



## **SUMMARY REPORT**

### **THIRD ROUNDTABLE MEETING TO PROMOTE THE *GUIDELINES FOR EDUCATORS ON COUNTERING INTOLERANCE AND DISCRIMINATION AGAINST MUSLIMS:***

#### **Challenging anti-Muslim Prejudice and Promotion of Mutual Understanding in Multicultural Societies through Education**

**5 July 2013  
Strasbourg**

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## I. INTRODUCTION

A roundtable meeting was held at the Council of Europe's headquarters in Strasbourg on 5 July 2013 titled "Challenging anti-Muslim Prejudice and Promotion of Mutual Understanding in Multicultural Societies through Education". This was the third in a series of three roundtables<sup>1</sup> convened by the OSCE Office for Democratic Institutions and Human Rights (ODIHR) in co-operation with the Council of Europe (CoE) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) in order to promote the use of their joint publication, *Guidelines for Educators on Countering Intolerance and Discrimination against Muslims: Addressing Islamophobia through Education*.<sup>2</sup>

The objective of the roundtable was to present the *Guidelines*, share regional experiences and obtain recommendations on effective ways to implement this new educational tool within the context of multi-cultural societies. The meeting brought together representatives of governments, intergovernmental organizations, non-governmental organizations and education experts.

The *Guidelines* were developed in line with the commitment of OSCE participating States to promote tolerance, mutual respect and understanding for different cultures and to counter prejudice, intolerance and discrimination, including against Muslims, through the development of comprehensive educational policies, strategies and awareness-raising measures. OSCE Ministerial Council decisions encourage participating States to consider drawing on ODIHR expertise and assistance in designing methods and curricula for tolerance education.<sup>3</sup>

This report provides a summary of the discussions at the Strasbourg meeting and the recommendations emerging from this event. The opinions and statements made by participants from other organizations do not necessarily reflect the policy and position of OSCE.

## II. SUMMARY OF SESSIONS

In the opening session, representatives from ODIHR, UNESCO and CoE delivered introductory statements about their joint efforts to counter anti-Muslim prejudice and promote mutual understanding through education.

Ambassador Luís Filipe Castro Mendes, the Chair of the Rapporteur Group on Education, Culture, Sport, Youth and Environment within the CoE's Committee of Ministers, stressed that the publication of the *Guidelines* was a very timely initiative and has become even more relevant during the recent economic crisis, when manifestations of intolerance and discrimination have intensified and have even been conveyed by leaders of some political

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<sup>1</sup> The two previous roundtables were: 1) "Countering Intolerance against Muslims through Education for Societies in Transition" (6 September 2012, Vienna) and 2) "Globalization, Diversity and Social Cohesion in Educational Settings" (5 November 2012, Paris).

<sup>2</sup> The *Guidelines* are available in English, French, German, Russian and Spanish at <http://www.osce.org/odihr/84495>.

<sup>3</sup> See, in particular, OSCE Ministerial Council Decision No. 10/05 on Tolerance and Non-Discrimination: Promoting Mutual Respect and Understanding (MC.DEC/10/05), 6 December 2005 Ljubljana, <http://www.osce.org/mc/17462>, and OSCE Ministerial Council Decision No. 13/06 on Tolerance and Non-Discrimination and Promoting Mutual Respect and Understanding (MC.DEC/13/06), 5 December 2006 Brussels, <http://www.osce.org/atu/23706>.

parties. For this reason, he explained, the topic of the roundtable fully fits into the lines of action of the Chairmanship of the Committee of Ministers, which decided to hold a high level conference on the fight against racism and xenophobia in Europe in November 2013 in Yerevan and to host the 2013 exchange on the religious dimension of inter-cultural dialogue in late 2013. He also expressed the support of the Chairmanship for the CoE's "No Hate Speech Movement" online campaign, which aims to encourage young people to counter stereotyping of different communities, including Muslims.<sup>4</sup>

Senator Adil Akhmetov, Personal Representative of OSCE Chairperson-in-Office on Combating Intolerance and Discrimination against Muslims, referred to the commitments of OSCE participating States to develop comprehensive educational policies and strategies to counter prejudice and promote mutual understanding. He encouraged ministries of education to take the leadership to widely use the *Guidelines* in their national education systems. He underlined that as there is little awareness of intolerance and discrimination against Muslims, publications such as the *Guidelines*, can greatly help public officials identify manifestations of this specific form of intolerance and provide guidance on what preventive measures they can take against it in accordance with their mandates.

