



Pestalozzi

Training Resources

Core competences in Education for democratic
citizenship (EDC)
“I talk”, “I listen”,
Supporting migration through the debate process

by

Author: Sylvia Sammut - Malta

Editor: Miguel Ángel García López



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: EDC/HRE and migration

Expected outcome

- To understand the aims, purposes, and contributions of EDC/HRE.
- To challenge all forms of prejudice and discrimination to maintain equality, mutual respect, inclusion, openness, sustained commitment, and will to change.
- To develop awareness of the social diversity relevant to EDC/HRE.
- To become aware that people with different backgrounds and cultures may have similar values and beliefs.
- To help the teachers developing debating skills and expressing their views openly which are essential tools for democratic citizenship and human rights education.

Target group

Type of training	School level / age	Subject area
Initial training	Secondary	PSD (Personal Social Development), Lessons, History, and Languages

Brief description of the unit

‘I see myself a stranger in one land and an alien among one people. Yet all the earth is my homeland and the human family is my tribe. For I have seen that man is weak and divided upon himself. And the earth is narrow and in its folly cuts itself into kingdoms and principalities’.

Kahlil Gibran

This unit corresponds mainly to Competence No. 3 of EDC/HRE, but it also touches upon other Competences. During this course the teachers will get acquainted with the framework of the development of EDC/HRE and raise awareness on how to support and enhance their teaching and learning methods. Consequently they will contribute towards developing value-oriented

knowledge, action-based skills and change-centred competences in their classroom and also in the community. The experiential learning, mentoring practice, debates, and self-reflection will play a key role in this TU. By the end of this course the teachers would have learnt how to think sustainably and support a good understanding of Citizenship and Human Rights Education. They will also gain knowledge in how to tackle the issue of migration focusing on inter-cultural dialogue needed to erase all misconceptions that society has created. This course explains the idea according to which the inter-relations between the different cultures are of benefit rather than a danger to society. A sustainable environment can be created with all ethnic groups integrating. The teachers would also acquire argumentation and debating skills for a civil dialogue that they will eventually use in the classroom with the students in the hope of breaching intolerances.

Why debate?

The process of debate was introduced to establish the implementation of ‘reasoning’ over ‘feeling’. Most people have their own views, others echo the ones expressed in papers or conversations, but the outcome is often very emotionally laden. So whereas expressing feeling is important I felt I should go beyond that and establish criteria for building arguments and presenting them clearly and rationally. There are of course, no correct answers. Debate is supposed to encourage investigation, active participation, analysing and articulating this complex issue that Europe is confronting today. Debate, therefore, will be an essential tool in this training unit for developing and maintaining democracy, as it embodies the ideals of reasoned argument, tolerance for divergent points of view, and rigorous self-examination.

Methods/techniques used

- Debates and discussions
- Interpretive and reflective approach
- Role plays
- Cooperative learning
- Critical thinking and active learning
- Case studies
- Questionnaires

Time 3.30 hours

Activity 1	▶ 60 minutes
Activity 2	▶ 25 minutes
Activity 3	▶ 40 minutes
Activity 4	▶ 40 minutes
Activity 5	▶ 50 minutes

Tips for trainers:

- It is of the utmost importance that the trainees are given beforehand the list and information of the 15 competences that enhance EDC/HRE.
- If the trainees have some difficulties in understanding EDC/HRE, the trainer should offer guidance all along.
- The issue of migrants in European countries is a very sensitive issue and it should be tackled with care as it tends to be quite a hot topic for many people.
- Before starting the activities, the teacher trainer must set clear rules to avoid racist and degrading comments.
- Should these comments arise, the teacher trainer must intervene and correct the situation, but challenging opinions are still expressed freely.
- All activities round up with discussions and debates so that the trainees acquire debating skills and express their views openly.

Resources

Introductory questionnaire	Appendix 1
Connect the dots	Appendix 2
Set of proverb cards	Appendix 3
Set of viewpoint cards	Appendix 4
Evaluation questionnaire	Appendix 5

Preparatory reading:

- Brett, P, Mompoin-Gaillard, P. & Salema, M.H. (2009). *How all teachers can support citizenship and human rights education: a framework for the development of competences*. Strasbourg: Council of Europe Publishing. (Framework)
- Citizenship Foundation (2000). *Developing a whole school policy for Citizenship Education*. Available on <http://www.citizenship.org.uk>.

