



# NOA METHODOLOGY: Standards, Indicators and Scoring System



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## ABOUT THE NOA PROJECT

NOA – Networks Overcoming Antisemitism offers a pioneering approach to tackling the problem of rising antisemitism in Europe. With its unique partnership of major Jewish networks, it benchmarks EU Member States' policies across areas and helps them to develop holistic national action plans to address and prevent antisemitism and foster Jewish life. For more information, see: [www.noa-project.eu](http://www.noa-project.eu)

## ABOUT CEJI – LEAD PARTNER, NOA PROJECT

CEJI – A Jewish Contribution to an Inclusive Europe stands with people of all backgrounds to promote a Europe of diversity and respect. A Jewish voice at the European level, our activities include delivering diversity education and enhancing interfaith and intercultural dialogue while advocating in the EU against antisemitism and discrimination of all kinds. For more information, see: [www.ceji.org](http://www.ceji.org)

## NOA PARTNERS

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# INTRODUCTION

The NOA-Networks Overcoming Antisemitism project is an effort to innovate and develop new public-civil society partnerships and enhance collaboration within the nongovernmental sector. Backed by European Union funding,<sup>1</sup> a consortium of six European Jewish organisations came together to develop concrete and effective initiatives to combat antisemitism. NOA developed a series of work streams that range from creating training and teaching tools to developing socio-cultural activities to promoting inclusion in sport. The project takes a holistic approach that marries policy and practice, security and education, and transnational and national actions.

An important aspect of NOA's work is the publication of a series of five National Report Cards,<sup>2</sup> which have been created to serve as a benchmarking tool to aid in the development and implementation of National Action Plans to counter antisemitism in Member States. They support the European Council's Declarations on the fight against antisemitism<sup>3</sup> and take the measure of how well participating countries are doing compared to the goals set by the Declarations.

Nine areas of life are included in the Council Declarations and serve as the basis for NOA's scoring process. The research team added an additional area, "religious freedom," because some partners felt this has a direct bearing on Jewish communities' ability to thrive.<sup>4</sup> The ten policy areas assessed in the Report Cards are: culture, education, hate crime, hate speech, Holocaust remembrance, intercultural dialogue, media, religious freedom, security, and sport. In addition, other policy areas are

touched upon within these ten areas, such as youth, discrimination, and integration policies; they each merit further attention in possible future iterations of this monitoring tool.

The following document provides supporting material to supplement these reports. In particular, it provides a fuller scope of the standards and key indicators used in each area, along with their monitoring questions and relative weights, all of which informed the researchers' assessments. This project is a first foray into establishing a new set of European benchmarking norms, and every effort has been made to respect the highest ethical standards. The researchers endeavoured to avoid bias in the design, data analysis, data interpretation, and other aspects of this research and honestly report results based on the available evidence. While some risk of subjectivity remains in the interpretation of results, it is important to remember that the purpose of the Report Cards is to provide a snapshot of the current policy landscape in order to strengthen government measures to prevent and counter antisemitism and provide a wealth of socio-cultural educational resources that will contribute to combatting antisemitism going forward.

<sup>1</sup> The project was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020).

<sup>2</sup> The five countries assessed are Austria, Belgium, Hungary, Italy, and The Netherlands.

<sup>3</sup> See: <https://www.consilium.europa.eu/en/press/press-releases/2018/12/06/fight-againstantisemitism-council-declaration/> and <https://www.consilium.europa.eu/en/press/press-releases/2020/12/02/antisemitism-council-declaration-on-fighting-antisemitism/>

<sup>4</sup> The EU cannot take a position on this topic because it is a national competence.

# METHODOLOGY – STANDARDS, INDICATORS & SCORING SYSTEM

The 2018 European Council Declaration on the fight against antisemitism was the starting point for the development of NOA's research methodology. The Declaration briefly mentions its expectations in multiple policy areas. Building on this, the NOA project partners—each experts in their field—explored how these broadly-worded directives could translate into measurable indicators. First, existing standards were compiled in order to set up a framework for assessment. Then a scoring system was developed to evaluate the key indicators. NOA's lead researchers gathered information to support these assessments through several methods. These included desk research, interviews, and focus groups to gain a holistic picture of the national policy landscape as they relate to the established indicators.

NOA Standards inform the roles and responsibilities of national governments. They are based on international norms established through regulations, directives, resolutions and other documents adopted by inter-governmental organisations such as European Union institutions, the Council of Europe, the OSCE, and UNESCO.

NOA Indicators are markers of relevant policies and practices related to the fight against antisemitism. Thematic experts crafted key monitoring questions to measure the presence or absence of such policies in various areas.

The NOA Scoring System was developed to offer an easy-to-understand numerical representation of the current state of affairs in each policy area. Thematic experts assigned a maximum value to the key indicators, then the researchers assigned a percentage score measuring how well the policies and practices in place corresponded to each, based on the information available. The scoring system is designed to:

- Enable users to easily identify existing gaps and policy areas that require significant attention from state actors
- Provide benchmarks to compare future development of policies

Assessments were made according to the experience and knowledge of the researchers in the field. In order to ensure depth and nuance, a multi-faceted approach to the final scoring was undertaken, including:

- Interviews with both government and civil society representatives
- Advisory board meetings with a diverse range of community representatives reflecting expertise in the policy areas examined
- Stakeholder workshops with key government and civil society representatives who reviewed the detailed description of the evidence justifying the assigned scores and who discussed and validated the overarching results



# STANDARDS & SOURCES



## CULTURE & HERITAGE

AREA	STANDARD NUMBER	DESCRIPTION	SOURCE
PRESERVATION OF JEWISH HERITAGE	1	Include Jewish cultural heritage equitably in national strategies which take into account cultural heritage.	Resolution 2309 (2019) of the Parliamentary Assembly of the Council of Europe. Article 4.1.1. Resolution 2309 (2019) of the Parliamentary Assembly of the Council of Europe. Article 4.1.3. EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	2	Include Jewish heritage as a distinct category in national surveys on the state of heritage, develop action plans to ensure that Jewish heritage receives an appropriate level of protection, conservation and maintenance, and directly allocate resources to those heritage sites most at risk.	Resolution 2309 (2019) of the Parliamentary Assembly of the Council of Europe. Article 4.1.3. Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020) EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	3	Ensure preservation of Jewish Heritage sites and ensure regular inspection of heritage sites, promoting the conservation and safeguarding of cultural heritage of European significance.	Resolution 1981 (2014) of the Parliamentary Assembly of the Council of Europe. Article 5.2.3. Resolution 1981 (2014) of the Parliamentary Assembly of the Council of Europe. Article 5.2.4. Resolution 1981 (2014) of the Parliamentary Assembly of the Council of Europe. Article 5.2.1. Resolution 2309 (2019) of the Parliamentary Assembly of the Council of Europe. Article 4.2.4. Article 167.2 of the Treaty of Lisbon. Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020) EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	4	Correct management of legal ownership questions or disputes in relation to Jewish communal buildings.	Resolution 2309 (2019) of the Parliamentary Assembly of the Council of Europe. Article 4.2.3.
PROMOTION OF JEWISH HERITAGE	5	Raise awareness of the need to promote and preserve Jewish heritage and foster local "ownership".	Resolution 2309 (2019) of the Parliamentary Assembly of the Council of Europe. Article 4.2.1.
	6	Recognise, interpret and communicate Jewish traditions, customs, religious practices, language, food, music, arts and crafts as a rich intangible cultural heritage, improving the knowledge and dissemination of the culture and history of the European people.	Council Declaration on the fight against antisemitism and the development of a common security approach to better protect Jewish communities and institutions in Europe - Council conclusion (6 December 2018)/ Resolution 2309 (2019) of the Parliamentary Assembly of the Council of Europe. Article 4.1.5./ Resolution 2017/2692(RSP) of the European Parliament. Article 16/ White Paper on Intercultural Dialogue "Living Together as Equals in Dignity". Launched by the Council of Europe Ministers of Foreign Affairs at their 118th Ministerial Session (Strasbourg, 7 May 2008). Article 167.2 of the Treaty of Lisbon./ EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)

	7	Jewish cultural heritage – both tangible and intangible – should be recognised and used as a key element in the historical narrative, for it is a physical expression of the Jewish life and historic presence in Europe in the cultural sector.	Report Doc. 14960 (2019) of the Parliamentary Assembly of the Council of Europe. Article 59 / Resolution 2309 (2019) of the Parliamentary Assembly of the Council of Europe. Article 4.3.2./ Resolution 1981 (2014) of the Parliamentary Assembly of the Council of Europe. Article 5.1.6 Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)/ EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	8	Promote education and research in a spirit of tolerance and respect for cultural diversity.	Addressing Antisemitism through Education: Guidelines for Policymakers (2018) by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Article 4.2.4./Recommendation 1275 (1995) of the Parliamentary Assembly of the Council of Europe. Article 7.15./
	9	Foster the inclusion of Jewish heritage sites in the Jewish cultural route, which is part of the Council of Europe Cultural Routes Programme with a view to co-operating and taking part in historical research and education, youth exchanges, and the promotion of contemporary cultural and artistic expression, as well as interacting with other cultural routes promoting the sense of shared history and heritage.	Resolution 2309 (2019) of the Parliamentary Assembly of the Council of Europe. Article 4.4.1./ Resolution 1883 (2012) of the Parliamentary Assembly of the Council of Europe. Article 9.2./ Resolution 1883 (2012) of the Parliamentary Assembly of the Council of Europe. Article 9.5.3./ White Paper on Intercultural Dialogue “Living Together as Equals in Dignity”. Launched by the Council of Europe Ministers of Foreign Affairs at their 118th Ministerial Session (Strasbourg, 7 May 2008)
RECOGNITION OF JEWISH CULTURE	10	Promote respect for all faiths and appreciation of diversity in order to address possible bias in the media.	Resolution 2017/2692(RSP) of the European Parliament. Article 8/ EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	11	To better understand and appreciate the Jewish experience and the historical diversity of the peoples of Europe and to promote both respect for others and for democratic citizenship.	Resolution 2309 (2019) of the Parliamentary Assembly of the Council of Europe. Article 4.3.2./ Council Declaration on the fight against antisemitism and the development of a common security approach to better protect Jewish communities and institutions in Europe - Council conclusion (6 December 2018)/ Resolution 1981 (2014) of the Parliamentary Assembly of the Council of Europe. Article 5.1.6./ EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	12	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.	Declaration 15213/18 of the Council of the European Union. Article 12/ Report Doc. 14960 (2019) of the Parliamentary Assembly of the Council of Europe. Article 61./ EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)



## EDUCATION

AREA	STANDARD NUMBER	DESCRIPTION	SOURCE
CURRICULUM	1	Education to address antisemitism and Jewish studies should appear in official state or education ministry policy as a required or encouraged topic that clearly supports Global Citizen Education and human rights education. In addition to naming these topics, the developers should include a rationale for teaching these concepts and content that aligns with teaching and learning outcomes appropriate for the discipline in which they are taught.	UNESCO, Addressing antisemitism through education, 55
	2	Curricula and textbooks should reflect the same key principles discussed throughout these guidelines: human rights, critical thinking and complementarity.	UNESCO, Addressing antisemitism through education, 54 EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
	3	The competences in any given cluster are drawn variably from across the full range of values, attitudes, skills, knowledge and critical understanding. This means that users of the Framework need to pay careful attention to all four groups of competences when designing a new educational curriculum.	Council of Europe, A model of the competences, 18 (See page 1 for all competences) EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
	4	“Historical research and history as it is taught in schools cannot in any way, with any intention, be compatible with the fundamental values and statutes of the Council of Europe if it allows or promotes misuses of history, namely through: – falsification or creation of false evidence, doctored statistics, faked images, etc.; – an excessively nationalistic version of the past which may create the “us” and “them” dichotomy; – distortion of the past for the purposes of propaganda; – fixation on one event to justify or conceal another; – abuse of the historical record; – denial of historical fact; – omission of historical fact”.	Committee of Ministers, Recommendation Rec (2001) 15, 4 EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
	5	Curricular approaches to the prevention of violent extremism should focus on ensuring that the intended and taught curricula are inclusive and develop the following key learner attributes that are at the heart of Global Citizenship Education: (i) informed and critically literate; (ii) socially connected and respectful of diversity; (iii) ethically responsible and engaged.	UNESCO, Preventing violent extremism through education, 57
	6	Introduce training about all forms of intolerance, racism and hate crime, in particular antisemitic prejudices and hate crime into their (Member State) 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.	Council of the European Union, Council Declaration on the fight, 8
	7	Introduce anti-racist education into the school curriculum at all levels and in an integrated manner, including content that builds awareness about antisemitism, its occurrences through centuries and the importance of combating its various manifestations, ensuring that teachers are provided with the necessary training.	ECRI, General Policy Recommendation No. 9, 6 EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
TEXTBOOKS	8	Textbook authors, teachers and curriculum developers should employ inclusive language that avoids generalisations about practices that set one group against another. Stereotypes, gendered and biased terms are to be avoided.	UNESCO, Addressing Antisemitism Through Education, 55



	9	Textbooks should employ a variety of different viewpoints of historical events, personalities, developments, cultures and societies from different perspectives and explore Judaism as cross-cultural and internally diverse, resulting from its interaction with other cultural practices and values.	UNESCO, Addressing Antisemitism Through Education, 55 EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
	10	Encourage the Member States to consider reviewing school textbooks to ensure that Jewish history and contemporary Jewish life are presented in a comprehensive and balanced way and that all forms of antisemitism are avoided.	European Parliament, European Parliament Resolution 2017/2692(RSP), #15
	11	Provide professional in-service and pre-service training opportunities for teachers, utilise research-based teacher training resources on antisemitism, and establish a system of ongoing support for educators to facilitate information exchange (...) Developing or adapting pre-service teacher-training curricula to include human rights and address antisemitism.	National Strategic Framework to Prevent EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
	12	Enable educational staff to promote common values and deliver inclusive education, through: measures to empower educational staff helping them convey common values, and promote active citizenship while transmitting a sense of belonging and responding to the diverse needs of learners.	Council of the European Union, Council Recommendation, #7(a)
	13	Introduce modules on education about the Holocaust and genocide education in pre-service and in-service training. Include the Holocaust as a subject for examination on teacher recruitment exams.	UNESCO Education about the Holocaust and preventing genocide page 59
<b>SCHOOL LEADERSHIP/ GOVERNANCE</b>	14	The governance of educational institutions, teaching and learning practices and activities should follow and promote democratic and human rights values and principles; in particular, the governance of educational institutions, including schools, should reflect and promote human rights values and foster the empowerment and active participation of learners, educational staff and stakeholders, including parents.	The Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education (Council of Europe, 2010)
	15	The school management and leadership, on the one hand, and educational policymakers on the other must support and empower them to innovate in teaching and learning practices. Appropriate education and professional development of teachers and other educational personnel must be ensured. Within the school community, opportunities for awareness-raising about human rights and for training in human rights education should not exist only for teachers, but also for head teachers and members of the school management, school inspectors.	Resolution 2309 (2019) of the Parliamentary Assembly of the Council of Europe. Article 4.3.2./ Council Declaration on the fight against antisemitism and the development of a common security approach to better protect Jewish communities and institutions in Europe - Council conclusion (6 December 2018)/ Resolution 1981 (2014) of the Parliamentary Assembly of the Council of Europe. Article 5.1.6./ EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
	16	When a school cannot afford to deploy a competent staff member to conduct teacher training, it is more advisable for several schools to share one proficient teacher trainer than to assign the task to an inexperienced person lacking the necessary skills to handle the subject.	UNESCO, Preventing violent extremism through education, 59
<b>CLASSROOM TEACHING</b>	17	Distinguish "historical" from "moral" lessons. While lessons about discrimination, prejudice or injustice, for example, may emerge from the analysis, root the study in the use of accurate and objective facts that emphasise the specific historical context.	UNESCO, Preventing violent extremism through education, 60