Ms. Leslie Hess, Acting Deputy Head of Tolerance and Non-Discrimination Department of ODIHR, underlined that with the view of drawing political attention to the importance of education in countering intolerance and discrimination, the OSCE has maintained this issue high on the agenda of its recent activities. She stated that at the High Level Conference on Tolerance and Non-Discrimination in Tirana (21-22 May 2013), a special session was dedicated to the role of human rights education in promoting mutual understanding and respect for diversity.<sup>5</sup> She indicated that participants of this conference expressed their appreciation for ODIHR's tools and activities promoting educational efforts to counter negative stereotyping of different communities, including Muslims, Jews, Roma and Sinti. Ms. Hess stated that ODIHR will continue to promote the different language versions of the *Guidelines* through the organization of seminars in various countries.

Ms. Jun Morohashi, Programme Specialist at the Section of Education for Peace and Human Rights within UNESCO, stated that UNESCO's participation in this joint project together with ODIHR and the CoE is an indication of how much importance it places on promoting inter-faith and inter-cultural dialogue through education as part of its overall efforts to create more peaceful, inclusive and sustainable societies. She suggested that educational initiatives to promote tolerance should go beyond underlining the importance of learning to live together and address the root causes of injustice, violence, discrimination and exclusion. Within this context, Ms. Morohashi stressed the two inter-connected aspects of education which were elaborated upon in the *Guidelines*: 1) States must ensure that education is free from discrimination in terms of both access and contents and 2) education should be used as a powerful means to develop the learner's skills, attitudes and behaviours to stop discrimination, exclusion, violence and hatred. She expressed UNESCO's commitment to continue promoting the *Guidelines* through mobilizing its Associated Schools Network and other higher educational institutions, including UNESCO Chairs.<sup>6</sup>

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<sup>4</sup> Information on the "No Hate Speech Movement" online campaign is available at <http://www.nohatespeechmovement.org/>.

<sup>5</sup> The text is available at <http://www.osce.org/cio/101602>.

<sup>6</sup> Information on UNESCO's Associated Schools Network is available at <http://www.unesco.org/new/en/natural-sciences/special-themes/biodiversity-initiative/biodiversity-education/associated-schools-network-aspnet/>. Information on UNESCO Chairs is available at <https://en.unesco.org/unitwin-unesco-chairs-programme>.

Mr. Sjur Bergan, the CoE's Head of the Education Department, expressed concerns at the exclusive emphasis on access to employment in the public debate concerning education. He stated that while preparation for the labour market is an important mission of education, preparation for democratic citizenship, furthering personal development and developing and maintaining a broad, advanced knowledge base are equally important. To be of high quality, he added, an education system needs to address all major purposes and also to provide adequate opportunities for all students. Among other things, he stressed that education needs to be a transformer of persons and society, in order for individuals to learn how to live together. He stated that the CoE has addressed the issue of tolerance education in a number of policy documents, mechanisms and tools, including the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education,<sup>7</sup> the Standing Conference of Ministers of Education<sup>8</sup> and the Pestalozzi Programme.<sup>9</sup> He suggested that the notion of quality education, which was promoted in all these efforts, should be construed in a way that includes the provision of adequate learning opportunities and teaching about how to counter stereotypes. He stated that the States in different regions of Europe might face different challenges to providing such quality education and it would be very useful to continue creating fora to share regional experiences among educators.

#### *Session I: The Role of Education in Promoting Mutual Understanding and Respect in Multi-cultural Societies*

Session I addressed the role of education in fostering mutual understanding and respect in multi-cultural societies. In an opening statement, Ms. Iryna Brunova-Kalisetska, Assistant Professor of Psychology at the Taurida National V. I. Vernadsky University in Ukraine, underlined that although school is one of the first places of socialisation where children receive values and social representations, there are also other factors, such as family relations, media and local communities, which play an important role. Within this context, she pointed out the importance of the background and values of learners which have an impact on how they perceive messages passed on to them. She stated that if teachers were equipped with the necessary skills to work with parents and the education community on tolerance and non-discrimination issues, they could reduce the gap between values promoted at school and those in the larger society. According to Ms. Brunova-Kalisetska, in doing so, education could play an important role in promoting inter-personal values, rather than inter-group values, which divides society based on "us" vs. "them."

The second opening statement was delivered by Mr. Yuri Goryachev, Head of the UNESCO Chair in Moscow. He concentrated on how teaching about religions and cultures could help to counter prejudice and stereotypes. He emphasized that education could make significant contributions to the acquisition of inter-religious communication skills, which lay the foundation for shared memories in multi-cultural societies. Mr. Goryachev argued that as intolerance against Muslims has gained new momentum over the past decade, the inter-religious aspect of dialogue of cultures became particularly relevant. He opined that transferring the knowledge of the long history of co-existence of different religious

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<sup>7</sup> Information on the Council of Europe's programme concerning Education for Democratic Citizenship and Human Rights is available at [http://www.coe.int/t/dg4/education/edc/default\\_en.asp](http://www.coe.int/t/dg4/education/edc/default_en.asp).

