



Australian Government

**Antisemitism
Education
Taskforce**



Midpoint update

June 2026

Contents

1. Taskforce progress	3
Priority workstreams.....	4
i. Special Envoy’s UNESCO Training Program (professional learning trials)	4
ii. Special Envoy’s University Report Card Project	4
iii. Focused Review of the Australian Curriculum	4
iv. Strengthening regulatory responses	5
v. Social Cohesion Education Hub	5
vi. Commonwealth Research Grants Working Group	5
Related initiatives	5
i. Together for Humanity (TFH) Expansion Program	5
ii. Monash Initiative for Rapid Research into Antisemitism (MIRRA).....	6
Development of additional actions.....	6
Stakeholder Reference Group.....	6
2. Taskforce priorities to December 2026	7
Progressing existing priority actions	7
Identifying and advising on potential new actions	7
Stakeholder Reference Group.....	7
Engagement with the Royal Commission on Antisemitism and Social Cohesion	7
End-of-Taskforce update.....	7
3. Additional work underway by Taskforce members to combat antisemitism in education.....	8
Student and community voice	8
Curriculum, programs and resources.....	8
Professional learning and staff capability	9
Policy, standards and system reform.....	10
Next steps	11
Appendix: Overview of international approaches to combatting antisemitism in education	12
United Kingdom	12
Canada	12
United States.....	13
France.....	13
Alignment with Australia’s response	13

1. Taskforce progress

On 18 December 2025, the Prime Minister, the Honourable Anthony Albanese MP, announced the establishment of a 12-month Antisemitism Education Taskforce (Taskforce), chaired by David Gonski AC. The Taskforce drives the implementation of education measures announced in the Australian Government's response to the Special Envoy's Plan to Combat Antisemitism and provides advice on further measures addressing antisemitism and promoting an inclusive Australia.

Australia's education and training settings, from early childhood to tertiary, are deeply influential and critical levers for driving positive change and social cohesion. Education enriches the lives of so many Australians and shapes our understanding, beliefs and attitudes in ways that impact the kind of society we become or want to be. The Taskforce has embraced the opportunity and the imprimatur to be ambitious about driving and enacting lasting systemic change to build a more tolerant and inclusive society.

The Taskforce stands at a critical juncture for our society, in the aftermath of one of Australia's most horrific incidents of violent antisemitism in our history. We have the keys to be able to tackle antisemitism and hate at all levels of education, but lasting change requires a national, consistent and systemic approach to strengthening social cohesion more broadly in all Australian education and training systems and settings.

The Taskforce is bringing important national leadership, coordinated action and consistency in best practice, through improvements to policies, governance, curriculum, teacher and educator training, regulation, legislation and support for learners in all settings. This progress and momentum could not have been achieved without the combined efforts and strong engagement of Taskforce members and without a dedicated national Taskforce.

The Taskforce members are:

- David Gonski AC (Chair)
- Jillian Segal AO, Australia's Special Envoy to Combat Antisemitism
- Australian Government Department of Education
- State and Territory Departments of Education
- Independent Schools Australia
- National Catholic Education Commission
- Australian Council of Jewish Schools
- Australian Curriculum, Assessment and Reporting Authority (ACARA)
- Australian Institute for Teaching and School Leadership (AITSL)
- Australian Children's Education and Care Quality Authority (ACECQA)
- Tertiary Education Quality and Standards Agency (TEQSA)
- Universities Australia (UA)
- Australian Tertiary Education Commission (ATEC)
- Australian Skills Quality Authority (ASQA)
- TAFE Directors Australia.

Following the first meeting on 19 December 2025, the Taskforce has held meetings on 3 February, 4 March, 7 April, 5 May and 29 June 2026. Members attend meetings in-person or virtually.

