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## Supplementary Human Dimension Meeting

# HUMAN RIGHTS AND EDUCATION: PROMOTING HUMAN RIGHTS, PEACEFUL COEXISTENCE AND SECURITY IN THE OSCE REGION THROUGH EDUCATION

8–9 OCTOBER 2018

HOFBURG, VIENNA

FINAL REPORT



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## **I. EXECUTIVE SUMMARY**

The third and last Supplementary Human Dimension Meeting of 2018, organized by the Italian OSCE Chairmanship-in-Office with the support from the Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation in Europe (ODIHR), was dedicated to “Human Rights and Education: Promoting Human Rights, Peaceful Coexistence and Security in the OSCE Region through Education”. The meeting provided an opportunity to discuss the current state of play when it comes to advancing human rights education and access to education, and to explore initiatives and programs meant to facilitate and support policy making, as well as opportunities to leverage new information technologies for advancing human rights education and promoting the right to education. The meeting brought together 112 participants (50 male, 58 female, 4 undetermined), including: 71 participants from 42 participating States, one participant from an International Organization, 12 participants from three OSCE institutions, three representatives of two OSCE missions/field operations, three representatives from three NHRIs, as well as 22 representatives of 19 civil society organizations.

## II. SYNOPSIS OF THE SESSIONS AND RECOMMENDATIONS

This section summarizes the discussions which took place during the opening session and the three thematic sessions and presents recommendations made by participants. The recommendations were directed towards a variety of actors, including OSCE participating States, OSCE bodies, including OSCE institutions and field operations, and civil society organizations. These recommendations have no official status as they are not based on consensus among the 57 OSCE participating States. Further, the inclusion of a recommendation in this report does not suggest that it reflects the views or policies of the OSCE. Nevertheless, these recommendations serve as useful indicators of how participating States are meeting their commitments pertaining to combatting trafficking in children, as well as what follow-up activities could be implemented in this area.

### OPENING SESSION



*Keynote Speaker Dr. Kaari Mattila, Secretary-General of the Finnish League for Human Rights, taking the floor during the opening session of the Supplementary Human Dimension Meeting on Human Rights and Education in Vienna, 8 October 2018. Next to her and in order, Ambassador Luca Fratini, Deputy Permanent Representative of Italy to the OSCE in Vienna, ODIHR First Deputy Director Ms. Katarzyna Gardapkhadze and Mr. David Mark, ODIHR Human Rights Adviser and Capacity Building Co-ordinator*

*Opening remarks:*

**Ambassador Luca Fratini**, Deputy Permanent Representative of Italy to the OSCE in Vienna

**Ms. Katarzyna Gardapkhadze**, First Deputy Director of the OSCE Office for Democratic Institutions and Human Rights (ODIHR)

*Keynote address:*

**Dr. Kaari Mattila**, Secretary-General of the Finnish League for Human Rights

During the opening session, all three speakers focused on the right to education, and the need for human rights education, in a time when human rights are increasingly questioned. All speakers agreed that the right to education and human rights education are crucial for the effective enjoyment and the respect of all other human rights.

The opening remarks recalled how participating States committed in Moscow in 1991 to integrate human rights into national education curricula, in recognition of how learning about human rights can lead to positive change fighting intolerance and discrimination. Equal access to education and non-discrimination in its delivery were also points stressed during the opening session. Reflecting on the current state of human rights education in the OSCE region, the speakers recognized that the international community has developed a number of effective instruments promoting human rights education. Yet, concerns were raised that some states' efforts have stalled in this area in recent years. Participants were also reminded that the ultimate responsibility for the provision of human rights education lies with states, which are also responsible for the allocation of an adequate budget to guarantee quality and accessible education for all. It was noted that it is easier to implement human rights education in public schools fostering an equal society where all children have equal opportunities to learn about human rights, rather than in a situation where socio-economic inequalities are mirrored in the educational context.

Participants particularly stressed the importance of educating young people about their rights and, most importantly, about tools they can use to claim these very rights. "Top education experts around the world agree today on what are the must-have skills for the dynamic 21st century world. These skills are: communication, collaboration and teamwork; creativity and innovation; critical thinking and problem solving; flexibility and adaptability; information, media and technology literacy; leadership and responsibility; initiative and self-direction; global and cultural awareness, civic literacy and citizenship," said a participant. However, a lack of capacity of teachers was cited as a critical challenge in this regard. The inclusion of dedicated human rights modules in training of teachers, which could be carried out with the assistance of specialized NGOs, was proposed as a possible solution for a lack of capacity.