<sup>8</sup> Information on the objectives and the organisation of the Conference is available at [http://www.coe.int/t/dg4/education/standingconf/Source/Practical\\_Information/Practical\\_Info\\_Conf2013\\_en.pdf](http://www.coe.int/t/dg4/education/standingconf/Source/Practical_Information/Practical_Info_Conf2013_en.pdf).

<sup>9</sup> Information on the Pestalozzi Projects is available at [http://www.coe.int/t/dg4/education/pestalozzi/home/default\\_en.asp](http://www.coe.int/t/dg4/education/pestalozzi/home/default_en.asp).

communities is crucial for countering intolerance and discrimination in countries where Muslims constitute long-established historical minorities. He suggested that governments should respond to this new challenge by introducing innovative courses and training modules on the culture and history of world religions, inter-cultural relations, international affairs and multi-cultural communication. Referring to various examples from the Russian Federation, Mr. Goryachev underlined the importance of teacher competence, quality of educational materials on religions and cultures, including secular ethics, consultation with religious communities in developing curriculum and respecting the right of choice in confessional education.

Participants further elaborated on how education could promote mutual understanding and respect in multi-cultural societies. They stressed that education is not only a right but also a means to counter intolerance and discrimination. Many participants underlined that human rights education and history teaching, which foster the values of equality and participation as well as an appreciation of diversity, are instruments to ensure that all communities are integral parts of the society. Some participants also pointed out that flexible school curriculum which provides sufficient latitude for teachers to decide on what to teach would help to develop new educational responses to manifestations of contemporary forms of intolerance and discrimination. A few participants expressed the view that in some countries, past or present tensions between majority and minorities communities have led to some State practices discriminating against Muslims. They stated that the development of educational programmes and activities countering prejudice and stereotypes would require states to adopt new policies to prevent such practices in the field of education. Some participants also indicated that a result of increasing awareness of the importance of teaching about religions and cultures would be the creation of more opportunities to learn about Islam in public schools. Additionally, they pointed out that teaching materials developed in accordance with the needs of target groups, including online tools, and training of teachers to motivate them to address intolerance and discrimination in the classroom would be essential.

Participants expressed their appreciation for the efforts of ODIHR, UNESCO and the CoE to publish the *Guidelines* as an important initiative to increase political support for addressing intolerance and discrimination against Muslims through education. They stressed that intergovernmental organizations should encourage governments to co-operate more with civil society in the field of education to counter prejudice.

### *Session II: Sharing Experiences: Approaches to Challenging anti-Muslim Prejudice through Education*

Session II was dedicated to sharing experiences about educational approaches to countering anti-Muslim prejudice, with a focus on challenges in countries where sizeable Muslim populations live.

In his opening statement, Mr. Ghia Nodia, Chairperson of the Caucasus Institute for Peace, Democracy and Development (CIPDD), provided information on educational efforts to counter intolerance against Muslims in Georgia. He stressed that while anti-Muslim prejudice exists in any country where Islam is not the dominant religion, the nature of this prejudice and its typical manifestations vary from one country to another. He explained that unlike in most Western European countries, in Georgia the Muslim minority, which constitutes ten per cent of the population, is not a recent phenomenon and the narrative associating Islam with terrorism did not dominate the discourse on Muslims. According to Mr. Nodia, anti-Muslim

sentiments in Georgia derive from the construction of the Georgian national identity as a Christian nation surrounded by – and at times at war with - powerful Muslim states. He added that the influence of the Georgian Orthodox Church that has played a historical role in preserving the Georgian identity can still be felt in textbooks and curricula in history and literature and the mind-set of teachers. Mr. Nodia stated that since 2004 the Georgian government has made attempts to change this situation, by revising textbooks and curricula, which has resulted in the use of diverse perspectives and multiple resources in history teaching. However, in his opinion, this approach appears to be ineffective because teachers who have not changed their attitudes towards the paradigm of “us” vs. “them” continue teaching as they did before. He stated that as in the case of teacher training module developed by CIPDD, civil society has adopted a different approach which focuses more on the training of teachers to increase their capacities in addressing prejudice at multi-cultural schools.

In the second introductory statement, Mr. Marat Gibatdinov, Head of the Centre of History and Theory of National Education at the Tatarstan Academy of Sciences, focused on educational initiatives to counter stereotypes against Muslims in the Republic of Tatarstan of the Russian Federation. He mentioned that since the early 1990s, a more positive image of Islam had been presented in Tatar textbooks, which has helped to reduce prejudices against Muslims in Russia. Referring to the textbook, *History of Religions* (available in the Russian and Tatar languages), which was presented in the *Guidelines* as an example of good practice, he stated that such publications challenge the perceptions that Muslims are alien to the country and belong to an inferior culture. Mr. Gibatdinov also underlined the importance of co-ordinating the efforts of educational authorities at central and local levels in promoting respect for diversity. He suggested that strong civil society and active community leadership could play an important role in this regard.