Priority workstreams

At its December meeting, the Taskforce agreed five priority workstreams from the Australian Government Response to the Special Envoy's Plan to Combat Antisemitism, covering professional learning trials, reporting on universities, a curriculum review, higher education regulation and social cohesion resources. In April, the Taskforce agreed to a sixth workstream to strengthen Commonwealth Research Grant guidelines to address antisemitism, hate and extremism. The Taskforce has led, advised and assisted on all these workstreams and strong progress has been achieved to date, as outlined below. To maintain momentum an update on all priorities is provided at every Taskforce meeting.

i. Special Envoy's UNESCO Training Program (professional learning trials)

The Special Envoy commissioned UNESCO to develop training and resources for Australian schools, teachers and education policymakers that draws on international best practice to address antisemitism and discrimination in schools. Trials of the UNESCO professional learning program in New South Wales and Victoria successfully commenced in March 2026, and evaluations are also underway. The pilot is scheduled for roll out in Western Australia in Term 3 of this year, with other jurisdictions and systems to follow. Training for Queensland policymakers is scheduled to take place in August 2026, and Tasmania is working with UNESCO to prepare for delivery of the training and pilot. UNESCO is also developing curriculum materials to suit jurisdictional settings, with the first batch on track for delivery by August 2026.

In addition, on 17 March 2026 UNESCO and the Special Envoy hosted the Dialogue on the National Approach to Addressing Antisemitism in Australian Schools (National Dialogue), followed by a reception hosted by the Governor-General, Her Excellency the Honourable Sam Mostyn AC. Education leaders, including many Taskforce members, heard expert perspectives on effective approaches to combatting antisemitism in schools. The Taskforce Chair also provided his insights on the role of the Taskforce in leading the national response.

ii. Special Envoy's University Report Card Project

The Independent Assessor, Professor Greg Craven AO, was appointed by the Special Envoy to grade each university on its policy settings, complaint processes and policy enforcement, definition of antisemitism, and training for antisemitism awareness. He received strong engagement from the higher education sector during the initial information gathering phase of the project.

Professor Craven delivered his initial report, the *University Report Card Sectoral Assessment*, to the Special Envoy in May, which found that no Australian university had adequately adopted and operationalised a definition of antisemitism. Professor Craven noted that assessments of operational performance, such as complaint handling and antisemitism training, would be ineffective without a fully adopted definition against which to measure performance. In response, the Special Envoy wrote to all vice-chancellors asking them to provide Professor Craven with a timetable for adopting a definition by 31 August 2026. The Special Envoy has proposed that an assessment of each university against all criteria will then follow, with individual report cards to be issued in 2027.

iii. Focused Review of the Australian Curriculum

ACARA is undertaking a focused review of the Australian Curriculum to help identify, reject and prevent antisemitism, and strengthen an understanding of Australian values, as endorsed by Education Ministers in February 2026. Advisory groups are being established including specialists in antisemitism, Holocaust education, Jewish history and culture, and values education. The research phase of the review is well underway and on track for completion as scheduled by the end of 2026.

iv. Strengthening regulatory responses

The Australian Government has announced it will amend the Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act). In 2025, the Department of Education published a consultation paper seeking views on opportunities to modernise and strengthen TEQSA's powers. Further consultation has been undertaken with 20 groups, including students, staff, higher education peak bodies, the Australian Human Rights Commission, and the National Student Ombudsman. The Australian Government expects to introduce amendments to the TEQSA Act later this year.

The Australian Government also committed to strengthen the Higher Education Standards Framework (Threshold Standards) 2021 to ensure institutions demonstrate a commitment to addressing racism, and that TEQSA can monitor compliance. The Higher Education Standards Panel conducted public consultation with a broad range of stakeholders in early 2026, with 90 submissions received and over 200 participants attending six webinars. The Taskforce provided detailed feedback on the proposed amendments to the Threshold Standards. In line with legislative requirements, the Minister for Education has consulted with relevant State and Territory Ministers and TEQSA. The Government expects to amend the Threshold Standards in mid-2026.

