



# Pestalozzi Training Unit

Evaluation and assessment of transversal attitudes,  
skills and knowledge (EVAL)

## The refugee crisis in Europe – Putting solidarity to the test

by

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## Title

The refugee crisis in Europe – Putting solidarity to the test

## Brief description

The present training unit focuses on the European dimension of the refugee crisis. The aim is to explore answers to the following questions: To what extent will the European Union develop into a “Fortress Europe” or live up to its founding values of human rights and solidarity? How does the rule of law relate to this controversial situation? These questions and the present materials center around the concept of *solidarity*: solidarity within Europe, between nations, societies, social groups, ethnic groups and/or individuals. In the face of growing populism and misanthropy, this training unit asks the question to what extent and by whom *convivencia* can be protected/sustained or restored in our local school communities and beyond.

The training unit consists of activities for students aged 14 to 19 and activities based on lesson observations and discussions with teachers.

## Expected learning outcomes

The expected learning outcomes are formulated in terms of transversal attitudes, skills and knowledge as described in *TASKs for Democracy* (Mompoin-Gaillard and Lázár, 2015):

- ✓ Attitudes: Readiness to adopt the values of human rights and democratic citizenship as the foundations of living and acting (A\_HR\_2)
- ✓ Attitudes: Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustice (A\_HR\_4)
- ✓ Skills: Ability to draw on others’ diverse expertise and experience for the benefit of the group’s work (S\_COOP\_2)
- ✓ Knowledge: Understanding of the ways in which meanings of concepts are influenced by contexts and power relations (K\_EPIST\_2)

## Background and context

This training material was designed and used in a local context in Germany but is hopefully at least partly also adaptable to a more international, intercultural context, in order to help to better understand and analyse the political and social problems related to the present refugee crisis with special regard to European solidarity and a human rights-based attitude.

The activities were piloted with students and teachers in spring 2016 at the Geschwister-Scholl Comprehensive School, Bensheim, Germany. One lesson with students was embedded into a teacher training event called “Tasks for democracy – How to “really” teach democracy!?”. Five colleagues from my school met once before I started teaching my year 9 group of students, then observed a lesson and met once again for a discussion afterwards.

**Expected outcomes for teacher training “How to *really* teach democracy”**

- ✓ Colleagues develop their readiness to adopt the values of human rights and democratic citizenship as the foundations of living and acting together in our school by evaluating, discussing and developing further the democratic quality of our school community. (A\_HR\_2)
- ✓ Colleagues develop their ability to draw on each other’s diverse expertise and experience for the benefit of the school’s work by evaluating, discussing and developing further the democratic quality of our school community. (S\_COOP\_2)

**Summary table of activities for use with teachers:**

	<b>Duration</b>	<b>Methods used</b>
Activity 1: How democratic is our school?	30-45 minutes (depending on number of colleagues)	Individual work and group discussion
Activity 2: Preparing the lesson observation and observing classroom action	5+45 minutes	Individual work
Activity 3: Evaluating the learning potential of democratic learning with the TASKs approach	30-45 minutes	Reflection and evaluation in a group
Activity 4: My backpack for learning – action planning for democratic school development	30-60 minutes	Individual work and cooperative group work

## Activity 1: How democratic is our school?

Duration: 30-45 minutes

### Expected outcome:

- ✓ A group of teachers and/or social workers develop an understanding of how democratic learning in the classroom requires and encourages democratic school structures.

### Methods / techniques used:

Individual work, group discussion and debriefing

**Resources:** Task sheet *The democratic quality of my school* (see Appendix 1)

### Procedure:

1. Introduce the topic of democratic schools. It should be stated here that this involves how various school groups interact (parents, teachers, pupils), how schools are organized by the government or local authorities, how the school itself operates, how the teaching and learning process is structured and what the students' social life within school is like.
2. Ask the participants to fill in the A4 sheet '*The democratic quality of my school*' individually.
3. They should then present their rankings and their major findings and or/suggestions.
4. Then participants work out common positions and highlight their differences.
5. Record the main discussion points (in a file or on a poster or board)
6. Introduce the following lesson that the teachers will observe as an example of learning about and for democracy in the classroom. Present the relevant TASKs as expected learning outcomes.

### Tips for trainers:

- ✓ Depending on prior knowledge of the teachers who are present at this training, a shorter or longer introduction to the TASKs or to human rights education/democratic learning in general is needed.
- ✓ There will quite likely be a discussion of what exactly a "democratic school" stands for and/or about realistic democratic standards related to realistic time lines.
- ✓ It is useful to have at least one member of the school leadership among the participants to get their views on the topic and to communicate the gained insights to them.
- ✓ It might be useful to start the discussion (step 3) with those participants who haven't been part of the school community for too long.

