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Working Group on antisemitism

Education about
Jewish Life,
antisemitism
and the Holocaust

Background document

TABLE OF CONTENTS

Introduction	p 3
What is antisemitism?	p 3-5
Main challenges of antisemitism for Education	p 5-7
Global Citizenship Education and addressing antisemitism	p 8
Resources Available from International Governmental Organisations	p 9-11

INTRODUCTION

This background document aims to support national education policy-makers in implementing a systematic approach to preventing, addressing and responding to antisemitism in and through education. It provides an overview of available ready-to-use resources, based upon key international principles, that can be helpful to build a national strategy in the field of education. It is being developed in the context of the European Commission working group on the implementation of the [European Council Declaration on the fight against antisemitism and the development of a common security approach to better protect Jewish communities and institutions in Europe \(6 December 2018\)](#). The Council Declaration invites the Member States to adopt and implement a holistic strategy to prevent and fight all forms of antisemitism as part of their strategies on preventing racism, xenophobia, radicalisation and violent extremism. In particular, the Council Declaration invites Member States to:

> “promote common values and general principles of the EU as stipulated in Article 2 TEU¹, through education and culture, in line with the Paris Declaration adopted 2015² and based on the Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching³, and in this context to promote education on the Holocaust as well as education on the role of Jewish institutions, communities, and citizens in today’s Europe”

> “introduce training about all forms of intolerance, racism and hate crime, in particular antisemitic prejudices and hate crime into their school curricula, into vocational training such as for people working in the field of security and justice as well as into the curricula of integration courses”

> “strengthen support for intercultural and interfaith work involving Jewish communities and institutions, and to encourage in particular the exchange between children and young people of different faiths and backgrounds”

> “emphasise the importance of Holocaust remembrance and education for all, as well as research. Without prejudice to national competence, this requires freedom of research, adequate curricula as well as adequate education and training on the Holocaust and antisemitism for teachers, people working in the field of security and justice and could be taken into consideration as part of general integration measures”

The transposition of this political will into concrete

measures at national and local levels is a new challenge which must be faced, namely in all the areas involved: security, hate crime, hate speech, Holocaust remembrance and education, anti-bias education, interfaith/intercultural programmes, and education on the role of Jewish institutions, communities, and citizens in today’s Europe.

In response to the Council Declaration, the Commission established the Working Group on antisemitism to support Member States in their efforts to deliver on the promise made and translate the political will into action. After the first Working Group meeting on “Security for Jewish communities, institutions and citizens”, the second meeting explores the topic of “Education about Jewish life, antisemitism and the Holocaust”.

It is important to note that education does not only concern young people. The Council Declaration on antisemitism specifically mentions school curricula, vocational training such as for people working in the field of security and justice as well as curricula of integration courses. [The Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching](#) calls for Member States to “increase the sharing of the common values set out in Article 2 of the Treaty on European Union from an early age and at all levels and types of education and training in a lifelong perspective to strengthen social cohesion and a positive and inclusive common sense of belonging at local, regional, national and Union level.” In this regard all actors involved in the education systems – teachers, education administrators, pupils and parents – must be involved in tackling the problem.

WHAT IS ANTISEMITISM?

Contemporary antisemitism is expressed through acts of discrimination, harassment, intolerance and violence against Jews, impeding their enjoyment of fundamental rights. Throughout history antisemitism has appeared in several forms including religious, racial and political.⁴ Antisemitism can manifest itself as a contradictory prejudice whereby Jews are portrayed in some contexts as an inferior, inhuman out-group, and others as superior: all-powerful, conspiring and oppressing. Antisemitism as a closed worldview of resentments and conspiracy myths can mutate over time. It always targets Jews but can also endanger other minorities as well as society as a whole. As a global phenomenon, it can also affect countries with no or only small Jewish communities. It often forms part of extremist ideologies that have global reach, especially through the Internet. As such, it represents a global and

¹ Treaty of the European Union, Art.2 “The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.”

² Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (2015)

³ OJ C 195, 7.6.2018

⁴ UNESCO/OSCE/ODIHR. Addressing Antisemitism through Education: Guidelines for Policy-Makers (2018)

a local threat. In the field of education, antisemitism must be understood as a major challenge that can also serve as a benchmark for extremist tendencies and radicalisation.