During the opening session, speakers recognized the necessity to provide quality human rights education on national and international levels, further stressing that an interdisciplinary approach is needed to adequately react to new challenges. In this context, new opportunities that information and communications technology (ICT) can offer in the provision of education were flagged.

Finally, the opening session was used to present a number of good practices. In this context, a national education model promoting critical thinking of pupils and teachers was presented. Participants were also informed about a good example of how to enable the transition from a sporadic and voluntary human rights education model, to a compulsory and therefore more sustainable and far-reaching approach.

## SESSION I: POLICY MAKING FOR MAINSTREAMING HUMAN RIGHTS EDUCATION IN THE OSCE REGION



*ODIHR First Deputy Director Ms. Katarzyna Gardapkhadze addresses participants to the first session of the Supplementary Human Dimension Meeting on Human Rights and Education in Vienna, 8 October 2018. Listening to her are introducer Mr. Flavio Lotti, Director of the National Municipalities Coordination for Peace and Human Rights (on the right) and Mr. David Mark, ODIHR Human Rights Adviser and Capacity Building Co-ordinator (on the left).*

**Moderator: Ms. Katarzyna Gardapkhadze**, First Deputy Director of the OSCE Office for Democratic Institutions and Human Rights (ODIHR)

**Introducer: Mr. Flavio Lotti**, Director, National Municipalities Coordination for Peace and Human Rights

The first session focused on taking stock of the progress made in terms of policy making for the advancement of human rights education within the OSCE area, including by using tools and guidelines made available by international organizations. The session presented straightforward and impactful policy solutions designed to accelerate the mainstreaming of human rights education into national education systems. Examples included national curriculum development or human rights compliant school management approaches fostering an open and inclusive environment.

In this context, the introducer underlined the importance of integrating civic education when talking about human rights education. In addition, the concept of “glocal” citizenship was mentioned as an educational model that is based on local, regional, international and global levels and their interconnectedness. Furthermore, the need for teaching a sense of



responsibility for the world and humanity, which goes beyond rights and duties, was stressed. The remarks reminded the audience of the various challenges faced when trying to provide human rights education in a world where respect for human rights norms is on a downward trend. To overcome these challenges more emphasis needs to be placed on dialogue, social media literacy, equal opportunities and solidarity. The speaker also stressed that peace and the respect for rights is interconnected and the respect for rights in a society strongly relies on an individual and collective sense of responsibility. It is thus essential, that human rights education also educates people to take action against human rights violations.

The ensuing discussion recognized that investing in human rights education is for the benefit of every society, as it fosters freedom, rights, equality and dignity. Some delegations added that efforts should specifically target youth education and ensure that human rights education is an integral component of the overall education of children starting from an early age. Delegations also recalled that the 2030 Agenda for Sustainable Development Goals (SDG requires states to increase their efforts in training and education on human rights).

Participants pointed to a need for consistency between human rights taught at school and the realities experienced by pupils and students, linking theory and actual implementation; they also stressed that it is necessary to generate interest in human rights at both individual and collective levels. Furthermore, many participants emphasized that education must be inclusive.

One delegation raised that human rights education affirms the OSCE comprehensive approach to security and contributes to its realization. The importance of respect for the right of parents to choose the education they think is best and appropriate for their children was underlined, with references to the Vienna Document of 1989.

Furthermore, some delegations raised their concern regarding the lack of implementation of relevant OSCE commitments in some states and for the widespread occurrence of hate-driven messages and actions in schools. A politicization of human rights issues was noted to be detrimental.

Interventions from the floor presented numerous examples of good practices during this session. One of the participants informed about a national model of human rights education in primary schools, which has been running since 2009. In addition, there was mention of an educational plan for teachers which places students at the center of educational models, teaching children reality-oriented problem-solving skills by bringing education beyond the classroom. Other positive examples included voluntary and extra-curricular youth engagement, such as marches and manifestations for human rights and peace.

A delegation shared positive results from an interregional pilot project reaching more than 60,000 children and aimed at teaching human rights as a tool to prevent human rights violations and to promote a culture of peace and tolerance. Two delegations also informed the participants about the existence and positive work of master's degrees in human rights.