## Activity 2: Preparing the lesson observation and observing classroom action

Duration: 5 + 45 minutes

### Expected outcomes:

- ✓ The participating teachers prepare for and observe classroom action with regard to democratic learning.

### Methods/ techniques used:

- ✓ Short introduction and then classroom observation

### Resources:

- ✓ List of relevant TASKs

### Practical arrangements:

- ✓ The classroom needs to be big enough to host the dilemma discussion (centre) and the group of observers (in the back).

### Procedure:

1. Ask participating teachers to focus on the following: Where do you see the potential of this dilemma discussion for learning about and for democracy in our school?
2. Give them the list of TASKs to prepare them for the observation:
  - ✓ Attitudes: Readiness to adopt the values of human rights and democratic citizenship as the foundations of living and acting (A\_HR\_2)
  - ✓ Attitudes: Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustice (A\_HR\_4)
  - ✓ Knowledge: Understanding of the ways in which meanings of concepts are influenced by contexts and power relations (K\_EPIST\_2)
3. The group of teachers observe the lesson. The lessons with students are described on the following pages. Ideally, the teachers should observe Activity 2 – Fortress Europe? A dilemma discussion.

### Activity 3: Evaluating the learning potential of democratic learning with the TASKs approach

Duration: 30-45 minutes

**Expected outcomes:**

- ✓ The individual teachers assess classroom action with regard to democratic learning.

**Methods/ techniques used:**

- ✓ Opinion line
- ✓ Group discussion

**Resources:**

- ✓ List of relevant TASKs

**Practical arrangements:**

- ✓ Quiet room on the school's premises

**Procedure:**

1. Ask participants to take their position on an imaginary opinion line according to how much they think the activities developed the attitudes, skills and knowledge that they aimed to develop.
2. Read out the TASK components one by one and ask participants to take a position on the opinion line:
  - ✓ Attitudes: Readiness to adopt the values of human rights and democratic citizenship as the foundations of living and acting (A\_HR\_2)
  - ✓ Attitudes: Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustice (A\_HR\_4)
  - ✓ Knowledge: Understanding of the ways in which meanings of concepts are influenced by contexts and power relations (K\_EPIST\_2)
3. Sit down with the group and ask them to justify their opinions.
4. Ask the participants to share all their observations with the group.

## Activity 4: My backpack for learning

Duration: 30-60 minutes

### Expected outcomes:

- ✓ Through this activity participants will be able to reflect on where they stand regarding a particular TASK component for acting as a responsible and active person who supports a sustainable democratic school community.
- ✓ Participants will develop an understanding of TASKs.
- ✓ Participants will recognize “where they are at” concerning specific TASKs.
- ✓ Participants will have started to relate the TASKs to school as a whole.

### Methods / techniques used:

- ✓ individual work

### Resources:

- ✓ List of TASKs and actions for the chosen TASK
- ✓ Set of markers of different colours
- ✓ A4 sheets
- ✓ This activity is adapted from *Tasks for Democracy* pp. 301-304

### Practical arrangements:

- ✓ Nice and quiet working atmosphere with enough space for every learner.

### Procedure:

1. Ask participants to answer the following questions:
  - a. What is important to me?
  - b. Read the list of TASKs.
  - c. Choose ONE component from the list that you are particularly interested in.
  - d. Write it down at the top of an A4 sheet. This will be your Picture 1.
2. Ask participants to draw bubbles underneath and put the following in the bubbles in an attempt to answer this question: Where am I “at”?
  - a. Please write in the bubbles of Picture 1, five things that you DO that reflect *where you feel you are at* with this TASK.
  - b. Read the description of the actions that exemplify the chosen component, and select a few more things that you DO and had not thought of.
  - c. Add them to the picture with another colour marker.
3. Next, ask participants to draw a stick figure with a backpack and four or five speech or thought bubbles. This will be their Picture 2 with the title ‘Re-construction-Action’.
4. They should complete Picture 2 by writing or drawing in the bubbles where they would like to be at 12 or 18 months later. They may use the TASKs as a helper. Ask them to answer the following questions.
  - a. How will I bridge Pictures 1 and 2?
  - b. What actions can I take to develop towards Picture 2?
  - c. What challenges do I expect to encounter?
  - d. What can I pack in the backpack?
5. Tell participants to choose up to seven of these actions and create a mind map or add them to a spider web. As they feel that they are making progress over time, they can color the mind map or spider web

accordingly.

6. If time allows, moderate a short debriefing session based on some of the following questions:
  - ✓ Can you tell us why you chose this particular TASK component and the elements in Picture 2?
  - ✓ Can you name two things that you learned about yourself while doing this activity?

**Tips for trainers:**

- ✓ These first sessions incorporating the lesson observation should be seen and communicated as the start of a longer school development process.



