

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	
2. Location	https://fra.europa.eu/en/publication/2010/discover-past-future-role-historical-sites-and-museums-holocaust-education-and#TabPubOverview	
3. Alternative location		
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. EFRA, available at https://fra.europa.eu/en/publication/2010/discover-past-future-role-historical-sites-and-museums-holocaust-education-and#TabPubOverview	
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	
	Sign-post to other resource (database)	
	Case studies	Yes
	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 "In addition to this research report, the FRA is also publishing two handbooks: a guide for teachers on how to make best use of visits to Holocaust-related sites and a discussion book addressing issues relevant for the sites themselves, including case studies of educational approaches that seek to link education about the Holocaust with education about human rights." (p.3)	
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 research project investigated the role that European memorial sites, museums and exhibitions play with respect to Holocaust education and human rights education for students who visit these sites.” (p.9)
21. Intended audience of resource	[museums, those working with memorial sites, and educators]
22. Process of development	<p>“This research project... was conducted 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, several also have a background in human rights, anti-racist and intercultural education.</p> <p>The project involved:</p> <ul style="list-style-type: none"> • an examination of the literature on this topic; • a survey among ministries of all 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.” (p.9)
23. Organisation/structure/contents	<p>EXECUTIVE SUMMARY</p> <p>INTRODUCTION</p> <p>1. LITERATURE ON HOLOCAUST EDUCATION AND HUMAN RIGHTS EDUCATION AT SITES AND MUSEUMS</p> <p>1.1. Holocaust education</p> <p>1.2. Human rights education</p> <p>1.3. Conclusions</p> <p>2. PERSPECTIVES FROM MINISTRIES</p>

	<p>2.1. Ministries in charge of sites and museums 2.2. Questions posed 2.3. Official recommendations for human rights education 2.4. Institutions responsible for human rights awareness raising 2.5. Fostering projects in the sectors of Holocaust and human rights education 2.6. The role of memorial sites and museums in confronting the intolerance, racism and anti-Semitism of today 2.7. Encouraging visits to memorial sites and museums in the EU 2.8. Aims of visits to memorial sites by pupils 2.9. Good practice examples 2.10. Conclusions</p> <p>3. PERSPECTIVES FROM SELECTED HOLOCAUST SITES AND MUSEUMS</p> <p>3.1. The choice of Member States and institutions 3.2. Educational focus of the institutions 3.3. Numbers of visitors and target groups for educational work 3.4. Educational activities of the institutions 3.5. Duration of young people’s visits to commemoration sites and museums 3.6. Resources 3.7. Success factors of educational work 3.8. Challenges and obstacles to educational work 3.9. The main aims of educational work 3.10. Conclusions</p> <p>4. PERSPECTIVES FROM TEACHERS AND STUDENTS</p> <p>4.1. Conducting focus group discussions 4.2. Teacher discussions 4.3. Student discussions 4.4. Conclusions</p> <p>5. ON-SITE RESEARCH</p> <p>5.1. On-site visits 5.2. Memorial sites and museums visited 5.3. Organisations arranging study trips to Auschwitz 5.4. Comparison of pedagogical approaches 5.5. Holocaust education and human rights education – conclusions drawn from the on-site visits</p> <p>CONCLUSIONS BIBLIOGRAPHY</p>
FRAMEWORKS	
24. Framework structure	
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).
35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to</p>

<p>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</p>	<p>promote sustainable development.</p>
<p>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</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p>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</p>	<p>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.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>
<p>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</p>	<p>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</p> <p>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.</p> <p>Plans, policies and procedures in place for the</p>

	<p>identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>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.</p> <p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p>
<p>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</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>
<p>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 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</p>	<p><i>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</i></p> <p>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.</p>
<p>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</p>	<p>Collections development that relates to violent crime, and violence of all kinds, and the relationships between violence and mortality.</p> <p>Number of educational, awareness-raising and partnership programmes drawing on collections that aim to reduce violence and related mortality.</p>

<p>forms of violence and related death rates everywhere</p>	
<p>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</p>	<p>Collections development that addresses issues relating to child exploitation and violence.</p> <p>Number of educational, awareness-raising and partnership programmes drawing on collections that aim to reduce exploitation, trafficking and violence against children.</p> <p>Policies, plans and procedures in place to protect children from all forms of abuse, violence and exploitation.</p>
<p>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</p>	<p>Collections development that relates to the rule of law, equality before the law, and justice for all.</p> <p>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.</p>
<p>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 institutions at all levels</p>	<p><i>16.6.2 Proportion of the population [audience/users/non-users] satisfied with their last experience of public services</i> Access to information, and accountability policies and mechanisms, in place.</p> <p>Effective institutional arrangements, both for own working and for working in partnership with other sectors, in place.</p> <p>Plans and arrangements in place for extraordinary circumstances such as natural and human-caused disasters.</p> <p>Effective arrangements in place to fulfil legal and social obligations and responsibilities.</p> <p>Effective arrangements in place for transparent communication and reporting of institutional performance.</p> <p>Effective arrangements in place for transparent decision-making and accountability.</p>
<p>SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive</p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p>

institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements		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		<i>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</i> Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	