	18	Translate statistics into people. Show that individual people are behind the statistics and emphasise the diversity of personal experiences within the larger historical narrative.	UNESCO, Education about the Holocaust and preventing genocide, 60
	19	(Teachers) Make responsible methodological choices ensuring that educational approaches and materials are appropriate for the emotional and developmental level of students can help them to navigate the complexity and extreme nature of the events. The examination of primary sources to foster inductive thinking is paramount in that regard. Simulation and simplistic thinking may not foster critical thinking.	UNESCO, Education about the Holocaust and preventing genocide, 61
	20	Strive for precision of language. Educators will take care to define the terms clearly, identify distinctions between related terms and avoid generalisations.	UNESCO, Education about the Holocaust and preventing genocide, 61
	21	Establish an open learning environment supportive and trusting learning environment better enables both learners and teachers to be comfortable tackling the difficult topics raised by a study of genocide.	UNESCO, Education about the Holocaust and preventing genocide, 61
<b>SCHOOL CLIMATE/ WHOLE-SCHOOL APPROACHES</b>	22	Practice participatory pedagogies, participatory, learner-centered and inclusive practices are key to teaching difficult histories.	UNESCO, Education about the Holocaust and preventing genocide, 61
	23	To further strengthen a whole-school approach with a focus on the issue of antisemitism, schools can use the cross-curricular teaching method, which involves making a conscious effort to apply knowledge, principles and/or values to more than one academic discipline simultaneously. It is characterised by sensitivity towards, and a synthesis of, knowledge, skills and understanding from various subject areas.	UNESCO, Addressing Antisemitism Through Education, 52
	24	Involve addressing the needs of learners, staff and the wider community, not only within the curriculum, but across the whole school and learning environment. A whole-school approach is cohesive, collective and collaborative action in and by a school community to strategically improve student learning, behaviour and well-being, as well as the conditions that support them.	UNESCO, Addressing Antisemitism Through Education, 51
<b>INCIDENT RESPONSE</b>	25	Establish easy, effective and accessible reporting mechanisms, including a shared understanding of what qualifies as antisemitism on the part of those in a position to identify and report such incidents, and an effective reporting system.	UNESCO, Addressing Antisemitism Through Education, 66
	26	Ensure the safety of both female and male Jewish students and teachers and provide appropriate security measures at Jewish educational institutions.	National Strategic Framework to Prevent
	27	Where antisemitic acts take place in a school context, ensure that, through targeted training and materials, school directors, teachers and other personnel are adequately prepared to effectively address this problem.	ECRI, General Policy Recommendation No. 9, 6
	28	Ensure that the fight against such phenomena in schools, whether they emanate from pupils or educational staff, is part of a permanent policy.	ECRI, General Policy Recommendation No. 10, 6
<b>CIVIL SOCIETY PARTNERSHIPS</b>	29	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.	ECRI Council of the European Union, Council Declaration on the fight, 9

	30	Educational leaders should establish channels of communication with Jewish communities and subject-matter experts in order to ensure that they are appropriately consulted on pertinent initiatives, as well as to sensitise government officials to the specific concerns of the community and to create open channels for social integration.	UNESCO, Addressing Antisemitism Through Education, 61-62
	31	Support the activities of non-governmental organisations, which play an important role in fighting antisemitism, promoting appreciation of diversity, and developing dialogue and common anti-racist actions between different cultural, ethnic and religious communities.	ECRI, General Policy Recommendation No. 9, 7 EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
	32	Asks the Commission and the Member States to increase financial support for targeted activities and educational projects, to build up and strengthen partnerships with Jewish communities and institutions, and to encourage exchanges between children and young people of different faiths via joint activities, launching and supporting awareness-raising campaigns in that regard.	European Parliament, European Parliament Resolution 2017/2692(RSP), #16 EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
<b>HOLOCAUST EDUCATION (option- sub section of curricula)</b>	33	If the Holocaust is to be taught, it should be explicitly mentioned in the curriculum. Additionally, it can be linked to more general issues of genocide. This means that it should appear in official state or ministry education policy as a required or encouraged topic.	UNESCO, Education about the Holocaust and Preventing Genocide, 52 EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
	34	In addition to naming the Holocaust in the curriculum, the developers should include a rationale for teaching Holocaust-related concepts and content that align with teaching and learning outcomes appropriate for the discipline in which the Holocaust may be taught.	UNESCO, Education about the Holocaust and Preventing Genocide, 53
	35	Education about the Holocaust and more generally the issue of genocide, can be maximised by enabling students to encounter the subject in a coordinated and age-appropriate manner throughout their academic career.	UNESCO, Education about the Holocaust and Preventing Genocide, 53 EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
	36	Teaching about the history of a genocide in elementary schools requires particular attention. Educators are encouraged to consider a number of important issues: the sensitivity of young children and how to avoid causing harm; the choice of relevant topics and themes; and the development of pedagogical approaches appropriate to younger ages, notably through artistic activities and literature.	UNESCO, Education about the Holocaust and Preventing Genocide, 53
	37	Open and collaborative dialogue between policymakers, textbook authors, school leaders and educators nationally and internationally is important to help ensure the quality of education about the Holocaust on the level of curriculum, textbooks and classroom practice.	UNESCO Education about the Holocaust and preventing genocide p55
	38	Promote the teaching about the Holocaust (the Shoah) in schools and to ensure that teachers are adequately trained for this task and equipped to address diversity in the classroom.	European Parliament, European Parliament Resolution 2017/2692(RSP), #15 EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)

	39	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.	Council of the European Union, Council Declaration on the fight, 9 EU Strategy on Combatting Antisemitism and Fostering Jewish Life (2021-2030) (October 5 2021)
	40	There must be implementation, follow-up and monitoring of the Declaration of the Ministers of Education and schools must observe a “Day of remembrance of the Holocaust and prevention of crimes against humanity”, chosen in the light of each member state’s history.	CoE Recommendation Rec(2001)15, on “History teaching in twenty-first century Europe”, adopted by the Committee of Ministers on 31 October
HIGHER EDUCATION	41	Education and human rights officials, including national human rights institutions, can promote the study of antisemitism through guest lectures for university students regarding antisemitism and other human rights topics.	UNESCO, Addressing Antisemitism Through Education, 60
	42	University leadership are responsible for protecting students from actions that could engender a hostile environment in violation of the institution’s own policies; international, national or local laws and regulations; or the standards of the applicable accrediting agencies.	UNESCO, Addressing Antisemitism Through Education, 69
	43	All school leadership staff are responsible for establishing gender-mainstreamed codes of ethics and policies for the institution, and for ensuring on a regular basis that all staff and students are aware of these policies and the complaint mechanism.	UNESCO, Addressing Antisemitism Through Education, 69
	44	Identify offensive incidents of antisemitism and distinguish them clearly from criticism of the policies or the government of Israel.	UNESCO, Addressing Antisemitism Through Education, 70



## HATE CRIME

AREA	STANDARD NUMBER	DESCRIPTION	SOURCE
LEGAL	1	Ensure that certain serious manifestations of racism and xenophobia are punishable by effective, proportionate and dissuasive criminal penalties.	EU Framework Decision 2008/913/JHA on combating certain forms and expressions of racism and xenophobia by means of criminal law
	2	Improve and encourage judicial cooperation in this field.	EU Framework Decision 2008/913/JHA on combating certain forms and expressions of racism and xenophobia by means of criminal law
	3	The state puts efforts and invests resources in making its hate crime recording systems efficient and reliable by applying the EC Guiding principles on recording hate crime.	Key Guiding Principles for Improving the Recording of Hate Crime by Law Enforcement Authorities, European Commission, December 2017 <a href="https://fra.europa.eu/sites/default/files/fra_uploads/ec-2017-key-guiding-principles-recording-hate-crime_en.pdf">https://fra.europa.eu/sites/default/files/fra_uploads/ec-2017-key-guiding-principles-recording-hate-crime_en.pdf</a>

	4	Establishing minimum standards on the rights, support and protection of victims of crime, and replacing Council Framework Decision 2001/220/JHA.	Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 establishing minimum standards on the rights, support and protection of victims of crime, and replacing Council Framework Decision 2001/220/JHA EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
<b>LEGISLATION IMPLEMENTATION GUIDANCE</b>	5	Invite 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.	Council Declaration on the fight against antisemitism and the development of a common security approach to better protect Jewish communities and institutions in Europe - Council conclusion (6 December 2018)
<b>GUIDING PRINCIPLES</b>	6	The purpose of this paper is to provide Member States' authorities and other relevant stakeholders with a compilation of key guiding principles on ensuring justice, protection and support for hate crime victims.	Ensuring Justice, Protection and support for victims of Hate and Hate Speech: 10 Key Guiding Principles
	7	The purpose of this paper is to provide authorities in EU Member States with a compilation of guiding principles that can assist law enforcement agencies in their efforts to improve hate crime recording mechanisms.	Improving the Recording of Hate Crime By Law enforcement Authorities EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
<b>RECOMMENDATION</b>	8	General Policy Recommendation n. 11 on Combating Racism and Racial Discrimination in Policing: guiding Member States of the Council of Europe to adopt a shared definition of racist incidents as, 'any incident that is perceived as racist by the victim or any other person' and to use this approach to, 'ensure that the police investigate all racist offences thoroughly and do not overlook the racist motivation of ordinary offences'. FAF recommendation n. 8.	ECRI general policy recommendation n.11 and FAF combating racism and racial discrimination in policing.
	9	General Policy Recommendation n. 4. National surveys on the experience and perception of discrimination and racism from the point of view of potential victims.	ECRI General Policy Recommendation n. 4 on national surveys on the experience and perception of discrimination and racism from the point of view of potential victims.
	10	FAF Recommendation 10: Develop specific learning and standards on providing a victim focused approach to receiving and recording reports of hate crime.	FAF European Report
	11	General Policy Recommendation No. 1 on Combatting racism, xenophobia, antisemitism and intolerance guiding the Member States of the Council of Europe to, 'Ensure that accurate data and statistics are collected and published on the number of racist and xenophobic offences that are reported to the police, on the number of cases that are prosecuted, on the reasons for not prosecuting and on the outcome of cases prosecuted'.	ECRI General Policy Recommendation n. 1

	12	FAF recommendation n. 2 Organisations and institutions that are engaged in national capacity-building activities on reporting and recording should draw on and tried and tested Facing Facts methods.	European Commission against Racism and Intolerance (ECRI) (1996). ECRI general policy recommendation n. 1 on combating racism, xenophobia, antisemitism and intolerance.
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## HATE SPEECH

AREA	STANDARD NUMBER	DESCRIPTION	SOURCE
LEGAL	1	Certain serious manifestations of racism and xenophobia must constitute an offence in all EU countries and be punishable by effective, proportionate and dissuasive penalties.	EU Framework Decision 2008/913/JHA on combating certain forms and expressions of racism and xenophobia by means of criminal law
	2	The above-mentioned offence when carried out by the public dissemination or distribution of tracts, pictures or other material.	EU Framework Decision 2008/913/JHA on combating certain forms and expressions of racism and xenophobia by means of criminal law
	3	Publicly condoning, denying or grossly trivialising crimes of genocide, crimes against humanity and war crimes.	EU Framework Decision 2008/913/JHA on combating certain forms and expressions of racism and xenophobia by means of criminal law EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
REPORTING AND MONITORING	4	Seek to identify the conditions conducive to the use of hate speech as a phenomenon and the different forms it takes, as well as to measure its extent and the harm that it causes, with a view to discouraging and preventing its use and to reducing and remedying the harm caused accordingly.	ECRI General Policy Recommendation N°15 on Combating Hate Speech, Principle 2
EDUCATION AND AWARENESS RAISING	5	Undertake a vigorous approach not only to raising public awareness of the importance of respecting pluralism and of the dangers posed by hate speech.	Principle 4, ECRI General Policy Recommendation N°15 on Combating Hate Speech EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
PARTNERSHIP WITH CIVIL SOCIETY	6	Support the monitoring of hate speech by civil society, equality bodies and national human rights institutions and promote cooperation in undertaking this task between them and public authorities.	Principle 3e, ECRI General Policy Recommendation N°15 on Combating Hate Speech EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)

<b>VICTIM SUPPORT</b>	7	Provide support for those targeted by hate speech both individually and collectively.	Principle 5, ECRI General Policy Recommendation N°15 on Combating Hate Speech EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
<b>THE ROLE OF MEDIA</b>	8	Use regulatory powers with respect to the media (including internet providers, online intermediaries and social media), to promote action to combat the use of hate speech and to challenge its acceptability, while ensuring that such action does not violate the right to freedom of expression and opinion. Encourage the condemnation of hate speech, encourage training for journalists and media professionals.	Principle 7 from the ECRI Recommendation No. 15 on Combating Hate Speech EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
<b>THE RESPONSIBILITY OF PUBLIC FIGURES</b>	9	The governments of the Member States, public authorities and public institutions at the national, regional and local levels, as well as officials, have a special responsibility to refrain from statements, in particular to the media, which may reasonably be understood as hate speech, or as speech likely to produce the effect of legitimising, spreading or promoting racial hatred, xenophobia, antisemitism or other forms of discrimination or hatred based on intolerance. Such statements should be prohibited and publicly disavowed whenever they occur.	Principle 1, Council of Europe Recommendation No. R (97) 20 of the Committee of Ministers to member states on “hate speech” Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)



## HOLOCAUST REMEMBRANCE

AREA	STANDARD NUMBER	DESCRIPTION	SOURCE
<b>EDUCATION</b>	1	Provide professional in-service and pre-service training opportunities for teachers, utilise research-based teacher training resources on antisemitism, and establish a system of ongoing support for educators to facilitate information exchange (...) Developing or adapting pre-service teacher-training curricula to include human rights and address antisemitism.	OSCE-UNESCO Guidelines for National Strategic Framework to Prevent, Address and Respond to Antisemitism in and through Education
	2	Introduce modules on education about the Holocaust and genocide education in pre-service and in-service training. Include the Holocaust as a subject for examination on teacher recruitment exams.	UNESCO Education about the Holocaust and preventing genocide page 59
	3	Introduce anti-racist education into the school curriculum at all levels and in an integrated manner, including content that builds awareness about antisemitism, its occurrences through centuries and the importance of combating its various manifestations, ensuring that teachers are provided with the necessary training.	ECRI, General Policy Recommendation No. 9, 6 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)

4	Distinguish “historical” from “moral” lessons While lessons about discrimination, prejudice or injustice, for example, may emerge from the analysis, root the study in the use of accurate and objective facts that emphasize the specific historical context.	UNESCO, Preventing violent extremism through education, 60
5	Textbook authors, teachers and curriculum developers should employ inclusive language that avoids generalizations about practices that set one group against another. Stereotypes, gendered and biased terms are to be avoided.	UNESCO, Addressing Antisemitism Through Education, 55
6	Provide professional in-service and pre-service training opportunities for teachers, utilize research-based teacher training resources on antisemitism, and establish a system of ongoing support for educators to facilitate information exchange (...) Developing or adapting pre-service teacher-training curricula to include human rights and address antisemitism.	OSCE-UNESCO Guidelines for National Strategic Framework to Prevent, Address and Respond to Antisemitism in and through Education.
7	Enable educational staff to promote common values and deliver inclusive education, through: measures to empower educational staff helping them convey common values, and promote active citizenship while transmitting a sense of belonging and responding to the diverse needs of learners.	Council of the European Union, Council Recommendation, #7(a)
8	In addition to naming the Holocaust in the curriculum, the developers should include a rationale for teaching Holocaust-related concepts and content that align with teaching and learning outcomes appropriate for the discipline in which the Holocaust may be taught.	UNESCO, Education about the Holocaust and Preventing Genocide, 53
9	(Teachers) Make responsible methodological choices ensuring that educational approaches and materials are appropriate for the emotional and developmental level of students can help them to navigate the complexity and extreme nature of the events. The examination of primary sources to foster inductive thinking is paramount in that regard. Simulation and simplistic thinking may not foster critical thinking.	UNESCO, Education about the Holocaust and preventing genocide, 61
10	Open and collaborative dialogue between policymakers, textbook authors, school leaders and educators nationally and internationally is important to help ensure the quality of education about the Holocaust on the level of curriculum, textbooks and classroom practice.	UNESCO Education about the Holocaust and preventing genocide p55
11	Education about the Holocaust and more generally the issue of genocide, can be maximized by enabling students to encounter the subject in a coordinated and age-appropriate manner throughout their academic career.	UNESCO, Education about the Holocaust and Preventing Genocide, 53 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
12	Promote the teaching about the Holocaust (the Shoah) in schools and to ensure that teachers are adequately trained for this task and equipped to address diversity in the classroom.	European Parliament, European Parliament Resolution 2017/2692(RSP), #15 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)



