



Pestalozzi

Strengthening education for
democracy (STED)

Effective participation in a culture of
democracy in a diverse school context

by

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Effective participation in a culture of democracy in a diverse school context

Brief description

In view of the contemporary situation in Europe and in many other parts of the world, systems of education and teachers themselves are responsible in a special way for the development of competences which strengthen democracy. Transversal attitudes, personal development, skills and knowledge leading to democratic citizenship and participation in intercultural dialogue should be regarded as one of priorities in education. This area will be the main focus of the training (comprising three sessions and evaluation) which refers to the document of the Council of Europe: “Competences for Democratic Culture; Living together as equals in culturally diverse democratic societies”. Participants of the training are expected to raise their awareness of the importance of the competences listed in the above-mentioned publication, confront them with their own educational context and effectively develop them through participation in practical exercises.

Expected outcomes

Participants will :

- ✓ raise awareness of the importance of competences described in the Model of Competences for Democratic Culture;
- ✓ expand conflict resolution skills in school context;
- ✓ deepen openness and develop positive attitudes towards people who are perceived to have different cultural affiliations;
- ✓ acquire knowledge and develop critical understanding of language and communication.

Activities

	Duration	Methods used
Activity 1: Conflict resolution for enhancing a more friendly school	110 minutes	<ul style="list-style-type: none"> ➤ Individual reflection ➤ Group work ➤ Plenary discussion
Activity 2: New child in a school	110 minutes	<ul style="list-style-type: none"> ➤ Group work ➤ Poster design ➤ Presentation ➤ Debriefing
Activity 3: Words may hurt	110 minutes	<ul style="list-style-type: none"> ➤ Individual reflection ➤ Group work ➤ Plenary discussion
Activity 4: Evaluation	50 minutes	<ul style="list-style-type: none"> ➤ Individual work ➤ Group or plenary sharing

Background and context

This training unit is prepared for teacher trainers, but can very easily be adapted for classroom use. It was piloted in March 2017 in Poland with educational advisers who both teach at schools and also provide in-service teacher training, guaranteeing a multiplying effect in the process of implementing the outcomes of the training in a wide educational context.

Generally participants liked the general concept of the sessions which made reference to participants' own educational context and real situations and problems they cope with. Trainees expressed their positive opinions about the importance of the contents of the training in view of the current political and social situation in Europe and problems to be solved. The form of the training which was based on active methods and trainees' involvement, which enabled exchange of opinions, was highly appreciated by participants.

They found the list of competences important for the development of a democratic society a very good idea and a good starting point for shaping them in schools.

The main difficulty encountered by the trainer which paradoxically could also be regarded as advantage was the fact that practically all participants tended to express their opinions referring to a wider political context. It was a problem for the trainer to keep to the time regime but in many cases group and plenary discussions opened new topics which can be incorporated in future forms of training.

Activity 1: Conflict resolution for enhancing a more friendly school

Duration: 110 minutes

Expected outcome

Participants will:

- ✓ Reflect on one's own context in view of conflicts which stem from the lack of democracy;
- ✓ Work on CDC Model with reference to conflict resolution.
- ✓ Identify, analyse, relate and contextualise the causes and other aspects of conflicts;
- ✓ Identify common ground on which agreement between conflicting parties can be built,
- ✓ Identify options for resolving conflicts, refine possible compromises or solutions.

Methods/ techniques used

- ✓ Individual reflection
- ✓ Group work
- ✓ Plenary discussion

Resources

- ✓ Any pictures, cut in 4 (as many pictures as many groups you plan to form)
- ✓ Appendix 1 (on A3 paper, one per group)
- ✓ Appendix 2 (one per participant)

Practical arrangements

- ✓ Arrange tables for a group work.

Procedure

Step 1 (20 min)

- ✓ Participants are divided into four groups – they pick a piece of card (which were cut into four pieces already) and reconstruct them. Participants whose parts make up a complete card form a group of four.

- ✓ Each participant reflects individually on situations, approaches in his/her own educational context which lead to conflicts and most likely stem from a lack of democracy. Each trainee lists them on separate small pieces of paper.

Step 2 (15 min)

- ✓ Each member of the group presents his/ her list of conflicts in word rotation (first member presents one description of conflict, then second person presents one, third person one, etc, then repeating same circle till everyone finishes their list).
- ✓ Group writes down its common list consisting of 3 of the most serious (in the eyes of the group) conflicts in the left column of a poster (appendix 1).

Step 3 (15 min)

- ✓ Participants, as a group, analyse the CDC Model (appendix 2) and discuss which competences would be useful to resolve the problem and write them down in the middle column of the poster.

Step 4 (20 min)

- ✓ Trainees start discussions on the possible ways of resolving the problems and fill in the right column of the poster.

