



**Organization for Security and Co-operation in Europe (OSCE)  
Office for Democratic Institutions and Human Rights (ODIHR)**

**EXPLORING CHALLENGES AND SOLUTIONS FOR TEACHING ABOUT  
INTOLERANCE, BIAS, PREJUDICE, ANTI-SEMITISM AND RELATED SUBJECTS  
IN THE OSCE REGION**

**- WORKING LEVEL CONSULTATIVE MEETING -**

**21-22 November 2017**

**Lisbon, Portugal**

Various OSCE commitments have encouraged education on anti-Semitism that ensures a systematic approach to education, including curricula related to contemporary forms of anti-Semitism in participating States. In the 2004 Berlin Declaration the OSCE participating States committed to promote, as appropriate, educational programmes for combating anti-Semitism. In 2014 the Ministerial Council, in their Basel Declaration, went further by calling on participating States to promote educational programmes for combating anti-Semitism and provide young people with opportunities for human rights education including on the subject of anti-Semitism, and on ODIHR to facilitate the exchange of best practices among participating States on educational initiatives and other measures to raise awareness of anti-Semitism and overcome challenges to Holocaust education. Since 2016 ODIHR has been implementing the “Turning words into action to address anti-Semitism” project, which provides support to participating states to implement these OSCE commitments.

The project includes activities to promote education to address anti-Semitism that ensure a systematic and human rights based approach, and will produce various policy and practical tools to enable this. In 2017 research across the OSCE region will result in a report that identifies key challenges to teaching about anti-Semitism in the OSCE region, and recommended educational responses to the variety of challenges that may arise in different locations or contexts across the OSCE region. ODIHR and UNESCO are also working with partners to develop differentiated framework curricula and accompanying guidance materials for pre-service training of teachers at primary, secondary, vocational and school director level in how to address intolerance, bias, prejudice, and particularly anti-Semitism, in and through education, which together demonstrate a comprehensive approach. These publications will complement ODIHR’s existing materials to

promote tolerance, respect and mutual understanding and recognition of the human rights of individuals in all communities.

**The purpose of the meeting will be threefold:**

1. To gather feedback from teachers and teacher training institutes on plans for developing a comprehensive set of differentiated framework curricula and accompanying guidance materials for pre-service training of teachers at primary, secondary, vocational and school director level, and on teacher aids for already qualified teachers on specific classroom challenges;
2. To review the tools to ensure they address both the central role of the teacher and the impact of implicit neuropsychological processes on stereotyping, prejudice and discrimination, and adjust learning methodologies accordingly;
3. To consider options for integrating media literacy/media evaluation competencies into teaching about democratic values, citizenship and human rights alongside efforts to address anti-Semitism.

The meeting will result in a report which summarizes conclusions and outlines recommendations for continued work on these educational tools to address anti-Semitism within the international human rights framework.

**The working language of the meeting will be English**

Location: D. Pedro V conference room, Cátedra de Estudos Sefarditas, Faculty of Letters, University of Lisbon, Alameda da Universidade, 1600-214 Lisbon,

**Agenda**

**Tuesday, 21 November 2017**

**9.00–9.40 Welcome and introduction**

Ilan Cohn, Project Manager (Words Into Action), Tolerance and Non-Discrimination Department, ODIHR

Patricia Tcherneva-Rowland, Project Officer (Words into Action), Tolerance and Non-Discrimination Department, ODIHR

*OSCE commitments, background and history of ODIHR's involvement in this field, how it fits with general mandate to work on tolerance and non-discrimination issues and how this is reflected in the design of the Words Into Action project*

*UNESCO context, Paris consultation meeting and other related initiatives including MIL (Media and Information Literacy)*

*Participants introduce themselves and ask questions, clarify expectations*

**9.40-10.15 Presentation on the Cátedra de Estudos Sefarditas. Alberto Benveniste, (Chair of Sephardic Studies) at the University of Lisbon**

By Professor Maria de Fátima Reis, Director of the Chair of Sephardic Studies.  
Alberto Benveniste

*History and mandate, connections to the long Jewish heritage of Europe and European culture and the tradition of study and learning in Judaism*