	13	There must be implementation, follow-up and monitoring of the Declaration of the Ministers of Education and schools must observe a “Day of remembrance of the Holocaust and prevention of crimes against humanity”, chosen in the light of each Member State’s history.	Council of the European Union, Council Declaration on the fight, 9
CULTURE	14	Textbook authors, teachers and curriculum developers should employ inclusive language that avoids generalizations about practices that set one group against another. Stereotypes, gendered and biased terms are to be avoided.	UNESCO, Addressing Antisemitism Through Education, 55
	15	Textbooks should employ a variety of different viewpoints of historical events, personalities, developments, cultures and societies from different perspectives and explore Judaism as cross-cultural and internally diverse, resulting from its interaction with other cultural practices and values.	UNESCO, Addressing Antisemitism Through Education, 55 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
MEDIA	16	Ensure that criminal legislation covers antisemitic crimes committed via the internet, satellite television and other modern means of information and communication.	European Commission against Racism and Intolerance (2004), ECRI General Policy Recommendation No. 9 – on the Fight Against Antisemitism. Council of Europe
	17	There are many important opportunities to be realised through the integration of social media into Holocaust education. The appropriate use of social media in Holocaust education may increase the ability for students to retain and sustain cognition, or historical knowledge (the basic facts, figures, and context), or, to take the learning outcomes one step further, gain historical empathy.	Practical Guidelines for Holocaust Educators, International Holocaust Remembrance Alliance EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
	18	Encourages each Member State to officially commemorate International Holocaust Remembrance Day on 27 January; can be done with media.	European Parliament resolution of 1 June 2017 on combating antisemitism (2017/2692(RSP)) article 17
	19	Member States shall ensure by appropriate means that audio visual media services provided by media service providers under their jurisdiction do not contain any incitement to hatred based on race, sex, religion or nationality.	Directive 2010/13/EU of the European Parliament and of the Council of 10 March 2010 on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services (Audiovisual Media Services Directive) Chapter III Provisions Applicable to all Audiovisual Media Services Article 6 Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)

	20	The appropriate use of social media in Holocaust education may increase the ability for students to retain and sustain cognition, or historical knowledge (the basic facts, figures, and context), or, to take the learning outcomes one step further, gain historical empathy.	International Holocaust Remembrance Alliance: Using social media in Holocaust education Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
<b>HATE SPEECH</b>	21	Certain serious manifestations of racism and xenophobia must constitute an offence in all EU countries and be punishable by effective, proportionate and dissuasive penalties.	EU Framework Decision 2008/913/JHA on combating certain forms and expressions of racism and xenophobia by means of criminal law
	22	The above-mentioned offence when carried out by the public dissemination or distribution of tracts, pictures or other material.	EU Framework Decision 2008/913/JHA on combating certain forms and expressions of racism and xenophobia by means of criminal law
	23	Publicly condoning, denying or grossly trivialising crimes of genocide, crimes against humanity and war crimes.	EU Framework Decision 2008/913/JHA on combating certain forms and expressions of racism and xenophobia by means of criminal law EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	24	Use regulatory powers with respect to the media (including internet providers, online intermediaries and social media), to promote action to combat the use of hate speech and to challenge its acceptability, while ensuring that such action does not violate the right to freedom of expression and opinion, and encourage the condemnation of hate speech, encourage training for journalists and media professional.	ECRI General Policy Recommendation NO 15 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
<b>HATE CRIME</b>	25	The purpose of this Framework Decision is to ensure that certain serious manifestations of racism and xenophobia are punishable by effective, proportionate and dissuasive criminal penalties throughout the European Union (EU). Furthermore, it aims to improve and encourage judicial cooperation in this field.	EU Framework Decision 2008/913/JHA on combating certain forms and expressions of racism and xenophobia by means of criminal law
	26	The purpose of this paper is to provide authorities in EU Member States with a compilation of guiding principles that can assist law enforcement agencies in their efforts to improve hate crime recording mechanisms.	Ensuring Justice, Protection and support for victims of Hate Crime and Hate Speech: 10 Key Guiding Principles EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
<b>DIALOGUE</b>	27	Public authorities at local and national levels facilitate encounters organised in the framework of inter-religious dialogue and encourage and support projects jointly conducted by several communities, including humanist and non-religious associations, that seek to consolidate social bonds by such means as the promotion of inter-community solidarity, care for the most vulnerable and the fight against discrimination.	Clause 12 Council of Europe Parliamentary Assembly, Recommendation 1962 (2011) on the religious dimension of intercultural dialogue
	28	Recommends that states and religious communities review together, on the basis of the guidelines provided by the Council of Europe, the questions regarding teaching on religions, denominational education, and training of teachers and of religious ministers or those with religious responsibilities, according to a holistic approach.	Clause 13: Council of Europe Parliamentary Assembly, Recommendation 1962 (2011) on the religious dimension of intercultural dialogue



## INTERCULTURAL DIALOGUE

AREA	STANDARD NUMBER	DESCRIPTION	SOURCE
FRAMEWORKS	1	To create conditions for peaceful coexistence in societies marked by diversity, and to ensure ongoing dialogue between religious leaders and actors, scholars, churches and other faith-based organisations, non-believers' groups, national human rights institutions, human rights defenders, women's rights and youth organisations, civil society representatives and the media.	European Parliament resolution of 15 January 2019 on EU Guidelines and the mandate of the EU Special Envoy on the promotion of freedom of religion or belief outside the EU (2018/2155(INI))
	2	Public authorities and all social forces are encouraged to develop the necessary framework of dialogue through educational initiatives and practical arrangements involving majorities and minorities. (p.41)	White Paper on Intercultural Dialogue "Living Together as Equals in Dignity". Launched by the Council of Europe Ministers of Foreign Affairs at their 118th Ministerial Session (Strasbourg, 7 May 2008)
	3	Public authorities and all social actors are invited to develop intercultural dialogue in the spaces of everyday life and in the framework of the respect of fundamental freedoms. (p.46)	White Paper on Intercultural Dialogue "Living Together as Equals in Dignity". Launched by the Council of Europe Ministers of Foreign Affairs at their 118th Ministerial Session (Strasbourg, 7 May 2008)
	4	The Assembly considers it necessary to build up a dynamic, productive partnership between the public institutions, the religious communities and the groups that espouse a non-religious perception.	Clause 11: Council of Europe Parliamentary Assembly, Recommendation 1962 (2011) on the religious dimension of intercultural dialogue
	5	Public authorities at local and national levels facilitate encounters organised in the framework of inter-religious dialogue and encourage and support projects jointly conducted by several communities, including humanist and non-religious associations, that seek to consolidate social bonds by such means as the promotion of inter-community solidarity, care for the most vulnerable and the fight against discrimination.	Clause 12 Council of Europe Parliamentary Assembly, Recommendation 1962 (2011) on the religious dimension of intercultural dialogue
FINANCING	6	Textbook authors, teachers and curriculum developers should employ inclusive language that avoids generalisations about practices that set one group against another. Stereotypes, gendered and biased terms are to be avoided. Human rights and address antisemitism.	UNESCO, Addressing Antisemitism Through Education, 55
	7	Textbooks should employ a variety of different viewpoints of historical events, personalities, developments, cultures and societies from different perspectives and explore Judaism as cross-cultural and internally diverse, resulting from its interaction with other cultural practices and values.	UNESCO, Addressing Antisemitism Through Education, 55
REPRESENTATION	8	Recommends that states and religious communities review together, on the basis of the guidelines provided by the Council of Europe, the questions regarding teaching on religions, denominational education, and training of teachers and of religious ministers or those with religious responsibilities, according to a holistic approach.	Clause 13: Council of Europe Parliamentary Assembly, Recommendation 1962 (2011) on the religious dimension of intercultural dialogue

	9	The Assembly invites the religious institutions and leaders to study, if possible, together and in the framework of interreligious dialogue, the appropriate way to better train the holders of religious responsibilities in:	Clause 16: Council of Europe Parliamentary Assembly, Recommendation 1962 (2011) on the religious dimension of intercultural dialogue
		a. Knowledge and understanding of other religions and convictions, as well as in openness, dialogue and collaboration between religious communities;	Clause 16: Council of Europe Parliamentary Assembly, Recommendation 1962 (2011) on the religious dimension of intercultural dialogue
		b. Respect for fundamental rights, democratic principles and the rule of law, as a common basis for such dialogue and collaboration.	Clause 16: Council of Europe Parliamentary Assembly, Recommendation 1962 (2011) on the religious dimension of intercultural dialogue
	10	Ensure that religious leaders at all levels avoid fueling antisemitism, and encourage religious leaders to take responsibility for the teachings spread at the grassroots level.	ECRI GPR 9 on preventing and combating antisemitism, revised 1 July, 2021
<b>RELIGIOUS AND CULTURAL LITERACY</b>	11	An appreciation of our diverse cultural background should include knowledge and understanding of the major world religions and nonreligious convictions and their role in society. (p.44)	White Paper on Intercultural Dialogue "Living Together as Equals in Dignity". Launched by the Council of Europe Ministers of Foreign Affairs at their 118th Ministerial Session (Strasbourg, 7 May 2008)
	12	Promote intercultural competences through the existing instruments and initiatives in the fields of culture, education, youth and audiovisual policy, (...) and increase synergies between these fields with a view to developing intercultural competences.	Council conclusions of 22 May 2008 on Intercultural Competences (2008/C 141/09)
	13	Everyone learns to share their differences positively and accept others, with their differences, in order to build cohesive societies that are receptive to diversity and respect the dignity of each individual. To achieve this, the Assembly is convinced of the importance of the religious dimension of intercultural dialogue, and of collaboration between religious communities to foster the values that make up the common core of our European societies and of any democratic society.	Clause 7: Council of Europe Parliamentary Assembly, Recommendation 1962 (2011) on the religious dimension of intercultural dialogue
	14	An appreciation of our diverse cultural background should include knowledge and understanding of the major world religions and nonreligious convictions and their role in society. (p.44)	White Paper on Intercultural Dialogue "Living Together as Equals in Dignity". Launched by the Council of Europe Ministers of Foreign Affairs at their 118th Ministerial Session (Strasbourg, 7 May 2008)



## MEDIA

AREA	STANDARD NUMBER	DESCRIPTION	SOURCE
<b>GOVERNMENT FIGURES USING MEDIA TO COUNTER ANTISEMITISM</b>	1	Political leaders should systematically and publicly condemn antisemitic statements and to engage in counter- speech and alternative narratives. Use of media plays a great role in this.	European Parliament resolution of 1 June 2017 on combating antisemitism (2017/2692(RSP)) article 6
<b>PROMOTION OF FAITH AND DIVERSITY</b>	2	Member States should encourage the media to promote respect for all faiths and appreciation of diversity.	European Parliament resolution of 1 June 2017 on combating antisemitism (2017/2692(RSP)) article 8. EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
	3	States “should promote common values and general principles of the EU through ... culture” including media.	Council Declaration on the fight against antisemitism and the development of a common security approach to better protect Jewish communities and institutions in Europe - Council conclusion (6 December 2018) Article 10 Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
<b>FUNDING</b>	4	States should support the positive role the media can play in promoting mutual respect and countering antisemitic stereotypes and prejudices.	European Commission against Racism and Intolerance (2004), ECRI General Policy Recommendation No. 9 - on the Fight Against Antisemitism. Council of Europe (1 July, 2021) EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
	5	1. Member States shall use media to raise awareness 2. Member States should support the production of campaigns and programs 3. The campaigns should reach diverse target groups (different groups and ages)	UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions CLT-2019/WS/21 (1308.19) article 10 Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
	6	Member States to increase financial support for targeted activities and educational projects, to build up and strengthen partnerships with Jewish communities and institutions, and to encourage exchanges between children and young people of different faiths via joint activities, launching and supporting awareness-raising campaigns in that regard - Can be done with media.	European Parliament resolution of 1 June 2017 on combating antisemitism (2017/2692(RSP)) article 16
	7	Allocate funding to safeguard and promote a pluralist, independent and free media landscape.	European Parliament resolution of 3 May 2018 on media pluralism and media freedom in the European Union (2017/2209(INI))

TRAINING	8	Journalists should be trained concerning all forms of antisemitism, in order to address possible bias.	European Parliament resolution of 1 June 2017 on combating antisemitism (2017/2692(RSP)) article 8. EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	9	Organise debates within media on their role in fighting antisemitism. Sensitise media professionals on their role to seek reporting in a manner that avoids perpetuating prejudices.	ECRI General Policy Recommendation 9 <a href="https://rm.coe.int/ecri-general-policy-recommendation-no-9-on-the-fight-against-antisemit/16808b5ac8">https://rm.coe.int/ecri-general-policy-recommendation-no-9-on-the-fight-against-antisemit/16808b5ac8</a> EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
	10	Reporting about Israel differently from other democratic countries.	IHRA definition <a href="https://www.holocaustremembrance.com/working-definition-antisemitism">https://www.holocaustremembrance.com/working-definition-antisemitism</a> EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	11	Members States shall use media as a mean to break down stereotypes.	European Parliament resolution of 19 January 2016 on the role of intercultural dialogue, cultural diversity and education in promoting EU fundamental values (2015/2139(INI)) EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	12	Member States shall facilitate the creation of a network of journalists specialised in the promotion of Diversity and Inclusion.	UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions CLT-2019/WS/21 (1308.19) article 10
	13	Media professionals to seek to, in this connection, report on all [Jewish] world events in a manner that avoids perpetuating prejudices.	European Commission against Racism and Intolerance (2004), ECRI General Policy Recommendation No. 9 - on the Fight Against Antisemitism. Council of Europe (1 July, 2021) EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
	HOLOCAUST REMEMBRANCE /EDUCATION	14	Encourages each Member State to officially commemorate International Holocaust Remembrance Day on 27 January; can be done with media.
LEGISLATION	15	Public incitement to violence, hatred or discrimination, 2.	European Commission against Racism and Intolerance (2004), ECRI General Policy Recommendation No. 9 - on the Fight Against Antisemitism. Council of Europe (2021)
	16	Ensure that criminal legislation covers antisemitic crimes committed via the internet, satellite television and other modern means of information and communication.	European Commission against Racism and Intolerance (2004), ECRI General Policy Recommendation No. 9 - on the Fight Against Antisemitism. Council of Europe (2021)

	17	Member States shall ensure by appropriate means that audio visual media services provided by media service providers under their jurisdiction do not contain any incitement to hatred based on race, sex, religion or nationality.	Directive 2010/13/EU of the European Parliament and of the Council of 10 March 2010 on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services (Audiovisual Media Services Directive) Chapter III Provisions Applicable to all Audiovisual Media Services Article 6 Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
	18	Member States shall ensure by appropriate means that audio visual media services provided by media service providers under their jurisdiction do not contain any incitement to hatred based on race, sex, religion or nationality.	Directive 2010/13/EU of the European Parliament and of the Council of 10 March 2010 on the coordination of certain provisions laid down by law, regulation or administrative action in Member States concerning the provision of audiovisual media services (Audiovisual Media Services Directive) Chapter III Provisions Applicable to all Audiovisual Media Services Article 9
<b>PLURALISM IN MEDIA</b>	19	Appropriate regulation and funding to Encourage the creation and dissemination of cultural expression by minorities.	UNESCO 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions (CLT-2019/WS/21 (1308.19) article 7.
<b>MONITORING</b>	20	Promptly react to possible threat and violation of media freedom.	European Parliament resolution of 3 May 2018 on media pluralism and media freedom in the European Union (2017/2209(INI)) Article 11 of the Charter of Fundamental Rights of the European Union Article 10 of the ECHR



