

*the MAX VAN DER STOEL award*



*2016 Programme*

osce  
HCNM



Ministry of Foreign Affairs



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*Max van der Stoep, first OSCE High Commissioner on National Minorities, 1992–2001*

## *Max van der Stoel*

Max van der Stoel was appointed as the first High Commissioner on National Minorities of the Organization for Security and Co-operation in Europe (OSCE HCNM) in 1992. He served an unprecedented eight and a half years in this post. Born in 1924, van der Stoel is a senior statesman who had a long and distinguished career. As well as being twice Minister for Foreign Affairs of the Netherlands (1973–1977 and 1981–1982), he held seats in both the upper and lower houses of the Dutch Parliament. He was also a member of the European Parliament (1971–1973) and the North Atlantic Assembly (1968–1973, 1978–1981) as well as the Council of Europe Consultative Assembly and the Western European Union Assembly between 1967 and 1972. Between 1983 and 1986 he served as Permanent Representative of the Netherlands to the United Nations and in 1991, he was awarded the honorary title of Minister of State by Her Majesty Queen Beatrix of the Netherlands for his exceptional accomplishments. The following year he was appointed by the UN Commission on Human Rights as Special Rapporteur on Iraq.

Van der Stoel became familiar with the work of the Conference on Security and Co-operation in Europe (CSCE, later OSCE) in his roles as Foreign Minister during the Helsinki consultations from 1973 to 1975, as Chairman of the Netherlands Helsinki Committee for several years and as head of the Netherlands delegation during the CSCE conferences on the human dimension in Paris, Copenhagen and Moscow. After several renewals of his mandate as OSCE HCNM, he was succeeded, in July 2001, by the Swedish diplomat, Mr. Rolf Ekéus.

In 1999 van der Stoel was awarded the Order of the Golden Lion of Nassau; the first citizen of the Netherlands to receive the award since 1919. Several honorary doctorates have also been awarded to him, including the Cleveringa Chair at Leiden University. The Max van der Stoel Human Rights Award at the University of Tilburg is named in his honour.

## *Max van der Stoel Award*

The Award of €50,000, named in honour of Mr. Max van der Stoel – a prominent Dutch statesman and the first to hold the position of OSCE High Commissioner on National Minorities – was established by the Netherlands Ministry of Foreign Affairs in 2001. It is awarded biennially<sup>1</sup> to an individual or an institution in recognition of their extraordinary and outstanding achievements aimed at improving the position of national minorities in the OSCE participating States.



### *Award Winners*

- |      |   |
|------|---|
| 2016 | The Association for Historical Dialogue and Research (AHDR), Cyprus                               |
| 2014 | Spravedlivost, Jalal-Abad, Kyrgyzstan   |
| 2011 | Nansen Dialogue Centre Skopje   |
| 2009 | Integration and Development Center for Information and Research, Crimea, Ukraine                  |
| 2007 | European Roma Rights Centre, Budapest, Hungary  |
| 2005 | Memorial Historical, Educational, Human Rights and Charitable Society, Moscow, Russian Federation |
| 2003 | Latvian Centre for Human Rights and Ethnic Studies, Riga, Latvia.                                 |

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<sup>1</sup> The 2013 Award was postponed to 2014 to avoid overlapping with the change in HCNM.

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*Foreword*  
*by Astrid Thors*  
*Chairperson of the Max van der Stoel Jury*  
*Former High Commissioner on National Minorities*  
*(2013-2016)*

It is a privilege to reward an organization with such a clear vision and conviction that education is at the core of integrating diversity. The Max van der Stoel Award Jury, which I chaired this year, is therefore pleased to shine a spotlight on the inspiring work of this year's winner, the Association for Historical Dialogue and Research, AHDR: an organization that teaches history and bridges communities on the shared and divided island of Cyprus.

Since the High Commissioner on National Minorities (HCNM) was established it has been actively engaged in fostering integrated education in diverse societies. As my eminent predecessor and the first High Commissioner on National Minorities, Max van der Stoel once said: "In the medium and long term, it is education that can defuse inter-ethnic tension". Yet, sadly, we also see how education can also segregate communities along ethnic lines. Efforts to create a unified educational system, or to establish a common curriculum for all communities, are often hampered. In some instances, the mere idea of integrated education cannot even be discussed or envisaged as the manner in which history is taught is too sensitive to challenge. One recurring difficulty here is the negative impact of divisive historical narratives.