## Expected outcomes for teaching students in the classroom: “The refugee crisis in Europe”

- ✓ The students develop their attitudes with regards to human rights and equity by experiencing and reflecting on discrimination and injustice in a group-related and society/politics-related session.
- ✓ The students develop their co-operative skills by a) experiencing the collective wisdom of their group and b) preparing, carrying out and evaluating the dilemma discussion “Fortress Europe”.
- ✓ The students develop their knowledge and understanding of the ways in which meanings of concepts are influenced by contexts and power relations by a) debating dilemma-situations on personal, social and political level and b) exploring various reactions to the refugee crisis within the European Union member states (ranging from unlimited solidarity to categorical rejection).

### Summary table of the activities for use with students

Activity	Duration	Method
Activity 1: Identity cards (ice-breaking activity)	30 minutes	Individual work; pair work; cooperative group work
Activity 2: Fortress Europe? – a dilemma discussion	45-60 minutes	Discussion
Activity 3: The four stars of learning	20 minutes	Individual portfolio work
Activity 4: Solidarity - Are we talking about the same thing?	90-180 minutes	Concept learning
Activity 5: My backpack for learning	30-45 minutes	Re-learn activity based on the portfolios.

## Activity 1: Identity Cards

Duration: 30 minutes

### Expected outcomes:

- ✓ Participants get to know each other
- ✓ They start breaking down stereotypes
- ✓ Participants' awareness is raised of the fact that every individual is the bearer of cultural diversity
- ✓ Acceptance of diversity as a positive value for the environment and the survival of mankind
- A\_DIV\_1
- ✓ Ability to discover facts about other people's beliefs and practices S\_DIV\_2

### Methods/ techniques used:

- ✓ Individual work; pair work; group work

### Resources:

- ✓ Copies of blank identity cards for everyone
- ✓ Adapted from *TASKs for Democracy* pp. 55-56

### Practical arrangements:

- ✓ The room can be arranged café style with about four tables, each with four to six chairs. This will facilitate pair and group work.

### Procedure:

#### Step 1 (individual work and pair work)

1. Introduction: Tell participants that they have to write new identity cards for themselves.
2. Students are given the identity cards to fill (name, important physical feature, personal qualities, favorite food, drink, sport, season, song, poem, book, painting, film, country, ideal partner).
3. When finished, ask them to stand up and form two circles (an inner circle and an outer circle), facing each other.
4. Ask them to share and compare the information they have written on their identity cards with the person they are facing.
5. Participants on the outside move clockwise to the next person and repeat the activity.
6. If time allows, go full circle. Otherwise, after a few rounds ask the participants to go back to their seats.

#### Step 2 (individual and group work)

1. Ask the students to reflect individually on how they defined themselves two or three years ago and compare this to how they define themselves at present.
2. Let them share remarks on this activity in micro-groups of 3 or 4 people: Have there been many changes?
3. A volunteer from each group reports in plenary on the points discussed about changes in how they define themselves.

### Tips for trainers:

- ✓ The task sheet needs to be adapted to each particular learning group if used in classroom, especially with regard to the most striking physical feature and the ideal partner.

## Activity 2: Fortress Europe? A dilemma discussion

45-60 minutes
<b>Expected outcomes:</b> <ul style="list-style-type: none"><li>✓ Readiness to adopt the values of human rights and democratic citizenship as the foundations of living and acting (A_HR_2)</li><li>✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustice (A_HR_4)</li><li>✓ Inclination to see things from different perspectives (A_EPIST_3)</li><li>✓ Readiness to strive for mutual understanding and meaningful dialogue. (A_SELF_5)</li><li>✓ Ability to draw on others' diverse expertise and experience for the benefit of the group's work (S_COOP_2)</li><li>✓ Understanding of the ways in which meanings of concepts are influenced by contexts and power relations (K_EPIST_2)</li></ul>
<b>Methods/ techniques used:</b> <ul style="list-style-type: none"><li>✓ The dilemma method begins by confronting students with an individual's moral dilemma defined by the conflict between two (equally) strong values; in this situation between rather predictable and stable domestic politics within the EU and its member states and the human rights of people fleeing from war and persecution.</li></ul>
<b>Practical arrangements:</b> <ul style="list-style-type: none"><li>✓ Chairs arranged in a circle in a large room with a large empty space in the middle of the room</li><li>✓ Masking tape marking the middle line and splitting the large space in the middle into two halves</li><li>✓ A "Yes" sign in one of the halves and a "No" sign in the other</li></ul>
<b>Resources:</b> <ul style="list-style-type: none"><li>✓ This activity is based on <i>Heterogeneity in the classroom. Methods, examples and activities for human rights education</i> (Kaletsch and Rech, 2015: 143-145)</li><li>✓ A collection of arguments to introduce both sides (see examples in Appendix 2)</li></ul>
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. The dilemma situation – based on the arguments in Appendix 2 – is introduced to the participants and ends with a Yes/No decision: Should the EU improve its external border protection?</li><li>2. Ask the participants to contemplate and decide individually whether they stand on the "Yes" side or the "No" side.</li><li>3. There is no standing on the middle line.</li><li>4. The participants may show their approval/disapproval even more by standing closer to the line in the middle or further away from it.</li><li>5. Everybody is invited to describe and justify his/her choice of position. They should start their reasoning with "I stand here because ... ". This phase serves to explore the various dimensions of the dilemma situation.</li><li>6. All participants can speak but they don't have to. Just by choosing their position, they already express themselves.</li><li>7. Participants may speak several times if they so wish.</li></ol>