ASQA and TEQSA are considering opportunities to align requirements to address antisemitism between the vocational education and training (VET) and higher education sectors where possible.

v. Social Cohesion Education Hub

ESA is leading the development of the national Social Cohesion Education Hub, a website to provide teachers, school leaders, the early childhood education and care (ECEC) sector and parents/carers with access to a wide range of quality resources to help tackle antisemitism, combat hatred and build social cohesion. Taskforce members have engaged closely on the development of the Hub and provided detailed feedback to assist with quality assurance prior to its launch. The Hub will be launched in mid-2026 with 50 resources covering ECEC and school education, around half of which focus on antisemitism. Additional resources will be subsequently released in tranches. There is ongoing work to broaden the resources available on the Hub, with a significant number now developed and ready for publication.

vi. Commonwealth Research Grants Working Group

At the 7 April meeting the Taskforce agreed to the establishment of a Commonwealth Research Grants Working Group to develop guidelines to provide Commonwealth Research Grants providers with a clear framework for making grant decisions aligned to the policy intent of the *Combating Antisemitism, Hate and Extremism (Criminal and Migration Laws) Act 2026*. The Working Group will continue to meet to progress the development of the guidelines with a report anticipated by October 2026.

Related initiatives

As part of the Australian Government's response to the Special Envoy's Plan to Combat Antisemitism, two existing education sector initiatives were expanded alongside the establishment of the Taskforce. These initiatives, managed by the Australian Government Department of Education, are outlined below.

i. Together for Humanity (TFH) Expansion Program

Since 2006, successive Australian governments have partnered with TFH to deliver initiatives that promote social cohesion, including supporting marginalised students and school communities. The

Australian Government will provide \$20 million over 4 years (2026-27 to 2030-31) for TFH to expand its existing program delivery and enhance its support to schools in addressing discrimination, particularly antisemitism and racism, and to broaden its reach into under-represented jurisdictions and communities. TFH's founder, Rabbi Zalman Kastel, and Chair, Dr Phil Lambert, attended the May Taskforce meeting as guests and shared insights from their work with the schools sector.

ii. Monash Initiative for Rapid Research into Antisemitism (MIRRA)

The MIRRA training program, developed by the Australian Centre for Jewish Civilisation (ACJC) at Monash University, is a research-informed, practice-tested initiative that equips university staff to recognise, understand and respond to antisemitism in higher education contexts. The Australian Government will provide \$1.5 million over two years (2025-26 to 2026-27) to expand MIRRA's training for higher education staff on recognising and responding to antisemitism to a national scale. The expansion includes training new facilitators across Australian higher education providers, extending delivery to new institutions, developing training infrastructure, and supporting each provider to create a locally tailored version of the program.

Development of additional actions

Alongside the priority workstreams, the Taskforce considered additional stakeholder-proposed ideas with potential for further development. Key themes emerging from these ideas include educator professional development, expanding successful programs, student safety, curriculum changes and changes to regulation and funding direction. At the May meeting, the Taskforce agreed in-principle to a shortlist of ideas and proposals for further consideration. Further detail on these will be provided in future communiques from the Taskforce and in the end-of-Taskforce update.

Stakeholder Reference Group

In April, the Taskforce established a Stakeholder Reference Group to provide diverse expert advice on social cohesion in Australian education, representing the views of Australian education and training sectors and the wider community. It comprises a diverse membership of approximately 70 stakeholders reflecting expert views on social cohesion from within the Australian education and training sectors and wider community. Members represent individual universities and higher education peak bodies, not-for-profits, museums and cultural institutions, vocational education and training and early childhood providers and peak bodies, education unions, parents, carers and youth, teachers and education leaders, members of the Jewish community and representatives of multicultural organisations. Stakeholder Reference Group members will meet to receive regular updates on the Taskforce's work and as a forum to share further ideas and expertise.

2. Taskforce priorities to December 2026

The Taskforce will continue to meet monthly through to December 2026 to build on the strong progress achieved on actions to prevent and respond to antisemitism and hatred across education and training settings.

