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**Conference „Preventing Violent Radicalisation  
through Citizenship Education”**  
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**Erasmus+ Project**  
**“Rights, Duties, Solidarity: European  
Constitutions and Muslim Immigration”**

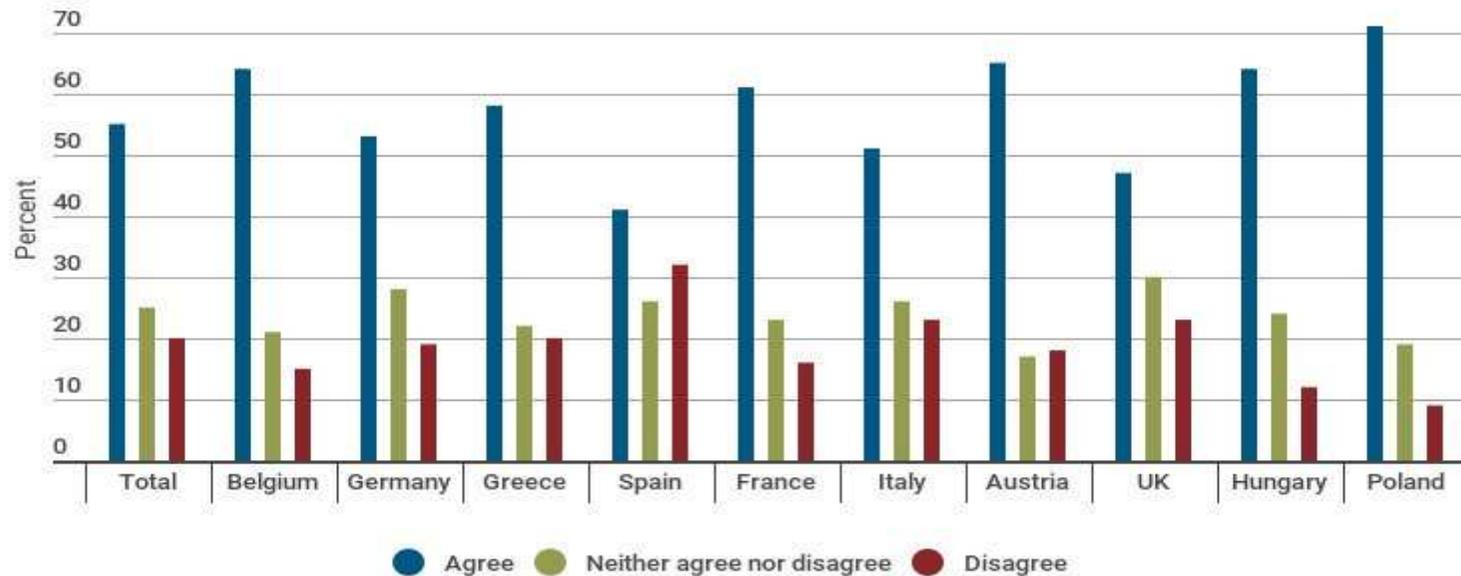
## **REM Teaching Materials Viewed in the Context of their Emergence. Germany’s Experience**

## The Primordial or Superficial Challenge: Muslim Resistance to Freedom and Democracy?



# The (Hidden) Main Challenge – Western Resistance to Muslim Immigrants

‘All further migration from mainly muslim countries should be stopped’



Source: Chatham House,  
<https://www.chathamhouse.org/expert/comment/what-do-europeans-think-about-muslim-immigration>