8. Make sure that this dialogue is not about convincing each other or to polish up their own positions.
9. Positions should not be regarded as carved in stone. Tell participants that if an argument convinced them, they can modify their positions.
10. In case this is not happening, people should be invited/encouraged to change their positions after listening to new perspectives.
11. Ask participants who move to explain their change of position if they so wish.

**Tips for trainers:**

- ✓ Dilemma discussions are not primarily looking for solutions/results, as any solution contains problematic consequences. They should rather encourage thinking in complexity, focussing on reasoning and weighing up of equally important criteria/values.
- ✓ The participants are asked to take a decision; they become emotionally involved and can discover the multiple dimensions of the issue. They might get to know conflicting emotions, feelings and values; they become more sensitive for diverse realities of life that might have been unknown before. They also see that there are no easy answers as it is a dilemma situation. The de-briefing/further analysis could also lead to more empathy with political actors/decision-makers on national or European level (based on Kaletsch and Rech 2015: 143-145).
- ✓ With regard to the procedure: The length and depth of the introduction needs to be adapted to the knowledge and experience of the participants and there might be a lot more arguments/personal experiences than the examples that you see in Appendix 2.
- ✓ The dialogue phase can be quite challenging especially if participants have strong emotions with regard to the question asked. Do intervene if one side is not chosen at all by the participants to ensure multiperspectivity. Furthermore, it is important to respect all perspectives but to also pick out as a central theme or even openly reject discriminating and non-democratic positions.
- ✓ The activity serves as an initial engagement with the issue and is then followed by a reflection on the democratic learning potential of this activity (Activity 3). The more subject-oriented debriefing consisting of a more analytical and argument-based clarification/breakdown of different aspects of the dilemma (the problem) will take place after Activity 4. The moral dilemma is then “given a political character, i.e., students discuss whether the problem is of a political nature and how a political decision could or should influence action. [...] This learning pathway is consistent with everyday approaches to morally relevant political processes, in that the dilemma’s moral aspect is addressed before the focus shifts to its political dimension. This order might not reflect the systematic approach of political science, but it engages with and propels forward the “natural” process of learners’ interaction with the dilemma.” (Reinhardt 2015: 149-150)

**References:**

Kaletsch, Christa and Rech, Stefan (2015): *Heterogenität im Klassenzimmer. Methoden, Beispiele und Übungen zur Menschenrechtsbildung (Heterogeneity in the classroom. Methods, examples and activities for human rights education)*, Bad Schwalbach.

The arguments pro and contra can be easily researched and updated by following the discussion on the EU’s immigration policy in international quality news agencies such as [bbc.co.uk](http://bbc.co.uk), institutional websites <http://www.unhcr.org/> and respective NGOs. A valuable source for politically balanced information on EU

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topics can be found here: <https://www.eurotopics.net/en/>

Reinhardt, Sibylle (2015): *Teaching Civics. A Manual for Secondary Education Teachers*, Opladen/Berlin/Toronto.

### Activity 3: The four stars of learning (My personal portfolio)

Duration: 20-30 minutes

**Expected outcome:**

- ✓ The pupils reflect on their learning progress with/without supervision with regard to the four chosen TASK components.

**Methods/ techniques used:**

- ✓ The pupils use a task-oriented portfolio that contains four different levels of proficiency and can be related directly to certain learning activities.

**Resources:**

- ✓ A portfolio that can be worked on over a longer period of time (see Appendix 3)

**Practical arrangements:**

- ✓ The portfolio needs to be prepared for the specific needs of a particular learning group by the teacher.
- ✓ The learners will need to be able to choose their own individual components as far as this is possible with regard to the collective learning environment.
- ✓ It is important to give sufficient time to work on the portfolio individually as well as time to discuss the portfolio with fellow pupils and/or teachers.

**Procedure**

1. The portfolio sheet is presented to the learning group: it contains the selection of the TASKs components as used in the activities earlier (see Appendix 3).
2. Ask learners to mark where they think they are at with regard to their TASK competence.
3. The students choose the tasks they will work on specifically; there will also be components every student has to work on.
4. Inform the students that the portfolio will be used once more (or in several stages during the learning process) to reflect on the question whether any progress has already been made and if not, why not. The portfolio will also be used to look back on the learning process with the help of the materials/texts used and any other available documentation. If adequate, the portfolio can also be used as a basis to prepare for an exam, a class test, etc.