## RELIGIOUS FREEDOM

AREA	STANDARD NUMBER	DESCRIPTION	SOURCE
<b>FREEDOM OF ASSEMBLY</b>	1	Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.	Article 9 of the European Convention on Human Rights EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	2	Everyone has the right to freedom of thought, conscience and religion. This right includes freedom to change religion or belief and freedom, either alone or in community with others and in public or in private, to manifest religion or belief, in worship, teaching, practice and observance.	Article 10 of the European Charter of Fundamental Rights EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
<b>FREEDOM TO MANIFEST</b>	3	Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.	Article 9 of the European Convention on Human Rights

	4	Calls for interfaith dialogue to be taken into account as a component of intercultural dialogue, a precondition for peace, and an essential tool of conflict management, focusing on the dignity of the individual and on the need to uphold human rights around the world, with particular reference to freedom of thought, conscience and religion and religious minorities' right to protection.	European Parliament resolution of 19 January 2016 on the role of intercultural dialogue, cultural diversity and education in promoting EU fundamental values
	5	ECRI recommends that the governments of member States ensure that persons of the Jewish faith are in a position to exercise their right to freedom of religion without discrimination, including by public institutions making provision in their everyday practices for the reasonable accommodation of religious requirements.	ECRI General Policy Recommendation No.9 On the fight against antisemitism, adopted on 25 June 2004 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
FREEDOM OF THOUGHT OR CONSCIENCE	6	Whereas theistic, non-theistic and atheistic beliefs, as well as the right not to profess any religion or belief are also protected under Article 18 ICCPR; whereas holding or not holding a religion or belief is an absolute right and may not be limited under any circumstances.	European Parliament resolution of 19 January 2016 on the role of intercultural dialogue, cultural diversity and education in promoting EU fundamental values
	7	Calls for equal attention to be paid to the situation of non-believers, atheists and apostates facing persecution, discrimination and violence.	European Parliament resolution of 15 January 2019 on EU Guidelines and the mandate of the EU Special Envoy on the promotion of freedom of religion or belief outside the EU
	8	They are independent organisations protecting and assisting victims of discrimination, monitoring and reporting on discrimination issues. They play a fundamental role in the non-discrimination architecture of the EU.	Revised GPR No.2, General Policy Recommendation on Equality bodies to combat racism and intolerance at national level Equality bodies are national public institutions set up across Europe to promote equality for all and tackle discrimination



## SECURITY

AREA	STANDARD NUMBER	DESCRIPTION	SOURCE
MEASURES	1	Member States increase effort to ensure security.	Council Declaration on the fight against antisemitism and the development of a common security approach to better protect Jewish communities and institutions in Europe of 6 December 2018 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
	2	Member States increase effort to reinforce protection of Jewish communities.	Council Declaration on the fight against antisemitism and the development of a common security approach to better protect Jewish communities and institutions in Europe of 6 December 2019 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)



<b>FINANCES</b>	3	Member States increase effort to provide finances for security measures.	Council Declaration on the fight against antisemitism and the development of a common security approach to better protect Jewish communities and institutions in Europe of 6 December 2020 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	4	Art 6. Using finances provided by EU.	Council Declaration on the fight against antisemitism and the development of a common security approach to better protect Jewish communities and institutions in Europe of 6 December 2021
<b>PREVENTIVE ACTIONS</b>	5	Horizon 2020 Work Programme 2018-2020, Focus Area - 'Boosting the effectiveness of the Security Union' - Societal Challenge 7 'Secure Societies' (SC7): Security, Critical Infrastructure Protection: 545 EUR available to protect soft targets.	European Commission Decision C(2020)1862 of 25 March 2020
	6	Exercising due diligence in prevention.	European Parliament resolution on EU Guidelines and the mandate of the EU Special Envoy on the promotion of freedom of religion or belief outside the EU of 15 January 2019 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)
	7	Section 2, Objective 2: Prevent terrorism and address radicalisation and recruitment: Exercising preventive action.	The EU Internal Security Strategy in Action: Five steps towards a more secure Europe of 22 November 2010
	8	Section B: Implementation of targeted security measures.	European Parliament resolution on combating antisemitism of 1 June 2017
<b>COLLABORATION</b>	9	Development of stronger and active contribution in ensuring security.	European Parliament resolution on combating antisemitism of 1 June 2018 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021) Council Declaration on mainstreaming the fight against antisemitism across policy areas (2 December 2020)



## SPORT

AREA	STANDARD NUMBER	DESCRIPTION	SOURCE
REGULATIONS	1	Association maintains procedures for addressing discriminatory incidents occurring at football matches and where necessary.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	2	Association carries out strict sanctions to ensure that it has a practical sports-legal framework in place in order to react to incidents of discrimination in football and its immediate environment.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	3	Association reinvests fines in social responsibility projects based around football.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	4	Coaches, officials and spectators are protected from discrimination both in and around the stadium.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	5	Officials carry out risk assessments in coordination with the relevant security officials to enable them to identify, in advance, any possible aspects of discrimination and to prepare themselves accordingly.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	6	Stadium safety and security regulations provide details on construction and structural aspects that enable fans to enjoy a barrier-free stadium.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	7	Body follows FIFA Code of Conduct, ensuring that all employees are treated equally, citing integrity and ethical behaviour, respect and dignity, and zero tolerance of discrimination and harassment as cornerstones of the code.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	8	All new employees are informed about these principles.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	9	Diversity hiring is encouraged.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	10	Association has appointed a contact person for diversity and anti-discrimination so as to ensure that its own strategy is cohesive.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	11	Association clubs have a specific contact person in the form of the diversity and anti-discrimination manager for issues relating to social inclusion in football.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
CONTROLS AND SANCTIONS	12	Associations/clubs work to identify matches where there is a risk of discrimination six weeks before the match.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	13	To support the identification of high-risk matches before they take place, the host association and confederation can obtain the assessments of the clubs, their local authorities, the police and external experts, as well as conduct a media analysis, in order to create the best possible security plan.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	14	Association/clubs introduce antidiscrimination observers for the competitions for which they are responsible.	FIFA Good Practice Guide on Diversity and Anti-Discrimination

	15	Association/clubs include discrimination in the list of prohibited objects and the corresponding signs in and around the stadium; Approaching spectators directly regarding discriminatory behaviour (via dialogue and instructions); Removing or covering up discriminatory objects (banners, clothing, stickers, etc.); Removing individuals from the stadium.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	16	Anti-discrimination match observers provide advice during matches, which may help security staff to identify discriminatory behaviour and objects, introduce security measures and report incidents in the crowd to the referee.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	17	Instructions developed for referee teams so that they can respond in a safe manner to verbal or physical acts of discrimination by players, coaches, other match officials or spectators.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	18	Follows FIFA three-step procedure for discriminatory incidents	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	19	Security and match officials are trained to recognise any threatening or discriminatory symbols and slogans.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
EDUCATION	20	Current and former players who are well known in the region along with full-time or voluntary employees of associations and clubs are trained to be role models, including in relation to diversity and antidiscrimination.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	21	Managers and players act in a way that makes it easier to promote diversity and anti-discrimination, and act in a manner consistent with their position as role models.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	22	Special training sessions include elements focusing on social inclusion and antidiscrimination.	FIFA Good Practice Guide on Diversity and Anti-Discrimination EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	23	Association carried out specialized training to sensitize officials and players to issues related to discrimination and antisemitism.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	24	Organisations and associations carry out educational campaigns designed to have multifaceted impact.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	25	Association/clubs document discriminatory incidents, particularly of positive examples of diversity and anti-discrimination in football in both word and images.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	26	Association/clubs produce an annual assessment report	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	27	Educational trends and methods are reviewed.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	28	Current and former players who are well known in the region along with full-time or voluntary employees of associations and clubs are trained to be role models, including in relation to diversity and antidiscrimination.	FIFA Good Practice Guide on Diversity and Anti-Discrimination

<b>NETWORKING AND COOPERATION</b>	29	Association and clubs engage in discussions on ongoing issues and share best practices.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	30	Publications are created and disseminated widely on relevant topics.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	31	Conferences are held on relevant topics.	FIFA Good Practice Guide on Diversity and Anti-Discrimination EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	32	Before or during major tournaments, fan group representatives are invited to recognise their mutual awareness of anti-discrimination, despite their differences in terms of which team they support.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	33	Association has developed international contacts with parties that are actively involved with various areas related to diversity and anti-discrimination. In particular, working with neighbouring football rivals can also help to eradicate mutual hostility.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	34	Association engages with local partners such as religious communities and NGOs .	FIFA Good Practice Guide on Diversity and Anti-Discrimination
<b>COMMUNICATIONS</b>	35	A visual identity is vital for placing an organisation's stance on diversity and anti-discrimination in the public spotlight in an effective and sustainable manner. This identity could be a logo, or possibly a recurring design element that conveys a message online, or on display boards or T-shirts.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
	36	Organisation uses social media to promote stance on anti-discrimination issues.	FIFA Good Practice Guide on Diversity and Anti-Discrimination EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	37	Association publicly recognizes achievement in the field of anti-discrimination activities.	FIFA Good Practice Guide on Diversity and Anti-Discrimination
<b>ENSURING EQUAL OPPORTUNITIES</b>	38	Organisation gathers information on the situation and representation of minority groups in sports, including the collection of good practices in this field.	European Commission Against Racism and Intolerance ECRI General Policy Recommendation No.12 on Combating Racism and Racial Discrimination in the Field of Sport Adopted On 19 December 2008
	39	Local authorities support and facilitate the participation of minority groups in sports, including in the working of local sport structures.	European Commission Against Racism and Intolerance ECRI General Policy Recommendation No.12 on Combating Racism and Racial Discrimination in the Field of Sport Adopted On 19 December 2008
	40	Local authorities organise sport-related outreach activities bringing together people from different backgrounds.	European Commission Against Racism and Intolerance ECRI General Policy Recommendation No.12 on Combating Racism and Racial Discrimination in the Field of Sport Adopted On 19 December 2008
	41	Local authorities encourage sports federations and sports clubs to ensure balanced representation of minority groups in sports at all levels.	European Commission Against Racism and Intolerance ECRI General Policy Recommendation No.12 on Combating Racism and Racial Discrimination in the Field of Sport Adopted On 19 December 2008

	42	Bodies take measures to attract supporters of different minority backgrounds to sports events.	European Commission Against Racism and Intolerance ECRI General Policy Recommendation No.12 on Combating Racism and Racial Discrimination in the Field of Sport Adopted On 19 December 2008
LEGISLATION	43	Authorities ensure that general and, as necessary, specific legislation against racism and racial discrimination in sport is in place.	European Commission Against Racism and Intolerance ECRI General Policy Recommendation No.12 on Combating Racism and Racial Discrimination in the Field of Sport Adopted On 19 December 2008 EU Strategy on Combating Antisemitism and Fostering Jewish Life (2021-2030) (5 October 2021)
	44	Authorities ensure the effective implementation of legislation.	European Commission Against Racism and Intolerance ECRI General Policy Recommendation No.12 on Combating Racism and Racial Discrimination in the Field of Sport Adopted On 19 December 2008

# INDICATORS & KEY MONITORING QUESTIONS



## CULTURE & HERITAGE

INDICATOR	BREAKDOWN OF INDICATOR	MONITORING QUESTIONS (key question and guiding questions)	MAX SCORE (out of 100)
PRESERVATION OF JEWISH HERITAGE	1.1. The state includes Jewish heritage equitably in national strategies that take into account cultural heritage.	Does the state include Jewish heritage equitably in national strategies that take into account cultural heritage? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>Does the state maintain a high-quality and well-arranged database?</li> <li>Does the state collect and classify information on Jewish heritage regularly in national surveys?</li> </ul>	4
	1.2. The state provides a clear definition of Jewish heritage.	Does the state provide a clear definition of Jewish heritage? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>If yes, does the definition take in consideration non-material and material heritage in the same way?</li> <li>Has the state mapped (geolocation) Jewish heritage sites?</li> </ul>	3
	1.3. There is an institutional body in place which is responsible for preservation strategies that include Jewish heritage.	Is there an institutional body in place that is responsible for preservation strategies that include Jewish heritage? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>Does the institutional body collaborate regularly with civil society, including Jewish communities?</li> </ul>	3
	1.4. The state develops action plans to ensure that Jewish heritage receives an appropriate level of protection, conservation and maintenance, and allocates resources directly to at-risk heritage sites.	Does the state develop action plans concerning Jewish heritage? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>Does it provide an appropriate level of protection, conservation and maintenance?</li> <li>Does the state develop a list or map of heritage sites at risk?</li> <li>Does it directly allocate resources to the most at-risk heritage sites?</li> </ul>	4
	1.5. The state provides specific funding for the preservation and promotion of Jewish heritage.	Does the state provide any specific funding for the preservation and promotion of Jewish heritage? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>Is this funding sufficient to ensure minimum standards for the preservation and promotion of Jewish heritage?</li> <li>If so, is the funding shared equally accessible among the different Jewish heritage actors in the country?</li> </ul>	5
	1.6. The state supports a specific Jewish heritage programme.	Does the state support a specific heritage programme? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>Has there been an evolution over the past 20 years in relation to public support for heritage programmes?</li> </ul>	4
	1.7. There are national standards and guidelines for Jewish heritage maintenance, conservation, restoration and rehabilitation in place.	Are there any national standards and guidelines for Jewish heritage maintenance, conservation, restoration and rehabilitation, or in any case, heritage guidelines covering the Jewish heritage? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>How does the state monitor the implementation of these standards and guidelines?</li> </ul>	5
	1.8. There is cooperation between civil society actors, Jewish communities and regional or local public bodies in the development of Jewish heritage initiatives.	Is there cooperation between civil society actors, Jewish communities and regional or local public bodies in the development of Jewish heritage initiatives?	4