Progressing existing priority actions

The Taskforce will continue to progress the six current priority workstreams in line with agreed milestones, with updates on each workstream to be provided at each meeting.

Identifying and advising on potential new actions

The Taskforce provides an opportunity to identify initiatives that support education systems to prevent, address and respond to antisemitism and other forms of hate in our communities. It is currently considering a range of proposals from members, stakeholders and a scan of international approaches (see appendix). Proposed solutions will be put forward to the Australian Government or, if appropriate, to all Education, Early Education or Skills Ministers (as relevant) for consideration through the Education Ministers' Meeting (or equivalent).

Stakeholder Reference Group

From June to December 2026, members of the Stakeholder Reference Group will be invited to roundtables on key themes and topics where their expertise and views are likely to contribute to the examination of best practice approaches, evidence, and potential actions by education sectors and government to strengthen social cohesion and address antisemitism and other forms of hate. Roundtables will be supported by discussion papers on the key topics, drawing out key issues and opportunities for reform. Following each roundtable, a report will be delivered to the Taskforce outlining key points discussed, consensus positions, recommendations for the Taskforce to consider, and any dissenting opinions. Stakeholder Reference Group members will also continue to receive regular updates on the Taskforce's work.

Engagement with the Royal Commission on Antisemitism and Social Cohesion

The Taskforce will engage with the Royal Commission on Antisemitism and Social Cohesion as its work progresses, including by responding to requests for information that embody consideration of future directions. In addition, relevant information or testimony from the Royal Commission's hearings may inform the work of the Taskforce.

End-of-Taskforce update

In line with the Prime Minister's expectations (in addition to the Taskforce's public communiqués after each of its meetings), an update will be delivered at the end of the Taskforce's term in December 2026. This update will outline the work achieved, next steps for key workstreams, and advice for consideration by the Australian Government, Education and Skills Ministers, or education sector bodies as relevant.

3. Additional work underway by Taskforce members to combat antisemitism in education

Taskforce members have a range of measures underway to address antisemitism in their relevant sectors. Many of these have been discussed with the Taskforce, which has sought to assist or advise where necessary. These initiatives target students, teachers, school and system leaders, and community organisations across four categories, as outlined below.

Student and community voice

Several initiatives aim to capture the experiences and perspectives of Jewish students and communities to inform policy and practice and strengthen legitimacy:

- The Victorian Department of Education (Victoria) has prioritised direct engagement with Jewish students at government schools. The 2020 J-Voice advisory group provided recommendations on Holocaust education, reporting mechanisms and inclusion, which informed departmental reforms. A further Jewish student roundtable is planned for 2026.
- In addition, in 2023 Victoria established a consultative group of relevant Jewish community leaders to provide advice on antisemitism prevention, incident response and policy development for government schools.
- In response to parent concerns about racism in schools, the Tasmanian Department of Education, Children and Young People (Tasmania) has established the Community Leaders' Anti-Racism Round Table (CLART) to provide advice on anti-racism initiatives in educational settings. Tasmania has been engaging directly with Jewish community leaders and is considering involvement with the CLART as an ongoing engagement approach.
- The NSW Department of Education (NSW) regularly engages with the NSW Faith Affairs Council and its own Jewish multifaith advisory group on measures to address antisemitism and strengthen multifaith inclusion in public schools.

Curriculum, programs and resources

A range of initiatives embed antisemitism education within the curriculum, co-curricular programs and learning materials:

- NSW has updated its Year 7-10 History syllabus to include mandatory Holocaust education and strengthened content on empathy, respectful relationships and active citizenship across subjects. These syllabuses are mandatory across NSW schools from 2027.
- The Western Australian Department of Education (WA) has developed curriculum-aligned multicultural lesson sequences from Years 5 to 10, including antisemitism content.
- In the Western Australian Curriculum: Humanities and Social Sciences, the study of the Holocaust is mandated for Year 10 and is supported by the School Curriculum and Standards Authority's Teaching, Learning and Assessment Exemplars on the Holocaust and antisemitism, and rights and freedoms (including the Universal Declaration of Human Rights). Supporting documents are also available for the General Capabilities across all year levels, including Ethical Understanding and Intercultural Understanding.