The IHRA working definition of antisemitism is the most widely used definition, employed by several EU Member States, cities, student organisations and education institutions. The European Commission, in line with other international organisations, is actively using this definition in its work, in particular for education and training purposes. The IHRA definition is a practical tool to better recognise and educate about the different aspects and manifestations of contemporary antisemitism. The victim-centred approach allows society to better understand antisemitism as experienced by Jewish communities. The [resolution on antisemitism adopted by the European Parliament](#) (1 June 2017) and the [Council Declaration on the fight against antisemitism](#) (6 December 2018), recommend the use of the IHRA working definition:

“Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”

Manifestations might include the targeting of the state of Israel, conceived as a Jewish collectivity. However, criticism of Israel similar to that levelled against any other country cannot be regarded as antisemitic. Antisemitism frequently charges Jews with conspiring to harm humanity, and it is often used to blame Jews for “why things go wrong.” It is expressed in speech, writing, visual forms and action, and employs sinister stereotypes and negative character traits.

Contemporary examples of antisemitism in public life, the media, schools, the workplace, and in the religious sphere could, taking into account the overall context, include, but are not limited to:

> *Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion.*

> *Making mendacious, dehumanising, demonising, or stereotypical allegations about Jews as such or the power of Jews as a collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions.*

> *Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews.*

> *Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust).*

> *Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust.*

> *Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations.*

> *Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavour.*

> *Applying double standards by requiring of it a behaviour not expected or demanded of any other democratic nation.*

> *Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterise Israel or Israelis.*

> *Drawing comparisons of contemporary Israeli policy to that of the Nazis.*

> *Holding Jews collectively responsible for actions of the state of Israel.*

Antisemitic acts are criminal when they are so defined by law (for example, denial of the Holocaust or distribution of antisemitic materials in some countries).

Criminal acts are antisemitic when the targets of attacks, whether they are people or property – such as buildings, schools, places of worship and cemeteries – are selected because they are, or are perceived to be, Jewish or linked to Jews.

Antisemitic discrimination is the denial to Jews of opportunities or services available to others and is illegal in many countries.

The European Union Agency for Fundamental Rights (FRA) for the first time collected information from EU Member States on how national, regional or local authorities use or intend to use the non-legally binding working definition of antisemitism in the annual report

on antisemitism.⁵ 14 EU Member States that had adopted or endorsed the definition were consulted by FRA: Austria, Belgium, Bulgaria, Czechia, France, Germany, Greece, Hungary, Lithuania, the Netherlands, Romania, Slovakia, Sweden and the United Kingdom. Several countries already use the definition for education and training.

MAIN CHALLENGES OF ANTISEMITISM FOR EDUCATION

Education facilities are key places to raise citizens' awareness about antisemitism with the aim of preventing and combatting its spread in Europe, yet there are many challenges to recognising and addressing its different manifestations effectively. For example the word “Jew” has become, in some countries, a derogatory term among young people. Recent research showed that it can be used to insult or denigrate peers as it carries widespread negative stereotypes.⁶ Also, teachers may face pushback when attempting to teach about the history of the Holocaust. This can lead some teachers to avoid the subject, further exacerbated by the limited amount of training or time available for teachers to address the Holocaust in class, and can often neglect earlier and contemporary manifestations of antisemitism.⁷

Other topics related to Jewish history or identity are taught even less than Holocaust history, contributing to an absence of positive narratives that can effectively counter limited, victimising and stereotypical messaging. Young Jewish people have also become the targets of antisemitic harassment or physical violence in education facilities, driving some families to leave public schools and decreasing opportunities to build intercultural relationships with Jewish youth. Too often antisemitic incidents in schools remain invisible, unaddressed and unchallenged.

The responsibility of education systems is to respond to these challenges. On the one hand, there is a need to proactively address antisemitism through education, ensuring students' resilience to antisemitic ideas, conspiracy myths as well as other forms of hatred and prejudice. On the other hand, governments need to respond effectively to antisemitic acts in educational settings. Adequate and tailor-made pedagogical methods and instruments are key to confronting these

challenges, whereby antisemitism can also be prevented through a positive appreciation for the presence of Jews and Judaism in Europe, past and present.

