

| Acknowledgements |

The following individuals are thanked for their support and intentional contributions to the development of this manual for the Religious Diversity and Anti-Discrimination Training Programme.

- Yoanna Baleva
- Sandra Carmel
- Deirdre Cornell
- Eileen Fry
- Daniela Kolarova
- Joel Kotek
- Stephanie Lecesne
- Marji Lipshez-Shapiro
- Noeleen Mariappen
- Ajmal Masroor
- David Meyer
- Luis Pinto
- Terry Price
- Bashy Quraishy
- Beate Schmidt-Behlau
- Robin Sclafani
- Sharon Thomson
- Lorraine Tiven
- Aminah Tonnsen
- Luc Vande Walle
- Paul Weller

Editor: Robin Sclafani



First partners meeting, October 2005. (Left to right) Daniela Kolarova, Paul Weller, Stephanie Lecesne, Eileen Fry, Beate Schmidt-Behlau, Aminah Tonnsen, Bashy Quraishy. (Sitting) Robin Sclafani and Terry Price.

| Table of Contents |

Background Information

Building the Foundation 1

1. Photo Gallery (and Ground Rules)
2. The Golden Rule Across the Religions
3. Opening Circles

Identity 2

1. Personal Symbols
2. My History of Images of God
3. Exchanging Spiritual Views

Cultural Awareness 3

1. Rites of Passage
2. Chronological Thinking
3. Questions of Interpretation
4. When Did Culture Influence Religion?
5. Mix and Match Terms

Examining the Issues 4

1. Walk in my Shoes
2. Here I Stand
3. Back to the Beginning: Gender Roles
4. Cultural Rights and Human Rights
5. Religion, State and Society: Symbols and Concepts
6. Sources of Information: The Role of Media

Confronting the Issues 5

1. Guess Who's Coming to Dinner?
2. Four Quadrants in Society
3. Fatima's Story
4. Religion as a Positive Source
5. Safe Ways Out of Religious Conflict
6. Setting the Scene: Role Plays
 - To React or Not to React... That is the Question
 - A Different School

Social Action 6

1. My Religious Community
2. Issues Map
3. Spheres of Influence
4. Solutions-focused Questions
5. Identifying Stakeholders
6. Power/Interest Matrix
7. SMART Action Planning
8. Personal Action Planning Worksheet

Closing 7

1. Closing Circles
2. Wishing Peace
3. E-Valuation

Facilitation Skills 8

1. Considerations For Effective Presentations
2. Dividing Groups
3. Common Problems in Leading Group Discussions
4. Considerations for Facilitating Discussions On Controversial Issues
5. Conflict Resolution Considerations And Strategies For Facilitators
6. Strategies for Resolving Conflict During Group Discussions
7. Co-Facilitation Considerations
8. Working In a Diverse Facilitation Team
9. Ten Tips to Enhance Co-Facilitation

| Introduction |

Rationale for the module:

Issues related to religious diversity and discrimination are becoming increasingly important in European societies. Not only is Europe becoming more diverse in religion and belief, providing a rich opportunity for intercultural understanding, but it is also an undeniable aspect in many modern-day conflicts in intercultural relations. It is important to respect the development of individual religion and belief identities and to confront prejudice and discrimination based on religious and convictional differences. It would be a mistake to assume that only the religious, or religious minorities, can feel or be discriminated against. Discrimination and imposition of others' beliefs and practices are also of great concern to atheists and agnostics.

One of the characteristic features of human existence appears to be a spiritual dimension in life. This may manifest itself in terms of membership in one of the major world faiths, or it may simply be that a person feels vaguely that there is 'more to life' than merely meeting the physical requirements of existence. People who do not belong to a mainstream religious tradition may still have strong religious or spiritual feelings. There are also many people who take a secular approach to life, or who do not believe in the existence of something more than the physical world. This can also be considered a belief system and it is an essential part of the landscape referred to as "religious diversity" in this programme.

By looking first at religious identity and personal convictions, participants can reflect on their own beliefs, and can come to recognise the wide range of diversity between and within the numerous traditions. Followed by an exchange of views and experiences, participants can increase their cultural awareness and sensitivity to others. Awareness is an important step towards action, so the training module strives to develop strategies and motivation for participants' to be actively involved in the creation of inclusive, diverse societies.