Challenges and best practices related to the provision of education in occupied areas were discussed with remote study options offering a potential solution for pupils to obtain a valid diploma that is subsequently eligible for selected universities located on the government-controlled territory. Other reported solutions included the delivery of various workshops to displaced persons.

The day concluded with ODIHR being thanked for its work in developing resources to promote diversity and mutual respect in schools and for providing successful workshops on human rights issues.

The following specific recommendations were made in Session I:

***Recommendations for the OSCE participating States:***

- To focus on quality education of children and youth;
- To teach skills needed in modern times such as communication, collaboration, creativity, innovation, critical thinking, flexibility, media literacy, leadership, responsibility, initiative, civic literacy;
- To transform voluntary human rights education into compulsory modules, going hand in hand with teachers' training;
- To remember that it is states' responsibility to protect, ensure and fulfil human rights and to make every citizen aware of his or her rights;
- To facilitate the creation of an inclusive environment in schools;
- To remember and respect commitments to uphold parents' right to choose the preferred education for their children;
- To implement effective human rights education and training;
- To consider the possibility to provide funds for a master's degree programme in human rights in the Russian Federation.

***Recommendations for the OSCE institutions and field operations:***

- OSCE should facilitate co-operation between national authorities, civil society organizations and international organizations, to work together to positively impact the everyday life of citizens;
- OSCE should assume a stronger role in the field of education;
- ODIHR should continue assisting participating States in implementing projects on Holocaust memorial education.



***Recommendations for civil society, international organizations and other actors:***

- To use the wording “human rights” over “rights of men” as this creates a gender disparity;
- To develop tools to combat hate speech in educational settings;
- To elaborate tools to implement the European Convention on Human Rights (ECHR) equally everywhere.

**SESSION II: LEVERAGING NEW INFORMATION TECHNOLOGIES FOR ADVANCING HUMAN RIGHTS EDUCATION**

***Moderator:*** Ms. Jennifer Croft, Deputy Head of the Human Rights Department, ODIHR

***Introducers:***

**Ms. Eva Sobotka**, Head of Sector Cooperation & Consultation, Fundamental Rights Agency

**Ms. Barbara Weber**, Director, Human Rights Education, Amnesty International.

Discussions during the second session focused on new opportunities that information and communication technology (ICT) can offer for the promotion of human rights. Participants explored opportunities to effectively use new technologies to promote human rights education in order to enable OSCE participating States and civil society to overcome some of the traditional obstacles to mainstreaming and accessing human rights education and in promoting the right to education.

Although digital tools, such as massive open online courses (MOOCs), can significantly expand access to learning, introducers and participants underlined that the digitization of education does not only concern the use of technologies. It also requires users to be able to operate these digital learning tools effectively to retrieve information. For this reason, digital education tools should be designed to be inclusive and to develop learning communities. Similarly, teachers should be given time to familiarize themselves with new technologies, in order to efficiently use and teach them. It was further noted that during the Fundamental Rights Forum 2018, ten key principles on how to communicate human rights were presented, which should also guide educational efforts.

Introducers raised the point that education technology should be increasingly used, yet also highlighted critical challenges such as solidarity (as technology can increase access to education and allow the possibility for diverse people to connect), priority setting and effectiveness of human rights education. To provide wider access to human rights education, the access to education technologies needs to be increased as well. Furthermore, states should prioritize the teaching of skills required in a digital environment, to be more responsive to new challenges. Finally, effective human rights education must go beyond sharing of

information about human rights and should teach individuals how to implement and claim their rights.

Various interventions from the participants emphasized that education technology provides a learning-centered environment while remaining adaptive to quickly evolving issues such as increasingly shorter attention spans of learners.

Stressing the important role of parents, the discussion reaffirmed parents' responsibility to protect children on the one hand and to encourage them to familiarize themselves with human rights on the other hand. In a digital learning environment, it is thus important for parents to not only understand the new technologies that children use, but also how to use these technologies in a smart and safe way.

Participants agreed that to build a culture of human rights worldwide, education needs to be more inclusive. Digital tools could significantly help in making learning accessible to wider audiences. The discussion also flagged significant gaps in the use of and access to technology among populations, both at a national and a global level. Other interventions raised concerns regarding the impact the easy access to technology may have on children, considering potential exposure to negative messages and untruthful information from an early age.