The European Commission provides a comprehensive evidence-base to properly assess shortcomings across Europe. The [Eurobarometer survey on Antisemitism](#) gathered the results of face-to-face interviews with 27,643 people in 28 Member States. One of the most striking findings is that Europeans perceive an increase in antisemitism, albeit to different degrees: while 89% of Jews say that antisemitism has significantly increased over the past 5 years⁸, only 36% of the general public consider it has increased.⁹

There are also significant differences in perception among people in Member States. People saying that antisemitism is a problem is highest in countries with significant Jewish communities, and where physical attacks against the Jewish community have taken place, including Sweden, France, Germany, the Netherlands, Italy, UK, and Belgium. In relation to the field of education, the following findings are of particular note:

> Europeans with Jewish friends and acquaintances as well as those who belong to a minority themselves are more likely to be aware of an increase in antisemitism;

> Only 27% of Europeans feel informed, and 3% of Europeans feel ‘very well informed’ about Jewish history, customs and practices, and 68% say they are ‘not informed’.

> The majority of Europeans (61%) know that there is legislation criminalising incitement to violence or hatred against Jewish people in their country. Significantly less are aware of legislation criminalising Holocaust denial (42%).

> Holocaust denial is perceived as being a problem in their country by about half of Europeans (53%). On average, only 40% of Europeans think the Holocaust is sufficiently taught in schools. The shorter the formal education, the more people feel it is not sufficiently taught.

Over 16,300 Jewish people responded to the survey of the EU Agency for Fundamental Rights (FRA) on the perception and experiences of antisemitism in the Jewish community, which makes it the largest survey

⁵ EU Fundamental Rights Agency. Antisemitism - Overview of data available in the European Union 2008–2018 (2019).

⁶ AJC. Salafismus und Antisemitismus an Berliner Schulen: Erfahrungsberichte aus dem Schulalltag (2017).

⁷ OSCE/ODIHR. Education on the Holocaust and on Anti-Semitism: An Overview and Analysis of Educational Approaches (2005).

⁸ EU Fundamental Rights Agency. Experiences and perceptions of antisemitism - Second survey on discrimination and hate crime against Jews in the EU (2018).

⁹ Special Eurobarometer 484 Perceptions of antisemitism report (2019).

ever among Jewish communities on antisemitism, covering 12 countries which are home to 95% of European Jewish people. Nine in ten Jews (89 %) consider that antisemitism has increased in their country, with more than eight in ten (85 %) considering it to be a serious problem.

In relation to the field of education, the following findings are of particular note:

> Just as many people (8%) reported feeling discriminated against because they are Jewish in the previous 12 months in the context of schools or training (as teacher, student or parent), as those who felt discriminated at the workplace.

> In relation to the context in which antisemitism manifests itself towards young Jewish Europeans (16-34), 39% reported hearing or seeing negative statements about Jews over the last 12 months from academia.¹⁰

A 2017 Eurydice survey on Citizenship Education at School in Europe shows that citizenship education is currently in the spotlight in a number of EU Member States¹¹. However, nearly half of the countries surveyed still have no policies on including citizenship education in initial teacher training. Therefore, as highlighted in the Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching (2018), teachers should be supported and empowered through measures to create an open learning culture and environment and deal with diverse learning groups in order to teach civic competences, transmit Europe's shared heritage, promote common values and act as role models for learners.

Recent research by the University of Derby¹² into the challenges of antisemitism faced in classrooms in the OSCE region has highlighted a series of 11 particular contemporary challenges that need to be addressed by policy makers and educators alike. Specific recommendations were also made towards the production of user-friendly teacher resources, which will be released by OSCE/ODIHR in December 2019. Additionally, UNESCO and OSCE ODIHR will publish guidance and support materials for teacher training on addressing antisemitism in schools.

Until the publication of the Derby University report in May 2019, there has been relatively little published research on antisemitism among young people and even less that is specifically focused on teaching about antisemitism and/or addressing it in classroom contexts. The identified challenges and recommendations are included in Table 1 to enable consideration of the needs of the concerned target groups, as they themselves expressed these needs (teachers, students, civil society activists, teacher trainers).

