FORMAT			
1. **Name of resource**	**Human rights education at Holocaust memorial sites across the European Union: An overview of practices**		
2. Location	https://fra.europa.eu/en/publication/2011/human-rights-education-holocaust-memorial-sites-across-european-union-overview		
3. Alternative location	https://fra.europa.eu/sites/default/files/fra_uploads/1790-FRA-2011-Holocaust-education-overview-practices_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). Human rights education at Holocaust memorial sites across the European Union: An overview of practices. EFRA, available at https://fra.europa.eu/en/publication/2011/human-rights-education-holocaust-memorial-sites-across-european-union-overview		
8. Languages in which available	English		
9. Geographic area resource relates to	Europe but with global relevance		
10. Does the resource relate to a specific time frame?			
11. Type	Report		
	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 2008, marking 70 years from the November 1938 Jewish pogroms in Germany, the European Union Agency for Fundamental Rights (FRA) launched a project to explore the links between Holocaust education and human rights education, thereby contributing to the further development of educational practices, particularly in relation to the educational work at memorial sites and museums, as well as in schools… the FRA: facilitated meetings; conducted research; developed two practical manuals, one for teachers and another for policy makers and memorial sites and museums; and put together an online toolkit on Holocaust and human rights education, the latter in cooperation with the International Institute for Holocaust Research, Yad Vashem. These publications, as well as the network resulting from this project, listed below, have		

facilitated dialogue among human rights and Holocaust education practitioners.
• Discover the past for the future – The role of historical sites and museums in Holocaust education and human rights education in the EU
• Excursion to the past – teaching for the future: Handbook for teachers on the Holocaust and human rights education
• Human rights education at Holocaust memorial sites across the European Union: An overview of practices
• Online toolkit on Holocaust and human rights education in the EU with practical guidance on methodologies, and tips for educators on how to develop teaching projects on the Holocaust and human rights
• Development of a network of teachers, memorial sites and museums, and young people" (p.7)

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	X

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	
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?	**"Most European Union (EU) Member States have institutions whose task is to preserve the memory of the Holocaust and its victims. Many of these institutions offer educational programmes that extend beyond the Holocaust itself and allow visiting groups, particularly young people, to reflect on**

	contemporary human rights issues. **This publication aims to support such institutions, as well as educators, in identifying ways to achieve a more thorough understanding of the Holocaust and of human rights – ways in which the past can stimulate critical and self-critical reflection on the present.** **It examines the role of memorial sites and museums, drawing on findings from the FRA project Discover the past for the future – A study on the role of historical sites and museums in Holocaust education and human rights education in the EU. It is also based on interviews with representatives of selected memorial sites and museums.** **The publication provides examples of the different ways in which memorial sites link the history of the Holocaust to human rights – whether by means of educational programmes addressing human rights directly or by raising in a more general way the issues of the dignity of human life and equality of human beings." (p.3)**
21. Intended audience of resource	[museums, those working with memorial sites, and educators]
22. Process of development	"In close cooperation with different stakeholders, the FRA: facilitated meetings; conducted research; developed two practical manuals, one for teachers and another for policy makers and memorial sites and museums; and put together an online toolkit on Holocaust and human rights education, the latter in cooperation with the International Institute for Holocaust Research, Yad Vashem." (p.7)
23. Organisation/structure/contents	Foreword Background 1 Knowledge of Holocaust history or awareness of human rights – or both? 1.1. How Holocaust education can inspire human rights education 1.2. Teacher, pupil and student views on Holocaust education and human rights education 1.3. Memorial sites and museums views on key factors for educational success 2 Issues of concern for historical sites and museums 2.1. Authenticity: an asset – or a risk? 2.2. Learning actively 2.3. Teaching on testimonials and social roles 2.4. Guides 3 Educational approaches at selected historical sites and museums 3.1. The Anne Frank House, The Netherlands 3.2. Buchenwald Memorial Site, Germany 3.3. Mémorial de la Shoah, France 3.4. The UK Holocaust Centre, United Kingdom

	3.5. Memorial and Educational Centre Hartheim Castle, Austria 3.6. The Living History Forum, Sweden 3.7. State Museum at Majdanek, Poland 3.8 Memorial and Educational Site House of the Wannsee Conference, Germany 4 Points of reference for the future: Cooperation leading to new perspectives Annex: List of institutions and EU Member States
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), SDG

	11.B (supporting Disaster Risk Reduction), which contribute towards SDG 16.1 (reduce violence and deaths everywhere), SDG 5.2 (preventing harm to women and girls), 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	
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	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 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	Number and proportion of education facilities that are child,

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	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 5. Achieve gender equality and empower all women and girls 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation	Collections development, to ensure collections can be used as a basis for programmes that aim to raise awareness of, and reduce, all forms of violence against women and girls. Number of educational, awareness-raising, research and partnership programmes drawing on collections that aim to reduce, prevent and eliminate all forms of violence against women and girls, including trafficking and sexual and other types of exploitation.
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 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	***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.
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	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.

death rates everywhere	
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 institutions at all levels	*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. 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.	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.

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	*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	