- The Queensland Department of Education (Queensland) is updating its Australian Curriculum Version 9 implementation resources for Humanities and Social Sciences to incorporate the promotion of social cohesion across all year levels. These will include strengthened content on the Holocaust in the Year 10 History Curriculum.
- Tasmania is developing a centralised repository of resources on preventing and addressing racism at school to improve consistency and staff confidence.
- The Northern Territory Department of Education and Training (NT) has strengthened their respectful relationships education initiatives to include resources on building social cohesion, supporting identity and belonging, and promoting respectful and inclusive behaviours in schools.
- The South Australian government increased funding for Holocaust-based education programs to \$500,000 over three years, to be delivered through the Adelaide Holocaust Museum.
- NSW endorsed a research application from the University of Sydney to develop online teaching modules to support anti-racism education in primary schools, and to have NSW public school teachers involved in the research through focus groups.
- Victoria mandated teaching of the Holocaust to every student in all government schools as part of the Years 9/10 History program in 2020, and has regularly provided updated high-quality teacher guides, lesson plans, and professional learning for teachers in Holocaust education. This is complemented by a range of programs, including Courage to Care's Upstander Program which helps students stand up to racism and prejudice.
- The NSW Department of Education, Independent Schools NSW and Independent Schools Victoria support their schools to partner with organisations such as Together for Humanity, Courage to Courage and the Sydney Jewish Museum to deliver interfaith student programs and build interfaith dialogues across school communities.
- The National Catholic Education Commission adopted principles to guide the work of Catholic schools and systems in educational programs relating to antisemitism and work with the Office of the Special Envoy.

Professional learning and staff capability

Building educator capability is a consistent priority across jurisdictions and sectors. Professional learning is largely framed as preventative and developmental, supporting educators to recognise, respond to and prevent antisemitism within broader wellbeing and inclusion agendas:

- WA is consulting with Jewish organisations, principals and teachers to design professional learning to build staff capability to deliver multicultural education and create inclusive school communities.
- The School Curriculum and Standards Authority in WA provided online professional learning sessions for teachers at the end of 2025 and beginning of 2026 to support the teaching and delivery of the Year 10 Humanities and Social Sciences curriculum content, including the Holocaust and rights and freedoms.
- Victoria has Anti-Racism Empowerment training to strengthen school staff's understanding of racism, its impacts, and how to prevent and address it, aligned to the Preventing and Addressing Racism in Schools policy. Additionally, from mid-2025 all school staff were

enrolled in a new Respectful and Inclusive Workplaces learning module, with an additional module for principals on leading a respectful and inclusive workplace.

- Victoria has funded the Centre for Multicultural Youth to update the Schools Standing Up to Racism website and resources, and to deliver anti-racism professional learning workshops to up to 60 Victorian government schools in 2026 and early 2027.
- Several programs focus on upskilling school and system leaders, such as the Holocaust Institute of WA's training for principals and regional managers on recognising and responding to antisemitism, and Independent Schools Queensland's training for school leadership teams on supporting inclusivity and diversity.
- TAFE NSW has rolled out training on antisemitism and cultural safety for senior leaders.
- State and territory Associations of Independent Schools work closely with their members to build teacher and school capability to prevent and respond to antisemitism and other forms of hate and navigate reporting and referral pathways where needed.
- Tasmania is preparing for delivery of the UNESCO antisemitism training for policymakers, which will include leaders from the Tasmanian Government, Independent and Catholic Education sectors.
- UA has supported a sector-wide rollout of the MIRRA antisemitism training for university staff and leaders, and the Australian Government committed \$1.5 million to expand delivery of the training to higher education institutions nationwide.
- ACECQA has undertaken communication and social media activities to build understanding, awareness and address discriminatory behaviours, including sharing helpful resources and practical guidance for educators and families on navigating conversations with children.