Table 1: Main challenges of antisemitism in classrooms and recommendations for new teacher resources¹³

Challenges	Recommendations
Coming to terms with the specificities and varieties of Jewish identity	Teacher resources should promote an understanding of the diversity of contemporary Jewish identities and propose measures to counteract antisemitism within the context of the diversity of Jewish identities.
Treating classrooms as an extension of the wider community with its specific challenges/opportunities	Teacher resources should include materials and guidelines for approaches that support classroom-focused teachers and their considerations of how both to teach about and address antisemitism in the classroom while also taking account of the interaction between the classroom and external environments.
Ensuring that students are aware of abuses of the Internet and social media	Teacher resources should assist teachers in developing the research, analytical and reflective skills necessary to help students recognize biased, false and inaccurate information while using the Internet as a helpful source of information on Jews and antisemitism, and to empower young people/students to deal with antisemitic targeting on social media.
Ensuring alignment along the axis of education about antisemitism and education to address antisemitism	Teacher resources should support teacher reflexivity in relation to the sometimes tense relationship between their professional obligations to communicate and develop objective learning among their students, on the one hand, but to instil human rights values, on the other.
Differentiating between manifestations of antisemitism, while identifying potential linkages between them	Teacher resources should provide material that helps in both distinguishing and showing the potential connections between more casual, settled and fully developed antisemitic ways of thinking, speaking and acting.
Establishing and understanding the connections between the Holocaust and contemporary antisemitism	Teacher resources should include some guidance on how teachers can prepare young people to understand the context in which the Holocaust took place, and connections with the nature and extent of contemporary antisemitism.
Understanding relationships and differences between the Holocaust and other forms of hatred, other genocides and other national traumas	Teacher resources need to equip teachers to be able to develop among their students a balanced and empathetic understanding of the elements of commonality and difference in both the content and the dynamics involved in antisemitism and other forms of injustice and hatred, and the Holocaust and other genocides or national suffering.
Uncovering and acknowledging hidden historical narratives	Teacher resources should identify examples of where this has been done and how it can be managed in ways that disrupt the perpetuation of hidden historical narratives, while supporting students in the process of asking questions that can be disturbing in the context of family, community, social or national inheritance, but which are required for proper critical assessment.
Discussing issues related to the Israeli-Palestinian conflict	Teacher resources need to empower teachers to feel that they are ready to attempt to deal with the difficult issues arising from the Israeli-Palestinian conflict, which will also likely have an impact on how teaching about, and engaging with, antisemitism can be pedagogically addressed in classroom environments.
Extending teacher knowledge and the use of existing curricula and associated teaching materials	Teacher resources should inform teachers about how to be better aware of, to access and to appropriately deploy existing curricula and related resources from multiple country contexts and languages into those aspects of their classroom environments within which they can bring direct pedagogical influence and interventions to bear in addressing antisemitism.
Supporting greater teacher professional/personal confidence, critical self-awareness and skills	Teacher resources should provide both tools and evaluative indicators by which teachers can recognise, review and address their own professional, cultural and personal awareness, competencies, biases and needs in relation to antisemitism and addressing it pedagogically.

¹⁰ EU Fundamental Rights Agency. Young Jewish Europeans: perceptions and experiences of antisemitism (2019).

¹¹ Eurydice. Citizenship education at school in Europe 2017 (2018).

¹² Weller, P., and Foster, I. 'Classroom challenges for teaching about and addressing antisemitism in the OSCE region' (2019). Derby: University of Derby.

¹³ Weller, P., and Foster, I. 'Classroom challenges for teaching about and addressing antisemitism in the OSCE region' (2019). Derby: University of Derby.

GLOBAL CITIZENSHIP EDUCATION AND ADDRESSING ANTISEMITISM

The UNESCO OSCE Guidelines for Policymakers on Addressing Antisemitism through Education published in June 2018 sets out how Global Citizenship Education, as a general educational approach that encompasses the variety of values, attitudes, skills and knowledge needed to succeed and act responsibly in a diverse global reality, can be applied to address antisemitism. The goal of global citizenship education (GCED) is to empower learners to engage and assume active roles both locally and globally to face and resolve global challenges and, ultimately, to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.¹⁴ Table 2 below outlines the learning outcomes of GCED, and how this can be applied in specifically addressing antisemitism.