**Tips for trainers:**

- ✓ The learners should be asked first if they agree to “leave” the dilemma situation and to reflect on the learning process. Encouraging them to start reflecting on the process can also be helped by collecting the Yes/No signs and by changing the seating arrangements.
- ✓ The markings on the portfolio, which are awarded by the students, should not be seen in a mathematical way; they are rather the basis for discussion.
- ✓ The portfolio can be even better used in a digital learning environment (e-portfolio).
- ✓ The debriefing of Activity 2 (Dilemma discussion), Activity 3 (The four stars of learning) and Activity 5 (My backpack for learning) should be seen and communicated as integral parts of the process.

## Activity 4: Solidarity - Are we talking about the same thing? Concept learning

Duration: 90-120 minutes
<b>Expected outcomes:</b> <ul style="list-style-type: none"><li>✓ The group realizes that – regarding the EU refugee crisis – the concept of solidarity is often used strategically by working with various concepts of (European) solidarity in diachronic and synchronic perspectives.</li><li>✓ The group realizes that co-operative learning strategies lead to better results for all.</li></ul>
<b>Methods/techniques used:</b> <ul style="list-style-type: none"><li>✓ Individual work, group work, group discussion</li></ul>
<b>Resources:</b> <ul style="list-style-type: none"><li>✓ The trainer needs to be well-informed with regard to the concept that is being worked on. An issue-related analysis is helpful for this: What are the core ideas of the concept of solidarity, a term that is often used with regard to Europe but rarely challenged. Check two definitions here:<ul style="list-style-type: none"><li>○ <a href="https://www.merriam-webster.com/dictionary/solidarity">https://www.merriam-webster.com/dictionary/solidarity</a></li><li>○ <a href="https://en.wikipedia.org/wiki/Solidarity">https://en.wikipedia.org/wiki/Solidarity</a></li></ul></li><li>✓ See also translated notes from Nohlen, Dieter and Florian Grotz (ed.): Kleines Lexikon der Politik, (pp. 501-503) and other recommended texts and sources in Appendix 4</li></ul>
<b>Procedure:</b> <ol style="list-style-type: none"><li>1. Start the session with individual brainstorming on the concept of solidarity. Ask students the following question: If you were to create a definition of the concept solidarity, which are the three aspects the definition would certainly include?</li><li>2. Ask students to get together in groups of four and present the aspects they have chosen to each other. Make sure everyone understands each other's choices and find similarities/differences.</li><li>3. Tell students to create a common working definition on the basis of the elements each participant has identified.</li><li>4. All groups present their working definitions to the plenary.</li><li>5. The micro-groups are given texts, newspaper articles that contain various definitions and understandings of the term solidarity, e.g. "Resistant to migrants, Poland debates the meaning of solidarity", in: The Economist, September 15, 2015. The participants of each group start to fill in the work sheets (see example in Appendix 5) individually in order to systematically analyze the political and social situation and then share their findings.</li><li>6. For the debriefing discussion, you may want to raise the following questions:<ul style="list-style-type: none"><li>✓ At first solidarity seems to evoke rather positive associations. Why?</li><li>✓ How do solidarity and political interests go together?</li><li>✓ Whom do I/we act in solidarity with? Why?</li><li>✓ How can I/we show more solidarity with people fleeing from war and terror?</li></ul></li></ol>

- ✓ How can the EU develop more solidarity with member states on the EU border such as Malta, Greece, Italy or Spain?
- ✓ How can solidarity be justified?

**Tips for trainers:**

- ✓ The present situation in Europe shows increasingly divided and polarized societies. Fundamentalist, religious, ethnic and cultural perceptions of “Us” and “Them” play an ever more important role in the ongoing crises and upheavals in today’s world. The short, medium and long term impacts of the refugee crisis and the financial crisis are of major relevance for an understanding of the future of the EU. The concept of solidarity seems to have an enormous explanatory potential in this respect. On the one hand, the Charter of Fundamental Rights of the EU explicitly states SOLIDARITY as one of the main principles, on the other hand, the solidarity between EU member states has been put to the test with regard to the common immigration policy for many years. As of now (January 2017), the member states and the EU as a whole have failed the test. The “old” Dublin system is not working or has never been working; a new, more solidarity-based system is not in sight, even though Malta will preside the EU for the next months to come.
- ✓ Appendix 4 contains further examples for good articles to use as well as key issues to raise in this activity. It is important to guarantee multiperspectivity with regard to this controversial topic. Eurotopics.net offers Europe’s press comments also with regard to the refugee crisis in four languages (English, French, German and Turkish).
- ✓ The use of concept maps could prove to be a very promising alternative.



