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EXAMPLES OF AREAS OF PRACTICES AND INITIATIVES IN EDUCATION THAT AIM TO COMBAT INTOLERANCE AGAINST MUSLIMS IN THE OSCE REGION ¹

(a) Policies, standards and guidelines (e.g., policy statements, national action plans, and legislation)

- Educational law and/or educational policies at the national, regional and municipal levels that address intolerance against Muslims
- Educational standards that address intolerance against Muslims
- National guidelines for revising textbooks so that they address biases about Muslims
- Government policies sensitive to the needs of Muslim communities and Muslim students
- Policies to promote balanced and impartial teaching about Muslims
- Interfaith initiatives promoted by authorities at various levels
- Comprehensive government training policies that address discrimination towards Muslims in education
- Mechanisms to ensure consistent policy implementation, such as coordination mechanisms and resource centers for collecting and disseminating initiatives and information on intolerance against Muslims at the national level

(b) National curriculum

National curriculum that addresses intolerance against Muslims

(c) School-wide approaches and short-term programming (e.g., whole school approaches, school governance)

¹ This list is non-exhaustive and intended only to suggest general areas where examples of Practices and Initiatives may be found.

- Non-discrimination policies at the school level that aim to protect Muslim students from intolerant acts (such as harassment and bullying).
- Whole school approaches that are sensitive to the needs of Muslim communities
- Involvement of parents of Muslim students in initiatives and projects that combat intolerance against Muslims and/or build relations with other (ethnic, faith, etc) communities
- Involvement of Muslim religious and civic leaders in school-related initiatives and projects
- Interactions between the school, local government and the wider community that address intolerance against Muslims
- Media awareness campaigns that educate students about media bias against Muslims
- Teacher training programs that address all of the above

(d) Teaching and learning practices and tools (e.g., methodology, resources)

- Extracurricular student activities, especially those initiated by students themselves that help build bridges between Muslim students and other students in school.
- Incorporation of the daily lives and concerns of Muslim students within teaching and learning
- Learner-centered methods and approaches that empower students and encourage their active participation, cooperative learning, and a sense of solidarity, creativity and self-esteem – with special attention devoted to Muslim students
- Textbooks (e.g. History, Literature) that include information about Muslims and Muslim communities and especially the diversity within Muslim communities
- Making teaching materials the confront, directly or indirectly, intolerance against Muslims available in sufficient numbers and in appropriate languages
- On-line discussion groups that enable students and teachers to discuss and collaborate with each other locally, nationally and internationally on topics related to intolerance against Muslims
- Activities in schools that include a focus on Muslim contributions to history, science, literature, and other fields of study and research
- Activities in class that address stereotyping, with significant attention devoted to stereotypes about Muslims
- A film series in school that aims to increase ‘tolerance’ towards Muslims
- Special days or events that include a focus on Muslim communities
- Field trips that aim to promote a better understanding of Muslim communities and Muslim students

(e) Professional development for teachers and other educational personnel

- Pre-service and in-service teacher education programs that help to promote sensitivity to the needs of Muslim communities
- Multiple actors, such as the Ministry of Education, universities, human rights institutes, teacher training institutions, unions, NGOs and international and regional intergovernmental organizations, involved in the design and organization of appropriate education and professional development
- Professional development for teachers that allows them to come in contact with Muslim communities
- International and national exchange programs and networking (at the pre-service and in-service level) in order to share best practice when confronting intolerance against Muslims

(f) Evaluation and assessment approaches and tools

- Indicators for evaluating and measuring the processes, outcomes and impact of educational practices for Muslim students and their communities
- Peer review evaluation strategies
- Action research projects for teachers that help them reflect on their teaching practice with respect to their Muslim students
- Critical incident methods that help teachers examine how they deal with problems that might arise in their teaching of Muslim students