Various and conflicting historical narratives often contribute to the division of societies. Some historical narratives even perpetuate these divisions. The lack of cohesion within a society often threatens its stability and may increase the likelihood of opening up old wounds. For this reason, it is my firm belief that education should feature more prominently in peace negotiations. After all, our future, and the future of the generations that follow us, is framed in our educational system: it sets the stage for how we interact with different members of society. As I often say, "the Ministry of Education is the Ministry of the Future."

Max van der Stoel worked relentlessly on issues related to education and on the rights of minorities and communities in the educational system. In fact, the first set of thematic recommendations issued by HCNM in 1996 focuses on "the education rights of national minorities". In April 2016, the institution organized an international conference to take stock of developments in the field of education in the OSCE area over the past 20 years. The three prevailing topics for discussion,

which are highly relevant for today, were: managing multilingual and multicultural classrooms, handling the politicization of history, and accommodating diversity in schools.

The politicization of history is not a new phenomenon. We know this from the popular expression: “the winner writes history”. Unfortunately, using history as a political weapon, or allowing only one interpretation of history, seems to be on the rise.

Against this backdrop, AHDR’s contribution is invaluable. Since 2003, the members and associates of AHDR have been dedicated to advancing historical understanding and critical thinking among the public and, more specifically, amongst pupils, educators and civil society representatives. From the outset, AHDR has demonstrated its sustained commitment to building a multicultural and multi-faith society, promoting mutual respect and diversity, and including all of the communities on Cyprus. Having started off as a bi-communal endeavour, AHDR’s work is exceptional today because it now encompasses an inclusive inter-communal approach, by engaging the Armenians, Maronites and Latins of Cyprus as well.

I am convinced that the Association of Historical Dialogue and Research makes an important contribution to building a culture of peace and diversity. Values which I believe were at the heart of Max van der Stoep’s political activities. Indeed, current and past members of AHDR are also part of the technical committee on education in the ongoing Cyprus talks.

Building peace also means that persons from different backgrounds can meet in structured and meaningful settings, and that is something that AHDR provides. Shaping minds to think critically about history and preparing members of all communities to accept different views on history is what drives AHDR. Reconciliation is the key. In fact, the remarkable work of the association on offering guidance to teachers to think critically about missing persons can serve in other contexts where the wounds of similar tragedies are still open. It also provides a platform for the younger generations to learn more about the root of a conflict and how to deal with its legacy, thereby contributing to a more fertile ground for a sustainable peaceful future.

This is also illustrated in the way AHDR describes the role of history education, and I quote: *“In our understanding of history education, political and ideological agendas should not distort history teaching, nor should history be used as a tool to consolidate division. Historical thinking not only enables us to understand the people in the distant past, but also contemporary people living next to or faraway from us”*.



Today, more than ever, this kind of approach is needed in the OSCE area. I hope, therefore, that the example of AHDR, and their openness to others, can inspire all of us today along with other educators and civil society activists and decision-makers globally.

*Foreword*  
*by Bert Koenders*  
*Minister of Foreign Affairs*  
*of the Kingdom of the Netherlands*

*Bridging the Divide*

While some of my duties as Minister of Foreign Affairs may be a routine, others truly are a privilege and pleasure to perform. Writing this foreword falls firmly under the latter category.

The Max van der Stoep Award spotlights individuals and organizations whose outstanding achievements merit recognition. Not only is the award a special moment for them, it also provides an opportunity to reflect on what the institution of the OSCE High Commissioner on National Minorities has accomplished.

The High Commissioner and its staff are apt to shun the limelight, and they are certainly not ones to seek publicity for their work and achievements. In any event it would do more harm than good. Quiet diplomacy is their watchword as they go about persuading governments to respect the standards laid down by the OSCE participating States regarding the treatment of national minorities.

The HCNM badly needs our support in its silent struggle, because not all countries accept the institution itself and its independence. In my view it is hard to overemphasize the importance of the HCNM. It is an institution that not only protects people, but also promotes peace and stability in our part of the world. The HCNM is part of the OSCE's politico-military dimension for good reason. Minorities who face harassment in one country can often count on a sympathetic hearing from related groups in other countries. This raises the prospect of tensions between the countries concerned, with repercussions that go beyond the minority group in question.

