



« LEARNING TO LIVE TOGETHER : WHAT KIND OF EDUCATION FOR WHAT KIND OF CITIZENSHIP ? »

Synthesis and recommendations

Jointly organised by the French and Moroccan National Commissions for UNESCO
Rabat, 10-14 Marc, 2003

With the support of UNESCO, ALECSO, ISESCO,
The Council of Europe,
The Moroccan Ministry of Higher Education and Scientific Research,
The French Ministry of Youth, National Education and Research,
And Intergouvernemental Agency of Francophonie

- **Opening session**

In his opening address, Mr. Khalid Alioua, Minister for Higher Education, Management Training and Scientific Research, and President of the Moroccan National Commission for UNESCO, said that he was convinced of the importance of dialogue both as a civilized way of relating to oneself and to others, and as a foundation for a world in which security and peace would prevail. This attitude, he stated, is moreover a characteristic of the entire Moroccan people, who were famous for their tolerance and pluralism.

We are witnessing today a period of trial for a world order which took half a century to build. We observe the fragility of what we used to regard as universal values and established principles, when these are confronted by other ideas which we thought had been unanimously condemned.

Hence the importance of this initiative taken by the national commissions of the Arab and European States : the idea of a Euro-Arab dialogue able to reveal a historical dimension and an understanding of the changes that the world is undergoing, as well as the will to control their course.

If the flood of globalization has immersed us, through its economic aspects and its scientific and technological advances, it is time to dam the course of this torrent by resorting to reason and wisdom, in order to avoid the drifts which constitute a threat to peace, human life and our entire planet. This is our responsibility to future generations.

To do this, it is imperative that we agree on the meanings we give to what we regard as universal standards and values, and to new means and mechanisms of implementing them. Dialogue based on reason and logic constitutes one of them. That is the objective of this Euro-Arab dialogue.

It is an initiative which meets a real need, one which will be called on to broaden its scope beyond the European and Arab regions. It makes the object of the meeting legitimate, namely education in citizenship. Education in citizenship cannot succeed unless it is based on common, shared values which transcend specific interests but without reducing cultural diversity, nor standardizing human beings, which would alienate their humanity.

This is indeed the equation that we must respect if we are to bring about real coexistence and understanding based on respect of others.

The national commissions for UNESCO and likewise for some of them the national commissions for ALECSO and ISESCO hold the dual responsibility of promoting universal values in our own countries and of broadening dialogue with other religions and peoples.

Mr. Jean-Pierre Boyer, Secretary-General of the French Commission, recalled that the topic selected, "learning to live together", is one of the "four pillars of lifelong education" defined in the report to UNESCO of the International Commission of Education for the XXIst Century. This becomes a fundamental requirement in a period dominated by globalisation and in which it is important both to recognize and to master our interdependencies while maintaining and developing the diversity of our cultures. He stressed that the idea of strengthening the dialogue between the Arab world and Europe is an initiative taken by several countries of the two regions concerned, at the time of the 46th session of the International Conference on Education held in Geneva in September 2001.

Mrs. Ibtissam Al-Bassam, representing the Director-General of UNESCO, Messrs. Mohammed Hachem Falougui and Abbas Essori, representing ISESCO¹ and ALECSO², Messrs. Gabriele Mazza and José-Maria Ballester, of the Council of Europe, and Mrs. Cécilia Braslavsky, Director of the BIE³, expressed their satisfaction at this initiative which they consider to be essential in the troubled times in which we are living, and one in which they are ready to cooperate in various appropriate ways. They all insisted on the part that education can play by preparing rising generations to have a better understanding of other cultures, to be more sensitive to the contributions of the cultures of others and to be ready to initiate dialogue (with others) on an equal footing.

¹ Islamic Organization for Education, Science and Culture

² Arab League Educational, Cultural and Scientific Organization

³ International Bureau for Education

- **What kind of citizenship in the context of globalization?**

Mr. Abderrazzak Khaled, director of legal studies and the promotion of human rights at the Moroccan Ministry for Human Rights, argued in favour of a new educational policy in the globalised and strained context in which we live. We must educate our children to respect rights and values. We must educate them in a concept of world citizenship which allows all citizens of the world to live in dignity and which eliminates frontiers of all kinds.