Step 5 (20 min)

- ✓ Each group presents the outcomes of their work in a plenary session in group rotation (one group presents one, another group one, etc, then repeating the circle). Other groups are invited to offer their own suggestions on resolving conflicts listed by other groups.

Step 6 - Debriefing (20 min)

- ✓ What was the first idea that came to you mind when you were reflecting on conflicts in your own context? How did you feel when talking about conflicts in your institution?
- ✓ What part of the session did you like most?

- ✓ Is there anything you would change/ modify in this session?
- ✓ Was it easy to devise conflict resolutions in group work?
- ✓ How useful is the Model in identifying essential competences for democracy?
In what way would you use it work with your students and colleagues?

Tips for trainers

- ✓ Participants may have problems in identifying conflicts concerning the lack of democracy in their own schools (or they may not be willing to reveal them so as not to spoil the image of their institution). In such cases they may consider a hypothetical problem that is likely to happen or a case that has taken place in some other school.

Activity 2: New child in a school

Duration: 110 minutes

Expected outcome

Participants will:

- ✓ Look at the school context from a reversed perspective.
- ✓ Develop sensitivity towards diversity and to world views, beliefs, values and practices which differ from one's own;
- ✓ Develop willingness to suspend judgement and disbelief of other people's world views, beliefs, values and practices, and willingness to question the "naturalness" of one's own world view, beliefs, values and practices.

Methods/ techniques used

- ✓ Group work
- ✓ Poster design
- ✓ Presentations
- ✓ Debriefing

Resources

- ✓ Stickers (little strips of paper or dots), one per participant, as many different colours as many groups as you want to form.
- ✓ Materials for making posters

Practical arrangements

- ✓ Arrange tables for a group work.

Procedure

Step 1 (10 min)

- ✓ Participants are divided into four groups of four this way: they stand in a circle and close their eyes. The trainer uses stickers (little strips of paper or dots) in four colours and puts them on the backs of all participants. They are to find, without talking, other people marked with the same colour and form working groups.

Step 2 (10 min)

- ✓ Each group creates a profile (nationality, native language, religion, practices,

etc.) of an immigrant/ refugee student who has been attending classes in a new country for three months. The group can describe a real case from their school context.

Step 3 (20 min)

- ✓ Groups look at the realities of the new school through the eyes of that student and make a list of difficulties that he/she encountered (mainly those which are connected with student's affiliations, beliefs, world views and practices which differ significantly from those prevailing in school). Groups prepare a poster with the symbol of the student and speech balloons which look like fragments of a diary and express student's coping with difficult situations.

Step 4 (15 min)

- ✓ Groups present their posters and explain its contents to other groups.

Step 5 (20 min)

- ✓ After groups' presentations posters are given to new groups which consider steps/ strategies which could be undertaken to solve the identified problems and eventually result in creating a friendly context for the student.

Step 6 (15 min)

- ✓ Plenary presentation of the outcomes.

Step 7 - Debriefing (20 min)

- ✓ How did you feel looking at the school realities through the eyes of an immigrant?
- ✓ How do you think colleagues in your school can react doing this activity?
- ✓ How do you think kids in your school would react doing this activity?
- ✓ Which of the strategies would be hard to implement in your school? Why?
- ✓ What would you change in the format of the activity to use it with your students and peers?

Tips for trainers

- ✓ This activity can be based on analysis of any situation about a new child in school. Kids from same country (not only migrants) may experience a lot of difficulties in new school, even if they have same religion or nationality.

Activity 3: Words may hurt

Duration: 110 minutes

Expected outcome

Participants will :

- ✓ Raise awareness of the impact of hate speech upon human dignity and human rights.
- ✓ Develop critical understanding of the socially appropriate verbal and non-verbal communicative conventions that operate in the language which one speaks.
- ✓ Understand the social impact and effects of communication styles on others.

Methods/ techniques used

- ✓ Individual reflection
- ✓ Group work
- ✓ Poster presentations

Resources

- ✓ Appendix 3 (cut to separate pictures. There should be as many pictures as participants you have and as many groups you want to form).
- ✓ Appendix 4
- ✓ A2 paper for poster (one per group)
- ✓ screen

Practical arrangements

- ✓ Arrange tables for a group work.

Procedure

Step 1 (10 min)

- ✓ Trainer divides participants into new groups. Participants draw different cards with symbols from an envelope (appendix 3). Those who share the same symbol form a group.
- ✓ Each member of the group formulates his/her own definition of hate speech.

Step 2 (10 min)

- ✓ On the basis of individual definitions groups formulate their group definition of hate speech and write it down on a poster.