The history of Cyprus has been shaped in part by tensions between minorities. Of course history cannot be denied or forgotten, but it should not be abused so that it forms an obstacle to the normalization of relations. A proper understanding

of history can in fact contribute to a reassessment of inter-community relations. This is where today's prizewinner comes into the picture. The Association for Historical Dialogue and Research is a Cypriot NGO that has taken a remarkable inter-communal approach to fostering greater historical awareness and hence understanding of the situation in which the communities on the island find themselves. Its activities are focused on education and offering different perspectives on history. In this way it is helping to drive an indispensable process of reconciliation. Moreover, it serves as a shining example to other countries where history has set population groups against each other and relations are still strained today. The AHDR is a worthy recipient of the seventh Max van der Stoep Award, and the jury likewise deserves our congratulations for its wise decision.

***The OSCE High Commissioner on National Minorities,  
has the honour to invite you to the presentation  
ceremony of the Max van der Stoel Award***

*In 2001, the Ministry of Foreign Affairs of the Netherlands  
established an award honouring the first OSCE High Commissioner  
on National Minorities, the late Mr. Max van der Stoel.*

*The prize is awarded biennially to a person or institution in  
recognition of their extraordinary and outstanding achievements aimed at  
improving the position of national minorities in the OSCE area.*

*This year the prize will be awarded to*

***the Association for Historical Dialogue and Research  
(AHDR)***

*The ceremony will take place on  
24 October 2016 at 16:30  
in the Academy Hall of the Peace Palace, Carnegieplein 2, The Hague.*



## *2016 Programme*

16:00

Registration and refreshments

16:30

Award ceremony:

Music to open the ceremony

Welcoming speech by OSCE High  
Commissioner on National Minorities

Statement on behalf of the Jury

Short film about the laureate

Presentation speech by His Excellency Bert Koenders  
Minister of Foreign Affairs of the Netherlands

Acceptance speech by laureate

Statement by His Excellency Elpidoforos Economou, Ambassador  
of the Republic of Cyprus to the Kingdom of the Netherlands

Final Words

Music to close the ceremony

17:30 – 19:00

Reception



# 2016

## *Account of 2016 Award winner's activities*

(AT DATE OF PRESENTATION)

The Association for Historical Dialogue and Research (AHDR) is a unique multi-communal non-governmental organization established in 2003 in Nicosia. The AHDR develops and implements programs, projects and activities in the field of education in general and history education in particular, aiming at a society where critical thinking, historical understanding and a non-violence ethos can prevail.

Dedicated members of AHDR have engaged in such activities in close cooperation with international and local partners, such as the Council of Europe, the European Association of History Educators (EUROCLIO) and the teacher trade unions across the existing divide.

As the main partner of the Council of Europe in the field of history education in Cyprus, AHDR has been providing professional development programs in history education, for educators, students and researchers since 2004. The trilingual (Greek, Turkish and English) publication "A Look at Our Past: a set of supplementary learning materials for learning and teaching history in schools in Cyprus" is a tangible outcome of the much-valued and longstanding collaboration between the Council of Europe and AHDR. Currently, the Council of Europe, in collaboration with AHDR, is preparing a new e-publication based on their three-year-long, joint project entitled *Developing a culture of co-operation through teaching and learning history is a history-teaching culture of co-operation through teaching and learning history (2012-2014)*.

Through the project *Multiperspectivity and Intercultural Dialogue in Education phases I & II (MIDE I & II)*, which was supported by UNDP-ACT (2008-2013), AHDR successfully undertook extensive research on issues related to the recent history of Cyprus (former mixed villages, inter-communal violence in the 1960s, the missing persons, multi-cultural Nicosia, perceptions of educators in Cyprus on history and history teaching) and also diversified the range of materials and training courses it offers to its core target groups (educators, students, the general public). AHDR, through an intensive and all-inclusive process followed by a public consultation with major stakeholders in Cyprus, developed a policy paper on how it envisions education in a multi-cultural, multilingual, and multi-faith society in Cyprus.