This module is not designed as a form of interfaith dialogue. It is designed in the spirit of anti-prejudice diversity education: to recognise and respect multicultural diversity; diversity of religion and belief; to confront prejudice and discrimination; and to develop intercultural skills.

The pedagogical process of this module is consistent with the anti-prejudice diversity education programmes created by the Anti-Defamation League A WORLD OF DIFFERENCE® Institute, a model that has been successfully implemented in schools, youth organisations and public authorities in several countries throughout Europe. This model is also based upon significant research in the field on prejudice reduction that cites the following as key skills to develop in the prevention and unlearning of prejudice and discriminatory behaviours: **empathy, self-esteem, critical thinking, cooperative learning, high expectations, diverse environments, and social action.** This project adapts this diversity approach to religion issues, following a sequence of pedagogical concepts:

- Building the Foundation • Identity • Cultural Awareness
- Examining the Issues • Confronting the Issues • Social Action
- Closing • Evaluation

| Introduction |

Objectives of the module:

1. To raise participants' consciousness of the uniqueness of each individual's religious and belief identity.
2. To facilitate dialogue and sharing of experiences in the area of religion, belief and culture.
3. To increase participants' understanding of the concepts and issues related to religious diversity.
4. To be able to recognise contemporary manifestations of stereotyping, prejudice and discrimination related to religion and belief, with specific training activities on Antisemitism and Islamophobia.
5. To develop an appreciation for the complexity and richness of religious and belief diversity.
6. To develop individual skills and institutional and collective strategies for creating inclusive intercultural environments.

Participants:

This module is designed for mature youth or adults. It is best with a group of 12 – 18 participants, to allow for quality discussions. The intended target groups for this training are:

- **Adult educators and teachers** who could benefit by having: 1) increased awareness and capacities for working with religiously diverse populations; and 2) pedagogical tools for increasing the awareness and capacities of the adults with whom they work.
- **Community associations** engaged in adult education who could benefit by having: 1) concrete programmes that they can offer to improve intercultural relations; and 2) a diverse partnership of organisations committed to the shared value of religious and belief diversity.
- **People who experience religious discrimination** and/or intercultural tensions with a religious dimension who could benefit by having: 1) increased awareness of the issues involved in religious discrimination; 2) new language and skills for confronting religious discrimination and engaging in positive intercultural relations; and 3) deeper appreciation of a multi-religious society.

Materials and Space:

This module requires a comfortable room with moveable chairs so that participants can work easily in small groups. It is preferable if the chairs are in a circle, with some tables along the side of the room for drawing and writing.

This module requires a good supply of chart paper, markers, pens, crayons, tape (to hang papers on the wall), photocopies, and some other special supplies for specific activities (mentioned in activity plans attached).

| Information on Partners |

CEJI - A Jewish Contribution to an Inclusive Europe, located in Brussels, is an international non-profit association set up in 1990 to “make a Jewish contribution to an inclusive Europe.” This is done through 3 main activities: diversity education, anti-discrimination advocacy, and facilitating the participation of Jewish organisations. During the last 12 years, CEJI has successfully adapted and implemented the delivery of diversity education programmes in several European countries, based upon the model of the ADL A WORLD OF DIFFERENCE® Institute. CEJI facilitates the ACODDEN Network (A CLASSROOM OF DIFFERENCE-Diversity Education Network), as well as a network of youth leaders called the European Peer Training Organisation (EPTO), and has completed a pilot project with public authorities as part of the Community Action Programme to Combat Discrimination. **The specific contribution made by CEJI to the partnership, besides acting as Coordinator, is: 1) extensive experience in developing and adapting training modules and materials – especially in the field of anti-discrimination; 2) excellent track-record in the coordination of European projects and networks that have proven long-term sustainability also at local levels; 3) wide network of organisations, schools, training institutes and public authorities that share a common commitment to inclusive societies.**