Step 3 (10 min)

- ✓ Posters are displayed on the wall and one representative of the group stands next to the group poster ready to explain the group's understanding of hate speech. Other members walk around and analyse other groups' definitions written on posters. Give the possibility for every participant to visit every poster (make representatives change from time to time).

Step 4 (10 min)

- ✓ Trainees come back to their original groups. The trainer displays on the screen examples of definitions of hate speech from various resources (e.g. dictionaries, Appendix 4).
- ✓ Trainees reflect in groups on other definitions (whether the term hate speech is understood in the same way by all groups and make sure they did not miss any important aspect of it in their group definition).

Step 5 (10 min)

- ✓ Groups write down examples of hate speech from their school context on their group poster, next to the definition, and discuss why they are regarded as hurting, offensive and unacceptable in a democratic culture.
Examples can refer to the following and any other categories:
 - race
 - nationality
 - gender
 - sexual orientation
 - religion
 - political orientation (political views)

Step 6 (20 min)

- ✓ Groups discuss the issue of effective strategies of eliminating hate speech considering their own school context and prepare a list on same poster.

Step 7 (20 min)

- ✓ Presentation of the outcomes by all groups during plenary and in group rotation.

Step 8 - Debriefing (20 min)

- ✓ How did you feel when analysing examples of hate speech?
- ✓ What is the level of awareness of the negative impact of hate speech in your institution?
- ✓ To what extent could the strategies devised in the group work be successfully implemented in your professional context?

Tips for trainers

- ✓ If there is a possibility, before the training ask participants to collect examples of hate speech either from their school context or from the media
- ✓ When discussing examples of hate speech focus on the reasons of why they hurt people. There is a danger that some examples may consolidate stereotypes, that's why they have to be explained from the perspective of the victim.

Activity 4: Evaluation

Duration: 50 minutes

Expected outcome is to get :

- ✓ Feedback information about the organisation, programme, selection of activities and the form of the training.
- ✓ Information on the extent to which participants identify themselves with the general philosophy of the training.
- ✓ Information from participants about possible ways of implementing the themes of the training in their school.

Methods/ techniques used

- ✓ Individual work
- ✓ Group or plenary sharing

Resources

- ✓ Appendix 2 (one per participant)
- ✓ Appendix 5 (one per participant)

Practical arrangements

- ✓ Create a space to sit in a circle.

Procedure

Step 1 (20 min)

- ✓ Trainees sit in a circle and express their opinions about the training one by one – what they liked about it, what was not successful, what can be transferred to their own context

Step 2 (10 min)

- ✓ Trainees additionally complete an evaluation sheet.
- ✓ After two months trainees reflect on the training in writing (they may again use appendix 5)

Step 3 - Debriefing (20 min)

- ✓ Invite participants to look at Competences model (appendix 2) and individually answer the following questions:
 1. What did you learn during the training? Which competences did you expand or develop?
 2. To what extent can the idea of the Competences for Democratic Culture be implemented in your institution – among your peers and students?
- ✓ Invite participants to share their answers. Depending on the situation, sharing can be done in plenary or small groups.

Tips for trainers

- ✓ Both oral and written forms are used as not all participants are willing to express openly their opinions during plenary session. Some feel more comfortable answering questions in writing.
- ✓ Evaluation in a short form after two months will make it possible to have an insight into participants' opinions from a longer time perspective and after having an opportunity to confront the contents of the training with current situations at school.