The research and publishing program of AHDR continued through the period 2013-2016, with the support of Norway Grants, leading to an innovative publication on “How to introduce Gender in History Teaching” and an interactive online platform on “Nicosia as a shared and contested space”. During the same period, AHDR extended its activities to include training of trainers on Peace Education, and workshops for children and youth from both of the main communities in Cyprus.

Furthermore, thanks to the generous support of international and local donors, particularly grants from Norway, but also from Iceland and Lichtenstein, the Embassies of the Kingdom of the Netherlands, Sweden, Switzerland and Cyprus, as well as the UNDP-ACT through funding from USAID, AHDR has been the driving force behind the realization of a unique project: the establishment of the “Home for Cooperation”; an educational and cultural centre in the UN-controlled buffer zone in Nicosia. Recognizing the symbolic and geographic potential of the area to “bring people together”, the AHDR aims to facilitate the transformation of the ‘Buffer Zone’ from a symbol of separation into a symbol of co-operation and, as such, pave the way for the co-operation of all communities in Cyprus. Today, the Home for Cooperation is a multi-functional centre, organizing a wide range of activities for all; from youth workshops, to salsa classes, conferences and seminars, weekly live concerts and its very own Buffer Fringe Performing Arts festival.

Finally, AHDR is both co-ordinating and participating as a partner in a long list of smaller-scale projects, always aiming at promoting the values of peace, equality, non-discrimination, mutual understanding and dialogue, while bridging the gap between the different communities of Cyprus, through education and the arts.

## ***Association for Historical Dialogue & Research (AHDR): Multiple views on the past, brighter prospects for the future***

*How AHDR's work on teaching history helps to bridge divides among communities in Cyprus*

“Schools were presenting the other communities of Cyprus as aliens from another planet,” says Alev Tuğberk, a Turkish Cypriot teacher and school director. “Seeing kids being educated this way felt so wrong. As a Turkish-speaking Cypriot teacher, I felt personally responsible for that and I guessed that there must be people in the Greek Cypriot community who would feel the same.” Tuğberk is the co-president and one of the driving forces behind the Association for Historical Dialogue & Research (AHDR). The bi-communal association, founded in 2003, is producing supplementary teaching material that is based on research with the idea that there can be multiple perspectives on history. Teachers from both sides of the divided island and from all communities are brought together to engage in dialogue and be trained on how to teach the history of Cyprus to new generations.

As Tuğberk had supposed, on the other side of the UN buffer zone which divides the island, there were indeed Greek Cypriot teachers who also felt that history was being taught too much from one perspective, which only contributed to further estranging the communities.



*Co-presidents Kyriakos Pachoulides and Alev Tuğberk of AHDR outside of their Home for Cooperation (Photo: AHDR)*



The other co-president of AHDR, the Greek Cypriot teacher Kyriakos Pachoulides, was one of these teachers. “With a group of Greek Cypriot teachers, who had studied together, we decided that we needed to initiate an alternative approach to teaching,” he explains. “As soon as the first crossing points opened, we reached out to Turkish Cypriot teachers, because we wanted it to be a joint endeavour. At the time, this was not well received by our respective communities. Often, we were called traitors, because we were interested in the other communities.” However, since then, these enthusiastic inter-communal pioneers managed to convince many teachers of the benefits of teaching multiperspectivity, “not only because it helps you understand the other communities better, but because it also allows for different perspectives from within your own community.”

Setting up the association was a challenge. Intensified contacts between teachers from different communities were not necessarily welcomed and, reportedly, were looked upon suspiciously by authorities and community members. Crossings and improvised venues converted meetings into complicated operations. As a consequence, the group of historians and educators, inspired by each other’s faith in bridging divides, gave shape to their aspirations in establishing a home for all. Again, not without difficulties, seven years later AHDR’s own Home for Cooperation (H4C) came to life. “The baby was born”, AHDR founding member and former president Chara Makriyianni recalls with passion.