THE MULTIFAITH CENTRE, in the UK, is an independent non-profit association housed at the University of Derby, built by the cooperation of 7 different religious groups, to provide a neutral space for religious and interfaith activities. The Multi-Faith Centre is a neutral space open to people of faith and of no faith in order to advance knowledge, the education of the public and the mutual understanding between different communities. The Multi-Faith Centre engages in further research, knowledge and understanding relevant to the different faiths and to their interactions both with one another and with the wider society, and to their interactions with the modern science, technology, scholarship and the visual and performing arts. Other facilities include a Reading Room and a Quiet Space for personal prayer or reflection. **The specific contribution made by the Multifaith Centre includes: 1) providing general information on different religions and facilitating a review of materials through resident and associate religious advisors; 2) extensive experience in involving religions in cooperative initiatives and public consultations, and providing an inclusive, neutral, shared space; 3) hosting the pilot training in the Centre, and disseminating information about the project through their website multifaithnet.org.**

INSTITUTE FOR INTERNATIONAL COOPERATION OF THE GERMAN ADULT EDUCATION ASSOCIATION (IIZ/DVV) has been specialised in the conception, planning and implementation of cooperation projects in the field of adult education with partners from all over the world since 1969. Emphasis is laid upon income generation, promotion of self-help organisations, community development, women's education and gender awareness, environment, family life, peace and human rights education. The IIZ/DVV project ‘global learning in the Folk High School’ supports German Adult Education Institutions in planning, implementing and financing activities in the thematic field of intercultural and interreligious dialogue, global learning and development. IIZ/DVV is also coordinating Grundtvig network on intercultural learning- NILE, and the TUM project – Tolerance and Understanding our Muslim Neighbours. **The specific contribution made by IIZ/DVV to the partnership includes: 1) extensive experience in the field of adult education and with the Grundtvig programmes; 2) wide range of contact amongst adult education associations and institutions throughout Europe, particularly in the fields of intercultural learning and interreligious relations.**

PARTNERS BULGARIA FOUNDATION (PBF) is part of the international network of Partners for Democratic Change, which promotes the development of civil society and a culture of peaceful conflict resolution within countries in transition. The mission of PBF is to support the process of democratic change taking place in Bulgaria, and to collaborate with institutions, non-governmental organisations and specialists to develop the institutional capabilities necessary to promote the develop-

| Information on Partners |

ment of civil society. Training is a main activity of PBF, in such areas as communication skills, the rights of children, civic education, leadership, organisational development, conflict resolution, consensus building, etc., aimed at local government representatives and members of non-governmental organisations, business organisations, social workers, university lecturers, students, teachers, etc. **The specific contribution made by PBF to the partnership includes: 1) extensive experience in building civil society, conflict resolution and integration of minorities; 2) contribution on content and adaptability from Eastern Europe; 3) large established network throughout the Central/Eastern European region through Partners for Democratic Change.**

THE ISLAMIC-CHRISTIAN STUDY CENTRE (IKS), in Denmark, was established in May 1996 by a group of Christians and Muslims together, where they can feel confident, respected and free openly to engage and express themselves. Through dialogue groups, study sessions, counselling, training about the teaching of Islam, a library, publications and international exchanges, IKS' purpose is to: a) improve the conditions of mutual co-existence between people with Muslim and Christian backgrounds by creating possibilities for the personal encounter; b) contribute to the solution of some of the problems and conflicts that inevitably arise where people with different cultural backgrounds live together; c) constitute a force that contributes to the creation of solidarity and common fundamental values that can resist a fragmentation of our society; d) give information about Islam and Christianity and the relationship between them and about ethnic minorities in Denmark. **The specific contribution made by IKS includes: 1) extensive experience in the confrontation of interreligious conflict and discrimination, specifically Islamophobia; 2) experience in other international dialogue projects, such Christian-Muslim seminars with Turkish partners organised by the World Council of Churches; and 3) substantial experience and action at local level.**

THE SCARMAN TRUST is a UK national charity committed to helping citizens bring about change in their community, in the way that they want. They invest in can do-ers – people who act as a catalyst and mobilise community assets for positive and concrete change, so that communities can develop in a way that all people can fulfil their potential. Actions by the Scarman Trust include regular training programmes with community groups on citizenship and capacity-building. The Scarman Trust has been an active partner in the BEST project – Black and Ethnic Minority Support Team – and acts as a “unique kind of engine for social change – led by people for people.” **The specific contribution made by the Scarman Trust includes: 1) extensive experience in organising community development initiatives at local level and across multiple cultural and religious groups; 2) high knowledge in maximising resources and developing sustainable programmes; and 3) capacity to put people and organisations together, with training and support services, to achieve real change.**