Following the introductory statements, participants discussed the challenges and good practices that they identified based on their own experiences and knowledge. Several points were made in relation to the importance of comprehensive educational policies to address intolerance and discrimination, including against Muslims. Within this context, some participants identified insufficient normative standards as an obstacle to developing educational initiatives to promote mutual understanding and respect for diversity. A participant expressed concerns over the strict control of curricula which leaves almost no space for teachers to introduce new educational approaches or topics. Others were also concerned about State policies directly or indirectly discriminating against minorities, including Muslims. Some participants were especially critical about educational policies with respect to the needs of only certain religious communities but not others. This was raised in relation to public schools where Orthodox Christian holidays are recognized but not Islamic ones, in spite of the fact that these schools have a sizeable number of Muslim students. Lack of human rights education in some countries was also another concern expressed as an institutional challenge to countering intolerance against Muslims and other communities. A participant stated that even in countries where human rights education is included in the curriculum, it does not result in a significant change, because it is taught only as a legal subject, without aiming at changing the behaviours of students. Another participant underlined the importance of mainstreaming human rights, equality and tolerance into the whole curriculum. As an example, she pointed out that if history teaching was done properly, it could play an important role in promoting human rights values even in schools where there is no human rights education.

Many participants underlined that education cannot remove all tensions in society on its own, demonstrating how other factors can play a negative or positive role in this area. For example, they pointed out that in some countries weak civil society undermines the impact of advocacy efforts to introduce new educational approaches to combat intolerance and discrimination. They also stated that disagreements between public institutions and civil society on what approaches should be adopted to promote mutual understanding can hinder their co-operation in the field of education. A participant expressed concern that in some countries, the government was in favour of promoting diversity based only on traditional communities, while non-governmental organizations advocated for a more inclusive multicultural approach. Several participants also stated that expressions of intolerance and discrimination through the media have a negative impact on how students perceive different communities. Some participants argued that although economic problems might worsen inter-religious and inter-ethnic relations, identity policies based on assimilation might lead to much more serious tensions in society.

Participants provided information on a number of recent educational initiatives addressing intolerance against Muslims through which they seek to overcome such challenges. A participant mentioned that following the 2012 amendments to the Federal Law on Education in the Russian Federation, with the joint efforts of public officials and religious communities, a new course called the Fundamentals of Religious Culture and Secular Ethics was introduced into the curriculum of secondary schools in all regions. The course includes optional modules on the religious cultures of Orthodoxy, Islam, Judaism, and Buddhism, the History and Culture of World Religions, as well as Secular Ethics.<sup>10</sup> Since then, the UNESCO Chair-in-Moscow (Moscow Institute of Open Education) had trained over 4,500 teachers on how to teach about those various modules chosen by parents/legal guardians of students. These efforts were supplemented by the publication of a number of new textbooks on religions.<sup>11</sup> Another participant stated that Ukraine introduced civic education and teaching about religions as a compulsory subject into the curricula of primary and secondary schools. Furthermore, a participant referred to the Face to Faith project,<sup>12</sup> implemented by Tony Blair Faith Foundation in co-operation with the Italian Ministry of Education, as a good practice, where artistic and cultural activities were used to promote inter-religious dialogue in schools. Another participant stated that the Centre for Educational Projects<sup>13</sup> in Armenia organized school camps gathering young people from various ethnic and confessional backgrounds and travelling exhibitions presenting various minorities, including Muslims, in the country. The representative of the Georgian Association of History Educators presented the project “Sharing History: Cultural Dialogues,”<sup>14</sup> as a good example of how education can unify people, instead of stressing the differences, by transferring the knowledge of the past and present co-existence of various cultures in our societies. There was also an intervention which demonstrated that consultative bodies, such as the Standing Advisory Council for

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<sup>10</sup> Information on this course is available at

[http://www.dagminobr.ru/documenty/akti\\_pravitelstva\\_rf/rasporyajenie\\_ot\\_28\\_yanvarya\\_2012\\_g\\_84r\\_2](http://www.dagminobr.ru/documenty/akti_pravitelstva_rf/rasporyajenie_ot_28_yanvarya_2012_g_84r_2).

<sup>11</sup> The textbooks mentioned included the following: A.O. Chubaryan and G.M. Bongard-Levin, *World Religions: History, Culture, and Beliefs* (Textbook for 10-11 Grades), Russian Academy of Sciences, (Moscow: 2006); Kulakov A. E., *Religions of Russia* (Textbook for 10-11 Grades), AST-Press School, (Moscow: 2007); A. N. Sakharov, *History of Religions*, Russkoye Slovo (Moscow: 2007).