*Parasols provide shelter against the hot Cyprus sun on the terrace outside the Home for Cooperation  
(Photo: OSCE HCNM / Stefan Heger)*

Ever since, teachers, students and any other community members can meet in the H4C. The home is a stylishly decorated coffee bar with its own library, offices and meeting rooms, overlooking a neutral zone between the two cease-fire lines, also referred to as the 'dead zone'. Since H4C's opening, however, the zone is far from dead. It is thriving with life with a multilingual buzz and Mediterranean scents, especially on Thursday Lives evenings when live music is played. Students from all communities are chatting and sipping ice-coffee, while teachers have a meeting underneath the parasols outside the Home that shelters them from the warm Cyprus summer sun. If it were not for the blue beret UN soldiers having a halloumi pita at the next table, overlooking their barb-wired office enshrined in what used to be the luxurious Ledra Hotel in Nicosia that still bears the bullet marks of conflict, the H4C would be nothing more than a relaxed inner-city café. However, those who come here via a crossing point, go beyond the visible memories of conflict to meet people from other communities for social activities, to discuss history and the future of the island and its inhabitants.



*Thursday Lives turns the H4C into a thriving multilingual hotspot  
(Photo: OSCE HCNM / Stefan Heger)*

Because history shapes the future, teaching history is at the core of all of AHDR's projects. Projects range from training teachers in a methodology on multiperspectivity to the production of teaching materials on missing persons and the creation of the Cyprus Critical History Archive. The latter project provides a factual basis for discussion of the conflict and the division of Cyprus. Mete Hatay of the Peace Research Institute Oslo (PRIO) supported AHDR in setting up the archive. "By reading newspapers and reports of events from the past of both sides, people see that there are several narratives on what happened. It gives them access to these different perspectives and serves as a basis for discussion."

Chara Makriyianni explains: "History is such a sensitive issue in Cyprus: it is at the heart of the Cyprus problem. Communities have to become more open towards each other about their different perspectives on history, otherwise, they will not get closer to each other." The importance of education and history in conflict resolution is underscored by academic and university teacher, Charis Psaltis, also one of the founding members of AHDR. "Because of the diverse backgrounds of the people who started AHDR, the method is based on an interplay between social psychology, education and history. Social psychology provides tools for conflict transformation and prejudice reduction, while from an education perspective, a methodology-focused approach is brought in to blend with the multiperspectivity approach of history. Teaching history is problematic; therefore, we focus on a critical approach to challenge master narratives. We support teachers in thinking critically and teachers are often thrilled to do this." A man of convictions and a man of peace, the first High Commissioner on National Minorities Max van der Stoep once said: "Of course discussions concerning education are never far removed from politics. Often, part of the problem in such discussions is that 'multi-culturalism' means different things to different people." Multiperspectivity echoes his words.

One teacher who is convinced about AHDR's work is Greek Cypriot deputy headmaster Agathi Savva. "Teaching was very consciously one-sided", she states. "Now, I teach peace. From what I learn and hear at AHDR, I try to implement this in my classroom and school. Students are generally positive, but their parents need some time to be convinced of such an approach and often form an obstacle because children believe their parents first." Also Turkish Cypriot teacher, Hale Silifkeli, feels that history teaching was, and often still is, very much done from one perspective. "Physical separation has driven us apart. Teaching history often involves stories about the men who died in the conflict, which of course only contributes to this separation. It is important to speak and listen to each other." Silifkeli regularly comes to the H4C, often with students.

“History lessons are racist at my school,” states one of her 16-year-old Turkish-speaking students. “I do not want to hear that, I want to hear the real story.” The two other Turkish Cypriot students agree: “It is important to remember the past, also what communities did to each other”, says the 14-year-old one. The problem is the same in the areas where the Republic of Cyprus exercises effective control, according to one 17-year-old, Greek-speaking Cypriot free-spirited student. “When teachers want to motivate us to work hard, they tell us this is important because we have to do better than the Turkish Cypriots. History teaching is very war-based. It is all about who died and who killed whom. Teaching history is key to the resolution of the Cyprus question. Now, the youth does not know critical thinking. Sure, it hurts in the beginning, but in the end this is the way to go.”