Good practices shared with the plenary included systematic cooperation between authorities and the national human rights institution involving online webinars for teachers' training; a human rights situation online map; and an open digital platform that allows users to share best practices regarding human rights. A master's degree program on human rights offering distance learning and online streaming of lectures and video conferences was cited as an example of a more inclusive approach. Another participant presented the development of a MOOC course and an online academy on human rights with micro learning units (small quantities of information), based on blended learning (digital media combined with classroom learning).

Concluding, the cooperation between the European Union Fundamental Rights Agency (FRA) and ODIHR in the field of human rights education was positively noted, in particular as concerns Holocaust education, with space for further development, depending on the availability of resources.

***Recommendations for the OSCE participating States:***

- Not to limit education technology training to students and teachers, but provide it to the whole society, in particular to parents;
- To make education more inclusive and to use blended learning (online and offline) to reach out to as many people as possible;
- To give time to educators to familiarize themselves with ICT tools in education, in order to use them efficiently and in a sustainable manner;

- To use a flexible and adaptive approach to people’s diverse needs and profiles when trying to make the educational system more inclusive, with regards to the diversity of pupils seeking access;
- To ensure that ICT based human rights education includes both a practical part (dedicated to skills) and a theoretical one. Education through games could help in this regard.

***Recommendations for the OSCE institutions and field operation:***

- ODIHR should enhance its cooperation with FRA;
- OSCE should cooperate with civil society to design best practices for education technologies at all levels, including for parents.

**SESSION III: EFFECTIVE ENJOYMENT OF THE RIGHT TO EDUCATION AS A TOOL TO FOSTER PEACE AND SECURITY**

***Moderator: Mr. Dan Doghi***, Senior Adviser on Roma and Sinti Issues, Chief of the Contact Point on Roma and Sinti, ODIHR

***Introducers:***

**Prof. dr. F. Xavier Bonal**, Special Professor in Education and International Development at the University of Amsterdam and Professor in Sociology at the Universitat Autònoma de Barcelona

**Ms. Katerina Toura**, Programme Manager, Education Department, Council of Europe

In the third and last working session, participants discussed how OSCE participating States can provide an open and inclusive space, which ensures a non-discriminatory implementation of the right to human rights education for all and how this in turn can impact the enjoyment of the right to human rights education.

Introducers highlighted that societies should move from the right to education to a concept that emphasizes the right to learn going beyond access, by ensuring the quality and a wider learning experience centered on individual talents and interests. In this context, it was underlined that the expanding notion of the right to education has to be a common understanding. Inclusive schools were overwhelmingly recognized as the best preventative tool to fight segregation and discrimination beyond the educational system. One introducer discussed the four ‘As’ of education: availability, accessibility, acceptability and adaptability, noting significant differences in enrollment in the OSCE region, often leading to inequalities and disparities in accessing education. Regarding acceptability, practices of school segregation were mentioned, a situation that is experienced by Roma and migrant children in some states. Statistical evidence further shows that well qualified teachers tend to look for employment opportunities in less challenging schools. Concerns were also raised regarding

adaptability of education. Due to different degrees of inclusiveness in education systems, in particular disabled young people tend to face significantly more difficulties in enjoying their right to education.

A speaker noted that in light of the challenging political situation in Europe and elsewhere, schools play a major role in preventing the increase in violence, intolerance and radicalization leading to terrorism. In this regard, the responsibility of teachers should be recognized separately, as teachers can promote dialogue and acceptance of diversity on a daily basis. Furthermore, participants stressed that schools need to promote secure environments, where students become aware of their rights and responsibilities. The discussion further highlighted that education is a building block in the development of societies and should enable students to develop corresponding competences. A publicly available set of recommendations by the EU listing 20 key competencies for lifelong learning was mentioned to support this point. Additionally, the campaign “Free to speak, safe to learn – democratic schools for all” was presented. The campaign will address schools, parents and students, focusing on six particular issues, and will be implemented at a national and regional level.