Table 2: Global Citizenship Education and Addressing Antisemitism¹⁵

DOMAINS OF LEARNING

COGNITIVE	SOCIO-EMOTIONAL	BEHAVIOURAL
GCED Key Learning Outcomes		
<ul style="list-style-type: none"> > Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations. > Learners develop skills for critical thinking and analysis. 	<ul style="list-style-type: none"> > Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights. > Learners develop attitudes of empathy, solidarity and respect for differences and diversity. 	<ul style="list-style-type: none"> > Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world. > Learners develop motivation and willingness to take necessary actions.
Specific Learning Objectives of Education to Address Antisemitism		
<ul style="list-style-type: none"> > Learners understand the causes and development of antisemitism and its manifestations in the context of their own and other societies over different time periods. > Learners utilise their critical thinking skills in self-reflection techniques to evaluate and assess their own assumptions about human behaviour. 	<ul style="list-style-type: none"> > Learners experience empathy for those who have been or are being excluded, who have suffered or who are suffering violations of basic human rights, e.g., during periods of intense antisemitism. > Learners develop an emotional commitment to defending human rights and fighting discrimination, including antisemitism. 	<ul style="list-style-type: none"> > Learners monitor manifestations of antisemitism and other forms of prejudice and discrimination, and consider others' efforts to fight them, while reflecting on their own values and actions and engaging in actions to influence their peer group or communities.
GCED Key Learner Attributes		
Informed and critically literate	Socially connected and respectful of diversity	Ethically responsible and engaged
GCED Topics		
<ul style="list-style-type: none"> > Local, national and global systems and structures > Issues affecting interaction and connectedness of communities at local, national and global levels > Underlying assumptions and power dynamics 	<ul style="list-style-type: none"> > Different levels of identity > Different communities people belong to and how these are connected > Difference and respect for diversity 	<ul style="list-style-type: none"> > Actions that can be taken individually and collectively > Ethically responsible behaviour > Getting engaged and taking action
Examples of Specific Topics linked to preventing, addressing or confronting antisemitism		
<ul style="list-style-type: none"> > Conspiracy theories, stereotypes and scapegoating and how they have been used historically as part of propaganda to stir up hatred against Jews and other groups. 	<ul style="list-style-type: none"> > Jewish culture, traditions, and history within the local, national and regional contexts. > The impact of discrimination, exclusion and Nazi persecution and destruction policies towards Jews and other groups, and the impact which these have had on Jews, other minorities and society as a whole, throughout history and today. 	<ul style="list-style-type: none"> > Local resistance and the Righteous in the Holocaust > Examples of community mobilisation or intercultural solidarity in the face of antisemitic and other hate incidents.

¹⁴ Global Citizenship Education, Topics and Learning Objectives, op. cit. note 53, p. 15.

¹⁵ This table draws upon the UNESCO OSCE/ODIHR Guidelines for Policymakers on Addressing Antisemitism through Education (2018) p. 37-38 and on the UNESCO Publication Global Citizenship Education: Topics and Learning Objectives (2015) p. 29, with elaboration on examples of specific topics linked to preventing, addressing or confronting antisemitism, for the purpose of this document.

RESOURCES AVAILABLE FROM INTERNATIONAL GOVERNMENTAL ORGANISATIONS

There is a wide variety of resources already available to Member States to draw upon in developing an institutional plan that prevents, addresses and responds to antisemitism. In Table 3, those resources which are already available from international governmental organisations are presented. It does not yet include resources which are available from non-governmental organisations, or those being used by national authorities.

There are several observations which can be made from looking at Table 3:

- > There is an abundance of existing resources which could support the prevention of antisemitism, depending upon the way they are used and the topics which are explicitly touched upon.
- > There are some resources which address (teach about) antisemitism, but they are largely limited to the field of Holocaust education, which can be complementary to educating about the manifestations of contemporary antisemitism.
- > There are extremely few resources which can help educators and educational institutions to respond when antisemitism does occur.