	1.9. The state develops policies to address legal ownership questions or disputes in relation to Jewish communal buildings.	Are there policies in place to address legal ownership questions or disputes that relate to Jewish communal buildings to help solve disputes and to avoid that such questions adversely affect preservation work?	3
<b>PROMOTION OF JEWISH HERITAGE</b>	2.1. The state develops campaigns to promote Jewish heritage, either directly or indirectly.	Has the state developed any campaign to promote Jewish heritage, either directly or indirectly? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Has the state supported initiatives led by a third party to promote Jewish heritage?</i></li> <li>• <i>Does the state provide support for digitalisation or virtual libraries of the Jewish Heritage sites, with maps, photographs and testimonies?</i></li> </ul>	7
<b>PROMOTION OF JEWISH CULTURE</b>	3.1. The state promotes, interprets and communicates Jewish traditions, customs, religious practices, language, food, music, arts and crafts as a rich intangible cultural heritage.	Does the state promote, interpret and communicate Jewish traditions, customs, religious practices, language, food, music, arts and crafts as a rich intangible cultural heritage? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Is there adequate and specific funding (or the support of EU funding) for the promotion of festivals or educational programmes that present Jewish culture as an integral part of national culture?</i></li> <li>• <i>Which Jewish cultural programmes are supported by the state (or through the support of EU funding)?</i></li> </ul>	4
	3.2. The state supports electronic media projects/initiatives for programmes on national minorities and migrant groups and their history and religion.	Does the state support electronic media projects/initiatives for programmes on national minorities and migrant groups and their history and religion, including Jewish heritage and culture? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>In the cultural heritage sector, initiatives that promote the bridge between heritage and culture and the digital world, as a key means in the development of the sector, should be rewarded. The aim of this indicator is to recognise the state's efforts in integrating this approach towards Jewish heritage and culture.</i></li> <li>• <i>Is there a specific programme for Jewish culture?</i></li> </ul>	4
	3.3. The state supports cultural institutions concerned with the European endangered Jewish languages as Yiddish and Ladino.	In case the country has an endangered language heritage, does the state support cultural institutions concerned with the European endangered Jewish languages as Yiddish and Ladino? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• <i>Is this support adequate and sufficient?</i></li> </ul>	4
	3.4. There are Jewish Museums and/or Jewish Memorials financed by the state.	Are there any Jewish Museums or Jewish Memorials financed by the state? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>If so, is there cooperation between civil society actors, Jewish communities and regional or local public bodies in the development of these Museums or Monuments?</i></li> <li>• <i>National history museums should present the country's Jewish history as an integral part of its historical development</i></li> <li>• <i>Do national history museums present the country's Jewish history as an integral part of its historical development?</i></li> </ul>	6
	3.5. National art museums present the country's Jewish art as an integral part of its artistic heritage.	Do national art museums present the country's Jewish art as an integral part of its artistic heritage?	4
	3.6. The state supports and participates in the development of the Council of Europe's Cultural Routes programme.	Does the state support and participate in the development of the Council of Europe's Cultural Routes programme? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Does it support the development of the European Routes of Jewish Heritage?</i></li> <li>• <i>If so, is there cooperation between civil society actors, Jewish communities and regional or local public bodies in the development of this route?</i></li> <li>• <i>If not, is the government planning on starting to support it?</i></li> </ul>	4

	3.7. In order to encourage the media to promote respect for all faiths and appreciation of diversity, the state provides training for policy makers and journalists concerning all forms of antisemitism, in order to address possible bias.	In order to encourage the media to promote respect for all faiths and appreciation of diversity, does the state provide training for policy makers and journalists concerning all forms of antisemitism, in order to address possible bias? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• <i>If so, is there cooperation between civil society actors, Jewish communities and regional or local public bodies in the development of this training?</i></li> </ul>	4
<b>RECOGNITION OF JEWISH CULTURE</b>	4.1. There is Jewish content programming integrated into regular state national media.	Is there Jewish content programming integrated into regular state national media? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>If yes, is it inclusive in terms of stakeholders involved in the development of these programmes?</i></li> <li>• <i>Is there Jewish content programming integrated into regular state media aimed for a young audience?</i></li> </ul>	5
	4.2. The Ministry of Education includes the history of European Jewish culture in educational materials on European history.	Does the Ministry of Education include the history of European Jewish culture in educational materials on European history? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• <i>Is Jewish history and contemporary Jewish life presented in a comprehensive and balanced way in school curricula so that all forms of antisemitism are avoided?</i></li> </ul>	5
	4.3. The state takes measures to encourage and ensure that Jewish civil society trainers and academic experts are engaged in education.	Are Jewish civil society trainers and academic experts being encouraged by the state to be engaged in education? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• <i>If so, at what levels of training are they engaged?</i></li> </ul>	4
	4.4. Jewish cultural heritage is utilised to promote intercultural/ interfaith dialogue involving Jewish communities and institutions, and to encourage in particular the exchange between children and young people of different faiths and backgrounds.	Is Jewish cultural heritage being utilised to promote intercultural/interfaith dialogue involving Jewish communities and institutions, and to encourage in particular the exchange between children and young people of different faiths and backgrounds? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• <i>If so, what programmes have been supported?</i></li> </ul>	5
	4.5. The state develops cultural programmes, to enable a better understanding and appreciation of the Jewish experience and the historical diversity of the peoples of Europe and to promote respect for others and democratic citizenship.	Does the state develop cultural programmes, that enable a better understanding and appreciation of the Jewish experience and the historical diversity of the peoples of Europe and to promote respect for others and for democratic citizenship? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• <i>If yes, is there a special programme for young people?</i></li> </ul>	5
	4.6. There is cooperation between the ministries responsible for heritage and education for raising awareness of young people on the value of Jewish heritage, culture and history.	Is there cooperation between the ministries responsible for heritage and education for raising awareness of young people on the value of Jewish heritage, culture and history?	4





## EDUCATION

INDICATOR	BREAKDOWN OF INDICATOR	MONITORING QUESTIONS (key question and guiding questions)	MAX SCORE (out of 100)
CURRICULUM	1.1. National law and policies establish or recommend education to address antisemitism and Jewish studies (reference to study about Judaism/Jewish people) within formal education.	<p>Do any national laws or policies establish or recommend education to address antisemitism and Jewish studies (reference to study about Judaism/Jewish people) within the formal and obligatory education system (primary – secondary)</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Has a policy analysis been carried out to see if education addressing antisemitism related outcomes are present within national goals outcomes for the schooling system?</i></li> <li>• <i>Is the rationale for teaching topics that address antisemitism and Jewish studies clearly explained in national policies?</i></li> <li>• <i>Is education to address antisemitism and Jewish studies present within human rights, history, civic education or any other curricula subjects? Is there specific time allotted within these subjects?</i></li> </ul>	2
	1.2. Education to address antisemitism is clearly defined in terms of its goals, pedagogy and content within the schooling system.	<p>Has education to address antisemitism been clearly defined in terms of its goals, pedagogy and content within the schooling system?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Do learning objectives and outcomes include learners' understanding of the causes and evolution of antisemitism and its manifestations in the context of their own and other societies over different time periods?</i></li> <li>• <i>Do learning objectives and outcomes include learners utilising their critical thinking skills in self-reflection techniques to evaluate and assess their own assumptions about human behaviour?</i></li> <li>• <i>Do learning objectives and outcomes include learners' experience of 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?</i></li> <li>• <i>Do learning objectives and outcomes include learners developing an emotional commitment to defending human rights and fighting discrimination, including antisemitism?</i></li> <li>• <i>Do learning objectives and outcomes include learners' ability to recognise 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?</i></li> </ul>	4
	1.3. There is a government programme on education addressing antisemitism and Jewish studies as part of other curricular subjects.	<p>Is there a specific government programme on education addressing antisemitism and Jewish studies as part of other curricular subjects such as human rights education, history, literature or civic studies? Is it being implemented and evaluated?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Is there an integration of education addressing antisemitism and Jewish studies as part of other curricular subjects such as human rights education, history, literature or civic studies?</i></li> <li>• <i>Is there formative evaluation of key programme components? Summative evaluation? Or impact assessment?</i></li> </ul>	4

	<p>1.4. Curricula guidelines and content in textbooks on antisemitism include reference to global citizenship education or a similar approach, specifically referring to the key learner attributes (i) informed and critically literate; (ii) socially connected and respectful of diversity; (iii) ethically responsible and engaged.</p>	<p>Do curricula guidelines and textbook content on antisemitism include references to global citizenship education, or a similar approach, specifically referring to the key learner attributes (i) informed and critically literate; (ii) socially connected and respectful of diversity; (iii) ethically responsible and engaged? And vice versa, is antisemitism referred to in guidelines and content on global citizenship education?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Do guidelines and content include aspects of students becoming (i) informed and critically literate: e.g. curricula content and guidelines include reference and discussion on 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?</i></li> <li>• <i>Do guidelines and content include aspects of students becoming (ii) socially connected and respectful to diversity: Do curricula and textbooks include content on Jewish culture, traditions, and history within the local, national and regional contexts?</i></li> <li>• <i>Does curricula include explanations and content on 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?</i></li> <li>• <i>Do guidelines and content include aspect of students becoming (iii) ethically responsible and engaged: Does curricula include content on local resistance and the Righteous in the Holocaust? Are learners provided with examples of community mobilisation or intercultural solidarity in the face of antisemitic and other hate incidents?</i></li> </ul>	4
	<p>1.5. Historical research and history curricula are verified by the Ministry of Education to be historically accurate and are compatible with EU fundamental values, such as human dignity, pluralistic democracy, freedom, tolerance, equality and non-discrimination.</p>	<p>Has historical research and history curricula been verified by Ministry of Education to be historically accurate and is compatible with EU fundamental values, such as human dignity, pluralistic democracy, freedom, tolerance, equality and non-discrimination?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Is there an established reference to the verification process of historical research and curricula drafting in the Ministry of Education / guidelines to publishers?</i></li> <li>• <i>Is there an established reference to the verification process of historical research and curricula drafting by civil society organisations/NGOs and teachers associations?</i></li> <li>• <i>Are there resources targeted at teachers to assist them in developing the research, analytical and reflective skills necessary to help students recognise 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?</i></li> </ul>	3

	1.6. National policies establish or prescribe anti-racist education / training including all forms of intolerance, racism (including antisemitism), hate crime, and antisemitic prejudice for vocational training and people working in the field of security and integration courses.	<p>Do any national policies establish or prescribe anti-racist education/training including all forms of intolerance, racism (including antisemitism), hate crime, and antisemitic prejudice for vocational training, and people working in the field of security and integration courses?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Is there a training curricula document / pedagogical module on all forms of intolerance, racism (including antisemitism), hate crime, and antisemitic prejudice?</i></li> <li>• <i>Are there specific training providers that conduct such trainings in various education levels?</i></li> <li>• <i>Are there guidelines for the integration of specific training aimed at educators in vocational training and security and justice?</i></li> <li>• <i>Are a majority (more than 50%) of teacher students participating in such training?</i></li> <li>• <i>Is there a budget allocated for implementation of such trainings?</i></li> <li>• <i>Is there a process of monitoring and reporting for activities and training completed on such topics in various educational levels?</i></li> <li>• <i>Does the content presented in the training build awareness and articulate the manifestations of antisemitism?</i></li> </ul>	4
<b>TEXTBOOKS</b>	2.1. There are regular reviews of textbooks to determine the presence of education addressing antisemitism and Jewish history by Ministry of Education or/and relevant agencies.	<p>Has a textbook review been carried out by Ministry of Education or relevant agencies to determine the presence of education addressing antisemitism and Jewish history, related knowledge, skills and attitudes?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Was the textbook review of high quality (sufficient, rigorous and independent)?</i></li> <li>• <i>Is there an institutional mechanism in place for regular review of new and existing textbooks?</i></li> <li>• <i>Was the textbook review carried out in terms of students' knowledge and skills?</i></li> <li>• <i>Has textbook review been carried out to ensure inclusive language and a lack of stereotypical and biased terms?</i></li> <li>• <i>Has textbook review been carried out to ensure accurate inclusion of Jewish culture and history?</i></li> </ul>	5
<b>TEACHER TRAINING (Pre-service and In-service)</b>	3.1. National law, policy or education plan requires educators and/or in-service teachers to be prepared in addressing antisemitism, Holocaust and genocide education.	<p>Does any national law, policy or education plan require educators and/or in-service teachers to be prepared in addressing antisemitism, Holocaust and genocide education (as part of HR education or separately) through education related knowledge/skills /attitudes as well as learner centered teaching methodologies? (reference to Education addressing antisemitism can be presented as part of civic education, human rights education, and democracy).</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Are there seminars, workshops or other activities for preparing in service teachers and educators to address antisemitism, Jewish studies and Holocaust education provided by the Ministry of Education/ regional authorities or external organisations?</i></li> <li>• <i>Are there specific units in the Ministry of Education (or local/ regional authorities) that address educators and in-service teachers on topics of addressing antisemitism, Jewish studies, Holocaust and genocide education? (Or provide such training or training offered by external organisations)</i></li> </ul>	3

	3.2. Guidelines for educators and in-service teachers on how to address antisemitism, Holocaust and genocide are prepared by the Ministry of Education and/or regional authorities.	Have the Ministry of Education or regional authorities prepared guidelines for educators and in-service teachers on how to address antisemitism, Holocaust and genocide (as part of human rights education or apart) through education? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Are there any guidelines for teacher training institutions on how to prepare teachers in education for addressing antisemitism, Holocaust and genocide?</li> <li>• Are there guidelines for teachers on how to prepare material addressing antisemitism and Holocaust studies? How to use research resources?</li> </ul>	5
	3.3. Education to address antisemitism, Holocaust and genocide is present in the curricula for teacher training institutions and/or university education for teachers.	Is education to address antisemitism, Holocaust and genocide present in the curricula for teacher training institutions and/or university education for teachers? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Are learners in teacher training institutions and university studies for teachers required to complete a module on addressing antisemitism and Holocaust and genocide education? (Or is the topic mandatory in teacher training?)</li> <li>• Is antisemitism, Holocaust and genocide education study a part of teachers recruitment exams?</li> </ul>	3
<b>SCHOOL LEADERSHIP/ GOVERNANCE</b>	4.1. Guidelines produced by the Ministry of Education or regional authorities encourage school wide activities that promote education to address antisemitism.	Do any Guidelines produced by the Ministry of Education or regional authorities encourage school wide activities that promote education to address antisemitism and/or Jewish studies? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Are guidelines available by the Ministry of Education or regional authorities to encourage school wide activities that promote education to address antisemitism and/or Jewish studies?</li> <li>• Has the Ministry of Education or regional authorities communicated these guidelines and provided the necessary means for school formal leaders (headmaster, vice head, head of departments, councils) to implement school wide activities that promote education to address antisemitism? (School wide activities can include whole school population, engagement with parents and the wider community)</li> </ul>	3
	4.2. The Ministry of Education, local authorities or/and schools offer training on innovative/ appropriate methodologies for intercultural education to school leaders and general school staff.	Does the Ministry of Education, local authorities or/ and schools offer training on innovative/appropriate methodologies for intercultural education for school leaders and general school staff (in addition to teachers)? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Is such training mandatory or optional? Does it count for continued professional development credit?</li> <li>• Is such training delivered by an expert? Or an external organisation?</li> </ul>	4
	4.3. School governance (school board, council, formal school leaders) promotes democratic and human rights values, cultural openness and fosters active participation of learners, school staff and parents.	Does school governance (school board, council, formal school leaders) promote democratic and human rights values, cultural openness and fosters active participation of learners, school staff and parents? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Do any guidelines encourage formal and non-formal curricular activities in schools (such as clubs) that promote human right values, cultural openness, knowledge, skills and attitudes?</li> <li>• Are there non-formal or extracurricular activities that promote human rights, cultural tolerance and addressing antisemitism?</li> </ul>	4

<b>CLASSROOM TEACHING AND ASSESSMENT</b>	5.1. Teaching materials and methodologies used in addressing antisemitism and Jewish studies incorporate the following elements: language precision; distinction between historical and moral lessons; diversity of experiences; avoidance of the use of generalisations.	Do teaching materials and methodologies including lesson plans, texts and pedagogical approaches used to address antisemitism and Jewish studies incorporate the following elements: language precision, distinction of historical and moral lessons, diversity of experiences, and the avoidance of generalisation? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Do teaching materials and methodologies incorporate language precision and avoid generalisations?</li> <li>• Do teaching materials and methodologies incorporate distinction between historical and moral lessons?</li> <li>• Do teaching materials and methodologies incorporate diversity of Jewish experiences?</li> </ul>	4
	5.2. Availability of guidelines by the Ministry of Education or any other state agencies on how to develop and choose student level appropriate teaching materials on antisemitism or Jewish studies.	Do any guidelines by the Ministry of Education or any other state agencies exist on antisemitism education and Jewish studies for teachers and educators on how to develop and choose relevant and student level appropriate teaching material?	2
	5.3. Availability of guidelines on how to establish supportive and open environments to discuss difficult topics, such as antisemitism.	Do any guidelines exist for teachers on how to establish supportive and open environments to discuss difficult topics?	4
	5.4. Availability of resources including examples of lesson plans or methodologies that provide teachers with examples of participatory pedagogies, learner-centered and inclusive practices to address sensitive topics linked to antisemitism.	Are there examples of lesson plans or methodologies that provide teachers with examples of participatory pedagogies, learner-centered and inclusive practices to address sensitive topics antisemitism and Jewish studies education?	3
	5.5. Mechanism and procedures are in place to assess students, teachers and quality and content of programmes on antisemitism and Jewish studies.	Are students assessed for their achievements in activities and lessons addressing antisemitism and Jewish studies? Are teachers assessed for their teaching of antisemitism? Are programmes and lesson plans on antisemitism and Jewish studies assessed by professionals (Ministry of Education, specialized NGOs or civil society organisations)? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• Is such an assessment required by the Ministry of Education? Is it required or optional?</li> </ul>	3
<b>INCIDENT RESPONSE</b>	6.1. There is established national policy on schools' response and reporting mechanism in case of antisemitic incidents.	Is there any national policy established for schools' response and reporting mechanisms in case of antisemitic incidents? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Is there a common reference/guideline published by the Ministry of Education on what constitutes an antisemitic incident and how a school should respond?</li> <li>• Is fighting antisemitism a required part of school policy?</li> <li>• Is the reporting mechanism and definition of antisemitism shared by the school/Ministry of Education with teachers?</li> </ul>	4
	6.2. Reporting mechanism and what qualifies as antisemitism is shared by the school with students.	Is the reporting mechanism and definition of antisemitism shared with students? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• Is the reporting mechanism accessible and explained to all students and teachers in the school?</li> </ul>	2