Representatives of delegations and civil society raised concerns regarding cases of discrimination with respect to access to education in some OSCE participating States. Examples mostly referred to discrimination based on linguistic, ethnic and religious grounds, and stressed the negative impact this experience has on minorities. Participants further noted that, due to discriminatory policies regarding equal access to education, social cohesion might be harder to achieve, which has potential to threaten the security of the region. Therefore, human rights education should be carried out properly: in an inclusive and non-discriminatory manner and favoring peaceful dialogue and respect for diversity. Participants repeatedly stressed this point as a fundamental pillar for security in the OSCE region.

Some delegations and civil society shared a number of good practices. In particular, participants mentioned schools which provide education in different languages, if the number of speakers of a certain language reaches a given threshold. Participants further shared different examples of human rights and civic education curricula in their national systems. Initiatives from the Council of Europe in this area were also noted as useful. Finally, diverse educational opportunities for minority groups and a national campaign that stresses equal access to education for both boys and girls were also shared as good practices.

***Recommendations for the OSCE participating States:***

- To cooperate with relevant stakeholders on minority education issues, including bilingual kindergartens; and to provide more access to such education at pre-school and primary levels;
- To continue domestic monitoring of the educational situation of minorities and vulnerable groups;
- To encourage more dialogue between stakeholders and groups at risk of being victims of hate crimes.

***Recommendations for civil society, international organizations and other actors:***

- To create monitoring mechanisms against hate crime, including in relation to educational systems;
- OSCE partners should co-operate to ensure the right of every child to education.

**CLOSING SESSION**

**Closing remarks:**

**Ms. Ingibjörg Sólrún Gísladóttir**, Director of the OSCE Office for Democratic Institutions and Human Rights

**Ambassador Luca Fratini**, Deputy Permanent Representative of Italy to the OSCE in Vienna

The meeting concluded with a plenary session featuring short reports by the working session moderators and concluding remarks by representatives of the Italian Chairmanship in Office and of ODIHR.

The concluding remarks recognized that the right to education should be a priority and enjoyed by every member of our diverse societies. The closing remarks also reminded participants of the importance of human rights education, because “for human rights to thrive and direct our societies in the right direction they also need to be rooted in our societies. They cannot just be something on paper that is discussed among diplomats and academics. Human rights do not become a part of the society and our values automatically - they need to be taught, learnt and practiced. They need to live in all citizens.” To this end, ODIHR reaffirmed its role and availability to assist participating States in developing tailored policies facilitating the creation of an environment allowing for the indiscriminate exercise of the right to education. ODIHR expressed readiness to assist participating States in exploring new opportunities that technologies offer in the field of human rights education, particularly for children and youth. ODIHR has developed a number of tools, most notably a policy-making methodology on integrating human rights education into educational systems, which is being implemented in Belarus with positive results. States were also encouraged to reach out to ODIHR for further assistance on human rights education in the digital age.

The Chairmanship emphasized the need to prepare youth to live as responsible citizens and encouraged participating States to live up their obligation to provide and promote human rights education, in order to respect their commitment to the promotion of respect for human rights and fundamental freedoms for all, in accordance with the principles of the universality, indivisibility and interdependence of human rights.

## ANNEXES

### ANNEX I: Short agenda

#### AGENDA

##### Day 1                      8 October

13:00 – 14:45 – side events

15:00 – 16:00              **OPENING SESSION**

16:00 – 18:00              **SESSION I: Policy making for mainstreaming human rights education in the OSCE region**

18:00                        Reception hosted by the Italian OSCE Chairmanship

##### Day 2                      9 October

10:30 – 12:30              **SESSION II: Leveraging new information technologies for advancing human rights education**

12:30 – 14:30              Lunch break (Light reception hosted by the Italian Chairmanship at Hofburg)

13:00 – 14:30 – side events

14:30 – 16:30              **SESSION III: Effective enjoyment of the right to education as a tool to foster peace and security**

16:30 – 17:30              **CLOSING SESSION**

Rapports from the working sessions  
Comments from the floor  
Closing remarks

17:30                        Closing of the meeting



## **ANNEX II: Biographical information: Keynote Speaker, Introducers and Moderators**

**Day 1: Monday, 8 October 2018**

15:00 – 16:00      **OPENING SESSION**

*Keynote speech:* **Dr. Kaari Mattila**, Secretary-General of the Finnish League for Human Rights

Dr. Kaari Mattila is the Secretary-General of the Finnish League for Human Rights. She has worked towards social justice and human rights for more than 25 years in various capacities as a professional and activist within the civil society, as a university researcher and teacher, and as an adviser on gender equality to the Foreign Ministry of Finland.