## Value Conflicts between the Western and the Muslim World? Only a Misunderstanding?



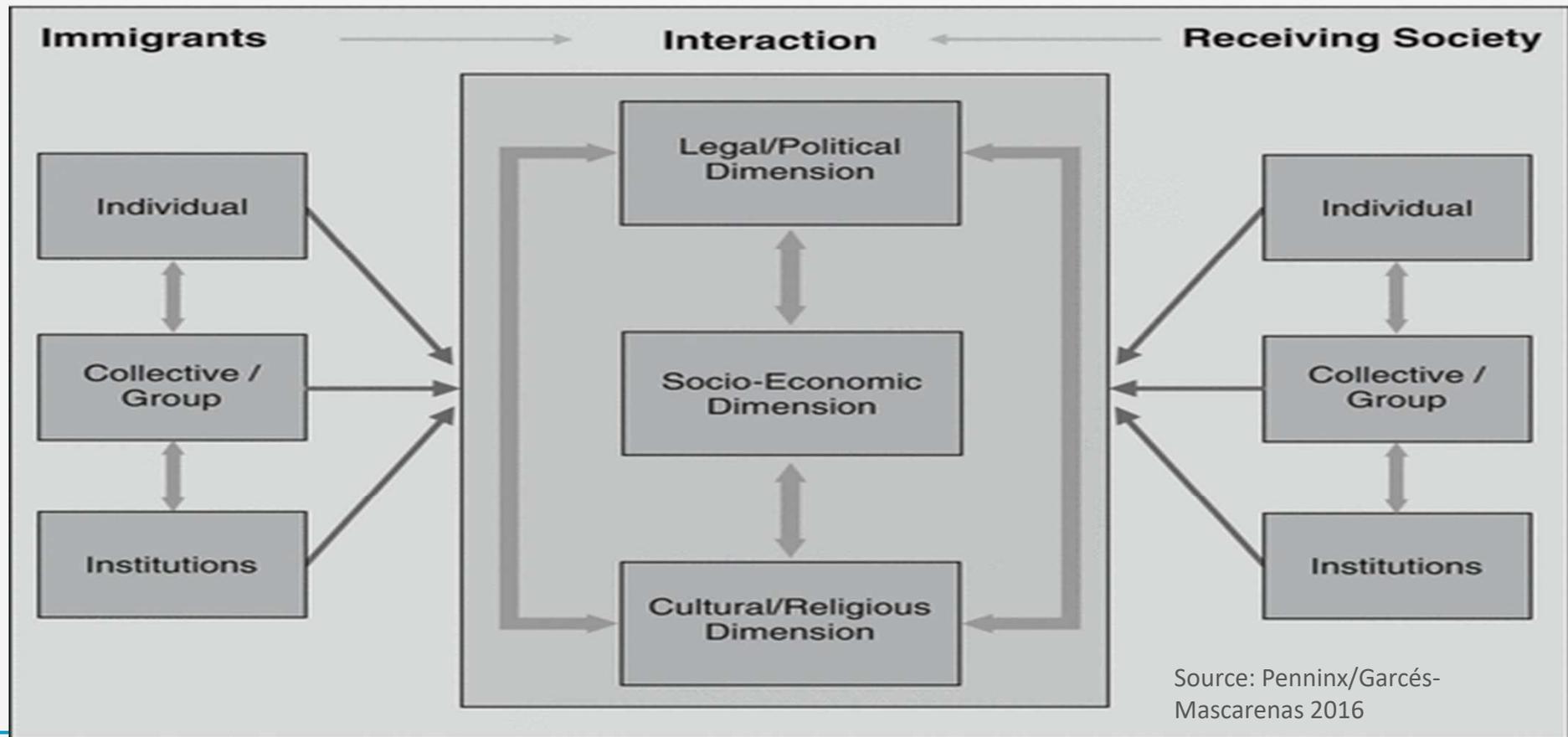
## Does Islam Threaten Western Democracies?

- Muslim affinity to terrorism and violence?
- Incommensurable values in the oriental and occidental tradition?
- No separation of politics and religion in the Muslim world?
- Parallel societies in Western cities and metropolises?
- Inevitable failure of integration programmes?
- No application of civil rights and the rule of law for Muslim immigrants?