Policy, standards and system reform

Jurisdictions and sectors are increasingly using policy and system levers to embed more durable approaches to prevent and eradicate antisemitism, and racism more broadly, and provide welcoming and inclusive education environments for all students. These include:

- Curriculum mandates (for example in NSW, Victoria and WA) and system statements of intent (Tasmania) to signal strong expectations.
- Strengthened reporting and response mechanisms such as NSW's Religious Intolerance Helpline, and Victoria's Report Racism Hotline and 24/7 Incident Support and Operations Centre.
- Victoria's Preventing and Addressing Racism in Schools policy mandates that all government schools actively prevent, report and respond to all incidents of racism, and includes guidance and resources on supporting specific cohorts of students, including Jewish students.
- Tasmania is developing a Policy on Preventing and Addressing Racism in Schools, including shared definitions and alignment with national frameworks.
- The ACT is updating and defining its Safe and Supportive Schools policy which will enable school staff to create safe and supportive learning environments through the provision of up to date and user-friendly guidance on wellbeing, bullying, harassment, discrimination, behaviour and restrictive practices.

- NT has introduced the Respect and Responsibility in Schools policy to assist school communities to be aware of expected behaviours and how to address complaints and unreasonable conduct.
- NT also introduced the Assemblies, Special Events and Australian National Anthem Policy, which supports the embedding and teaching of values, identity, respect and equality through reflection on rights and responsibilities, aligned with the Australian Curriculum and a whole-school approach to Respectful Relationships Education.
- UA members have endorsed a common definition of antisemitism aligned to the IHRA definition to guide institutional policy and responses.
- ASQA incorporated targeted questions on antisemitism into the 2026 Annual Declaration on Compliance to establish a baseline understanding of Registered Training Organisations' (RTO) awareness and responses. This will inform refined guidance on complaints handling, learner support and escalation pathways, as well as the development of practical capability development resources for the VET sector.

Next steps

Summaries of current work underway by members are examples of good practice and potential opportunities for the Taskforce to support with scaling and transfer across jurisdictions and sectors. The Taskforce will continue to build on this existing work to address antisemitism across all parts of Australia's education and training system.

Glossary	
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACECQA	Australian Children's Education and Care Quality Authority
AITSL	Australian Institute for Teaching and School Leadership
ASQA	Australian Skills Quality Authority
ATEC	Australian Tertiary Education Commission
ESA	Education Standards Australia
TEQSA	The Tertiary Education Quality and Standards Agency
VET	Vocational Education and Training
UA	Universities Australia

Appendix: Overview of international approaches to combatting antisemitism in education

This section examines approaches to combatting antisemitism in education from the United Kingdom (UK), Canada, the United States (US) and France. While operating in different constitutional and regulatory contexts, all four jurisdictions treat education as a key preventative lever, alongside law enforcement and community safety measures. While an assessment of the effectiveness of specific measures has not yet been conducted, common elements of these international responses to antisemitism in education include:

- strengthened and clarified expectations of schools and higher education institutions, with visible accountability mechanisms
- sustained investment in professional learning for teachers and leaders
- partnerships with Holocaust museums, universities and community organisations
- linking Holocaust education with contemporary antisemitism.

Key differences lie in governance and delivery. The UK and France demonstrate a stronger focus on national direction and coordination. Canada reflects a federated, coordination-based model with variable implementation across its jurisdictions, while the US has shifted toward enforcement-driven approaches, particularly in higher education.