*Presentation and discussion of the Catedra's initiatives concerning education about Judaism and preventing anti-Semitism*

**10.15-10.30 Coffee break**

**10.30-13.00 Creating framework curricula/accompanying guidance materials for pre-service teacher training**

Presentation on the specificity of anti-Semitism and how building teachers' skills in addressing it can help them to address all types of discrimination in schools, as well as plans for developing the framework curricula/accompanying guidance materials for primary, secondary, vocational and school director level, outline of themes and methodologies including gender aspects and Words Into Action Education Expert Group's guiding principles

Moderator: Dr. Neda Forghani-Arani, Centre for Teacher Education, University of Vienna, Austria

*Participants break into three groups (content, practice, training) to make recommendations for priorities and methodology for each teacher target group.*

**13.00-14.00 Lunch**

**14.00-16.00 Linking the conscious to the unconscious, the emotional to the cognitive approach in pre-service teacher training**

Introduction by Laura Ligouri (Executive Director at Mindbridge Center and Professor of Neuroscience at Bates College, USA) on the links between biology, neuroscience, learning and discrimination, their importance for teacher training design, and examples of effective pedagogical strategies

Moderator: Dr. Conrad Hughes, Campus Principal at La Grande Boissière, International School of Geneva and author of *Understanding Prejudice and Education: The challenge for future generations, 2017*

**15.00-15.15 Coffee break**

*Participants break into same three groups (content, practice, training) and adapt their recommendations for each target group to take account of implicit bias factors.*

*Presentation of each group's conclusions from both sessions to the plenary for feedback and comments*

**16.15** Bus departs from the Cátedra de Estudos Sefarditas for the Sinagoga Shaare Tikva, Rua Alexandre Herculano 59, Lisbon 1250-010, and a visit accompanied by Jaime Ayash, Vice-President of the Comunidade Israelita de Lisboa

### **Wednesday, 22 November 2017**

**9.00-9.15** **Welcome and reflection on Day 1**

Patricia Tcherneva-Rowland, Project Officer (Words into Action), Tolerance and Non-Discrimination Department, ODIHR

**9.15-9.30** **Why address anti-Semitism? A reflection from the Jewish community**

Introductory remarks from Gabriel Steinhardt, President of the Comunidade Israelita de Lisboa

**9.30-13.00** **Practical materials for educators: facing challenges in addressing anti-Semitism in the classroom**

Presentation by Robin Sclafani, Director of CEJI – A Jewish Contribution to an Inclusive Europe, Belgium, ODIHR Implementing Partner

*Summary of current assignment to produce aides-memories for teachers, based on the specific challenges identified in research.*

Moderator: Ilan Cohn, Project Manager (Words Into Action), Tolerance and Non-Discrimination Department, ODIHR

*Participants break into four groups and review different teacher aid drafts with special attention to the following questions:*

- *How can the teacher aids be best adapted to or used in a local context?*
- *What are additional methodological experiences that could be useful to include?*
- *Do the resources factor in ways for teachers to handle implicit biases in the classroom?*
- *What additional ideas and recommendations are there for dealing with the most controversial challenges?*
- *Should teachers differentiate their methodological approach to female and male students? How could gender-related challenges be addressed when teaching about anti-Semitism?*
- *Are there specific recommendations for using the teacher aids in classrooms with significant diversity in students' origins or identities?*
- *Is the connection between educating against anti-Semitism and education on democratic values and human rights clear?*

- *Where and how should media literacy skills be included?*
- *What additional support do teachers need to get the most from these teacher aids?*

*After the first round of review, each group reports back their findings.*

**11.00-11.15**      **Coffee break**

*Each group then completes a second review of a different topic, reporting their findings to the plenary.*

**13.00-14.00**      **Lunch**

**14.00-15.00**      **Round-up session: conclusions for preparation of the new educational tools**

Moderator: Patricia Tcherneva-Rowland, Project Officer (Words into Action), Tolerance and Non-Discrimination Department, ODIHR

*Final comments from participants, conclusions, next steps and wrap-up of the day*

**15.00**              **Coffee**