# Integration (and Separation) as Reciprocal Processes



# Integration as Interaction of Immigrants and the Receiving Society on different levels and dimensions



# Integration, no Assimilation, Marginalization or Separation !

Table 1. Strategies of Acculturation

		Do they value maintaining their identity and characteristics?	
		No	Yes
Do they value maintaining relationships with the larger society?	Yes	<b>Assimilation</b>	<b>Integration</b>
	No	<b>Marginalization</b>	<b>Separation</b>

*note.* Adapted from Berry, Kim, Minde, and Mok, 1987.

Arash Emamzadeh

# Theoretical and Conceptual Considerations

- No promotion or enforcement of values
- Seeking for shared values in the Western and Muslim world
- Understanding the democratic constitution as a framework for pluralism and value trade-offs
- Philosophical reflections and interactions in order to convey and internalise human rights, duties and solidarity
- Providing arguments against a hijacked Islam as an instrument to justify terrorism, violence, and the subjection of women
- Adaption of tools from the areas of philosophical/intercultural communication and democratic education

# Introducing the REM-Teaching Materials

## Eight Sections:

- Human Rights (1), Norms and Values in Germany (2), Comparison of Western and Muslim Cultures (3), Reasons for Violence and Radicalisation (4), Religion/Islam (5), Gender, Marriage and Family (6), Value Conflicts (and their accomplishment) (7), Tolerance and Democracy (8)

32 Units (4 Units each)

- E.g. Violation against human rights as main reason for migration and seeking refuge (1), Human rights in Arab countries (2), The German Constitution (7-8), Reduction of prejudices, stereotypes and resentments (9), Discrimination of Muslims (14), Islam as a violent religion? (17), Religious Identities (19), Christian and Muslim values (20), Gender equality (21), Feministic interpretation of the Qu'ran (23), A clash of civilizations? (25), Democracy and Islam (31)

## As an Example: Unit 1: Violation against human rights as main reason for migration and seeking refuge

Country of Origin Motives to leave my country of origin

(e.g.)

Syria

- To escape from danger for my life and health

- To escape from poverty

Afghanistan

- To reunite with my partner, family or friends

Iraq

- To live in freedom beyond repression, discrimination, and persecution

Iran

- To see life in another country/new experiences

Yemen

- to become successful in my career/to reach a higher material standard

Somalia

Mali

- to be in a country with peace, security and justice

# Attribution to Human Rights

Right to life (Art. 3); no subjection to torture or to cruel, inhuman treatment (Art. 5)

Equality in dignity and rights (Art. 1); just remuneration (Art. 23, 3)

Right to marry (Art. 16, 1); protection of family (Art. 16, 3); special care to motherhood and childhood (Art. 25, 2); asylum in other countries (Art. 14, 1)

All human beings born free (Art. 1); equal rights without discrimination (Art. 2 und 7); freedom from persecution (Art. 14, 1); Freedom of thought, conscience, religion (Art. 18) and of opinion (Art. 19); Privacy (Art. 12)

Freedom of movement (Art. 13, 1); free development of personality (Art. 22); right to education (Art. 26)

Right to own property (Art. 17); social security (Art. 22); right to work and free choice of employment (Art. 23, 1); rest and leisure (Art. 24); standard of living adequate for health and well-being (Art. 25, 1)

Security of person (Art. 3); asylum (Art. 14); rule of law (Art. 8); social order (Art. 28); no arbitrary interference (Art. 12); association (Art. 20); democracy and political participation (Art. 21)

# Learning Effects and Creating Awareness

- Human rights as a universal (and not only a Western) claim
- Lack of human rights as main reason for leaving one's country of origin
- Western Countries as a place where the protection of human rights can be expected
- Human rights are not a (strange) specificity of Western countries but a familiar claim of Muslims all over the world
- Human rights are able to bring Muslims and Non-Muslims together

## Conclusion

- First practical experiences with the teaching materials at VHS Cham (→ next presentation)
- Long-term project vs. short-term achievements
- Evaluation?
- Preparation for the next emergency situation?
- „The movie is ready ... right now, it has only to be made!“



# Thank you very much for your attention!

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