	6.3. There are dedicated educational materials to address antisemitic incidents.	Are there dedicated educational materials to address antisemitic incidents? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Is the school staff prepared to address such incidents? Has there been appropriate training?</i></li> <li>• <i>Are there guidelines/recommended material by the Ministry of Education?</i></li> </ul>	3
<b>CIVIL SOCIETY PARTNERSHIPS</b>	7.1. There are guidelines/recommendations in place that encourage schools to collaborate with civil society organisations in carrying out non-formal and formal educational activities on addressing antisemitism.	Are there guidelines/recommendations that encourage schools to collaborate with civil society organisations in carrying out non-formal and formal educational activities on addressing antisemitism? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Is there a list of approved or recommended organisations by the Ministry of Education?</i></li> <li>• <i>Are these NGOs/civil society organisations funded by national/regional authorities?</i></li> <li>• <i>Are there any guidelines that encourage collaboration with Jewish communities and institutions to promote exchange of pupils of various backgrounds?</i></li> </ul> <i>Can collaboration be conducted on-site and online through Erasmus+ projects or/and online exchanges?</i>	3
	7.2. Schools collaborate with civil society, NGOs, Jewish organisations and interfaith dialogue organisations in carrying out non formal and formal educational activities addressing antisemitism and Jewish studies.	Are schools collaborating with civil society, NGOs, Jewish organisations and interfaith dialogue organisations in carrying out non-formal and formal educational activities addressing antisemitism and Jewish studies? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Do educational leaders (school leaders, Ministry of Education representatives and local authorities) promote collaboration with Jewish communities in carrying out non-formal and formal educational activities addressing antisemitism and Jewish studies?</i></li> <li>• <i>Is there collaboration between Jewish organisations and schools on subject materials?</i></li> <li>• <i>Are there formal or non-formal meetings between schools and Jewish communities?</i></li> </ul>	3
<b>HIGHER EDUCATION</b>	8.1. National human rights institutions promote education on antisemitism in higher education.	Do national human rights institutions promote education on antisemitism in higher education? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• <i>Do national human rights institutions promote the study of antisemitism in higher education by publishing recommendations and guidelines on the topic?</i></li> </ul>	3
	8.2. National standards or guidelines ensure universities' anti-discrimination policies include the rejection of antisemitism and commitment to the safety and inclusion of Jewish students.	Does university policies/regulations establish the institutions' standards towards the rejection of antisemitism and ensuring the safety and inclusion of Jewish students? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Is fighting antisemitism an explicit part of universities' human rights and anti-discrimination policies?</i></li> <li>• <i>Are there policies or guidelines on the inclusion of Jewish students (or any other students from a minority religion if not directly Jewish) in higher education institutions?</i></li> <li>• <i>Are there policies or guidelines which provide reasonable accommodation for observance of religious holidays vis a vis exams and other academic obligations?</i></li> </ul>	4
	8.3. Clear reporting mechanism and definition on what qualifies as antisemitism shared by the higher education institution with teaching staff and students	Is the reporting mechanism and definition of what qualifies as antisemitism shared by the higher education institution with teaching staff and students? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Is there a common reference/guideline for what constitutes an antisemitic incident?</i></li> <li>• <i>Is there a reporting mechanism for antisemitic incidents in university guidelines/code of conduct?</i></li> <li>• <i>Is the reporting mechanism accessible and explained to students and staff in the institution?</i></li> </ul>	3

<b>HOLOCAUST EDUCATION</b>	9.1. National law or policies establish Holocaust education, as part of curricula, that is clearly defined in terms of its goals, pedagogy and content within the schooling system, by Ministry of Education or regional authorities.	<p>Does any national law or policy establish Holocaust education and provide guidelines that clearly define Holocaust education in terms of its goals, pedagogy and content within the schooling system?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Is the rationale for teaching about the Holocaust clearly explained in national policies?</i></li> <li>• <i>Are there clear guidelines or recommended examples of methodology and content?</i></li> <li>• <i>Do these guidelines specify learning outcomes in terms of knowledge, skills and attitudes?</i></li> <li>• <i>Do learning objectives and outcomes align with the learning objectives and outcomes of the subject(s) in which the Holocaust is taught (history, citizenship, literature, etc.)?</i></li> <li>• <i>Is the complexity of the topic and emotional development of students addressed in such guidelines?</i></li> <li>• <i>Do the guidelines or recommended resources include adaptation to various age groups and students' sensibilities?</i></li> </ul>	2
	9.2. There are established structures for collaboration between policymakers, textbook authors, school leaders and educators to ensure the quality of education about the Holocaust on the level of curriculum, textbooks and classroom practice.	<p>Are there structures for collaboration between policymakers, textbook authors, school leaders and educators to ensure the quality of education about the Holocaust on the level of curriculum, textbooks and classroom practice?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Is there a monitoring mechanism to ensure the quality of education about the Holocaust on the level of curriculum, textbooks and classroom practice?</i></li> <li>• <i>Are there structures of collaboration between some of the stakeholders mentioned above?</i></li> </ul>	4
	9.3. Teachers participate in continued professional development on teaching the Holocaust.	<p>Do teachers participate in continued professional development on teaching the Holocaust?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Does the school system provide such training for teachers in-service and on a regular basis?</i></li> <li>• <i>Is it part of pre-service teacher training?</i></li> <li>• <i>Does such training count as continued professional development credit?</i></li> </ul>	3
	9.4 Established national law or policy require the Ministry of Education to observe "Day of Remembrance of the Holocaust and prevention of crimes against humanity."	<p>Does any national law or policy require the Ministry of Education to observe the "Day of remembrance of the Holocaust and prevention of crimes against humanity"?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Are there commemoration or educational activities on a school, regional, or national level for the Day of Remembrance?</i></li> <li>• <i>Are there guiding documents by the Ministry of Education or regional authorities on how to conduct and commemorate the Day of Remembrance?</i></li> </ul>	2



## HATE CRIME

INDICATOR	BREAKDOWN OF INDICATOR	MONITORING QUESTIONS (key question and guiding questions)	MAX SCORE (out of 100)
LEGISLATION ON HATE CRIME	1.1. The key elements of the Framework Decision in relation to hate crime have been transposed at the national level (Hate crime legislation).	<p>Is there a national hate crime legislation in place?</p> <p><i>Guiding question:</i></p> <ul style="list-style-type: none"> <li>• Does the national legislation envisage a punishment enhancement in its criminal code? It can be an aggravating circumstance provision applicable to all crimes, or applicable to certain crimes such as murder, serious bodily harm and other violence against persons or property.</li> <li>• Does an aggravating circumstance provision cover racist, antisemitic, religious or other bias that can be applied to antisemitic crimes?</li> </ul>	22
RECORDING OF HATE CRIME	2.1. The key elements of the Framework Decision in relation to hate crime have been transposed at the national level (Recording).	<p>Does the state have a system in place to record hate crime?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• Is there a way to flag crimes as antisemitic when reported to the police or otherwise distinguish a potential antisemitic crime?</li> <li>• Is official data on antisemitic hate crime available?</li> <li>• Is official data on antisemitism comparable (with data from civil society organisations)</li> </ul>	12
	2.2. The state puts efforts and invests resources in making its hate crime recording systems efficient and reliable.	<p>Does the state put efforts and invest resources to ensure hate crime recording system's efficiency and reliability?</p> <p><i>Guiding information: Such efforts and measures could include:</i></p> <ul style="list-style-type: none"> <li>• establishing a national working group on improving recording of hate crime;</li> <li>• developing operational documents to guide criminal justice professionals on hate crime data recording;</li> <li>• training criminal justice professionals on recording hate crime.</li> </ul>	8
	2.3. The state uses a victim perception-based recording.	<p>Does the state adopt a victim perception-based recording system?</p> <p><i>Guiding information: Perception-based approach to recording implies recording as hate crime any criminal offence which is perceived, by the victim or any other person, to be motivated by hostility or prejudice towards someone based on a personal characteristic</i></p>	5
INVESTIGATION AND PROSECUTION	3.1. The key elements of the Framework Decision in relation to hate crime have been transposed at the national level (Investigation).	<p>Does the state properly investigate antisemitic hate crimes?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• Has the state developed and made use of a list of bias indicators to identify and recognise antisemitic hate crime?</li> <li>• Does the state have cooperation protocols with Jewish communities/antisemitism observatories to understand the nature and manifestation of antisemitic crimes and update the bias indicators list? (e.g. information sharing agreement)</li> </ul>	9
	3.2. The key elements of the Framework Decision in relation to hate crime have been transposed at the national level (Prosecution).	<p>How many cases of antisemitic hate crime are prosecuted and eventually sentenced?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• How many cases of antisemitic hate crimes have been prosecuted and eventually sentenced over the past 5 years (increase in number?)</li> <li>• Is data on prosecution and sentencing available?</li> </ul>	9



	3.3. The state invests resources into training criminal justice professionals on hate crime, investigation, prosecution and sentencing of hate crimes.	<p>Are criminal justice professionals in the country trained on hate crime (how to recognise/receive report/recognise specific bias indicators/investigate/prosecute/apply national legislation)</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• Do criminal justice professionals receive specific training on hate crime? If yes, are all chains of the criminal justice system covered (law enforcement, prosecution, judiciary)?</li> <li>• Is training on hate crime part of a national strategy on hate crime?</li> <li>• Do training on hate crimes for criminal justice professionals include specific training on antisemitism, including specific antisemitic hate crime bias indicators?</li> </ul>	10
<b>VICTIM SUPPORT</b>	4.1. The state has adopted the Victims Directive in particular the part where it recognised a particular status of victims of hate crime, with a view of addressing underreporting.	<p>Does the state ensure safety, provide support and access to justice to the victims of antisemitic hate crime?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• Does the state conduct victimisation surveys to understand the level of/barriers to reporting of hate crime, including antisemitic hate crimes?</li> <li>• Does the state have in place easy and trustful reporting tools?</li> <li>• Do police officers make a victim's needs assessment when they come forward?</li> <li>• Is there a system in place to protect victims and their families when they report antisemitic hate crimes, as needed to address the identified needs?</li> <li>• Do victims receive information and updates about criminal proceedings?</li> </ul>	9
	4.2. The state has adopted the Victims Directive in particular the part where it recognized a particular status of victims of hate crime, with a view of improving the community outreach.	<p>Does the state establish an efficient relationship with Jewish communities/ groups/institutions to better respond to victims of antisemitic hate crime?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• Does the state have effective relationships with the Jewish communities/institutions/groups?</li> <li>• Are Jewish communities/organisations/groups consulted/involved when an antisemitic hate crime occurs?</li> <li>• Are Jewish communities/organisations/groups called upon by the police to provide support to the victims?</li> <li>• Does the state financially support Jewish Institutions offering victims support?</li> </ul>	8
	4.3. The state authorities have the proper knowledge and skills to provide a victim focused approach when dealing with hate crime victims.	<p>Are criminal justice professionals trained to treat hate crime victims, including victims of antisemitic hate crimes, in a sensitive and professional manner, and to refer a victim to the specialised hate crime victim support services?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• Are criminal justice professionals trained to treat hate crime victims, including victims of antisemitic hate crimes, in a sensitive and professional manner?</li> <li>• Are there any referral mechanisms in place? These are mechanisms for referring a hate crime victim to general or specialised victim support services; such as psychological, legal or other types of support. Can be state-run or offered by the CSOs.</li> <li>• Are criminal justice professionals trained to refer hate crime victims, including victims of antisemitic hate crime, to specialised support services, if available.</li> </ul>	8



## HATE SPEECH

INDICATOR	BREAKDOWN OF INDICATOR	MONITORING QUESTIONS (key question and guiding questions)	MAX SCORE (out of 100)
LEGISLATION ON HATE SPEECH	1.1. National law makes hate speech illegal.	Has the EU Framework Decision 2008/913/JHA been fully transposed in the Member State as it relates to hate speech provisions? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• Is there legislation on public incitement to violence or to hatred?</li> <li>• Is there legislation on gross trivialisation or denial of genocide or war crimes?</li> </ul>	10
	1.2. Hate speech law is enforced.	Have there been any known cases in the past year of the prosecution of antisemitic hate speech? If yes, was the perpetrator convicted?	15
	1.3. There is a ban on Nazi imagery online or offline and it is enforced.	Is there a ban on Nazi imagery? <i>Guiding information:</i> <ul style="list-style-type: none"> <li>• This can include other related Nazi symbols, like flags, symbols, number</li> </ul>	10
REPORTING AND MONITORING	2.1. A designated public authority is responsible for monitoring hate speech and for receiving reports.	Is there a designated public authority to report hate speech cases to? <i>Guiding information:</i> <ul style="list-style-type: none"> <li>• Monitoring is essential for a better understanding of hate speech and highlights the extent of its existence.</li> </ul>	10
	2.2. The police, or at least one of their departments or officers is equipped with knowledge and know-how on handling hate speech.	Is there a police department/unit designated to focus on monitoring and tackling hate speech?	10
PARTNERSHIP WITH CSOS	3.1. The national regulation on hate speech is well established and builds on the cooperation of different stakeholders, with the aim to encourage reporting and improve the recognition of the problem.	Are there established partnerships between public authorities and police with CSOs and Jewish groups to support and encourage reporting of hate speech?	10
	3.2. Various state authorities, for example the police or equality bodies, cooperate with the victim support service providers to ensure better victim support.	Are there established partnerships between the police and CSOs and Jewish groups to ensure better victim support?	10
	3.3. The police are adequately equipped and trained on handling cases of hate speech, including online hate speech.	Do the police receive necessary training and guidance on handling hate speech cases, including online hate speech cases. <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Does the police training programme include training on hate speech?</li> <li>• Are there policy and operation guiding documents on dealing with hate speech cases in place? Are the police aware of them?</li> </ul>	15

<b>ROLE OF THE STATE IN CHALLENGING ANTISEMITIC ATTITUDES IN THE MEDIA</b>	4.1. Relevant national authorities take efforts to raise public consciousness to reject antisemitic hate speech and incitement.	(I) Is this a practice for leading figures of the government to condemn antisemitic narratives or any incitement to hatred in media? (II) Are there any mentions of the importance of condemning antisemitism in media in the state regulation of the media (like a code of ethics, or media regulatory framework)? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Has there been a major case of a politician or public figure engaging publicly in antisemitic and/or any other form of incitement to hatred or violence? If yes, has it been condemned by government representatives? Did relevant law enforcement authorities investigate the incident and prosecute as appropriate?</li> <li>• Has there been a major case of media encouraging, promoting or facilitating antisemitic and/or any other form of incitement to hatred or violence? If yes, has it been condemned by government representatives? Did relevant law enforcement authorities investigate and sanction as appropriate?</li> </ul>	10
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## HOLOCAUST REMEMBRANCE