Mr. Khaled emphasized three issues.

First of all : What kind of citizenship? Citizenship in the traditional sense, related to the nation-state, provides individuals with a legal status which grants them a whole set of civil, economic, political and social rights. To be effective, this citizenship must allow these rights to be exercised and must enable real participation in public life. Citizenship is the source of legitimacy in political life, the basis of social relations, and is thus closely related to democracy itself. The absence of democracy and the non-observance of human rights do not allow for the exercise of citizenship.

Many European societies have experienced this form of citizenship after a phase of modernisation characterised by a new model of thought and production, resulting in the separation of political and religious powers.

The second issue is globalisation, characterised initially by a free flow of capital and products leading to unprecedented economic competition and which has contributed to the promotion of the consumer society, the dissemination of liberal values and the use of communication and information technologies to bring populations. As a result of extensive interaction between societies, politics, culture and education are no longer purely national issues. The changes which globalisation has brought with it have contributed to the emergence of a world citizenship resulting in identification with universal values.

The third issue is education in world citizenship. This must be a form of education which leads to the building of a pluralist, intercultural society in which the catchwords would be solidarity, tolerance, peace and freedom : an education in human rights, which would include rights and responsibilities, and which would make it possible to release creative forces and to develop the ability to think and the critical faculties.

It must also be an education in democratic citizenship. Mr. Khaled insisted on the evolving character of democracy and the part which education can play in improving the exercise of democracy and in closing the gap between the democratic ideal and democracy as it is practised.

For Mrs. Jacqueline Costa-Lascoux, a director of research at the CNRS⁴ and president of the French Ligue de l'Enseignement (League for Teaching), the subject is an ambitious one and replete with risk, since citizenship necessarily refers to the history of peoples, the exercise of political sovereignty and also to the relationship between politics and religion. The current international situation, dominated by the threat of war, the persistence of inequalities as regards development, and attempts by state to impose their will on others, seems to incline us towards pessimism. Therefore, education in citizenship so that we can live together a harmonious and balanced life is more than ever a necessity in the face of what has been called "feel-good chauvinism".

⁴ National Centre for Scientific Research

Building this citizenship involves sharing values. Thinking in terms of education in citizenship means agreeing to build together the foundations of a more just and more egalitarian society. And that is only possible through exchange and confrontation – even on subjects which divide us.

How can we prepare the younger generations for this collective construction, strewn as it is with obstacles?

Our memories are made up of interlacing alliances, separations and painful conflicts, with the humiliations and atrocities they create. In this Euro-Arab dialogue, in this high place of civilisation – the Mediterranean – where democracy was born, let us not forget our wars and our colonialist past. Wounds need time to heal and mentalities change only slowly. Every people has known its moments of glory and moments when they illuminated the world but we cannot hide our share of the shadows, our inability to show a good example when extolling the virtues of international solidarity.

All our societies are experiencing a crisis of transmission from generation to generation, which results in particular in a refusal of schooling, and increasing violence and antisocial behaviour. This crisis of transmission is accompanied by a loss of confidence in institutions, and feelings of insecurity and instability. In addition, it stresses that we all are concerned by the widening gap between advances in knowledge, science and human inventiveness, and social realities.

Based on the foregoing, Mrs. Costa-Lascoux invited participants to reflect on four voluntarist and solidly founded proposals, intended to help build the idea of living together :

- a school of hospitality based on trust ;
- a school of personal development ;
- a school of cultural diversity ;
- a school of solidarity ;
- a school where traditional know-how would be combined with new technologies.

During the debate which ensued, many participants addressed in particular the question of the role of the nation-state, the separation of powers, the need to re-examine school syllabuses and concepts, while recognising that schools cannot do everything. It was also noted that one must not think only of children, but that it was also necessary to take an interest in adults within the framework of lifelong education. Moreover, the question of teacher training was cited as a key element of education in citizenship.