As a civil society representative, she is a member of the human rights delegation of the National Human Rights Institute and of Foreign Ministry human rights network, and other national committees and civil society networks, including in educational sector.

As an advocate for women's rights and children's rights from a young age, she has participated in several international human rights negotiations and processes such as the UN Fourth World Conference on Women (1995) and the UN Special Session on Children's Rights (2002). Last year, she participated at the Universal Periodic Review, UN Human Rights Council, Geneva, as a civil society observer to the Government delegation together with representative of the League for the Deaf.

Her previous international key-note addresses include a speech in 2015 at the UN Committee for the Status of Women, focusing on gender and social and economic rights, and at the UN Beijing+5 conference (2000) as a 'young women leader'. Earlier positions of trust include: member of the board of Save the Children Finland, and Vice-President of the UN Women Finland

16:00 – 18:00      **SESSION I: Policy making for mainstreaming human rights education in the OSCE region**

*Introducer:* **Mr. Flavio Lotti**, Director, National Municipalities Coordination for Peace and Human Rights

Flavio Lotti is the Director of the Italian Co-ordination of Local Authorities for Peace and Human Rights, an association gathering more than 500 Italian Cities, Provinces and Regions since 1986. He is the national Coordinator of the Italian Peace Roundtable, a network which unites more than 1000 Italian civil society organisations and Local Authorities since 1996. He is also the Director of the Italian Schools of Peace Network since 1999. He has been Deputy President of the Human Rights Inter-ministerial Committee of Italy.

*Moderator: Ms. Katarzyna Gardapkhadze*, First Deputy Director of the OSCE Office for Democratic Institutions and Human Rights (ODIHR).

Katarzyna Gardapkhadze is the First Deputy Director of ODIHR, where she oversees activities of the Election, Democratization, Human Rights, Tolerance and Non-Discrimination, and Roma and Sinti Programmes. Prior to her current appointment in August 2016, she was the Head of ODIHR's Human Rights Department.

Ms. Gardapkhadze is an expert in strategic planning and change management, conflict resolution and mediation, with a thematic expertise in human and children rights and gender equality. She has more than 20 years of professional experience from Poland, the United States, Western Balkans, the South Caucasus and Central Asia. In 2003-2011.

Ms. Gardapkhadze led conflict resolution, human rights and child/social welfare reform programs in the South Caucasus, with an advisory role in similar programs in Central Asia. In 2000 – 2002, she managed initiatives focused on human rights, minorities and inter-ethnic dialogue in Western Balkans.

Fluent in Polish, English and Russian, Ms. Gardapkhadze holds a Master's Degree in social sciences.

## **Day 2: Tuesday, 9 October 2018**

10:30 – 12:30

### **SESSION II: Leveraging new information technologies for advancing human rights education**

*Introducer: Ms. Eva Sobotka*, Head of Sector Cooperation & Consultation, Fundamental Rights Agency

Eva Sobotka is Head of Sector Cooperation & Consultation in the Fundamental Rights Promotion Department. Her areas of expertise with respect to the Agency's work include: developing networks and institutional cooperation with Member States (governments, parliaments), civil society, human rights statutory bodies, funders and foundations, rights promotion including the EU Charter of Fundamental Rights, and civic and human rights education.

She previously coordinated cooperation with the Council of Europe and the European Commission (2004-2011), worked on Roma inclusion; combating anti-Semitism; the Holocaust and human rights education; disability; rights of the child, and combating racism and religious intolerance. She was the Director of the American Friends Service Committee's capacity-building programme focusing on addressing discrimination and poverty and promoting Roma art, culture and history. She holds a PhD in political science and international relations from Lancaster University, UK, and has published numerous articles on human and fundamental rights.

*Introducer:* **Ms. Barbara Weber**, Global Director, Human Rights Education, Amnesty International

Barbara Weber has been Global Director for Human Rights Education at Amnesty International since October 2014. Prior to joining Amnesty's global space, she was Director of Amnesty International Austria, before which she established and headed an Academy and lead Amnesty Austria's Activism and Campaigning work (2003 – 2014). Prior to working with Amnesty International she worked with a network of European organizations on Anti-Discrimination (2002 – 2003). She started her career in the non-profit sector at the Ludwig Boltzmann Institute of Human Rights where she established a Service Centre for Human Rights Education as a contribution to the UN Decade for Human Rights Education (1997 – 2002).