<sup>12</sup> Information on the Face to Faith project is available at

<http://www.tonyblairfaithfoundation.org/projects/facetofaith>.

<sup>13</sup> Information on the objectives of the Centre for Educational Projects is available at <http://www.cfep.am/en>.

<sup>14</sup> Information on the project “Sharing History: Cultural Dialogues” is available at <http://www.euroeastculture.eu/en/granted-projects/view-22.html>.



Religious Education (SACRE)<sup>15</sup> in the UK, could play an important role in developing effective co-operation between civil society and government in raising awareness of other cultures and religions and reducing stereotypes amongst students.

A number of participants suggested that intergovernmental organizations, such as UNESCO, the CoE and the OSCE, could help a lot to facilitate exchange of experience in combating intolerance against Muslims through education, by creating online inventories for good practices and organizing regional meetings for educators dealing with this issue.

### *Session III: Implementation of the Guidelines – Next Steps*

Session III focused on the recommendations for next steps to be taken in order to implement the *Guidelines* and support educational initiatives to counter anti-Muslim prejudice and promote mutual understanding in multi-cultural societies. Ms. Rima Bezede, President of Pro Didactica, an educational centre based in Moldova, started the session by presenting the project “Let’s know each other better.”<sup>16</sup> She explained that with the view of promoting a culture of tolerance and inter-cultural understanding, this project included the following activities: 1) A survey on inter-cultural education in Moldova; 2) Publication of a textbook on the literature of communities cohabiting in the country (in Moldovan and Russian); and 3) Training of trainers and potential textbook authors for applying inter-cultural educational models. She stated that the Ministry of Education is considering recommending this subject as an optional course for secondary schools as well as pedagogical departments of universities. She stated that the lessons learned from this project reaffirmed the importance of establishing partnerships with all stakeholders, especially the Ministry of Education and teacher professional networks. Ms. Bezede added that on-line discussions with teachers and students would be needed to facilitate the exchange of views about the challenges that they face in using such educational materials.

In the second introductory statement, Ms. Katarzyna Górak-Sosnowska, Assistant Professor at the Department of Economic Sociology, Warsaw School of Economics, spoke about the workshop project “Meet the World of Islam,”<sup>17</sup> which was developed by the Polish National Commission for UNESCO and Polish-Arabic Cultural Centre. The project targeted students and teachers at secondary school and was implemented in co-operation with the Ministry of Education. She stated that the goal of this project was to reduce the psychological distance of students and teachers towards Islamic cultures, adding that Polish society is a very homogeneous society and the perceptions about Muslims are mainly influenced by the discourse about Islam in Western Europe and North America. She underlined that their experience with this project demonstrated that effective education approaches to counter anti-Muslim prejudice require taking into account the demographic situation of the country concerned and the historical background of Muslim populations living there. According to Ms. Górak-Sosnowska, the experience of Western Europe with Muslims can hardly be transferred to Eastern European realities.

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<sup>15</sup> Information on the SACRE is available at <http://www.eastsussex.gov.uk/yourcouncil/about/committees/meetings/sacre.htm>.

<sup>16</sup> Information on the Pro Didactica educational centre is available at [http://www.prodidactica.md/viitor/Viitor\\_rus/index.htm](http://www.prodidactica.md/viitor/Viitor_rus/index.htm).

<sup>17</sup> Information on the “Meet the world of Islam” project is available at <http://www.unesco.pl/kultura/dialog-miedzykulturowy/dialog-euro-arabski/>.

During the discussions that followed, many participants stated that the *Guidelines* were a good starting point to address intolerance and discrimination against Muslims through education, but more educational tools and training activities should be developed in order to enhance the competence of teachers to deconstruct stereotypes. Some participants also underlined the need for rapid educational and awareness-raising responses to certain incidents which might trigger hatred against specific groups. The on-line video produced by the Tolerance Club<sup>18</sup> was a good educational initiative mentioned in relation to countering the opposition against the registration of Islamic League of Moldova as a religious community.<sup>19</sup> Other recommendations made during the discussions are outlined in Section III below.

### III. RECOMMENDATIONS

Participants made a number of concrete recommendations on how the *Guidelines* can be implemented in the educational systems of multi-cultural societies, summarized below. The recommendations were not formally adopted and have no official status. Nevertheless, participants agreed that the recommendations provided useful suggestions for follow-up and implementation of the *Guidelines*.