Both the debates in plenary session and the exchanges in workshops were intense and fruitful. They gave rise to a number of general and specific proposals which form the recommendations on "Learning to live together : What kind of education for what kind of citizenship?"

- **Learning about communication**

For Professor Hussein Al Odat, communication is not a side issue. It forms part of the whole. It is a vehicle both for concepts and for the expected results. It must form part of the educational process since it is the main element able to achieve understanding and co-operation among human beings.

In the past, communication between the Arab countries and Europe often took the shape of wars with imperialist aims, whether one considers Carthage, Greece, Rome, the Crusades or the Ottoman period.

He recalled that Christianity is an Eastern philosophy brought to Europe by its colonists, just as the Crusaders took home certain practices and values.

Today, with the technological revolution, communication is one of the most important ways of fashioning awareness. NICTs cross borders and encroach on the sovereignty of states.

This is why it is important for schools to be able to access reliable information, and to be as close as possible to reality. He recalled that the Universal Declaration of Human Rights must be regarded as the frame of reference but that it could certainly be supplemented by local references. The need is to work to change the image which the past has bequeathed us. We must accept on both sides that the truth is relative and not an absolute.

Professor Al Odat presented a number of proposals for debate and reflection in workshops, which related in particular to :

- the revision of school syllabuses in the two regions in order to eliminate stereotypes ;
- the need for European programmes to present Arab culture on an equal footing ;
- the need for Arab programs to present colonization as the aspiration of a ruling class, and not as the imperialist aim of an entire people ;
- the development of the teaching of the Arab language as the vector of Arab-Islamic culture.

Mrs. Janice Richardson, co-ordinator of the Council of Europe's Internet literacy handbook project, recalled that the first objective of any education system is to develop the potential of each child to become an active and responsible citizen in the society in which he or she has to live. However, our civilisation places a higher value on the control of knowledge, where information is the raw material and the communication a key factor in its exploitation.

Because of the specific characteristics of the new information and communication technologies – in particular their speed and anonymity, and access to a world-wide scale – it is appropriate to draw the attention of actors in the education systems to the fact that the added value provided by training in this new type of communication depends for the most part on the ability to analyse information and to develop discernment and the critical faculties.

Traditional means of literacy tuition, namely the teaching of reading, writing and arithmetic remain the fundamental tool for communication among citizens. Thus, to move forward today in this society of knowledge and information implies the acquisition of a whole range of knowledge such :

- the mastery of technical skills ;
- the appropriation of an increasing quantity of audio-visual messages ;
- training in discernment and sensitisation to the need to respect and take the measure of individual and collective identities.

This, in the eyes of Mrs. Richardson, must constitute the framework of all school teaching, which can only be received by pupils if they adopt the four pillars described by the Delors report: learning to know, learning to do, learning to live together and learning to be.

The Internet literacy handbook project arose from the idea that a tool should be created that would integrate NICTs into the school, in particular for teachers, parents and educators, making it simultaneously possible :

- to inform and sensitise on the ethical issues at stake and obstacles to human rights ;
- to help teachers to integrate technologies into curricula and to disseminate good practices ;
- to propose alternative means in the event of obstacles and to advise on appropriate tools.

During the debate which followed, many participants addressed in particular the question of how various languages are used on the Internet and how different cultures are present and presented. Some participants insisted on the need to spread good practices, especially the many teaching modules which have been developed in the two regions on non-violent modes of resolving conflicts. The question of language training, a fundamental vehicle for communication, was mentioned by many, in particular to avoid a new form of linguistic and cultural imperialism of objectivity on the Internet. Many participants were also concerned about the independence of the media. In addition, many speakers insisted on the need to provide the younger generations with tools allowing them to sort information and to look at it critically.

The debates in plenary session and the exchanges in workshops enabled participants to identify a number of general and specific proposals which are included in the final recommendations.