Activity 1 Defining EDC/HRE competences



60 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To understand the aims, purposes, and contributions of EDC/HRE. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To reflect on the content of EDC/HRE. ➤ To raise awareness of teachers' responsibility to integrate EDC/HRE into their classrooms and the school community. ➤ To support teachers in developing a good understanding for the implementation of EDC/HRE in their classes. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Interpretive and reflective approach ➤ Discussion and analytical skills 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Appendix 1: Introductory questionnaire 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ The activity is held in a classroom. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Step 1: Explain the aims of this session and give an introduction of the whole unit and say what's expected to come from it. (5 minutes) ➤ Step 2: The trainees are asked to discuss briefly their conception of EDC/HRE. (10 minutes) ➤ Step 3: Give out a questionnaire sheet to each trainee. (Appendix 1) 	

<ul style="list-style-type: none">➤ Step 4: Allow adequate time for the trainees to answer the questions. (5 minutes)➤ Step 5: Collect the questionnaires and analyse the answers. (10 minutes)➤ Step 6: Presentation of the results and discussion.➤ Step 7: Debriefing (30 minutes – see below).	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ While the trainer is sorting out the results the questionnaire, the trainees are encouraged to share their perceptions regarding EDC/HRE.➤ Encourage them to share related examples from their experiences in class and society.➤ Make sure that the trainees have understood the context of EDC/HRE competences.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ Discuss the results of the questionnaire.➤ Insist on the answers that showed uncertainty or difficulty in understanding the statements in the questionnaire.➤ The trainer supports the trainees in identifying the key elements of EDC/HRE.➤ Conclude by asking them if finally they have come to understand the concept of this activity and if they have any queries.	

Activity 2 Thinking outside our boundaries



25 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To challenge all forms of prejudice and discrimination to maintain equality and mutual respect, inclusion, openness, sustained commitment, and will to change. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To become aware that we often subconsciously limit our perspectives and alternatives. ➤ To acquaint the trainees with innovative approaches at school and in society at large. ➤ To provide intercultural dialogue in the process of EDC/HRE. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Reflective approach ➤ Analysis ➤ Thinking ability ➤ Cooperative learning ➤ Debate 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Hand-out “Connect the Dots” (Appendix 2) ➤ Pencils 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Seating arrangement: classroom 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Step 1: Explain the aims of this activity and tell the trainees that their thinking abilities will be 	

<p>challenged.</p> <ul style="list-style-type: none"> ➤ Step 2: Each trainee is given a <i>Connect the Dots</i> hand-out and a pencil. ➤ Step 3: The trainees have to connect all dots with four straight lines without lifting the pencil from the paper. The lines should not be retraced but lines may cross if necessary. ➤ Step 4: The trainees who already know the solution should put their hand-outs face down while others think about the solution. ➤ Step 5: After 5 minutes, ask every trainee to put their pencils down and look at their diagram. ➤ Step 6: Ask if somebody thinks that he/she has found the correct solution. If yes, he/she explains the procedure he used to come up with the solution. ➤ Step 7: Debriefing – debate (20 min). 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ If the trainees have some difficulties in understanding the goal of this activity, the trainer should give a helping hand to ease the situation. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Ask the trainees to share and discuss how they felt with this activity. ➤ How come most of us did not think of going outside the boundaries to solve the problem? ➤ Could it have been achieved differently? ➤ How might you use this activity with your students? ➤ Drawing outside the lines is very difficult because we are so used to our own ways of thinking and our own points of view. ➤ In order to interact with people from different cultures, we must learn to look at the world from many points of view. ➤ To solve problems, we have to get outside of our usual way of thinking. ➤ We literally have to draw outside the lines. 	

Activity 3 Walking in other people's shoes



40 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To develop awareness of social diversity relevant to EDC/HRE. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To become aware of the cultural differences and the social problems migrants living in European countries can meet. ➤ To sustain the rights of migrants and study the historical dimension of the issue and the importance of including ethnic minorities in our society. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Debating ➤ Reflecting ➤ Interaction ➤ Problem solving 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Appendix 4: Set of viewpoint cards ➤ A4 paper 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Seating arrangement: classroom 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Step 1: Explain the aims of the activity and what the expected outcomes are. ➤ Step 2: The trainees are given a 'Viewpoint card'. The card has a skeletal biography representing 	