United Kingdom

The UK's approach is characterised by strong national signalling, supported by regulatory oversight and sustained investment in education initiatives. The UK Government released its whole-of-government strategy to combat antisemitism in December 2025, and in March 2026 commissioned an independent review into antisemitism in schools and colleges in England, due to report in November.¹

In higher education, transparency has been used as a key lever for change, with public tracking of institutional adoption of the IHRA definition of antisemitism encouraging sector-led improvement.² This has been complemented by strengthened expectations communicated directly to universities, alongside regulatory powers to impose sanctions where institutions fail to meet their obligations.³

The UK has also invested in building staff capability and strengthening institutional responses through the Tackling Antisemitism in Education program, which funds scalable initiatives across schools, colleges and universities.⁴ In the schooling system, Holocaust education has long been mandatory in England and is supported by a well-developed ecosystem of external providers delivering research-informed professional learning, curriculum resources and student programs, similar to those available in Australia.⁵

UK schools can also access several external programs focused on addressing contemporary drivers of antisemitism and prejudice, fostering interfaith understanding, building resilience to extremism and respectful engagement in difficult discussions, including on the Middle East.⁶

Canada

Canada's approach situates antisemitism within broader anti-racism and social cohesion frameworks, supported by national strategies and action plans developed in collaboration with provincial and territorial governments.⁷ This model emphasises coordination and alignment rather

than enforcement, with implementation largely driven at the provincial level. As a result, there is considerable variation in how policies are applied across jurisdictions.

Until early 2026, the Special Envoy on Preserving Holocaust Remembrance and Combatting Antisemitism provided national leadership and resources including Canadian guidance on the IHRA definition and research on antisemitism in Ontario's schools.⁸ However, the recent consolidation of this role into a broader Advisory Council on Rights, Equality and Inclusion prompted concern from the Jewish community and others about reduced visibility and focus at a time of rising antisemitism.⁹

United States

In the US, antisemitism in education has increasingly been addressed through civil rights enforcement mechanisms, particularly in higher education. Federal agencies have used investigations, compliance measures and funding levers to compel institutional action, resulting in rapid responses from universities.¹⁰ However, this approach has also generated significant legal, political and reputational challenges, particularly where enforcement actions are perceived as disproportionate or contested.¹¹

30 states mandate Holocaust education and the US has a highly developed but decentralised ecosystem of Holocaust education programs, curriculum resources and community initiatives.¹² There is also a broad and accessible range of resources to support educators, administrators, students, parents and caregivers to address contemporary antisemitism in education.¹³

France

France's approach is centrally coordinated and characterised by clear, non-negotiable national expectations. These include mandatory training for school staff and requirements for student engagement with Holocaust memorial sites. National strategies are supported by a dedicated coordinating body, which provides a focal point for policy development and implementation across government.¹⁴

In early 2024 France convened the Assises de lutte contre l'antisémitisme (National Conference on Combatting Antisemitism) to bring together government, community organisations and experts to develop policy responses.¹⁵ In 2025, an report produced under the Assises process recommended strengthening curriculum coverage, centralising teacher training, embedding antisemitism awareness in teacher and leadership roles, and reinforcing institutional obligations, particularly in higher education. Most measures have been committed to but not yet implemented, except university legislation, which was finalised in July 2025.¹⁶

Alignment with Australia's response

The Taskforce's current approach to combatting antisemitism across Australia's education system aligns with elements of the approaches adopted by comparable international jurisdictions, including:

1. Sustained investment in educator capability, including through partnerships with credible external organisations, as seen in the Taskforce's progression of the UNESCO professional learning trials and jurisdiction and sector-led training initiatives.
2. Outlining clear and consistent expectations of institutions, supported by a balanced approach to accountability incorporating transparency, reporting and proportionate regulatory levers to encourage improvement while maintaining sector engagement. These factors are reflected in the Taskforce's work to strengthen higher education regulation and introduce transparency through the Special Envoy's University Report Card Project.

3. Complementing national coordination with locally tailored delivery to ensure that policy works on the ground and aligns with existing anti-racism policies, frameworks, approaches and programs in jurisdictions. This approach is reflected in the Australian Curriculum review and the Social Cohesion Education Hub, as well as in jurisdiction and sector-specific initiatives.