- **Training in how societies operate and the fundamental values which underlie them**

Mr. César Birzúa, director of the Institute for Education Sciences in Bucharest and an expert to the Council of Europe, presented at length the research into values carried out by the Council of Europe, a survey which offers the advantage of being conducted over a 20-year period (1980,1990 and 2000) in all European countries.

The first observation is that the hierarchy of values has remained unchanged over the years, even if differences do exist from one country to another. In descending order, these values are : family, work, friends and social relations, leisure, religion and politics.

This seems to lead to three conclusions :

- Values evolve only slowly but express a common heritage ;
- The list of values, as it were, was not modified following the political changes that occurred after 1989 ;
- The fact that politics is placed last on the list indicates that voters today are not interested in politics and that they recognise themselves more in protest movements or, for young people, in community life.

However this situation is alarming, for in 1993 in Vienna the Heads of European States chose the same political regime : democracy. However, this is not cast in stone for ever, and the task of building it continues every day.

The concept of citizenship needs to be clarified. It is the keystone of learning to live together. But a form of European citizenship has been taking shape since the treaty of Maastricht, adopted in 1993 and introducing in particular freedom of movement of people in the Convention countries and the right to elect the European Parliament.

Democratic citizenship must be dispensed throughout life, in all learning situations. This will thus make it possible to distinguish between :

- the formal curriculum within the framework of the school ;
- the non-formal curriculum which is a set of learning situations organized by schools but implemented outside them ;
- the informal curriculum, or a set of spontaneous, unforeseen situations.

Within this framework, the speaker emphasized the need for initial and in-service training of teachers and the importance of using multifunctional textbooks (as in the example of the "Compass" manual developed by the Council of Europe).

Professor Kadri Mahmoud Hifni prepared an address which was distributed to participants, then chose to focus more particularly on basic issues by presenting an action plan, which was taken into account in the recommendations.

We are all pursuing the same objective, which is to preserve our civilisations while establishing conditions for mutual dialogue that will enable us to understand each other better. We all know where the roots of our misunderstandings and our differences lie. We must therefore intensify our efforts to identify them clearly and thus to be able to overcome them, so that we can really learn to live together.

To do this, he suggests a real overall plan rather than the juxtaposition of various activities.

What would be the main features of this total action plan?

First of all we have to recognise :

- that none of our societies is free from violence ;
 - that none of our societies has ever maintained an immutable position with respect to other societies ;
 - that no society is based on its being a set of similar individuals ;
 - that no society should project a standardized and positive image of itself, which could ultimately be as dangerous as a negative image.
1. This meeting should call on the executives of member States to meet to reflect on the intellectual foundations of the subject.
 2. A committee should be set up to analyse the studies already carried out on curricula taught.
 3. A committee of experts should be put in place to prepare diversified teaching programmes for schools.
 4. A committee of experts in psychological evaluation should be set up.

During the debate which followed, many participants addressed the particular issue of the distribution of roles in formal, non-formal and informal education. Also, many participants expressed surprise at the values chosen for the research presented by Mr. Birz ea, whereas other values such as respect for others and solidarity appeared more important to them. However, the participants felt that a study on values similar to that carried out by the Council of Europe should be conducted in the Arab countries. Moreover, as in the earlier debates, the question of the fundamental role of education was raised and, here again, the question of teacher training was cited as a key element of education in citizenship.

As for the two preceding topics, the discussions in plenary session, as well as the exchanges in workshops, were lively and rich. They gave rise to a number of general and specific proposals which have been included in the final recommendations.

*This summary of the debates was presented at the closing of the conference
by Mrs. Monique Fouilhoux, the rapporteur-general.*

In the debate which followed, one of the representatives of Syria recalled that questions relating to the educational situation in Palestine which were mentioned during the conference could have negative effects on the Euro-Arab dialogue. The Chairman recognized that the question had been raised but pointed out that the summary report, necessarily short, could not take into account all points raised in the debate.