## Activity 5: My backpack for learning

Duration: 30-60 minutes

### Expected outcomes:

- ✓ Through this activity participants will be able to reflect on where they stand regarding a particular TASK component for acting as responsible and active people.
- ✓ Participants will develop an understanding of TASKs.
- ✓ Participants will recognize “where they are at” concerning specific TASKs.

### Methods / techniques used:

- ✓ individual work

### Resources:

- ✓ Personal portfolio
- ✓ List of TASKs and actions for the chosen TASK
- ✓ Set of markers of different colours
- ✓ A4 sheets
- ✓ This activity is adapted from *Tasks for Democracy* pp. 301-304

### Practical arrangements:

- ✓ Nice and quiet working atmosphere with enough space for every learner.

### Procedure:

1. Ask students to answer the following questions:
  - a. What is important to me?
  - b. Read the list of TASKs.
  - c. Choose ONE component from the list that you are particularly interested in.
  - d. Write it down at the top of an A4 sheet. This will be your Picture 1.
2. Ask participants to draw bubbles underneath and put the following in the bubbles in an attempt to answer this question: Where am I “at”?
  - a. Please write in the bubbles of Picture 1, five things that you DO that reflect *where you feel you are at* with this TASK.
  - b. Read the description of the actions that exemplify the chosen component, and select a few more things that you DO and had not thought of.
  - c. Add them to the picture with another colour marker.
3. Next, ask participants to draw a stick figure with a backpack and four or five speech or thought bubbles. This will be their Picture 2 with the title ‘Re-construction-Action’.
4. They should complete Picture 2 by writing or drawing in the bubbles where they would like to be at 12 or 18 months later. They may use the TASKs as a helper. Ask them to answer the following questions.
  - a. How will I bridge Pictures 1 and 2?
  - b. What actions can I take to develop towards Picture 2?
  - c. What challenges do I expect to encounter?
  - d. What can I pack in the backpack?

7. Tell participants to choose up to seven of these actions and create a mind map or add them to a spider web. As they feel that they are making progress over time, they can color the mind map or spider web accordingly.
8. If time allows, moderate a short debriefing session based on some of the following questions:
  - ✓ Can you tell us why you chose this particular TASK component and the elements in Picture 2?
  - ✓ Can you name two things that you learned about yourself while doing this activity?

**Tips for trainers:**

- ✓ The connection between each task/material and each TASK component is sometimes difficult to make; too much reflection might slow down/fragment the learning process.

## References

- Kaletsch, Christa & Rech, Stefan (2015). *Heterogenität im Klassenzimmer. Methoden, Beispiele und Übungen zur Menschenrechtsbildung*. Debus Pädagogik, Schwalbach/Ts.
- Mompont-Gaillard, P., & Lázár, I. (2015). *TASKs for democracy. 60 activities to learn and assess transversal attitudes, skills and knowledge*. Pestalozzi series no. 4. Strasbourg: Council of Europe.
- Nohlen, Dieter and Florian Grotz (ed.): *Kleines Lexikon der Politik* (pp. 501-503).
- Reinhardt, Sibylle (2015). *Teaching civics. A Manual for Secondary Education Teachers*, Opladen.

## Appendices

- Appendix 1 Task sheet for teachers (How democratic is my school?)
- Appendix 2 Likely arguments in the dilemma discussion (Activity 2 with students)
- Appendix 3 Sample portfolio
- Appendix 4 Further resources for Activity 4
- Appendix 5 Sample task sheets for Activity 4
- Appendix 6 Photos illustrating the piloting of this training unit

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## Appendices

### Appendix 1

#### Task sheet for teachers

### The Democratic Quality of my School

Please indicate on the following scale how democratic our school is to you:

1 2 3 4 5 6 7 8 9 10

What has contributed to reaching the existing democratic quality in our school?

What needs to happen to improve the democratic quality of our school?

by 1 point:

by 2 points:

by 3 points:

## **Appendix 2**

### **Materials for Activity 2 with the students**

#### **Fortress Europe: Should the EU improve its external border protection?**

##### **Likely arguments for Yes:**

The situation of the people in their original countries needs to be improved; Europe is too small to take in so many people; there is a danger of destabilizing European societies.

A fair division of refugees needs to be developed first within the EU; we need a lot of more time.

Refugees worldwide should not be encouraged to come to Europe.

Legal and safe ways of migration need to be created first such as ferries, special contingents etc.

Many people in Europe feel that it is too much for them and vote for and openly support right-wing, populist and openly aggressive parties, who have already been voted into parliament, even government and thus into power in many European countries.

The EU cannot solve major global problems, cannot integrate a great number of refugees without severely endangering its own wealth and social peace.