INDICATOR	BREAKDOWN OF INDICATOR	MONITORING QUESTIONS (key question and guiding questions)	MAX SCORE (out of 100)
<b>EDUCATION</b>	1.1. National law, policy or education plan requires educators and/or in service teachers to be prepared in addressing antisemitism, Holocaust and genocide education.	Do any national laws or policies require addressing Holocaust Studies within formal education? (II) Has the Ministry of Education, or regional authorities, prepared guidelines for educators and in-service teachers on how to address antisemitism, Holocaust and genocide? <i>Guiding questions (I):</i> <ul style="list-style-type: none"> <li>• Reference to education addressing antisemitism can be presented as part of civic education, human rights education, and democracy</li> <li>• Are there seminars, workshops or other activities for preparing pre-service teachers and educators to address Holocaust education provided by the Ministry of Education/ regional authorities or external organizations?</li> <li>• Is the rationale for teaching about the Holocaust clearly explained in national policies and aligned with curricula subjects?</li> </ul> <i>Guiding questions (II):</i> <ul style="list-style-type: none"> <li>• Are there any guidelines for training institutions on how to prepare teachers in education for addressing antisemitism derived from inappropriate comparisons, trivialisation, and holocaust denial?</li> <li>• Are there guidelines for teachers on how to prepare material addressing Holocaust studies? How to use research resources?</li> </ul>	6
	1.2. Education to address antisemitism, Holocaust and genocide is present in the curricula for teacher training institutions and/or university education for teachers.	Is education to address antisemitism, Holocaust and genocide present in the curricula for teacher training institutions and/or university education for teachers? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Is Holocaust and Genocide Education mandatory in teacher training?</li> <li>• Is Holocaust and Genocide Education part of teacher's recruitment exams?</li> </ul>	5

	1.3. Programmes created by the Ministry of Education or regional authorities encourage school wide activities that promote education on Holocaust studies and Holocaust Remembrance.	Is there a special government programme on education addressing Holocaust Studies as part of other curricular subjects such, history classes or civic studies?	5
	1.4. There are guidelines in place by the Ministry of Education or any other agencies on how to develop and choose relevant and student level appropriate teaching material.	Do any guidelines by the Ministry of Education or any other agencies exist for Holocaust studies for teachers and educators on how to develop and choose relevant and student level appropriate teaching material?	5
	1.5. There are guidelines on how to establish supportive and open environments to discuss such difficult topics.	Do any guidelines exist for Holocaust education for teachers on how to establish supportive and open environments to discuss such difficult topics?	6
	1.6. Holocaust education is clearly defined in terms of its goals, pedagogy and content within the schooling system, by the Ministry of Education or regional authorities.	Has Holocaust education been clearly defined in terms of its goals, pedagogy and content within the schooling system? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Do learning objectives and outcomes include learners' understanding of the causes and development of the Holocaust?</li> <li>• Do learning objectives and outcomes include learners utilising their critical thinking skills in self-reflection techniques?</li> </ul>	5
	1.7. There are established structures for collaboration between policy-makers, textbook authors, school leaders and educators to ensure the quality of education about the Holocaust on the level of curriculum, textbooks and classroom practice.	Are there structures for collaboration between policy-makers, textbook authors, school leaders and educators to ensure the quality of education about the Holocaust on the level of curriculum, textbooks and classroom practice? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Is there a monitoring mechanism to ensure the quality of education about the Holocaust on the level of curriculum, textbooks and classroom practice?</li> <li>• Are there structures of collaboration between some of the stakeholders mentioned above?</li> </ul>	6
	1.8. There are guidelines in place for Holocaust education related knowledge, skills, attitudes and pedagogy including adaptation to various age groups and students' sensibility.	Do any guidelines exist for Holocaust education related knowledge, skills, attitudes and pedagogy including adaptation to various age groups and students' sensibility? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Are there clear methodologies used in teaching such topics?</li> <li>• Are these methodologies provided as examples of teaching the Holocaust?</li> <li>• Has Holocaust Education been clearly defined in terms of content and methodology within such guidelines? Is the complexity of the topic and emotional development of students addressed in such guidelines?</li> </ul>	6
	1.9. The relevant authorities organise and encourage trainings for teachers on how to teach the Holocaust and learn about the appropriate methodologies.	Do relevant authorities organise and encourage teachers to participate in pre-service or in-service training on teaching the Holocaust and appropriate methodologies?  <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Is it part of the teacher's initial training?</li> <li>• Is such training offered in continued professional development opportunities?</li> </ul>	4

	1.10. National law or policy requires the Ministry of Education to observe “Day of remembrance of the Holocaust and prevention of crimes against humanity.”	Does any national law or policy requires the Ministry of Education to observe “Day of remembrance of the Holocaust and prevention of crimes against humanity”? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Are there monitoring activities on a school/regional or national level regarding the “Day of remembrance of the Holocaust and prevention of crimes against humanity”?</li> <li>• Are there guiding documents by the Ministry of Education or regional authorities on how to conduct and commemorate the “Day of remembrance of the Holocaust and prevention of crimes against humanity”?</li> </ul>	3
CULTURE AND CONSCIENCE	2.1. The state develops action plans to ensure that Holocaust memorials receive an appropriate level of protection, conservation and maintenance, and directly allocate resources to those heritage sites most at risk.	Does the state develop specific action plans on Holocaust memorials? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• Are there state-run Holocaust memorials/museums? Even if independent, does the state guarantee the protection, conservation, and maintenance of Holocaust memorials?</li> </ul>	4
	2.2. The state has officially acknowledged and accepted its role during the Holocaust and ensures that this is remembered accordingly without attempts from political actors to reinterpret the state’s role, actions and involvement in the systematic deportation and murder of the Jewish people.	Did the state officially acknowledge and accept its role during the Holocaust? Does the state ensure that Holocaust is remembered accordingly, without attempts from political actors to interpret the state’s role, actions and involvement in the systematic deportation and murder of the Jewish people? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Has there been any studies into the role of the state or any of its institutions (such as the railway network)?</li> <li>• Have there been any official declarations made by federal government bodies?</li> <li>• Has the country signed the Terezin declaration and made arrangements for appropriate restitution of assets stolen during World War II?</li> </ul>	6
MEDIA	3.1. There are in place measures and guidelines against Holocaust denial, distortion and trivialisation.	Are there any national laws, policies, and guidelines against Holocaust denial, distortion, and trivialisation in media?	6
	3.2. The state ensures that “Day of remembrance of the Holocaust and prevention of crimes against humanity” in recognised in media.	Does the state ensure that “Day of remembrance of the Holocaust and prevention of crimes against humanity” is commemorated in the media? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• Is the “Day of remembrance of the Holocaust and prevention of crimes against humanity” commemorated by public officials?</li> </ul>	3
	3.3. The state requires media outlets to take measures against the use of dehumanizing imagery in social media.	Are there any national law, policies and guidelines against the use of dehumanizing imagery in social media? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• Are there any guiding documents by regional authorities on good practice in the educational use of social media?</li> </ul>	5
	3.4. The state organises and encourages teachers/ trainers to participate in trainings on how to use social media content to teach about the Holocaust and learn about the appropriate methodologies.	Does the state organise and encourage teachers/ trainers participate in continued professional development on teaching about hate speech, Holocaust denial, distortion and trivialisation of the Holocaust in media? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• Does the school/ or state authorities ensure the provision of such training?</li> </ul>	5

<b>HATE SPEECH</b>	4.1. National legislation fully corresponds and covers all the elements of the 2008 Framework Decision, with a special focus on Holocaust denial and distortion.	Has the EU Framework Decision 2008/913/JHA been fully transposed in the Member State, as it relates to the Holocaust denial and distortion? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Is there legislation on gross trivialisation or denial of genocide or war crimes?</li> <li>• Does it specify and name Holocaust denial and distortion?</li> </ul>	5
	4.2. There are guidelines in place to ensure the removal of Holocaust denial content by IT companies.	Do national authorities have guidelines for IT companies on the removal of content including Holocaust denial? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• Is there specific legislation on IT companies regulating Holocaust denial and the removal of these contents?</li> </ul>	5
<b>HATE CRIME</b>	5.1. The 2008 Framework Decision has been transposed at the national level as it relates to the investigation of hate crimes.	Does the state investigate and prosecute the vandalisation of Holocaust memorials? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Does the state develop and make use of a list of bias indicators to identify and recognise antisemitic hate crimes?</li> <li>• Does the state have cooperation protocols with JCs/antisemitism observatories to understand the nature and manifestation of antisemitic crimes and update the bias indicators list? (e.g. information sharing agreement)</li> </ul>	5
<b>DIALOGUE</b>	6.1. The state facilitates interfaith commemoration of the Holocaust.	Does the state facilitate interfaith commemorations for “Day of remembrance of the Holocaust and prevention of crimes against humanity”?	5



## INTERCULTURAL DIALOGUE

<b>INDICATOR</b>	<b>BREAKDOWN OF INDICATOR</b>	<b>MONITORING QUESTIONS</b> (key question and guiding questions)	<b>MAX SCORE</b> (out of 100)
<b>FRAMEWORKS</b>	1.1. Dialogue mechanisms are in place between different religions and cultures and with public authorities across different social sectors.	Do authorities put in place dialogue mechanisms between different religions and cultures and with public authorities across different social sectors? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Are there public positions or offices dedicated to the purpose of facilitating dialogue between cultures and religions? Are there formalised mechanisms of cooperation in place which facilitate partnerships between public institutions and religious and convictional communities?</li> <li>• Are there government endorsed guidelines, produced in consultation with religious-cultural communities, on managing pluralism and religious freedom in cemeteries, prisons, hospitals, military service?</li> </ul>	10
	1.2. Public authorities in all social sectors are encouraged to develop the necessary framework of dialogue through educational initiatives and practical arrangements involving majorities and minorities.	Do dialogue frameworks exist within educational initiatives? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Do these frameworks involve majorities and minorities?</li> <li>• Are schools and youth groups from majority and minority communities included in intercultural content and dialogue projects?</li> <li>• Are research programmes encouraged in the field of interfaith and intercultural dialogue and cooperation?</li> <li>• Does the government provide educational brochures or guidelines about the different religions of the area they serve, including Jewish communities?</li> </ul>	9

	1.3. Public authorities facilitate, promote and support inter-community solidarity actions. arrangements involving majorities and minorities.	Are inter-community partnerships promoted for the purpose of addressing care for the most vulnerable and the fight against discrimination? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• <i>Are intercommunity partnerships, including Jewish communities, promoted for the purpose of anti-discrimination campaigns, assisting refugees and migrants, aiding homeless or needy, building resilience measures to extremist influences or other?</i></li> </ul>	6
FINANCING	2.1. National authorities provide financial support for community-led projects that promote intercultural dialogue and respect for diversity.	Is financial support provided by national authorities for community-led projects that promote intercultural dialogue and respect for diversity? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Is funding provided for intercommunity partnerships, including Jewish communities, for the purpose of anti-discrimination campaigns, assisting refugees and migrants, aiding homeless or needy, building resilience measures to extremist influences or other?</i></li> <li>• <i>Is financial or in-kind and political support available for the organization of multi-faith dialogue events?</i></li> </ul>	15
	2.2. The state organises regular events for the purpose of multi-faith dialogue.	Does the state organise regular events for the purpose of multi-faith dialogue? <ul style="list-style-type: none"> <li>• <i>Guiding question:</i> <i>Is fighting stereotypes a stated purpose of these events?</i></li> </ul>	12
REPRESENTATION	3.1. There are dialogue mechanisms in place for addressing questions linked to the training of religious leaders and teachers.	Is there a dialogue mechanism for addressing questions linked to the training of religious leaders and teachers, so that inter-religious dialogue, fundamental rights and democracy are valued and practiced? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Is there a working group or committee comprised of community representatives to ensure a common educational approach to shared core-values?</i></li> <li>• <i>Is there a joint statement of shared commitment to these values?</i></li> </ul>	9
	3.2. The state encourages religious educational institutions to train their students on knowledge of other religions and convictions, fundamental rights and democratic principles, and principles of dialogue.	Do religious educational institutions train their students on knowledge of other religions and convictions, fundamental rights and democratic principles, and principles of dialogue? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Are these topics part of the formal curriculum of institutions training religious leaders and teachers?</i></li> <li>• <i>Are these topics addressed through non-formal educational activities within institutions training religious leaders and teachers?</i></li> </ul>	9
	3.3. Religious leaders at all levels avoid fueling antisemitism, and encourage other religious leaders to take responsibility for the teachings spread at the grassroots level.	Have institutional initiatives been made to reject antisemitic notions expressed in religious interpretations? <i>Guiding questions :</i> <ul style="list-style-type: none"> <li>• <i>Has there been a formal acknowledgement of religious institutional leaders of the existence of antisemitism and a commitment to counter it?</i></li> <li>• <i>Have statements of solidarity been made in response to antisemitic incidents that may have occurred?</i></li> </ul>	7
RELIGIOUS AND CULTURAL LITERACY	4.1. The relevant authorities offer a training for policy- and decision-makers and front-line workers to better understand the religion and belief diversity of the country.	Are policy- and decision-makers and front-line workers within public administrations provided training to better understand the religion and belief diversity of the country? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Are front-line workers in public administrations trained to engage sensitively with cultural, religion and belief diversity?</i></li> <li>• <i>Are managers in public administrations trained to engage sensitively with cultural, religion and belief diversity?</i></li> </ul>	8

	4.2. Intercultural competences are promoted by relevant authorities through the existing instruments and initiatives in the fields of culture, youth and employment policy.	Are intercultural competences defined and prioritised by the state through employment, culture, and youth? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Are intercultural competences part of youth and community worker training programmes?</li> <li>• Is there a public diversity office encouraging employer commitment to diversifying the workforce and confronting discrimination? Are Jewish people included explicitly as part of a diverse workforce?</li> </ul>	7
	4.3. Government representatives demonstrate sensitivity to religion and belief.	Do government representatives demonstrate sensitivity to religion and belief diversity in public statements? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Are there incidents of government representatives or political parties making use of Jewish stereotypes as part of communication campaigns? If yes, has there been an apology and/or actions taken to address issues in response to known incidents?</li> <li>• Is there an ethical policy guiding the government representatives' interaction in the media field in relation to stereotypes and incitement to hatred?</li> </ul>	8



## MEDIA

INDICATOR	BREAKDOWN OF INDICATOR	MONITORING QUESTIONS (key question and guiding questions)	MAX SCORE (out of 100)
<b>MEDIA/ RESPONSIBILITY OF PUBLIC FIGURES</b>	1.1. In relation to media (including internet providers, online media, and social media), the state uses regulatory powers to promote the media's role to combat, condemn and challenge antisemitism, while ensuring the right to freedom of expression and opinion and respecting self-regulatory mechanisms.	Have there been any policy/ recommendations issued by the state to encourage the media's role to combat, condemn and challenge antisemitism, among other forms of intolerance or separately? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• Such policy might encourage or require the adoption of user's codes of conduct, that among other things addresses antisemitism.</li> <li>• Do such policies encourage or require the creation of monitoring and condemnation of antisemitism?</li> <li>• Do such policies encourage or require the creation of effective reporting channels/mechanism of antisemitism?</li> </ul>	15
	1.2. In relation to public and private institutions (including elected bodies, political parties), the state promotes the adoption by these actors of codes of conduct, which condemn antisemitism, among other forms of intolerance, and provide for sanctions for inciting hatred or violence towards any group based on one or more personal characteristics.	Have there been any policy/recommendations on codes of conducts that condemn and sanction incitement of hatred or violence towards any group, including antisemitism?	10
	1.3. The state puts in place and implements the legal framework (civil, administrative and criminal) to sanction antisemitism in a public context.	A clear and predictable legal framework is in place that is used to sanction antisemitism in a public context. <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• Have the cases of incitement to hatred or violence towards any group, including antisemitism, by political or public figure in a public context been prosecuted?</li> </ul>	15