**Recommendations adopted on 14 March, 2003, in Rabat at the conference
" Learning to live together : what kind of education for what kind of citizenship
? "**

After thorough discussion of the various topics of the conference " Learning to live together : what kind of education in what kind of citizenship ? " organised in Rabat from 10 to 14 March, 2003, the conference participants agreed on the following recommendations :

1. We reaffirm our will to develop and strengthen Euro-Arab dialogue, and it is our wish that various meetings involving UNESCO National Commissions be organised to look further into the topics approached at this meeting.

2. We ask that the co-ordination of all of these projects be entrusted to the "Special Team" set up at the 31st session of the General Conference of UNESCO for the follow-up of Euro-Arab dialogue¹. This team will have to satisfy itself as to the proper organisation and information flow within the National Commissions concerned, UNESCO, ISESCO, ALECSO and the Council of Europe. It will be responsible for setting up various technical committees and groups of experts in charge of the implementation of such projects as it may adopt.

On the basis of the foregoing :

3. Education systems should be invited to strengthen education in human rights, in particular by integrating it into extra-curricular activities ;

4. Emphasis should be given to initial and in-service training for teachers and other personnel involved in education, such as heads of schools or colleges, within the framework of lifelong education in citizenship and human rights ;

5. Parents and social actors should be more closely associated with the development and implementation of activities concerning education in citizenship ;

6. Emphasis should be given to exchanges of teachers and pupils, on twinnings, on joint pilot projects, in particular within the framework of UNESCO's Associated Schools Network ;

7. Meetings such as summer schools should be organised between countries of the two regions ;

8. A set of comparative studies should be undertaken, from a dual standpoint, on school textbooks in certain countries, bearing on one or two disciplines, with the aim of drawing up an inventory of stereotypes, misunderstandings and "things left

¹ The special team consists of the Secretaries-General of the UNESCO National Commissions of the following countries : Canada, Egypt, France, Germany, Hungary, Kuwait, the Lebanon, Morocco, Oman, the Netherlands, Qatar, the United Arab Emirates, the United Kingdom, Slovenia, Syria, Turkey, Tunisia and the Ukraine, as well as representatives of ALECSO, UNESCO and the Council of Europe.

unsaid". The study of values should also be taken into account. These studies should be undertaken by institutes of research or independent researchers ;

9. The creation of a database of work already undertaken on school textbooks should be considered, as well as the publication of a guide for teachers to enable them to use the results of the comparative studies ;

10. A guide to good practices concerning education in citizenship should be compiled ;

11. An investigation into various values could be undertaken in the Arab countries, possibly by ALECSO, on the model of that which was carried out by the Council of Europe and which was presented at the conference ;

12. It would be appropriate to create a forum of research centres and teaching institutes, aided in particular by better networking. Chairs of European and Arabic languages and cultures could be set up or networked ;

13. We propose the idea of launching mutual translations of proverbs, sayings, tales, legends and songs, for the use of teachers and pupils;

14. A glossary of frequently used words with discriminatory or racist connotations could be compiled;

15. The idea was approved of using new information technologies to launch virtual libraries or files of knowledge about countries (for example, Arab countries could draw up files in Arabic on the Central and Eastern European countries, and vice versa) ;

16. Training in communications should be strengthened in particular by placing emphasis on media education ;

17. Audio-visual programmes should be developed to promote education in citizenship and intercultural dialogue, and the creation of a Euro-Arab educational television channel could be envisaged ;

18. Emphasis must be placed on mutual training in the languages of the two regions. In particular, an effort must be made in the European region to develop training in the Arabic language and knowledge of Arab culture, both for the younger generations and for adults, as well as training in the lesser-known European languages such as those of Central and Eastern Europe ;

19. The countries of the Arab region should exploit the expertise of their centres for teaching Arabic as a foreign language, in order to develop the teaching of Arabic in European countries ;

20. The countries of the two regions should attempt to strengthen the role of their arts centres in order to develop intercultural dialogue ;

21. Communication and interaction with NGOs for the implementation of projects in both regions should be strengthened, in particular by means of UNESCO clubs ;
22. The entire project should benefit from suitable follow-up, in particular by organising regular seminars to enable each country to present its achievements and to evaluate any difficulties encountered and the progress accomplished ;
23. Financing must be sought from national organisations and foundations, as well as from international organisations, regional institutions and financing funds concerned by the project ;
24. A Draft Resolution relating to promotion of Euro-Arab dialogue should be prepared by the countries concerned, within the framework of the debate on the draft programme and budget at the next General Conference.