Borders need to be controlled by states or state-like entities like the EU, otherwise the states or institutions lose their legitimacy and coordinated political actions become impossible.

The European Border and Coast Guard Agency is a step in the right direction.

Migration partnerships with key countries of origin or transit should prevent irregular migration by offering financial and technical assistance.

“The selective outsourcing of some elements of the EU’s immigration policy to third countries must therefore be viewed as a necessary evil to help reduce some of the current tensions at the Union’s external borders and to enable the EU executive and the member states to gradually engage in a less passionate examination of the continent’s common immigration policy.” (Solon Ardittis on WorldPolicyBlog: Has the EU Improved External Border Protection?, October 24, 2016)

##### **Likely arguments for No:**

The human rights of the refugees come first; there is a clear moral responsibility to help them.

The present situation in most transit countries does not guarantee human dignity.

People die on the sea; lives need to be saved; traffickers need to be made redundant.

The people in Europe should show more global solidarity.

There is a chance for a younger, more multi-cultural Europe.

The EU seems unfit to decide on these issues in the near future; immediate action needs to be humanitarian.

The EU won the Nobel Peace Prize not so long ago.

EVAL, 2015/2016

It is dangerous to entrust key countries of origin or transit with immigration control policies due to poor human rights records and often discretionary uses of rule of law (Solon Ardittis on WorldPolicyBlog: Has the EU Improved External Border Protection?, October 24, 2016)

**Appendix 3**

**Model structure for a TASK-related portfolio**

	*	**	***	****	Related activity/texts/pictures
Component 1: e.g. Readiness to adopt the values of human rights and democratic citizenship as the foundations of living and acting A_HR_2					Dilemma discussion
Component 2: e.g. Ability to draw on others' diverse expertise and experience for the benefit of the group's work S_COOP_2					Placemat on the concept of SOLIDARITY
Component 3: e.g. Understanding of the ways in which meanings of concepts are influenced by contexts and power relations K_EPIST_2					
...					
...					

## Appendix 4

### Suggested resources to be used in Activity 4

**Translated notes from Nohlen, Dieter and Florian Grotz (ed.): Kleines Lexikon der Politik, (pp. 501-503):**

- ✓ Solidarity stands for a mutual obligation – as members of a group, community or organization – to support each other/to assume responsibility for each other.
- ✓ Solidarity arises from common interests and beliefs and is based on a sense of belonging.
- ✓ Solidarity is demanded by/attributed to social classes, nations, communities of the insured, countries from the “third world” or to mankind as god’s creation.
- ✓ Solidarity can be seen as a means to an end; it can also be seen as a value in its own (permanent orientation of a person).
- ✓ Solidarity can be a cipher for interdependence; it can also be formulated as a normative consequence of this interdependence.
- ✓ The concept of solidarity can be used to justify redistributions; it can also be used to ask other groups/communities/... to moderate their claims.
- ✓ The core of the challenges/problems associated with the concept of solidarity is the following: relations grow into obligations and commitments that need to be accounted for/that need to be justified in a comprehensible way.

#### **The following questions arise out of this:**

Who exactly determines the communities/groups that demand/provide for solidarity?

What kind of solidarity is asked for? To what degree? In which situations?

#### **Questions to ask oneself as a teacher with regards to the refugee crisis:**

- ✓ Who acts in solidarity with whom?
- ✓ Should solidarity be a voluntary project? Should it be enforced?
- ✓ Who supports which view? Why?
- ✓ Where do I/we stand with regard to solidarity?
- ✓ Whom should I/we act in solidarity with more?
- ✓ Whom do I/we act in solidarity with most?

#### **Recommended articles:**

“Resistant to migrants, Poland debates the meaning of solidarity”, in The Economist, September 15, 2015.

The key aspects to be found with regard to solidarity in the article in The Economist are:

- The willingness to help Europe or Muslims is in short supply in Poland.
- Poland wants full control over which asylum seekers it lets in.
- The prospect of accepting large numbers of Muslim refugees in the name of European solidarity seems to be a step too far for a country whose politics are shifting to the right.
- The initial EU refugee quota of 2.000 is not accepted.



EVAL, 2015/2016

- Should an exodus of Ukrainian refugees ever take place, Poland would need EU solidarity.
- With its resistance to sharing Europe's migrant burden, Poland has placed itself back in what the German press calls "the merciless four": the Visegrád group, along with Hungary, the Czech Republic and Slovakia. All seem to have repressed the memories of Western countries offering their citizens asylum in 1956, 1968 and 1981.