<b>PROMOTION OF FAITH AND DIVERSITY</b>	2.1. The state encourages the media to promote respect of faith and diversity.	<p>Are there any policy/recommendations issued by the state towards the media to promote respect of faith and diversity in the media, including regarding Judaism?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• Are media outlets reporting on Jewish holidays and festivals?</li> <li>• Is the plurality of Judaism represented in the media?</li> <li>• Are different representatives of Judaism invited to participate in public debates?</li> <li>• Are there programmes where representatives of different communities are invited to intercultural discussions?</li> <li>• Are the voices called upon to represent Jews in the media diverse?</li> <li>• Are antisemitic historical figures honored in the media?</li> <li>• Does media programming portray antisemitic stereotypes?</li> <li>• Does media programming actively counter antisemitic stereotypes by portraying benevolent Jewish figures?</li> </ul>	14
<b>FUNDING</b>	3.1. The state supports the positive roles the media can play in promoting mutual respect and countering antisemitic stereotypes and prejudices.	<p>Does the state fund media projects aimed at eradicating hate and antisemitism?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• Are these substantial amounts of funds? Does funding include diversity anti-hate projects?</li> <li>• Has the state increased financial support for targeted activities in the media and educational projects, to build up and strengthen partnerships with Jewish communities and institutions?</li> <li>• Is there funding to encourage the creation and dissemination of cultural expression by Jewish people?</li> <li>• Does Jewish media exist? Is it facilitated by state funding?</li> </ul>	14
<b>TRAINING</b>	4.1. The state promotes some form of anti-bias training for journalists.	<p>Does the state encourage, support or incentivize training for journalists on antisemitism and bias?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• Are such training funded from state funding concerning antisemitism/bias, and perpetuating prejudice?</li> <li>• Are journalists trained on the IHRA definition on antisemitism?</li> </ul>	5
	4.2. There is a network of journalists for promotion of diversity and inclusion.	Is there a network of journalists specialised in the promotion of diversity and inclusion?	4
<b>LEGISLATION</b>	5.1. National legal framework provides for editorial independence.	<p>Is editorial independence guaranteed by the legislation?</p> <p><i>Guiding question:</i></p> <ul style="list-style-type: none"> <li>• Does it specify freedom from governmental, political and commercial influence?</li> </ul>	5
<b>MONITORING</b>	6.1. There is a media monitoring body.	Is there a monitoring body ensuring that audio-visual media services provided by media service providers do not contain any incitement to hatred based on race, sex, religion or nationality / include or promote discrimination based on religion or belief?	8
<b>HOLOCAUST REMEMBRANCE</b>	7.1. Holocaust Remembrance Day is recognized in media.	<p>Is Holocaust Remembrance Day mentioned in the media?</p> <p><i>Guiding question:</i></p> <ul style="list-style-type: none"> <li>• If Holocaust Remembrance Day commemorated publicly, do media report the commemoration?</li> </ul>	10



## RELIGIOUS FREEDOM

INDICATOR	BREAKDOWN OF INDICATOR	MONITORING QUESTIONS (key question and guiding questions)	MAX SCORE (out of 100)
FREEDOM OF THOUGHT OR CONSCIENCE	1.1. Freedom of assembly is granted by law.	Is freedom of assembly granted by law? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>Is there access to Jewish religious and communal sites and services?</li> </ul>	15
	1.2. Communities of any streams of Judaism can obtain legal personality if they wish to do so.	Is the legal recognition of Jewish communities of all streams of Judaism, based on a fair, neutral and non-discriminatory procedure? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>Do any streams of Judaism face obstacles to achieving legal recognition?</li> <li>Does the state remain neutral in internal Jewish community disputes?</li> </ul>	15
FREEDOM TO MANIFEST	2.1. The state ensures there is a freedom to manifest one's religion.	Is there a freedom to manifest one's religion (with the exception of the limitations prescribed by law on a non-discriminatory basis)? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>Is kosher food production permitted in the country?</li> <li>Is kosher food accessible to the public?</li> <li>Is ritual circumcision accessible?</li> <li>Is there access to Jewish schools in the country?</li> <li>If yes, do policies of state financing of religious schools include Jewish schools?</li> <li>If religious education is provided in the public school system, is there access to Jewish religion courses in schools? If not the case, is there an option of opting out of any other religion course in schools?</li> <li>Do Jewish communities face risk when practicing Jewish rituals in public?</li> </ul>	42
EQUAL TREATMENT	3.1. The state ensures that state benefits to clergy are available to all on a non-discriminatory basis.	Are state benefits to clergy available on a non-discriminatory basis? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>Do recognised Jewish clergy receive all of the same benefits that are available to other clergy (i.e. Christian), including but not limited to the following: Exemption from military service, access to provide pastoral care at prisons; hospitals, schools and in the military; salaries paid by the state; social security, retirement and applicable tax laws for clergy; and right not to testify in court?</li> </ul>	10
	3.2. Equality bodies monitor the enforcement of anti-discrimination law and issue legal guidance on the applicability of anti-discrimination law concerning Jews and Judaism.	Are there Equality Bodies (or Equality Commissions) enforcing anti-discrimination law and issuing legal guidance on the application of anti-discrimination law concerning Jews and Judaism? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>Is antisemitism and Judaism or Jews explicitly mentioned as within the mandate of the national Equality Body enforcing anti-discrimination law?</li> <li>Does the Equality Body take action to address incidents of antisemitism or discrimination related to the religious freedom of Jewish individuals or communities?</li> <li>Do public institutions (prisons, military and state-operated hospitals, schools) respect the rights of religious expression of Jewish people housed within the institutions, based upon the principle of non-discrimination, including: Access to kosher foods, ability to wear religious attire, access to religious books and spiritual counseling?</li> </ul>	18



## SECURITY

INDICATOR	BREAKDOWN OF INDICATOR	MONITORING QUESTIONS (key question and guiding questions)	MAX SCORE (out of 100)
MEASURES	1.1. The state reinforces protection of Jewish communities and institutions as appropriate by seeking or enhancing cooperation between the local and/or national law enforcement authorities and the respective Jewish community based on established good practice in several EU Member States, as well as using this base for seeking new and innovative ways to further improve cooperation.	<p>Does the state engage in regular monitoring and continued provision of the necessary security measures for Jewish communities?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• Has the state conducted risk assessments of Jewish venues across the country and indicated security gaps?</li> <li>• Are there any implemented changes since December 2018 Council Decision successfully bridging the security gaps?</li> </ul>	30
FINANCES	2.1. The state provides for the financing and implementation of the necessary security measures for Jewish communities, institutions and citizens.	<p>Does the state provide any financial assistance towards security of Jewish venues?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• How much of Jewish Community's security budget is provided by the state? And how much of the Jewish security budget is provided by the Jewish Community?</li> <li>• Has the state ever applied for financial assistance from the EU towards security of Jewish venues?</li> <li>• What is the share of the Jewish security budget in the overall community budget?</li> </ul> <p><i>Guiding information:</i> The European Union's financial instruments (budget €545 million) aim at protecting the infrastructure in Europe by developing comprehensive approaches to secure the integrity of existing or future, public or private, connected and interdependent installations against disruptions that may result from many types of hazard, including physical and/or cyber-attacks on installations and systems; as well as to protect soft targets in the context of a smart city.</p>	25
PREVENTIVE ACTIONS	3.1. The state exercises due diligence to prevent, investigate and punish acts of violence, or the threat thereof, against persons based on their religion or belief, as well as ensuring accountability should such violations occur.	<p>Has the state taken any preventive actions and/or targeted measures in order to better secure Jewish venues?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• Did the state help Jewish venues with security technology?</li> <li>• Did the state help Jewish venues with security infrastructure (bollards, cameras, protective windows, etc.)?</li> <li>• Did the state help Jewish venues by providing permanent police presence at Jewish venues?</li> <li>• Did the state help Jewish venues by providing security measures during high holidays?</li> <li>• Does the state provide Jewish venues with regular police patrols?</li> </ul>	25

<b>COLLABORATION</b>	4.1. The state takes all necessary steps to actively contribute to ensuring the security of their Jewish citizens and Jewish religious, educational and cultural premises, in close consultation and dialogue with Jewish communities, civil society organisations, and anti-discrimination NGOs	Is there interaction and/or exchange of security related data between the state relevant authorities and Jewish communities regarding security issues? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Is there a protocol in place to exchange info on security/ counter terrorism?</i></li> <li>• <i>Is risk assessment regularly conducted for Jewish venues? If yes, how? (by community/by police/jointly)</i></li> <li>• <i>To what extent does official data on antisemitic crimes differ between official data and Jewish community's data?</i></li> <li>• <i>Is there a police hotline to report antisemitic incidents?</i></li> </ul>	20
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## SPORT

<b>INDICATOR</b>	<b>BREAKDOWN OF INDICATOR</b>	<b>MONITORING QUESTIONS</b> (key question and guiding questions)	<b>MAX SCORE</b> (out of 100)
<b>REGULATIONS</b>	1.1. Match-day offenders are disciplined by association.	Does the association maintain procedures for addressing discriminatory incidents occurring at football matches, as requested by the authorities? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>• <i>Does the association carry out strict sanctions to ensure that it has a practical sports-legal framework in place in order to react to incidents of discrimination in football and its immediate environment?</i></li> <li>• <i>Do the relevant authorities encourage the association to reinvest fines in social responsibility projects based around football?</i></li> </ul>	4
	1.2. The relevant authorities require that there are measures in place to protect coaches, officials, and fans from hate.	Is there a requirement from the state to ensure that coaches, officials and spectators are protected from discrimination both in and around the stadium? Are they protected?	3
	1.3. FIFA Code of Conduct is followed by the association/ clubs to ensure all are treated equally, with zero tolerance of discrimination.	Does the association/club follow FIFA Code of Conduct, ensuring that all employees are treated equally, citing integrity and ethical behaviour, respect and dignity, and zero tolerance of discrimination and harassment as cornerstones of the Code? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>• <i>Are all new employees informed about the FIFA Code of Conduct's principles?</i></li> </ul>	4
	1.4. The relevant authorities/the association encourage diversity in hiring.	Is diversity hiring encouraged by the association/relevant authorities?	4
	1.5. Association has a contact person and a strategy in place for anti-discrimination policy.	Has the association appointed a contact person for diversity and anti-discrimination so as to ensure that its own strategy is cohesive?	4
	1.6. The relevant authorities/the association require clubs to have a contact person and strategy in place for anti-discrimination policy.	Does the association require clubs to have a specific contact person in the form of a diversity and anti-discrimination manager for issues relating to social inclusion in football? Do clubs have it?	4

<b>CONTROLS AND SANCTIONS</b>	2.1. Association/clubs identify problematic matches.	Does the state work with the host association, clubs, and their local authorities to create the best possible security plan for problematic matches?	4
	2.2. Sporting officials and national/local authorities carry out risk assessment to identify threats of discrimination before they occur.	Do officials carry out risk assessments in coordination with the relevant security officials to enable them to identify, in advance, any possible aspects of discrimination and to prepare themselves accordingly?	4
	2.3. The association requires that anti-discrimination observers are present on match days.	Have the association introduced anti-discrimination observers for the competitions for which they are responsible? Are the clubs fulfilling this requirement? <i>Guiding question:</i> <ul style="list-style-type: none"> <li>If anti-discrimination observers are required, are they permitted to provide input regarding updates to measures based on match day observation (input, which may help security staff to identify discriminatory behaviour and objects, introduce security measures and report incidents in the crowd to the referee)?</li> </ul>	4
	2.4. Information about prohibited actions and signs are made available at stadiums, and offenders are addressed through action.	Do the association/clubs include discrimination in the list of prohibited objects and the corresponding signs in and around the stadium?	3
	2.5. Referees are trained to respond to verbal or physical acts of discrimination.	Have instructions been developed for referee teams so that they can respond in a safe manner to verbal or physical acts of discrimination by players, coaches, other match officials or spectators?	4
	2.6. FIFA three-step procedure is followed.	Does the association/clubs follow the FIFA three-step procedure for discriminatory incidents?	2
	2.7. Security and match officials are trained to recognise threats.	Are security and match officials trained to recognise any threatening or discriminatory symbols and slogans?	4
<b>EDUCATION</b>	3.1. Association works with players to train them to be role models for diversity and inclusion.	Are current and former players who are well known in the region along with full-time or voluntary employees of associations and clubs are trained to be role models, including in relation to diversity and anti-discrimination? <i>Guiding questions:</i> <ul style="list-style-type: none"> <li>Has the association carried out specialised training to sensitise officials and players to issues related to discrimination and antisemitism?</li> <li>Do special training sessions include elements focusing on social inclusion and anti-discrimination?</li> </ul>	3
	3.2. Managers and players within the country help promote diversity in a manner consistent with their position as role models.	Do managers and players act in a way that makes it easier to promote diversity and anti-discrimination, and act in a manner consistent with their position as role models?	4
	3.3. Clubs, leagues, and associations carry out educational campaigns with wide effect.	Do the organisations and associations carry out educational campaigns designed to have multifaceted impact?	4
	3.4. Incidents are documented, and positive examples are used in materials.	Do the association/clubs document discriminatory incidents, particularly of positive examples of diversity and anti-discrimination in football in both word and images?	4
	3.5. Annual assessment report is produced.	Do the association/clubs produce annual assessment reports?	3

	3.6. Educational trends reviewed and programmes updated.	Are educational trends and methods reviewed and programmes updated?	3
<b>NETWORKING AND COOPERATION</b>	4.1. Associations and clubs share best practices.	Do the association and clubs engage in discussions on ongoing issues and share best practices? <i>Guiding question:</i> • <i>Are conferences and other conversations held on relevant topics?</i>	4
	4.2. Publications cover these topics widely within industry.	Are publications created and disseminated widely on relevant topics?	3
	4.3. Fan groups are engaged before major events.	Before or during major tournaments, are fan group representatives invited to recognise their mutual awareness of anti-discrimination, despite their differences in terms of team supported?	3
	4.4. All parties work together, and encourage team work to eradicate discrimination	Has the association developed international contacts with parties that are actively involved with various areas related to diversity and anti-discrimination?	3
	4.5. Associations work with local and regional partners.	Does the association engage with local partners such as religious communities and NGOs?	3
<b>COMMUNICATION</b>	5.1. Anti-hate campaigns and programmes are unified and elevated through visual identity and logos.	Has a visual identity been created for organisation's stance on diversity and anti-discrimination in the public spotlight in an effective and sustainable manner?	2
	5.2. Social media is used as a communication channel.	Does the organisation use social media to promote its stance on anti-discrimination issues?	3
	5.3. Achievements are publicly recognized by bodies.	Does the association publicly recognise achievements in the field of anti-discrimination activities?	3
<b>ENSURING EQUAL OPPORTUNITY</b>	6.1. Local authorities encourage balanced representation.	Do local authorities encourage sports federations and sports clubs to ensure balanced representation of minority groups in sports at all levels? <i>Guiding questions:</i> • <i>Do local authorities support and facilitate the participation of minority groups in sports, including in the working of local sport structures?</i> • <i>Do local authorities organise sports-related outreach activities bringing together people from different backgrounds?</i> • <i>Do bodies take measures to attract supporters of different minority backgrounds to sports events?</i>	4
<b>LEGISLATION</b>	7.1. Legislation to address and penalise racism and discrimination in sports is in place.	Do authorities ensure that general and, as necessary, specific legislation against racism and racial discrimination in sport is in place?	3



NOA - Networks Overcoming Antisemitism  
[www.noa-project.eu](http://www.noa-project.eu)



CEJI - A Jewish Contribution to an Inclusive Europe  
[www.ceji.org](http://www.ceji.org)