ANNEX

- **Presentation**

INTERNATIONAL MEETING CO-ORGANISED BY THE FRENCH AND
MOROCCAN NATIONAL COMMISSIONS FOR UNESCO

Within the framework of the Euro-Arab dialogue, of the follow-up of the Delors Report and of the 46th session of the International Conference on Education (Geneva, September, 2001)

The guiding principles :

- making diversity a positive factor of mutual understanding between individuals and groups ;
- promoting active and responsible citizenship for all.

The objectives :

1 – To improve the quality of education, foster dialogue and the ability to live together

by revisiting curricula and teaching methods for a better knowledge of other cultures;
by reinterpreting the notion of citizenship in the light of globalisation;

c) by encouraging the development of new educational policies based on tolerance and the respect of others irrespective of their ethnic, cultural and religious background;

d) by improving the training of teachers so that they can educate active citizens open to the world.

2 – To broaden partnerships between National Commissions on projects of shared exchanges

The participants :

Actors in their respective educational system, representatives of National Commissions on the special team for the implementation of Euro-Arab dialogue and representatives of sponsoring organisations (ALECSO, Council of Europe, etc.).

The topics :

A. Towards a new citizenship in a globalised world.

B. Learning to communicate.

C. Learning how societies work and about their underlying fundamental values.

- **The General Approach**

Since the XIXth century, the evolution of educational systems has in many instances been accompanied by the strengthening of national identities, itself sometimes synonymous with self-isolation or even the promotion of one's own values in direct opposition to those of one's more or less distant neighbours.

The numerous regional and international bloodsheds of the XXth century have shown how absolutely necessary it is to overcome some obstacles stemming from a lack of mutual understanding which may in some circumstances lead to serious tensions and conflicts. The creation of UNESCO and its becoming an increasingly universal body with each new member State bear witness to the need of making dialogue the mainstay of peace and, accordingly, the discovery and sharing of diversity an element of **mutual understanding between individuals as well as between human groups**.

Education, although it was sometimes a vehicle for a certain type of nationalism, is opening up to a world that is becoming both more united and diverse, to the equal dignity of all human beings inscribed in the **Universal Declaration of the Rights of Man** and the other texts which uphold these rights internationally. The end of the Cold War, the increasing role of the United Nations and other international and regional organisations, the globalisation of the world's economy and the revolution in communications - the social and cultural consequences of which have yet to be fully appreciated - have all been factors in this process.

Society is changing, school is changing, pupils are changing. Expectations regarding the right to education - and it is important here to stress that education is a right, not a commodity - have evolved with **the growing access of young people to education**, with the **evolution of knowledge**, with changes in thinking brought by **tremendous advances in science and technology**, with increasing exposure to other cultures resulting from the development of migrations which have turned some countries into **multicultural societies**.

All the above calls for a useful, fruitful dialogue between European and Arab countries, based upon a better mutual knowledge, for the benefit of all citizens in both regions. It is therefore through **education, namely such education as is conducive to greater critical appraisal**, that pupils can achieve **active, responsible citizenship**.

Efforts within this emerging Euro-Arab dialogue should focus on **improving the quality of education** successfully to face the challenge of 'learning to live together'. Schools cannot remain inward-looking, hampered by their own traditions

nor isolated institution. The Euro-Arab dialogue should encourage and facilitate **the reappraisal of school curricula and an update of teaching methods** in connection with every aspect of culture, civilisation and education to citizenship. This notion of citizenship should be related to that of human rights while taking into account the effects - positive as well as negative - of globalisation. The teaching profession cannot be separated from such an endeavour in so far as the mission of teachers consists not only in making knowledge available but also - perhaps first and foremost - in educating citizens.