- Support the development of participatory educational approaches, ensuring close engagement with parents, students, communities and civil society in addressing intolerance and discrimination;
- Create a network of educational experts on intolerance and discrimination against Muslims in order to promote the *Guidelines* and other educational materials in this field;
- Increase the awareness of policy-makers in order to implement educational programmes and activities to deconstruct stereotypes;
- Develop additional educational tools, including country specific teaching materials, manuals for the training of teachers, lesson plans, guidelines for textbook design as well as curricula, cross-curricular links and extra-curricular activities;
- Replicate creative campaigns, such as school competitions, which would motivate teachers and students to initiate classroom activities to promote tolerance and mutual understanding;
- Compile more comprehensive and detailed information on examples of good educational practices to counter intolerance against Muslims in different regions of Europe;
- Develop an on-line repository in order to share examples of good practices and available materials concerning intolerance and discrimination against Muslims;
- Support the translation of the *Guidelines* into the official languages of other participating States;
- Organize national events for educators to raise awareness of the *Guidelines*;
- Promote the use of innovative educational methods, such as theatre and exhibitions, in raising awareness of prejudice and stereotypes;

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<sup>18</sup> Information on Tolerance Clubs for Teenagers in Ukraine and Moldova is available at <http://www.tolerspace.org.ua/LagerEng/KlubEng.html>

<sup>19</sup> The video “Muslims in Moldova is available at <http://www.youtube.com/watch?v=jQjv546FLxI&feature=youtu.be>.

- Raise awareness of intolerance against Muslims through not only formal education, but also informal educational activities, involving the media and initiatives from political figures;
- Increase the awareness of the religious aspect of inter-cultural dialogue through the development of new educational initiatives;
- Use the new media to outreach to more young people in increasing their awareness of stereotypes and prejudice in society;
- Co-operate with universities and teacher training institutions in order to ensure that tolerance education is introduced in in-service training and pre-service training;
- Support the development of mechanisms to collect information on the manifestations of intolerance, including against Muslims, in schools;
- Regularly monitor and assess the quality of training of teachers and teaching materials in relation with combating intolerance and discrimination.

## **ANNEX I: Meeting Agenda**

### **Agenda**

5 July 2013, Strasbourg

#### **10:00 - 11:00 Opening Remarks**

**Chair:** Mr Sjur Bergan, Head of Education Department, Council of Europe

- Mr Luís Filipe Castro Mendes, Ambassador, Permanent Representative of Portugal, Chair of the Rapporteur Group on Education, Culture, Sport, Youth and Environment, Committee of Ministers of the Council of Europe
- Senator Adil Akhmetov, Personal Representative of OSCE Chairperson-in-Office on Combating Intolerance and Discrimination against Muslims
- Ms Leslie Hess, Acting Deputy Head, Tolerance and Non-Discrimination Department, OSCE/ODIHR
- Ms Jun Morohashi, Programme Specialist, Section of Education for Peace and Human Rights, UNESCO
- Mr Sjur Bergan, Head of Education Department, Council of Europe

11:00 –11:30 Coffee Break

#### **11:30 – 13:00 The Role of Education in Promoting Mutual Understanding and Respect in Multicultural Societies**

*Education is crucial in all societies as it provides opportunities for individuals to achieve their full capacities. In today's multicultural societies, it is becoming even more important because education is also a means to promote equality, social cohesion and participation in political, social and economic life of the society. As such, teachers can play an essential role in broadening understanding of human rights, breaking down stereotypes, increasing appreciation of diversity as a value. In the countries where diverse populations cohabit, teachers can transfer to new generations the knowledge about the experience of living together in multi-ethnic and multi-religious societies. They can promote an appreciation of positive interactions among different communities and their contributions to the society. This aspect of education has been recognized by a number of international commitments on combating intolerance and discrimination. The recently published Guidelines for Educators on Countering Intolerance against Muslims present a new contribution to the efforts made by the international community and it is important to examine how they can assist educators in promoting mutual understanding and respect in multicultural societies.*

**Moderator:** Mr Villano Qiriazzi, Head of Education Policy Division, Council of Europe

#### **Speakers:**

- Ms Iryna Brunova-Kalisetska, Assistant Professor, Department of Psychology, Taurida National V. I. Vernadsky University (TNVU), Ukraine
- Mr Yuri Goryachev, Dean of the Faculty on International Education, Head of the UNESCO Chair, Moscow Institute of Open Education

