertise

Another important learning concerns the understanding of expertise. Recognize that expertise is not limited to academic degrees. Every participant brings their own unique perspective and form of expertise. For low-threshold events with a focus on Co-Creation it can even be an advantage to invite people who are not academic specialists such as practitioners, students or community members to speak. Acknowledging gaps in one's knowledge fosters an environment in which audience members are motivated to contribute their experiences and perspectives. When an expert appears to "know everything," it can unintentionally discourage participation and hinder open dialogue.

Value of Diversity in Co-Creation

Co-Creation thrives on diversity. Participants from different disciplines and backgrounds, historians, publicists, artists, pupils, students, and others bring a wide array of skills, interests, and perspectives that serve as powerful resources. The first event made especially clear how much organizations benefit from such heterogeneity.

Working with Peer-Groups and Sensitivity to Capacities

When working with children and adolescents, it is essential to recognize and embrace differences within peer groups. Not all children have biographical connections to Austria during the Second World War, yet they may relate to these histories in other meaningful ways. A local-history-based approach reduces the risk of Othering and helps avoid overwhelming students. At the same time, Co-Creation must remain sensitive to the emotional and cognitive capacities of younger participants. Research into family histories or histories of extreme violence must be guided with care, appropriate warnings and responsible educational support.

Age-Appropriate Approaches to Difficult Histories

This WP also developed a shared strategy for addressing the topic of Nazi and fascist perpetrators. Explicit discussions of perpetrators should be reserved for the target age group 12-18. Co-creation with younger children (ages 7-12) should instead foster values such as tolerance, empathy, and solidarity. This can be effectively achieved through the biographies of Holocaust survivors. As emphasized by preschool teacher and Holocaust educator Julia Netter in the WP7 handbook, educational work with this age group should focus on the early stages of the persecution – the disenfranchisement, expropriation and expulsion.

Transnational Co-Creation and the Need for Shared Ground

Co-creation in transnational contexts requires both linguistic and conceptual translation. The collaboration between Austrian and Italian partners highlighted the importance of building shared understanding when dealing with intertwined histories of Fascism and Nazism. While the transnational perspective enriched the work and fostered a shared sense of historical responsibility, the cooperation

also demonstrated the need for a common vocabulary and reciprocal understanding of each other's historical narratives.

The Importance of Low-Threshold Settings

Non-formal environments significantly facilitate engagement. Hosting all events at the community space Nachbarschaftslokal Gretl contributed to a welcoming atmosphere distinct from more formal institutions such as universities. The choice of short evening formats made it easier for people with daytime commitments to participate without feeling burdened by extensive time requirements.

Integration of Co-Creation Across Work Packages

Finally, the in-depth examination of Co-Creation within this WP8 and the implementation of co-creation activities in WP10 and WP11 has influenced the shaping of the WP7 handbook. Insights gained in practice were not only documented but actively integrated into broader project strategies, reinforcing the participatory foundation of the entire initiative.

4. Annex

This annex contains “10 Steps to start your own remembrance project”, a practical and comprehensive guide developed by GEDENKDIENT (AHMS) and the participating organisations trafo.K, Gedenkstätte Karajangasse, Herklotzgasse 21, AK Gedenkrundgang in the first WP8 workshop. The guide, written in German, was distributed to participants in all WP8 workshops and an English translation is available on the [CU REMEMBER website](#). It is designed to support non-experts in planning and carrying out their own remembrance initiatives.

10 Schritte zu deinem eigenen Erinnerungsprojekt

Wir haben das Wissen der hier vertretenen Initiativen sowie die Erfahrung des Vereins Gedenkdienst zusammengetragen. Daraus sind 10 Schritte entstanden, die dir als Orientierung dienen können. Sie sollen dir helfen, den Einstieg zu finden und einen Überblick zu bekommen.

1. Starte mit deinem Alltag

Frag dich: Welche Geschichten stecken im Gebäude, in dem ich lebe oder arbeite? Wer hat hier früher gewohnt? Warum trägt meine Straße ihren Namen – und hieß sie vielleicht einmal anders?

2. Vernetz dich

Recherchiere, welche Initiativen es in deinem Grätzl schon gibt. Nimm, wenn möglich, Kontakt auf: Welche Erfahrungen haben sie gemacht? Kannst du dort mitwirken?

3. Definiere dein Projekt

Was willst du erreichen? Soll das Projekt aktivistisch, bildungsbezogen oder beides sein? Wen möchtest du ansprechen? Überlege, mit wem du es umsetzt – und binde (auch andere) Menschen ein, die es betrifft.

4. Reflektiere dich selbst

Warum habe ich dieses Projekt gewählt? An wen möchte ich erinnern – und wen schließe ich damit unbewusst aus? Aus welcher Perspektive spreche ich? Wo fehlt mir Expertise, etwa in der Geschichtsforschung, Organisation oder Öffentlichkeitsarbeit? Wen könnte ich dafür ins Boot holen?

5. Barrieren abbauen

Damit möglichst viele Menschen teilnehmen können, achte auf Barrierefreiheit: einfache Sprache, mehrsprachige Materialien, barrierefreier Zugang zu den Orten usw. Inklusion ist ein Menschenrecht!

6. Recherchiere

Sprich mit Menschen, lies Texte oder frage in einem Archiv an – und achte auf die Herkunft deiner Informationen. Für Wien empfehlen wir etwa: [geschichtewikivien.gv.at](#), [memento.wien](#) oder [findbuch.at](#)

7. Hol dir Unterstützung

Du musst nicht alles können – such dir Expertinnen. Expertinnen können Historiker:innen oder Wissenschaftler:innen sein, aber auch Zeitzeug:innen, Schüler:innen, Nachbar:innen oder Künstler:innen.

8. Der Weg ist das Ziel

Es geht nicht nur um das Endprodukt, sondern auch um den Prozess. Beispiel: Gemeinsames Arbeiten mit Jugendgruppen kann selbst schon ein wichtiger Teil des Projekts sein.

9. Förderungen nutzen

Oft braucht es ein Budget. Informiere dich über Open Calls und Förderprogramme – etwa bei der ÖH, dem Nationalfonds, dem Zukunftsfonds, der Kulturstiftung der Stadt oder deines Bezirks oder Stiftungen.

10. An die Öffentlichkeit gehen

Mach dein Projekt sichtbar: über Presse, Social Media oder gezielte Einladungen.