The symposium, to be held in Rabat (Morocco) by the Moroccan and French Commissions for UNESCO, aims at looking into these issues and providing a framework for **the emergence of new educational policies based on tolerance and mutual respect**. Additionally, it should provide a platform for **launching several case studies on themes of shared interest**.

- **Agenda**

Monday, 10 March, 2003

16.30 Welcome and registration of the participants

18.00 Opening session

Mr. Khalid Alioua : Moroccan Minister of Higher Education, Scientific Research, President of the Moroccan National Commission for UNESCO.

Mr. Jean-Pierre Boyer : Secretary-General of the French National Commission for UNESCO.

Mrs. Ibtissam Al-Bassam : Representing the General Director of UNESCO.

Mr. Mohammed Hachem Falougui : Assistant Director-General of ISESCO.

Mr. Abbas Essori : Director of the Bureau of the Coordination of Arabisation, Rabat, representing the Director of ALECSO (Arab League Educational, Cultural and Scientific Organisation).

Mr. Gabriele Mazza : Director of School, Out-of School and Higher Education – Council of Europe.

Mr. José-Maria Ballester : Director of Culture, natural and cultural Heritage – Council of Europe.

Mrs. Cecilia Braslavsky : Director of International Bureau for Education.

20.00 Dinner offered by the Minister of Higher Education and Scientific Research.

Tuesday, 11 March, 2003

Thème A - Towards a new citizenship in a globalised world : *How has the notion and exercise of citizenship evolved in the Arab and European regions ? Which intellectual tools could be made available to pupils to enable them to*

cope with the quick pace of change in all fields of human activity ? How should curricula take account of human rights ?

9.30 - 13.00 : Plenary session

Mr. Abderrazzak Khaled : Director of legal studies and of the promotion of human rights at the Ministry in charge of human rights (Morocco)

Mrs. Jacqueline Costa-Lascoux : Research Director, CNRS (National Centre of the Scientific Research) , President of the *Ligue de l'Enseignement* (France)

11.00 - 11.30 : Break

11.30 : Debate

13.00 : Lunch

15.00 - 17.00 : Workshop – theme A (« Establishing the dialogue »)

17.00 - 17.30 : Break

17.30 - 18.30 : Plenary Session – Synthesis

Wednesday, 12 March, 2003

Thème B – Learning to communicate : *How to teach pupils to analyse and make a better use of information and how to enable them to communicate in intercultural relations ?*

9.30 - 13.00 : Plenary Session

Mr. Hussein Al Odat : Professor of University (Syria)

Mrs. Janice Richardson : Project coordinator of Internet literacy hand book – Council of Europe (Luxembourg)

11.00 - 11.30 : Break

11.30 : Debate

13.00 : Lunch

15.00 - 17.00 : Workshop – theme B (« Establishing the dialogue »)

17.00 - 17.30 : Break

17.30 - 18.30 : Plenary Session - Synthesis

Thursday, 13 March, 2003

Thème C – Learning how societies work and about their underlying fundamental values : *How to introduce knowledge and understanding of Arab and European societies in education for a better approach to their dialogue ?*

9.30 - 13.00 : Plenary Session

Mr. Kadri Mahmoud Hifni : Professor of University (Egypt)

Mr. César Birzúa : Director, Institute for Educational Sciences, Bucharest (Romania)

11.00 - 11.30 : Break

11.30 : Debate

13.00 : Lunch

15.00 - 17.00 : Workshop – theme C (« Establishing the dialogue »)

17.00 : Break

17.30 - 18.30 : Plenary Session - Synthesis

Friday, 14 March, 2003

Tour of Casablanca

17.00 - 19.00 : General report and setting up of studies

- **Organisation of working sessions**

Chairmanship of plenary sessions

Tunisia : **Mrs. Fatma Tarhouni**, Secretary-General of the National Commission (Theme I)

Turkey : **Mr. Pulat Tacar**, Vice-president of the National Commission (Theme II)

Slovenia : **Mr. Darko Srtajn**, President of the National Commission (Theme III)