**13:00 – 14:30 Lunch**

## **14:30 – 16.00 Sharing Experiences: Approaches to Challenging anti-Muslim Prejudice through Education**

*In recent years various countries have taken educational initiatives to promote mutual understanding and respect. Nonetheless, Muslim communities continue experiencing the acts of discrimination and intolerance in different spheres of social life, including education. In many countries, intercultural competences of teachers need to be enhanced, by equipping them with necessary skills to identify and counter manifestations of intolerance against Muslims in schools. A rights-based approach must be an integral part of any teacher training activity in the field of tolerance education. Such initiatives would also require the development of adequate teaching materials on challenging anti-Muslim stereotypes and the revision of textbooks, including those teaching about religions, cultures and histories, in order to ensure that they are free from bias. All these cannot be achieved without sensitizing school administrators about the impact of discriminatory school policies and practices on students. The aim of this session is to discuss what lessons learned from the existing initiatives to promote tolerance and challenge anti-Muslim prejudice through education and how they could be further improved.*

**Moderator:** Ms Jun Morohashi, Programme Specialist, Section of Education for Peace and Human Rights, UNESCO

### **Speakers:**

- Mr Ghia Nodia, Chairperson, Caucasus Institute for Peace, Democracy and Development, Georgia
- Mr Marat Gibatdinov, Head of the Centre of History and Theory of National Education, Institute of History, Tatarstan Academy of Sciences, Russian Federation

16:00 –16:30 Coffee Break

## **16:30 – 17:30 Implementation of the Guidelines – Next Steps**

*The Guidelines can support the educational efforts of participating States by helping teachers understand how intolerance and discrimination against Muslims can be manifested in schools. This document can generate new ideas for various classroom activities to encourage critical thinking and an appreciation of diversity as a value. It can be also used in curriculum planning and development as well as in pre-service and in-service training of teachers. This session will provide an opportunity to review the recommendations of the previous roundtable meetings and further discuss what educational policies and strategies should be in place in order to promote the use of the Guidelines in multicultural societies.*

**Moderator:** Mr Taşkın Tankut Soykan, Adviser on Combating Intolerance and Discrimination against Muslims, OSCE/ODIHR

### **Speakers:**

- Ms Rima Bezede, Director, Pro-Didactica Education Center, Moldova
- Ms Katarzyna, Górak-Sosnowska, Assistant Professor, Department of Economic Sociology, Warsaw School of Economics, Poland

## **17:30 – 18:00 Concluding Remarks**

## **ANNEX II: List of Participants**

### **Government Officials:**

1. Giovanna Barzano, Senior Adviser, Directorate General for International Relations, Ministry of Education, University and Research, Italy
2. Sandra Falka, Specialist for Curriculum of Social Sciences, Ministry of Education and Science, Centre for Curriculum Development and Examinations, Latvia
3. Paul Giannasi, Police Superintendent, Hate Crime Programme, Ministry of Justice, UK
4. Marat Kangarliniski, Head of the Department for Humanitarian and Social Affairs Ministry of Foreign Affairs, Azerbaijan
5. Oksana Kovalenko, Leading Specialist, Department of Secondary and Pre-school Education, Ministry of Education and Science, Youth and Sport, Ukraine
6. Corina Lungu, Senior Consultant, Pre-University Department for Educational Process of the Humanities and Social Sciences, Ministry of Education, Moldova
7. Inna Mitskevich, Head, Centre for International Cooperation in Education, National Institute for Higher Education, Belarus
8. Marina Salikhova, Russian Academy for Upgrading Professional Standards and Retraining of Educators, Russian Federation
9. Maya Tchilashvili, Ethnic Minorities Coordinator, National Centre for Teacher Professional Development, Ministry of Education and Science, Georgia
10. Ricardas Totoraitis, Senior Specialist, Department of Studies, Ministry of Education and Science, Lithuania

### **Experts:**

11. Rima Bezedo, Chairwoman, Executive Director Educational Centre 'ProDidactica' , Moldova
12. Iryna Brunova-Kalisetska, Associate Professor, Department of Psychology, Taurida National Vernadsky University (TNVU), Ukraine
13. Marat Gibatdinov, Head of the Centre for History and Theory of National Education, Institute of History named after Sh. Mardjani, AS RT, Russian Federation
14. Katarzyna Gorak-Sosnowska, Assistant Professor, Department of Sociology, Warsaw School of Economics, Poland
15. Yuri Goriachev, Dean of the Faculty of International Education, Director of UNESCO Chair, Moscow Institute of Open Education, Russian Federation
16. Damir Ziniurovich Khayretdinov, Rector, Moscow Islamic University, Russian Federation
17. Elena Konnova, Senior Lecturer at the Department of International Law, Faculty of International Relations, Belarusian State University, Belarus
18. Kira Kreyderman, Advisor on Educational Projects, Tolerance Club, JCC 'KEDEM', Moldova
19. Iryna Lapitskaya, Senior Professor, Academy of Post-diploma Education, Belarus
20. Karen Melkonyan, Head, Subcomponent of Teachers Professional Development Center for Education Projects, PIU, Armenia
21. Maryna Minova, Deputy Dean of Faculty of Psychology, Social and Educational Work, The State Institution of Education "Academy of Post-diploma Education", Belarus
22. Ghia Nodia, Chairperson, Institute for Peace, Democracy and Development, Georgia
23. Peter Polozhevets, Editor in Chief, Russian Teacher's Newspaper, Russian Federation
24. Iryna Sabor, Project Officer, European Wergeland Centre, Norway