Barbara Weber has been involved in human rights education and training programmes for a variety of audiences since 1994. She has extensive experience in strategy development and management of diverse and virtual teams.

She holds a Master's Degree in Conflict Resolution from the University of Bradford/ UK, Department of Peace Studies and a Magistra degree from the University of Vienna/ AT.

Focus areas: education and training, management and leadership, strategy development and implementation, civil society and human rights impact.

*Moderator:* **Ms. Jennifer Croft**, Deputy Head, Human Rights Department, ODIHR

Jennifer Croft has been serving as the Deputy Head of the Human Rights Department at OSCE ODIHR since November 2017. In this position, she helps to lead the management of programmes addressing diverse issues related to human rights and security in the OSCE region. From 2010-2017 she worked as a Senior Adviser to the OSCE High Commissioner on National Minorities, advising on the prevention of tensions involving national minority issues in a number of countries in Eastern Europe and Central Asia. Previously she held a number of positions with the U.S. State Department and USAID and worked as a consultant for non-governmental organizations involved in the promotion of human rights and independent media.

14:30 – 16:30

**SESSION III: Effective enjoyment of the right to education as a tool to foster peace and security**

*Introducer:* **Prof. dr. F.X. (Xavier)**, Bonal, Special Professor in Education and International Development at the University of Amsterdam and Professor in Sociology at the Universitat Autònoma de Barcelona

Xavier Bonal is a Special Professor in Education and International Development at the University of Amsterdam and Professor in Sociology at the Universitat Autònoma de Barcelona (UAB). He is director of the Globalisation, Education and Social Policies (GEPS) research group at the Department of Sociology of the UAB and a founding member of the Interdisciplinary Centre on Educational Policy (GIPE).

Professor Bonal's work focuses on the areas of education policy, educational inequalities, globalisation and education and the right to education. He has widely published in national and international journals and is author of several books on the referred topics. He has worked as a consultant for international organisations like the European Commission, UNICEF, UNESCO and the Council of Europe. Between 2006 and 2010, Xavier Bonal was Deputy Ombudsman for Children's rights at the Office of the Catalan Ombudsman.

*Introducer: Ms. Katerina Toura*, Programme Manager, Education Department, Council of Europe

Katerina Toura specializes in Education and Human Rights. She works as programme manager in the Education Department of the Council of Europe. Before that she worked for 11 years in the Greek Ministry of Education, in the Department of European and International Affairs in Education. From 1998 to 2008 Katerina Toura had worked as a researcher at the University of Athens, at the Centre of Intercultural Education, in the programme "Education of Migrant and Repatriated students" on material development and school interventions.

*Moderator: Dan Pavel Doghi*, Senior Adviser on Roma and Sinti Issues, and Chief of the Contact Point for Roma and Sinti Issues

Dan Pavel Doghi was involved in human rights and civil society work since 1996, through Roma NGOs in Bucharest and Cluj-Napoca, Romania, among them some that he contributed to their establishment and development.

He helped developing and coordinating a Roma national network while working in the Soros Foundation spin-off Resource Center for Roma Communities (2000-2003).

Later on he was an Advocacy Fellow in the training and education programme of the Public Interest Law Initiative, a Budapest-based programme of Columbia University, working on the issue of segregation in education of Roma children.

Dan has joined the OSCE as an officer in the ODIHR's Contact Point for Roma and Sinti Issues (CPRSI), during the period 2004-2011.

After that, he was the Higher Education Program Manager of Roma Education Fund (REF) in Budapest (2012-2017), managing the largest tertiary education scholarship program for Roma in the region, in 16 countries in Central and South-Eastern Europe. While at REF, Dan was also the National Director of REF Romania's Office, during 2013-2015.

During 2009-2016, he was a member of the Board of Directors of the European Roma Rights Centre (ERRC).

Since March 2018, he re-joined the OSCE, as Senior Adviser on Roma and Sinti Issues, and Chief of the CPRSI.

Dan studied social sciences at Babes-Bolyai University in Cluj Napoca, and completed a postgraduate course in International Diplomacy at Malta University.