Chairmanships of workshops

English / Arabic - Workshop A

Theme I -
Poland : **Mr. Tomasz Orlowski**,
Secretary-General of the
National Commission

Theme II -
Bulgaria : **Mrs. Vesselina Ivanova
Al Khater**
Assistant Secretary-General of the

National Commission

Theme III -
Syria : **Mr. Raha Ali
Lageweg**
Secretary-General of the
National Commission

Rapporteur General : **Mrs. Monique Fouilhoux**, President, UNESCO/NGO Liaison
Committee, Representative of the « Education International »

Co- rapporteurs : A - Lebanon : **Mrs. Salwa Baassiri**, Secretary-General of the
National Commission

B - Hungary : **Mr. Peter Gresiczki**, Secretary-General of the
National Commission

French / Arabic - Workshop B

Theme I -
Oman : **Mr. Ahmed Al Rawas**
Secretary-General of the
National Commission

Theme II -
Qatar : **Mr. Youssef Ali**
Secretary-General of the

National Commission

Theme III -
Netherlands : **Mr. Dick**
Secretary-General of the
National Commission

D. Chairmanship of the closing session

Morocco : **Mrs. Naïma Tabet**, Secretary-General of the National Commission

France : **Mr. Jean-Pierre Boyer**, Secretary-General of the National Commission

- **Establishing the dialogue**

The symposium will provide a forum of discussion for specialists of educational systems with direct experience of the situations and groups at issue. The expected outcome is proposals for concrete activities designed as remedies to specific situations. The meeting is also intended as an experimental phase in the

establishment of the Euro-Arab dialogue through joint projects by UNESCO National Commissions.

Presentations in the plenary sessions (one per region on each theme) will introduce a global approach so as to give participants an overview of the different approaches and conceptions.

The main expected output of the workshops is the definition and preparation of joint studies in connection with the three topics at issue. Workshops were chosen as the environment most conducive to the exchange of ideas and experiences as well as to the identification and designing of projects. Further discussions in plenary will then focus on :

- i) the issues to be investigated (How to foster citizenship through the participation of all to the life of the city? How to achieve education to international understanding?) ;
- ii) the goals to be achieved (identifying a common denominator for the notion of 'learning to live together' and adapting it into the curricula of the educational systems).

We suggest that each of the three workshop topics be dealt with as follows :

I. Inventory and Preparation

Based on the situation in their respective countries, the contributions of the participants will bring concrete elements to the proceedings. What is expected here is neither fully-detailed reports on specific actions* [*Documents or written presentations can be made available to the participants at the symposium] nor descriptions of methods but rather examples of positive or negative experiences in attempting to set up a dialogue -for example : What are the causes of misunderstandings? What is it that gives rise to prejudice and discrimination? What are the differences and common points in the mutual perceptions of behaviours or attitudes in everyday life or in learning foreign languages? How to highlight positive interactions and mutual benefits? What are the best practices which should be promoted?

II. Setting up of studies

- It is expected that discussions will lead National Commissions to see the necessity for launching a limited number of case studies. The subjects of such studies and the working methods will have to be determined with precision ;
- Analysis of theories and practices in citizenship education, human rights, intercultural dialogue, information and communication, etc. ;
- Comprehensive survey of practices in participating countries ;
- Situation assessments ;
- Identification and analysis of good practices ;
- Proposals and recommendations of interest to parties to the Euro-Arab dialogue.

National Commissions have already been invited to consider how they might contribute to the studies, either as project-leader or as participant.

III. Other possible outcomes

- New twinnings between UNESCO associated schools and increased exchanges between UNESCO clubs ;

- Fostering the creation of UNESCO chairs ;
- Promoting the twinning of cities and NGOs within the framework of the International Decade for the Promotion of Non-Violent and Peaceful Culture for the Benefit of the World's Children ;
- Promoting the results of case studies to the relevant institutions and professionals (teachers, journalists, educators, elected representatives), the media, NGOs, etc. ;
- Producing a simple and practical manual, possibly under the aegis of UNESCO, listing the differences and similarities of approach in representation and conception.

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