LA LIGUE DE L'ENSEIGNEMENT was founded in 1866 in France as a popular education movement to facilitate access to education and culture so that citizens can succeed in a democratic, secular and social republic. It functions in a way that is complementary to the public school system, and operates 3 axes of activities: citizenship education; reinforcement of associative autonomy; and action for justice and solidarity through cultural action. In 2005, France celebrated the 100th anniversary of Laïcité- the law that separates church and state – a fundamental concept in French culture and governance. “French laïcité is confronted today by challenges in public health, justice, work, relations between men and women, in the face of cultural diversity, in the context of the construction of Europe.” For this reason they have organised a series of public seminars in 2005 on the theme of “laïcité, diversity and a common culture.” **The specific contribution made by the Ligue de l'Enseignement includes: 1) inclusion of laïcité in the training programme in order to assure transferability to Laïc contexts; 2) experience in a “hot” context of high confrontation between the secular state, religions and religious discrimination; and 3) wide experience working in school, adult, and community education.**

| Associate Partners |

ANTI-DEFAMATION LEAGUE (ADL) was founded in 1913 in the United States to “stop the defamation of the Jewish people and secure justice and fair treatment for all citizens alike.” The ADL believes that we cannot fight one form of discrimination without fighting all forms of discrimination. The A WORLD OF DIFFERENCE® Institute was launched by ADL in 1985 to provide diversity education programmes to schools, universities, corporations, and community and law enforcement agencies. Its programmes provide practical, experiential, hands-on training with skills to challenge prejudice and discrimination, foster inter-group understanding, and equip participants to live and work successfully and civilly in a diverse environment. The ADL has been a strategic partner with CEJI since 1996 in the implementation of diversity education programmes in Europe. The learning that has been gained in this partnership, and the overall pedagogical process of the A WORLD OF DIFFERENCE® Institute approach will form the foundation for this new module on religious diversity. Beyond this, the specific contribution made by ADL to the project is to contribute to the working group on antisemitism.

WORLD CONFERENCE ON RELIGION AND PEACE was founded in 1970 to mobilise the world's religions to co-operate against threats to the human family. WCRP is a global movement with over thirty national chapters and members in more than 100 countries. WCRP is the largest coalition of representatives of religious communities who, while respecting mutual differences, work together to take common actions to address critical problems in areas such as conflict resolution, human rights and peace education.. **The Italian chapter of WCRP (Rome)** has demonstrated commitment to participating in the development of the course, but as a strictly volunteer association it is not possible to commit as full partner. However, they would take advantage of the opportunity to share their multi-faith activities in Rome with participants during the second training course offered in the project, and send participants. **The Peace Education Standing Commission of WCRP**, based in Germany, has also expressed serious interest to cooperate as the project develops in the context of on-going research of inter-religious education initiatives, promotion of model practices, and organising seminars.

THE INTERNATIONAL GRAIL was established in Portugal in 1957, although its original founding occurred in the Netherlands in 1921, as a Christian movement for women who support each other: a) working for justice and solidarity; b) building bridges of understanding and breaking down barriers; c) facing cultural change; d) healing the planet and the divisions amongst us; and e) enabling women to develop their full potential in different walks of life. An international organisation located in 18 countries around the world, the Grail has been extremely active in the education field, formal and non-formal, and holds regular cultural programmes and seminars for adult women. Like WCRP, the Grail is primarily a voluntary association and does not currently have the staff resources to have a full participation in the project development. However, they have much to contribute to the training module in the areas of identity, religion and gender, and non-sectarian methods of community-building. They are interested to advise the training content and contribute activities that may already exist, and to send participants to the training courses who can then offer the programme locally (Portugal, Netherlands, Germany and Italy).