*Old Nicosia Revealed*  
([www.facebook.com/old.nicosia.revealed](http://www.facebook.com/old.nicosia.revealed))

The expertise of AHDR, also a member of The Hague-based European Association of History Educators (EUROCLIO), is increasingly recognized in Cyprus and beyond. Leaders from both communities have visited the H4C and members of the association are increasingly involved in advising the decision-makers on education, including the technical committee on education which regularly meets within the framework of the negotiations aimed at finding a just, viable and comprehensive solution to the Cyprus issue. “This is maybe the most important sign of AHDR’s impact: so far the Association has had mostly an indirect impact on the education system, but we can be sure it will have further influence in the future”, states Yiannis Papadakis who is a member of the committee himself. “It is a legitimization of their work.” Charis Psaltis agrees with this: “AHDR is slowly having a direct impact. The next steps are mainstreaming our material and increasing the number of activities outside of the buffer zone. We need teachers who are risk takers for that.” In Papadakis’ view, AHDR is functioning as an example: “It is a model for how Cyprus can be; a small microcosm that is inspirational for the whole island”.



*Max van der Stoep, first OSCE High Commissioner on National Minorities, 1992-2001  
(Photo: Andy BurrIDGE)*

## *Official justification of the International Jury of the Max van der Stoep Award*

### *The grounds on which the 2016 Award was made*

There are many instances in the experience of HCNM where educational systems are divided according to the way in which different groups in society view history and decisive, historical events within their own country. This can often lead to a self-perpetuating separation of majority and minority communities as well as different ethnicities. We also see how historical narratives continue to be used to divide societies and occasionally to pit one group against another.

The Association for Historical Dialogue and Research (AHDR) from Cyprus is a non-governmental organization that is bi-communal both in terms of its focus area and its staff. It was established in 2003 by a group of history educators and researchers dedicated to the advancement of historical understanding and critical thinking amongst the public and, more specifically, amongst pupils, educators and civil society.

This initiative took place at a time of historic change: on 23 April 2003, travel restrictions between the two sides of the Green Line in Cyprus were relaxed and several thousand Greek Cypriots and Turkish Cypriots had their first chance since 1974 to cross the divide. Such a context provided renewed impetus for AHDR to further develop new ways to understand the past with an emphasis on multiperspectivity.

Throughout the last 13 years, AHDR demonstrated sustained commitment to building a multilingual and multi-faith society which celebrates diversity and promotes mutual respect and understanding.

For AHDR, controversial issues should not be avoided but rather approached in a critical and empathetic way. In order to do so, AHDR provides access to learning opportunities for individuals from different ethnic, religious, cultural and social backgrounds including teacher training sessions, cultural excursions, seminars and conferences. It developed a range of supplementary teaching materials in order to, *inter alia*, help address the legacies of a violent past.

The co-Presidents of AHDR are Kyriakos Pachoulides and Alev Tuğberk is a member of EUROCLIO – the European Association of History Educators – with whom it works in order to influence education reform processes and advance professional development training.

## *Members of the Jury*



### **Rainer Hofmann**

Dr. iur. Hofmann is Professor of Public Law, Public International Law and European Law at Goethe University, Frankfurt, Germany

Rainer Hofmann is Vice-President of the Board of the European Center for Minority Issues (ECMI) in Flensburg (Germany); a Member of the Executive and Management Board of the EU Fundamental Rights Agency, Vienna (Austria), representing the Council of Europe; and former President of the Advisory Committee on the Council of Europe Framework Convention for the Protection of National Minorities.



### **Nataša Kandić**

Founder of the Humanitarian Law Center, Belgrade, the Republic of Serbia

Nataša Kandić has a B.A. in Sociology and was founder of the Humanitarian Law Center in Serbia in 1992 where she held the position of Executive Director until 2012. At present, Kandić is Co-ordinator of the RECOM Process/ Human Losses in the Wars in the Former Yugoslavia. She has received 26 human rights awards and acknowledgements for her persistent and fearless work on documenting war crimes and the most serious human rights abuses in the former Yugoslavia.



### **Alexander Verkhovsky**

Director of the SOVA Center for Information and Analysis, Moscow, Russia

Alexander Verkhovsky's areas of research are political extremism, nationalism and xenophobia, religion and politics, as well as the misuse of anti-extremism policies in contemporary Russia. He has authored or co-authored several books on these issues, including: *Criminal Law in OSCE Countries against Hate Crimes, Incitement to Hatred, and Hate Speech*.





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### **Barbara Oomen**

Barbara Oomen is professor of the Sociology of Human Rights at Utrecht University in the Netherlands which is connected to University College Roosevelt, Middelburg, The Netherlands.

