

Addressing Anti-Semitism in Schools

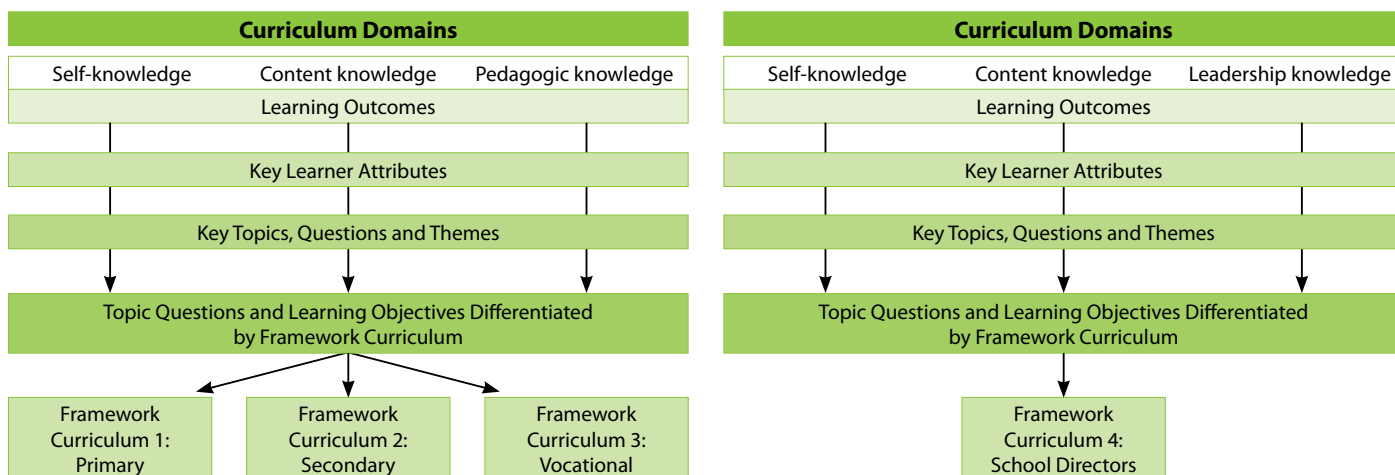
Training Curricula

This joint publication by the OSCE Office for Democratic Institutions and Human Rights (ODIHR) and UNESCO aims to help teachers and school directors to prevent and respond to anti-Semitism. The curricula, intended for trainers, are designed to be comprehensive, practical and adaptable. They suggest concrete ways to address anti-Semitism and counter prejudice in and through education, while promoting human rights, global citizenship education and gender equality. The series includes four training curricula, designed for trainers of (1) primary school teachers, (2) secondary school teachers, (3) vocational school teachers, and (4) school directors.

The four-volume set ***Addressing Anti-Semitism in Schools: Training Curricula***, jointly published by ODIHR and UNESCO, was developed with the support of University College London Centre for Holocaust Education, as part of ODIHR's [Turning Words into Action to Address anti-Semitism](#) project and within the framework of UNESCO's programme on [Global Citizenship Education](#). Each volume in the set will assist educational trainers globally to strengthen the capacity of teachers and school directors to prevent and respond to anti-Semitism.

For this purpose, the curricula suggest innovative pedagogies that can be further developed and adapted by training institutions to prepare pre-service teachers and school directors to effectively address intolerance, including anti-Semitism specifically. The curricula will also be of value in educators' continuing professional development. Addressing anti-Semitism is an ongoing challenge for all those involved in education throughout their careers.

Learning to address anti-Semitism, and, more broadly, intolerance, bias and prejudice is a complex process that entails developing knowledge and understanding in three specific domains – *self-knowledge*, *content knowledge* and *pedagogic knowledge*. The structure of each curriculum is based on these three domains, closely following the architecture of UNESCO's [Global Citizenship Education: Topics and Learning Objectives](#). Further *learning outcomes*, *key learner attributes*, *topics*, *questions* and *themes*, as well as *learning objectives* are then suggested and elaborated under these domains in each curriculum. For school directors, due to the nature of their role, the last curriculum domain is replaced by *leadership knowledge*.



Each volume also includes guidance and support materials that cover comprehensive lists of good practices for each curriculum domain, as well as example scenarios and methodological suggestions for developing activities using scenarios to discuss and analyse potential critical incidents in schools.

Educational institutions can play a significant role in raising young people's awareness of anti-Semitism and in building their resilience to harmful ideologies and all forms of intolerance and discrimination more generally. They can set a powerful example of how a community, committed to the principles of human rights, can operate and how active citizenship can work to protect all. Most importantly, they can empower young people to see themselves as agents of change.



For detailed information about ODIHR's work on tolerance and non-discrimination and to view its full range of resources and publications, visit:

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For detailed information about UNESCO's initiatives to prevent violent extremism through education and to promote global citizenship education, please visit:

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