References

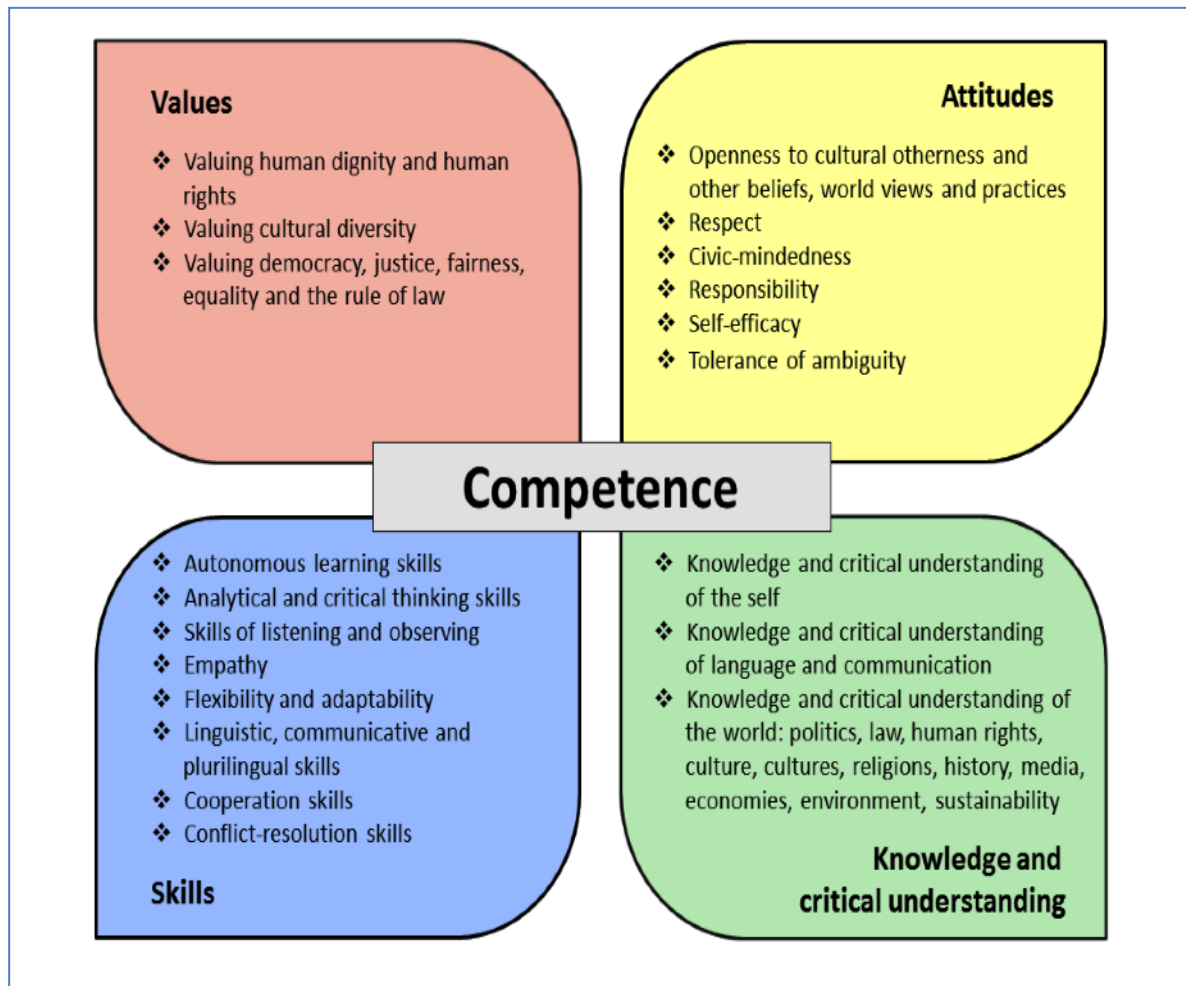
1. Pestalozzi series N°4: “TASKs for democracy – 60 activities to learn and assess transversal attitudes, skills and knowledge (TASKs)”
2. Pestalozzi series N°3: Developing intercultural competence through education.
- 3.** COMPETENCES FOR DEMOCRATIC CULTURE: Living together as equals in culturally diverse democratic societies,- Council of Europe, March 2016.

Appendices

Appendix 1:

Conflicts	Competences essential for resolving conflicts	Suggested resolutions

Appendix 2:



Appendix 3:

<https://www.google.pl/search?q=sticker&client=firefox-b&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwitkomDndrQAhVEC8AKHUvuD9cQ7AkIOg&biw=1024&bih=643#imgrc=wvLivQqbDd0mCM%3A>



Appendix 4:

Hate speech is speech that attacks a person or group on the basis of attributes such as gender, ethnic origin, religion, race, disability, or sexual orientation. In the law of some countries, hate speech is described as speech, gesture or conduct, writing, or display which is forbidden because it incites violence or prejudicial action against or by a protected individual or group, or because it disparages or intimidates a protected individual or group.

https://en.wikipedia.org/wiki/Hate_speech

Hate speech - speech that attacks, threatens, or insults a person or group on the basis of national origin, ethnicity, colour, religion, gender, gender identity, sexual orientation, or disability.

<http://www.dictionary.com/browse/hate-speech>

Hate speech - public speech that expresses hate or encourages violence towards a person or group based on something such as race, religion, sex, or sexual orientation (= the fact of being gay, etc.)

<http://dictionary.cambridge.org/dictionary/english/hate-speech>

Hate speech - speech disparaging a racial, sexual, or ethnic group or a member of such a group.

<https://www.collinsdictionary.com/dictionary/english/hate-speech>

Appendix 5:

Evaluation Questions:

1. To what extent did the training meet your expectations?
2. What is your general opinion of the organisation of the training?
3. What is your assessment of the selection of themes and activities?
4. Which activities did you find most useful? Which were not successful and require modification? Explain.
5. To what extent can the themes of the training be implemented in your professional context?