A more up to date text can be found on [timesofmalta.com](http://timesofmalta.com): Malta cast doubt on flexible solidarity (published on November 8, 2016)

Another VERY useful source is [eurotopics.net](http://eurotopics.net), where articles from European newspapers are collected systematically and translated into English, German and French, such as the following article taken from <http://www.eurotopics.net/en/153868/reflexions-on-the-future-of-europe> (e.g. Tomas Čyvas demands a new Iron Curtain (March 16, 2016, taken from [lrytas.lt](http://lrytas.lt)). Key aspects with regard to solidarity are: Refugees are seen as one homogeneous, dangerous group that needs to be kept out of Europe (no solidarity at all).

BBC news (<http://www.bbc.com/news/world-europe-33152890>): EU solidarity damaged by splits on migrants and Greece (June 16, 2016) = excellent deconstruction of SOLIDARITY within the EU

## Appendix 5

### Task sheet for Activity 4

**The refugee crisis in Europe – putting SOLIDARITY to the test**  
Analysis: The political use of the term “SOLIDARITY”

	Who asks for solidarity and why? (Which interests are linked to the demand for more solidarity?)	How to justify this solidarity?	Which groups or communities are referred to, which sense of belonging?	How could solidarity with refugees be strengthened? How could solidarity among the member states be strengthened?
Text 1:				
Text 2:				
Text 3:				

## Appendix 6

### Photos illustrating the piloting of this training unit

Melena, Nawal, Lea, Annika

The refugee crisis in Europe – putting SOLIDARITY to the test      Analysis: The political use of the term "SOLIDARITY" (March 18, 2016)

	Which interests are linked to the demand for more solidarity?	How to justify the mutual obligation to support each other?	Which groups or communities are referred to, which sense of belonging?
Germany Text 1: Solidarität mit Deutschen	<ul style="list-style-type: none"> <li>• sozial Schwache fördern</li> <li>• keine Konkurrenz zu den Flüchtlingen entstehen lassen</li> </ul>	<ul style="list-style-type: none"> <li>• Deutsche Bürger werden vernachlässigt</li> </ul>	<ul style="list-style-type: none"> <li>• sozial schwache Deutsche (speziell Brandenburger)</li> </ul>
Central and Eastern Europe Text 2: EuroTopics Text 3: Poland and the refugees	<ul style="list-style-type: none"> <li>• lieber verarmt werden als Flüchtlinge aufnehmen (gegen Solidarität)</li> <li>• Es wird Flüchtlinge aufnehmen aber die ganze Kontrolle siehe Zettel</li> </ul>	<ul style="list-style-type: none"> <li>• man kann Solidarität nicht erzwingen</li> <li>• Solidarität geht nicht nur in eine Richtung</li> <li>• siehe Zettel</li> </ul>	<ul style="list-style-type: none"> <li>• Flüchtlinge</li> <li>• EU</li> <li>• siehe Zettel</li> </ul>
European Union Text 4: Preamble Treaty of Europe	<ul style="list-style-type: none"> <li>• Rechte von Menschen beachtet werden</li> <li>• Democracies, Freedom etc.</li> </ul>		<ul style="list-style-type: none"> <li>• mächtigste Leute (Präsidenten etc.)</li> </ul>
Meeting of European Commission and faith leaders Text 5: Reaffirming global solidarity	<ul style="list-style-type: none"> <li>• jeder sollte etwas für Solidarität tun (auch wenn es nur kleine Taten sind)</li> </ul>	<ul style="list-style-type: none"> <li>• Humanität soll erhalten bleiben</li> </ul>	<ul style="list-style-type: none"> <li>• 60 Mio. Flüchtlinge (Gezwungen zum Verlassen der Heimat)</li> <li>• &amp; Retritt jeden</li> </ul>

9gc Politik & Wirtschaft bilingual (Gebauer)

Co-operative learning structures / Rollenverteilung während der Gruppenarbeit

Four Roles / vier Rollen:

- Tracers / Vorantreiber:** the task of the Tracer is to facilitate the group process. S/he has to keep the ground hot on the trail, on the given task. For example, s/he makes sure that the work results are summarised to help move on with the task.

Lea      Tobias      Johannes
- Encouragers / Ermutiger/innen:** the task of the Encourager is to ensure equal access and participation for all the group members. S/he is a practical helper, who has to ensure that everybody contributes to the work equally. For example, s/he may encourage silent members to express themselves and talkative members to „rest“ if needed.

Nawal      Melena      Benedikt
- Timers / Zeitwächter/innen:** the task of the Timer is to help the micro-group be on time by finding common solutions, and help the group find efficient ways to complete its task on time. For example, s/he helps micro-groups members find quicker ways to carry out their activity.

Melena      Mattia      Damiano
- „Writers“ / Schreiber/in:** the task of the Writer is to ensure that every group member's voice is taken into account and recorded. S/he makes sure each member has written something on the final document.

Annika      Emma      Paula

**Important note / Wichtiger Hinweis:**

Micro-group roles are always designed for a member of a micro-group to help the other members of the micro-group „do“ and „act“ together rather than „do“ and „act“ on his/her own.