Given these observations, it becomes clear that antisemitism can best be prevented, addressed and responded to when those who are responsible for implementing these programmes (policy-makers and educators) receive training about the nature and impact of contemporary antisemitism. A mapping of resources at national level could also be conducted in order to build on existing resources and identify gaps for further programmatic development.

Table 3: Available Resources from IGOs

Modalities	Prevent Antisemitism	Educate About Antisemitism	Respond to Antisemitism
Policy Guidelines	<p>Preventing violent extremism through education: A guide for policy-makers (UNESCO)</p> <p>Youth Waging Peace: Youth led guide on prevention of violent extremism through education (UNESCO)</p> <p>Signposts – Policy and practice for teaching about religions and non-religious world views in intercultural education (COE)</p> <p>How to prevent and tackle bullying and violence: Evidence and Practices for Strategies for Inclusive and Safe Schools</p>	<p>Addressing Antisemitism through Education: Guidelines for Policy-Makers (UNESCO OSCE/ODIHR)</p> <p>Education about the Holocaust and preventing genocide. A policy guide (UNESCO)</p>	<p>Understanding Anti-Semitic Hate Crimes and Addressing the Security Needs of Jewish Communities: A Practical Guide (OSCE/ODIHR)</p> <p>Addressing Antisemitism through Education: Guidelines for Policy-Makers (pgs 66-70_ (UNESCO OSCE/ODIHR)</p>
Whole School Approaches	<p>Reference framework of competences for democratic culture and intercultural dialogue in 3 volumes (COE)</p> <p>Democratic Governance of Schools (COE)</p>		
Youth and peer training, Training for directors, School projects, Field trips,			
Parents and families			

Curricula, Textbooks and Educational Materials	A Teacher's Guide on the prevention of violent extremism (UNESCO)	Addressing Antisemitism: Why and How? A Guide for Educators (OSCE/ODIHR 2007)	Teaching Aids to Address the Challenges of Antisemitism in the Classroom (OSCE/ODIHR to be published 2019)
Early childhood curriculum	Living with Controversy – Teaching Controversial Issues through Education for Democratic Citizenship and Human Rights (COE)	Teaching Materials to Combat Antisemitism Parts 1, 2, 3 (OSCE/ODIHR)	
Primary school curriculum		Toolkit (for teachers) on the Holocaust and Human Rights Education in the EU (FRA)	
Secondary school curriculum	Digital Citizenship Education Handbook (COE)		
	MIL Curricula Framework for Teachers (UNESCO)	Online learning module on Holocaust and Human Rights (FRA)	
	A Teacher's Guide on the Prevention of Violent Extremism (UNESCO)		
	Pestalozzi series , including: Developing Intercultural Competence through Education (COE)		
Teacher Training	Guidance and Support Materials for Teacher Training on Addressing anti-Semitism in Schools (UNESCO OSCE/ODIHR to be published 2019)	Guidance and Support Materials for Teacher Training on Addressing anti-Semitism in Schools (UNESCO OSCE/ODIHR to be published 2019)	Guidance and Support Materials for Teacher Training on Addressing anti-Semitism in Schools (UNESCO OSCE/ODIHR to be published 2019)
Pre-service Teacher training	Pestalozzi training units for teachers on intercultural education (COE)		
In-service Teacher training	Pestalozzi training units for teachers on Education for the prevention of discrimination (COE)		
	Pestalozzi training units for teachers From the remembrance of the Holocaust to the prevention of radicalization and crimes against humanity (COE)		
Museums, Libraries and Memorial Sites		Excursion to the past – teaching for the future: Handbook for teachers (FRA)	
		Human rights education at Holocaust memorial sites across the EU: An overview of practices (FRA)	
Higher Education	Higher education for diversity, social inclusion and community – A democratic imperative (COE Higher Education Series No.22)		

Civil Society Partnerships		Coalition Building for Tolerance and Non-Discrimination: A Practical Guide (OSCE/ODIHR)	
Non-formal, Vocational and Professional Education	Education Pack "all different - all equal" - Ideas, resources, methods and activities for non-formal intercultural education with young people and adults (COE)		Bookmarks – A Manual for Combating Hate Speech Online through Human Rights Education (COE)