Barbara Oomen has published extensively on the realization of human rights worldwide – her most recent book is *Global Urban Justice: The Rise of Human Rights Cities* (CUP 2016). She sits on the Advisory Board of the Netherlands Human Rights Institute, the Netherlands Helsinki Committee and the Foundation Freedom Lectures. From 2016 to 2017, she is working on a project on human rights at the local level at the European University Institute in Florence, Italy.



### **Daniel Serwer**

Director of the Conflict Management Program at the Johns Hopkins School of Advanced International Studies, Washington, D.C., United States of America.

Daniel Serwer has worked on preventing interethnic and sectarian conflict in Iraq and has facilitated dialogue between Serbs and Albanians in the Balkans. As a minister-counselor at the U.S. Department of State, Serwer directed the European office of intelligence and research and served as U.S. special envoy and co-ordinator for the Bosnian Federation, mediating between Croats and Muslims and negotiating the first agreement reached at the Dayton peace talks

# *Rules of Procedure*

## *Max van der Stoel Award*

### **1. GENERAL**

- 1.1 The Max van der Stoel Award will be presented in recognition of extraordinary and outstanding achievements aimed at improving the position of national minorities in the OSCE area. It will be awarded to international organizations, non-governmental organizations, research institutes, government bodies or individuals with a record of excellence in this field.
- 1.2 The Award shall be presented every two years.
- 1.3 The Award shall consist of a cash sum of €50,000 and a certificate.
- 1.4 Award winners must indicate in advance how they wish to receive the cash award.
- 1.5 Award winners may spend the cash award as they deem appropriate. No restrictions may be imposed in this respect.

### **2. MANAGEMENT**

The management of the Award will be executed by the office of the OSCE High Commissioner on National Minorities (OSCE HCNM) in The Hague.

### **3. THE JURY**

- 3.1 The HCNM will be responsible for the constitution of the Jury.
  - 3.2 Members of the Jury shall be appointed for a maximum period of three terms leading to the presentation of the Award. When selecting candidates for the Jury, preference shall be given to persons with an international reputation for their work on behalf of national minorities and European security policy in relation to national minorities.
  - 3.3 If a member of the Jury has a hierarchical or comparable relationship with a prospective Award winner (e.g. is on the board or the supervisory council of a legal entity or is a relative or partner of a natural person), the Jury member in question shall not take part in compiling the list of five nominees for the Award. If, at the deadline for nomination, a relationship of this kind exists between more than two members of the Jury and prospective Award winners, the Jury shall be dissolved for one year. A new Jury shall be appointed for a period of eight months, consisting of the uncontested members of the previous Juries and the reserve members next in line on the reserve list, subject to the rules set out above concerning hierarchical or comparable relationships.
  - 3.4 The Jury shall formulate, in writing, the grounds on which the Award is given.
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#### **4. NOMINATIONS**

4.1 Nominations for Award winners shall be submitted to the Jury by:

- a) the OSCE Missions and Institutions;
- b) the OSCE Participating States through their Permanent Representations with the OSCE in Vienna; and
- c) the OSCE HCNM in The Hague.

4.2 The Award may not be shared.

#### **5. AWARD CEREMONY**

5.1 The Award shall be presented by the Minister of Foreign Affairs and the HCNM. The Minister shall incorporate in his speech the grounds for the Award, as formulated by the Jury.

5.2 Two representatives of the winning organization, or, if the winner is a natural person, the winner and one other person, shall be entitled to travelling expenses to The Hague and hotel accommodation for three nights, and shall receive the equivalent of the UN daily subsistence allowance (DSA). An extra allowance shall be granted if hotel bed and breakfast rates exceed 50 per cent of the UN DSA rate.

5.3 In consultation with the Netherlands Ministry of Foreign Affairs, the HCNM shall produce the certificate and a book for all guests present on those occasions.

#### **6. ACCOUNTABILITY**

The HCNM shall submit biennial reports to the Security and Defence Policy Division of the Ministry of Foreign Affairs for approval by the Ministry's Financial and Economic Affairs Department. Both the Ministry's internal and external accountants shall be authorized to inspect and comment on the reports.

