

FORMAT		
1. Name of resource	Excursion to the Past – Teaching for the Future: Handbook for Teachers	
2. Location	https://fra.europa.eu/en/publication/2010/excursion-past-teaching-future-handbook-teachers	
3. Alternative location	https://fra.europa.eu/sites/default/files/fra_uploads/1218-Handbook-teachers-holocaust-education_EN.pdf	
4. Author[s]	European Union Agency for Fundamental Rights	
5. Publisher/producer/host	European Union Agency for Fundamental Rights	
6. Year	2010	
7. Suggested citation	European Union Agency for Fundamental Rights (2010). Excursion to the Past – Teaching for the Future: Handbook for Teachers. EFRA, available at https://fra.europa.eu/en/publication/2010/excursion-past-teaching-future-handbook-teachers	
8. Languages in which available	English, Czech, Danish, Dutch, French, German, Italian, Lithuanian, Polish	
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 “Marking 60 years from the 1938 Pogroms, also known as Kristallnacht pogroms, the European Union Agency for Fundamental Rights (FRA) has launched a project on Holocaust Education and Human Rights Education. Initial pilot initiatives of video conferences between the Holocaust survivors and young people uncovered the relevance of the Holocaust for human rights learning for young people today. The FRA was granted an observer role in the Task Force for International Cooperation on Holocaust Education, Remembrance and Research (ITF) in and has based its work on Holocaust and Human Rights Education on the following ITF guiding questions: (1) Why to teach about the Holocaust? (2) What to teach about the Holocaust? and (3) How to teach about the Holocaust? The Agency has also harvested experiences and drawn on work of the Council of Europe and the Organisation for Security and Co-operation in Europe (OSCE) in this area. On this	

	<p>basis, the project sought to further explore the link between Holocaust education and human rights education, existing practice with regard to pedagogical concepts, methodology, practices at memorial sites and in museums, and the needs of teachers when developing classes on Holocaust and Human Rights Education. The project outcomes have informed wider EU policy processes, such as the European Framework of Key Competences for Lifelong Learning and the Europe for Citizens Programme; they have also facilitated dialogue on the Holocaust and Human Rights Education.</p> <p>The project contains commemorative, pedagogical, research and networking features, connecting to practitioners in the field.</p> <p>List of project activities</p> <ul style="list-style-type: none"> • Research 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 • Handbook for Teachers on Holocaust and Human Rights Education • Overview of emerging practice on Holocaust and Human Rights Education at original sites and in museums • Toolkit on Holocaust and Human Rights Education. • Network of teachers, memorial sites and museums and young people” (p.7-8)
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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?	“The Handbook for teachers provides teachers with inspiration and guidance on how they can best make use of visits to historical sites and museums to teach about the Holocaust and human rights.” (p.8)
21. Intended audience of resource	[teachers working with memorial sites]
22. Process of development	“The FRA would like to thank Anna-Karin Johansson and Christer Mattsson from the Living History Forum for developing the draft Handbook for teachers on the Holocaust and Human Rights Education, as well as those who supported them in this work: Jolanta Ambrosewicz- Jacobs (Jagiellonian University, Krakow); Wolf Kaiser (House of the Wannsee-Conference, Berlin); Paul Salmons (Institute of Education, University of London); Monique Eckmann (University of Applied Sciences of Western Switzerland); Barry van Driel (Anne Frank House, Amsterdam); Eva Fried, Birgitta Löwander Stefan Andersson, Christina Gamstorp, Max Sollinger, Bitte Wallin and Oscar Österberg (Living History Forum, Stockholm); and Verena Haug, (University of Frankfurt, Frankfurt am Main).” (p.4)
23. Organisation/structure/contents	Foreword Introduction What do teachers and students say? The Holocaust and human rights Human rights timeline with a focus on Europe The rise of the Nazis Setting the stage for the Holocaust From Nuremberg to The Hague Patterns of continuity An experience that makes a difference Structuring your visit to a memorial site The Holocaust and human rights as an educational subject Authenticity – a feeling of genuineness On your way to Auschwitz you may see nothing – unless you look closely What was lost in Rhodes Strong feelings upon visiting the sites The individuals behind the statistics Photographs provoke questions Perpetrators, victims and bystanders Investigating perpetrators and victims Bystanders – the silent majority Active participation promotes learning The multicultural classroom Open for discussion
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	X
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) and SDG 11.B (supporting Disaster Risk Reduction). These 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 focus on the need for partnerships supports SDG 17.17 for multistakeholder partnerships.

35. SDGs and SDG targets the resource helps advance	
<p>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 skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p>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</p>	<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 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><i>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</i></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 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>

	Extent of green space provided by collections institutions.
<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>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</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 forms of violence and related death rates everywhere</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>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</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>ensure equal access to justice for all</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 institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</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> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p> <p>Plans and procedures in place for public access to information relating to the operation and management of collections-based institutions.</p> <p>Complaint mechanism in place for public to use where public access to information and fundamental freedoms not supported or fulfilled.</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.B Promote and enforce non-discriminatory laws and policies for sustainable</p>	<p><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></p> <p>Number and proportion of policies that incorporate sustainable development considerations, in the full sense of recognizing all three of social, economic and environmental considerations.</p>

development					
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.			
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	