FORMAT			
1. Name of resource	**Discover the past for the future: The role of historical sites and museums in Holocaust education and human rights education in the EU, Summary Report**		
2. Location	https://op.europa.eu/en/publication-detail/-/publication/d820f9b6-cc16-48f3-a44d-ff0e60325247/language-en		
3. Alternative location	https://fra.europa.eu/sites/default/files/fra_uploads/1792-FRA-2011-Holocaust-Education-Summary-report_EN.pdf		
4. Author[s]	European Union Agency for Fundamental Rights		
5. Publisher/producer/host	European Union Agency for Fundamental Rights		
6. Year	2011		
7. Suggested citation	European Union Agency for Fundamental Rights (2011). Discover the past for the future: The role of historical sites and museums in Holocaust education and human rights education in the EU, Summary Report. EFRA, available at https://op.europa.eu/en/publication-detail/-/publication/d820f9b6-cc16-48f3-a44d-ff0e60325247/language-en		
8. Languages in which available	English, French, German		
9. Geographic area resource relates to	Europe but with global relevance		
10. Does the resource relate to a specific time frame?			
11. Type	Report		Yes
	Toolkit/Framework/Roadmap		Yes
	Sign-post to other resource (database)		
	Case studies		
	Other		
12. If this is part of an initiative, what is the initiative?	See https://fra.europa.eu/en/project/2006/holocaust-and-human-rights-education "The European Union Agency for Fundamental Rights (FRA) conducted in 2009 the first Europeanwide research examining the contribution of memorial sites to Holocaust education and human rights education in the European Union… This Summary report provides selected findings, discussion points and recommendations derived from the research. The entire research findings, including methodology, are published in the main report, entitled Discover the past for the future – The role of historical sites and museums in Holocaust education and human rights education in the EU. On the basis of the research findings, the FRA has also developed: • a handbook for teachers providing information on how to make best use of visits to Holocaust related sites and exhibitions		

	for teaching about the Holocaust and about human rights; • an overview of good practices at Holocaust memorial sites across the European Union, aimed at supporting Holocaust-related sites and museums, as well as educators, in identifying ways to achieve a more thorough understanding of the Holocaust and of human rights among contemporary generations." (p.5-6)	

COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS

13. Explicit links to collections	Yes		
14. Explicit links to museums/libraries/archives	Yes		
15. Types of institutions the resource covers	**Museums**	X	
	Archives	X	
	Libraries	X	
	Other	X	
16. Does the resource relate to specific disciplines?	**Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology**	X	
	Science, natural history, technology, medicine, engineering, manufacturing		
17. If no explicit links to collections, justification for inclusion			

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT

18. Collections-related activities the resource relates to (mark all that apply)	
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, and that support sustainable development for example by targeting collecting to threatened forms of heritage in strategic ways	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	X
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage,	

and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	X
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	X
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	
iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	
vii. security, disaster preparedness and risk reduction	
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	X
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	X
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	X
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
AIMS AND CONTENT	
20. What issues does the resource aim to address?	**"This project aims to strengthen the link between reflection about historical events such as the Holocaust and reflection about the history of human rights and contemporary human rights issues. Moreover, this project aims to discuss problem areas historical sites are confronted with, to share good practice activities between sites, and to give practical guidance to teachers on how to best use historical sites for education about the Holocaust and about human rights... This Summary report provides selected findings, discussion points and recommendations derived from the research." (p.5-6)**
21. Intended audience of resource	[museums, those working with memorial sites, and educators]
22. Process of development	"The research involved: • an examination of the literature on Holocaust education and human rights education at Holocaust sites and museums; • a survey among ministries of all 27 EU Member States;

	• a survey among 22 memorial sites and museums dealing with the Holocaust; • focus group discussions with teachers and students in nine EU Member States; • on-site research at 14 memorial sites and historical museums and interviews with pedagogical experts and curators of these sites. The research was carried out by the Living History Forum in Sweden, with the assistance of academics and practitioners from memorial sites, museums and universities. The experts came from Germany, the Netherlands, Poland, Switzerland and the United Kingdom (UK), including historians, social psychologists and educators. Although most experts have a background in Holocaust education, some of them also have a background in human rights, anti-racist and intercultural education." (p.5)
23. Organisation/structure/contents	**1. A VISIT TO A HOLOCAUST-RELATED SITE SHOULD RAISE QUESTIONS AND NOT PROVIDE READY-MADE ANSWERS** **2. DEVELOPING A CULTURE OF SELF-CRITICAL HISTORICAL REFLECTION** **3. CLARIFICATION OF TERMS AND CONCEPTS** **4. FINDINGS AND CONCLUSIONS**
FRAMEWORKS	
24. Framework structure	The findings and conclusions in section 4 can be considered as a framework. These are presented under the following headings (p.11-13): How important are memorial sites and historical museums today? What is the special aura of sites of crime? What should be taught at memorial sites and museums? What are obstacles to successful teaching at sites? Which pedagogical approaches fit best? How to ensure that a visit to a site has a lasting impact? How to ensure that education programmes meet the interests of the visitors? What is the role of educators at sites? How well established is the field of human rights education? How developed are the links between Holocaust education and human rights education?
25. Relevant policy considerations	Yes
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)	
People (social sustainability)	X

Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	X
Partnerships	X
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)	
Gender perspectives	
North and South perspectives	
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs	
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	The resource is most closely related to SDG 4.7 (Education for Sustainable Development), SDG 4.A (provide safe, non-violent, inclusive and effective learning environments), SDG 10.2 (empower and promote the social, economic and political inclusion of all), SDG 11.4 (protect and safeguard the world's cultural and natural heritage), SDG 11.7 (provide universal access to safe, inclusive and accessible, green and public spaces), SDG 11.B (supporting Disaster Risk Reduction), which contribute towards SDG 16.1 (reduce violence and deaths everywhere), SDG 16.2 (preventing harm to children), 16.3 (promoting the rule of law), 16.6 (effective, accountable and transparent institutions), 16.10 (access to information and protect fundamental rights), and SDG 16.B (promote laws and policies for non-discrimination and sustainable development). As the resource can be used to inform educators' practice to support Education for Sustainable Development, it supports SDG 4.4 (skills for work). The resource highlights the need for partnerships between schools and heritage sites, supporting SDG 17.17 for multistakeholder partnerships.
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.4 By 2030, substantially increase the number of youth and adults who have relevant	Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship Increase in number of young people and adults in such programmes

skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs. Programs and processes in place to ensure the availability of a skilled workforce.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Number and proportion of education facilities that are child, disability and gender sensitive. Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all. Number and type of initiatives to improve effectiveness of learning environments. Support given to other education facilities to make them more inclusive and effective.
SDG 10. Reduce inequality within and between countries 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status. Numbers and proportions of people making use of collections in relation to the demographic of the local population. Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.

	Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.
	Number and types of partnerships that build relationships with marginalized groups, individuals and communities.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage	***11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage*** Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them. Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk. Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development. Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities. Increases in numbers of people accessing collecting institutions from different demographic groups. Measures taken to remove barriers to access green and public spaces. Extent of green space provided by collections institutions.
SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable 11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource	***11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a*** Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.

efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels	
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.1 Significantly reduce all forms of violence and related death rates everywhere	Collections development that relates to violent crime, and violence of all kinds, and the relationships between violence and mortality. Number of educational, awareness-raising and partnership programmes drawing on collections that aim to reduce violence and related mortality.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children	Collections development that addresses issues relating to child exploitation and violence. Number of educational, awareness-raising and partnership programmes drawing on collections that aim to reduce exploitation, trafficking and violence against children. Policies, plans and procedures in place to protect children from all forms of abuse, violence and exploitation.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all	Collections development that relates to the rule of law, equality before the law, and justice for all. Number of activities drawing on collections, for example educational, research and partnership activities, that promote the rule of law at national and international levels, and that promote a culture of lawfulness, and the right of all to justice.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.6 Develop effective, accountable and transparent	*16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services* Access to information, and accountability policies and mechanisms, in place. Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.

institutions at all levels	Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.
	Effective arrangements in place to fulfil legal and social obligations and responsibilities.
	Effective arrangements in place for transparent communication and reporting of institutional performance.
	Effective arrangements in place for transparent decision-making and accountability.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements	Adopt and implement constitutional, statutory and/or policy guarantees for public access to information. Plans in place, and plans implemented to enhance public access to information relating to collections. Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation. Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions. Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.B Promote and enforce non-discriminatory laws and policies for sustainable development	*16.B.1 Proportion of population [audience/users/non-users] reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law* Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.
SDG 17. Partnerships for the goals 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships	*17.17.1 Amount of United States dollars committed to public-private and civil society partnerships* Number and/or increase in number, and diversity of local, national and regional multi-stakeholder (public, public-private and civil society) partnerships that address the SDGs drawing on collections, or that otherwise involve collections-based organisations and institutions.

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13	14	15	16	17	