COREIS (Italian Islamic Religious Community) was founded in 1993, with the purpose to preserve the intellectual tradition in Islam. Its objective is to develop actions of culture, testimony and information on Islam in Italy and the West, without cultural prejudice or political conditioning. COREIS concentrates on three distinct and complementary areas: 1) inter-religious dialogue; 2) intercultural training and education; and 3) public awareness. COREIS views itself as a bridge between Islam and the West, and will advise the training module development around the subject of Islam (interpretations, traditions), and send participants to the training course in order to strengthen their own education and inter-religious activities.

| Experts |

Paul Weller: Professor of Inter-Religious Relations at the University of Derby, where he is Senior Research Fellow and Head of Research and Commercial Development in the Faculty of Education, Health and Sciences. He is editor of *Religions in the UK: Directory 2007-10* (Multi-Faith Centre at the University of Derby and the University of Derby, Derby, 2007), and has provided consultancy on religion, equal opportunities and discrimination to a wider range of public bodies, on the relationship between religion and public life, including the Community Empowerment Fund-sponsored research and development project on “Religious Group Participation, Inter-Faith Infrastructure and Capacity-Building in Derby” and the “Multi-Faith Infrastructure Support in the East Midlands” His book *Time for a Change: Reconfiguring Religion(s), State(s) and Society* was published in 2005 by T. & T. Clark. Dr Weller’s expert role in the project revolves around this same topic, in which he has provided general advice and specific content on the relationship between religion, state and society. At the same time, he has advised on the structure of the module to ensure the maximum learning potential, to be validated by the Learning Through Work programme at the University of Derby.

Bashy Quraishy: Human Rights and Equality activist in Denmark and Europe, previous President of ENAR and Chair of POEM (Federation of Ethnic Minority Organizations in Denmark). Regular contributor to the Danish and European press with essays, TV debates and lectures on ethnic minorities in the western world, with specific expertise on the media’s diffusion of Islamophobia. He is the author of 7 books on ethnic minorities in the EU, racism, ethnic equality, the Pakistani community in Denmark, Western media coverage of Islam, and the most recent book – *Danish identity seen through brown eyes*. Mr. Quraishy has provided general advice and specific content for the workgroup on Islamophobia, concentrating on the role of the media.

Joel Kotek: Professor at the Free University of Brussels, Belgium, and the Ecole Supérieure de Journalisme of Lille; since February 2003 he has been affiliated with the Centre d’Etudes Juives Contemporaines de Paris (Holocaust Museum). He boasts extensive education and research experience in history and political sciences, specifically on the Holocaust and the evolution of Antisemitism, as well as on the rise of genocide in general. He has recently been published on the topic of Antisemitism images in cartoons. Dr Kotek has provided specific advice and content for the workgroup on Antisemitism, also concentrating on the role of the media.

David Meyer: Professor at the Faculté Universitaire St Louis and the Martin Buber Centre of the Université Libre de Bruxelles. He is also an ordained rabbi and was rabbi at the Beth Hillel Synagogue in Brussels from 1997 and later rabbi of the largest Reform Synagogue outside of London, in Brighton, from 2001 to 2006. Rabbi Meyer is a regular contributor to OpEds in *La Libre Belgique* and other French newspapers (*Le Figaro*, *Le Monde*) and has published regularly in English speaking Jewish journals. Rabbi Meyer is the rabbinic director of the International Jewish Center in Brussels.

Ajmal Masroor: Consultant and trainer on cultural relations and community engagement. He is the Director of Communities in Action and former Trustee and Vice Chair to the London Civic Forum. Mr. Masroor is a member and the spokesperson of the national consultative body of the Islamic Society of Britain. He is an elected member to the national council of the Muslim Council of Britain, an umbrella body to represent Islam and Muslim interest in the UK. He is a Khatib, leading Friday prayers in rotation in several Mosques across London. He has produced numerous publications, including: a Foreign and Commonwealth Office publication called *Muslims in Britain*, a London Borough of Southwark publication called *Mark of Faith* and the department of Health publication called *Ramadan – Health and Spirituality Guide*; in addition to articles for the *Guardian*, *Evening Standard* and *Asian Times*. Mr. Masroor is involved in media work as broadcaster, presenter and/or producer of radio and TV shows including: *Shari’ah TV*, the *Islam channel* and *Channel 5*.