¹ Ministry of Housing, Communities and Local Government, [Antisemitism: Recent Government Actions and Next Steps](#), London: HM Government, 17 December 2025; Department for Education, [Independent Review – Tackling Antisemitism in Schools and Colleges in England: Terms of Reference](#), London: HM Government, March 2026.

² Office for Students, [Tackling antisemitism](#), OFS website, 2026.

³ Ministry of Housing, Communities and Local Government, [Antisemitism: Recent Government Actions and Next Steps](#), London: HM Government, 17 December 2025.

⁴ Department for Education, [£7 million to tackle antisemitism in education confirmed](#), London: HM Government, 7 October 2024.

⁵ For example: Holocaust Educational Trust, [Lessons from Auschwitz Project \(LFA Project\)](#), HET website, 2021; University of the West of Scotland, [Vision Schools Scotland](#), UWS website, 2026;

⁶ Anne Frank Trust UK, [Anne Frank Trust UK homepage](#), AFT website, 2026; Solutions Not Sides, [Who we are](#), SNS website, 2026; Stand Up! Education Against Discrimination, [About us](#), Stand Up! website, 2026; Department for Education and Home Office, [Educate Against Hate homepage](#), EAH website, 2026.

⁷ Public Safety Canada, [National Commitments to Combat Antisemitism](#), PSC website, 26 January 2026; Canadian Heritage, [Canada’s Anti-Racism Strategy](#), Government of Canada, 1 October 2024;

⁸ Canadian Heritage, [Handbook on the definition of antisemitism](#), Government of Canada, 12 February 2025; Canadian Heritage, [Antisemitism in Ontario schools](#), Government of Canada, 15 July 2025.

⁹ The Canadian Jewish News, [Antisemitism and Islamophobia special envoys’ roles to be axed, folded into new advisory council on equality and inclusion](#), *The Canadian Jewish News*, 4 February 2026; CBC News, [Feds to replace offices combatting Islamophobia, antisemitism with advisory council](#), *Canadian Broadcasting Corporation*, 4 February 2026.

¹⁰ Federal Register, [Additional measures to combat anti-Semitism](#), Government of the United States, 3 February 2025; Department of Justice (DOJ), [Justice Department announces formation of task force to combat anti-Semitism](#), DOJ, 3 February 2025; DOJ, [Federal Task Force to Combat Antisemitism announces visits to 10 college campuses that experienced incidents of antisemitism](#), DOJ, 28 February 2025; S Davis and E Pickering, [Columbia will pay \\$221 million in deal with Trump administration to resume federal funding](#), *Columbia Spectator*, 24 July 2025.

¹¹ See for example: J Shaw, [Harvard weathers a year of turmoil](#), *Harvard Magazine*, 10 April 2026.

¹² Echoes and Reflections, [Interactive map](#), Echoes and Reflections website, viewed 20 April 2026; Jewish Virtual Library, [U.S. Holocaust museums and memorials](#), JVL website; United States Holocaust Memorial Museum, [Community of Holocaust Education Centers](#), USHMM website; University of South Carolina, [Anne Frank Center](#), USC website.

¹³ Anti-Defamation League, [Center to Combat Antisemitism in Education](#), ADL website; DOJ, [Civil Rights Division—Combating antisemitism](#), DOJ, October 2021; Project Shema, [Campus](#), Project Shema website; The Tell Institute, [The Tell Institute](#), The Tell Institute website.

¹⁴ DILCRAH, [Plans interministériels](#), DILCRAH website.

¹⁵ RFI, [France : le gouvernement lance des « assises de lutte contre l’antisémitisme](#), *Radio France Internationale*, 6 May 2024.

¹⁶ A Bergé, [Bilan des groupes de travail des Assises de lutte contre l’antisémitisme](#), Government of the French Republic, 28 April 2025; DILCRAH, [Remise du rapport issu des Assises de lutte contre l’antisémitisme](#), DILCRAH website, 30 April 2025; Representative Council of Jewish Institutions of France (CRIF), [Antisemitism in higher education: final adoption of a bill](#), CRIF website, 3 July 2025.