25. Nana Tsikhistavi, President, Georgian History Educators Association (GAHE), History Professor, University of Georgia (UG), Georgia
26. Polina Verbytska, All-Ukrainian Association of Teachers of History, Civic Education and Social Studies (Nova Doba), Ukraine

**NGOs and Community Organizations:**

27. Tamara Aleksidze, Chairperson, Century 21st, Georgia
28. Nadir Bekirov, President of International Public Organisation, Foundation for Research and Support of Indigenous peoples of Crimea, Ukraine
29. Iqbal Bhana, Deputy Chair, Hate Crime Advisory Group, UK
30. Hajib El Hajjaji, Muslims Rights Belgium, Plateforme associative de lutte contre l'islamophobie, Belgium.
31. Anna Lenchovska, Executive Director, Congress of National Minorities of Ukraine, Ukraine
32. Damir Hazrat Mukhetdinov, First Deputy Chairman, Russia Muftis Council, Russian Federation
33. Alexander Yurievich Sungurov, President of the St. Petersburg Humanitarian and Political Science Centre "Strategy", Russian Federation

**Delegations to the Council of Europe:**

34. Giovanni Carlo Bruno, Deputy to the Head of Delegation, European Union Delegation to the Council of Europe
35. Donatella Candura, Deputy to the Head of Delegation, European Union Delegation to the Council of Europe
36. Aldo Giordano, Observateur Permanent du Saint-Siège auprès du Conseil Mission Permanente du Saint-Siège
37. Anne Kayser-Attuil, Deputy Permanent Representative of Luxembourg to the Council of Europe
38. H.E. Ambassador Luís Filipe Castro Mendes, Permanent Representative of Portugal to the Council of Europe
39. Isidora Petropoulou, Deputy to the Permanent Representative of Greece to the Council of Europe
40. Eduard Ryzhkin, Deputy to the Permanent Representative of Russian Federation to the Council of Europe
41. Aslı Şanlı, Deputy to the Permanent Representative of Turkey to the Council of Europe
42. H.E. Ambassador Rauf Engin Soysal, Permanent Representative of Turkey to the Council of Europe

**Intergovernmental organizations:**

43. Adil Akhmetov, Personal Representative of OSCE Chairperson-in-Office on Combating Intolerance and Discrimination against Muslims, UNESCO
44. Sjur Bergan, Head of Education Department, Directorate of Democratic Citizenship and Participation, Council of Europe
45. Rona Brown, Administrative Support Assistant, Division for Citizenship and Human Rights Education, Directorate of Democratic Citizenship and Participation, Council of Europe
46. Elodie Fischer, Committee on Equality and Non-Discrimination, Parliamentary Assembly, Council of Europe

47. Angela Garabagiu, Secretary to the Committee on Culture, Science, Education and Media, Parliamentary Assembly, Council of Europe
48. Leslie Hess, Acting Deputy Head, Tolerance and Non-Discrimination, OSCE-ODIHR, Poland
49. Marc Hory, Project Coordinator, Division for Citizenship and Human Rights Education, Directorate of Democratic Citizenship and Participation, Council of Europe
50. Isabelle Lacour, Assistant Administrative Principal, Directorate of Democratic Citizenship and Participation, Council of Europe
51. Luís Filipe Castro Mendes, Ambassador, Permanent Representative of Portugal, Chair of the Rapporteur Group on Education, Culture, Sport, Youth and Environment Committee of Ministers of the Council of Europe
52. Paula Eck-Walters, European Commission against Racism and Intolerance, Council of Europe
53. Tatiana Milko, Head of History Education Programmes, Directorate of Democratic Citizenship and Participation, Council of Europe
54. Jun Morohashi, Programme Specialist, Section of Education for Peace and Human Rights, Division of Education for Peace and Sustainable Development, UNESCO
55. Patricia Ötvös Adviser, Office of the Commissioner for Human Rights, Council of Europe
56. Yulia Pererva, Administrator, Division for Citizenship and Human Rights Education, Directorate of Democratic Citizenship and Participation, Council of Europe
57. Villano Qiriazzi, Head of Education Policy Division, Directorate of Democratic Citizenship and Participation, Council of Europe
58. Taşkın Tankut Soykan, Adviser on Combating Intolerance and Discrimination against Muslims, Tolerance and Non-Discrimination, OSCE-ODIHR, Poland