<p>information on each migrant.</p> <ul style="list-style-type: none"> ➤ Step 3: Give to each trainee an A4 paper so that the trainees will invent and write down a brief situational story about the character whose skeletal biography they have been given. ➤ Step 4: The trainees will relate their stories to the whole group. ➤ Step 5: Can I stay? (25 minutes) <ul style="list-style-type: none"> The presentation ends with the question: Can I stay? Followed by a debate: <ul style="list-style-type: none"> ○ Is there a particular or specific circumstance that entitles a person from a different origin to come and live in one's country? ○ What are the main problems/feelings and thoughts of these people? 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Encourage the trainees to provide realistic stories. ➤ This activity is plausible for the implementation of EDC/HRE. ➤ The trainees are not under pressure. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Check how the trainees felt about this activity. ➤ Was it relevant for democracy and human rights? ➤ Could this activity have been done differently? ➤ Ask them if they felt empathy towards some of the stories. ➤ Did this activity help them to reflect more on diversity issues in the context of EDC/HRE? 	

Activity 4 Relevant common grounds for ethnicity



40 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To become aware that people with different backgrounds and cultures may have similar values and beliefs. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To help the trainees to develop ways of working on EDC/HRE by transgressing the usual boundaries between migrants and society. ➢ To sustain the ability to recognise the chances provided by intercultural meetings for learning together in an intercultural environment. ➢ To reduce prejudice towards immigrants. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Peer-work ➢ Experiential feedback ➢ Prediction ➢ Analytical approach ➢ Debate 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Appendix 2: set of proverb cards 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Seating arrangement: classroom 	

► **Instructions/procedure:**

- Step 1: Mix the cards and pass out one card to each trainee.
- Step 2: The trainees now have to move around to identify who has a card with a similar proverb.
Example: *God helps those who help themselves* (Maltese)/ *Trust in God but tie your camel* (Iran).
- Step 3: Once they have found each other they should stand together and discuss the proverbs.
- Step 4: When everyone is ready, the pair will read aloud to the whole group their proverbs. This will help the trainees to reflect on the similarities.
- Step 5: This could be repeated with different proverb cards (if time allows it).
- Step 6: Debriefing through questions and debate (30 min - see below).

► **Tips to trainers/anticipated difficulties:**

- Before the activity, check if the trainees are acquainted with proverbs and make sure they understand what similar proverbs from different countries indicate.
- This activity will help them to observe and scrutinise the above mentioned issues and that we are not so different after all.

► **Debriefing/reflecting:**

Debating questions:

- Can we see similarities and differences between cultures?
- Is it necessary to be similar to be able to live in one community?
- Have you met any familiarity in this activity?
- What were the difficulties during this activity?
- Would an activity like this be useful in the classroom?

Activity 5 Evaluation and assessment



50 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To disseminate the use of this training unit and evaluate how much the trainees acquired from it. ➢ To answer questions and reflect on the different sessions. ➢ To discuss a mini programme and then create one for students. ➢ To promote follow up activities in schools. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To set out how this TU may be used in the classroom. ➢ To check what needs to be developed. ➢ To see how to disseminate the trainees' experience gained from this TU within school and in the wider community. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Dialogical approach ➢ Reflection 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Appendix 5: Evaluation questionnaire 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Reminder (5minutes) <p>This training unit was about 'Supporting Migration through debate process'. Its aims were:</p> <ul style="list-style-type: none"> • To strengthen citizenship values through civil debate and to strengthen the ability to dialogue (strengthening self-expression through debate). 	

- To overcome prejudice in the context of the EDC/HRE implementation at school and in the whole community.
- To sustain the rights of migrants and study the historical dimension of the issue and the importance of including ethnic minorities in our society.
- To use the experience learned from the other activities to foster effective debate through constructive questioning, listening and feedback.
- Open debate about the following questions: (40 minutes)
 - What are the key concepts you have learned during the past activities?
 - How might you follow up these issues in your teaching?
 - What would your students gain from such activities?
 - What would be the challenges in using this training unit in your classes and in the school community?
 - Are there any questions to rise?
 - Would you like to clarify certain things?
- Conclude by distributing an evaluation questionnaire which will consist in statements targeted to evaluate the trainees' involvement in this training unit and how it affected them. Appendix 5 (5 minutes)
- 2 Weeks later: Group session to discuss and analyse the responses of the questionnaire.

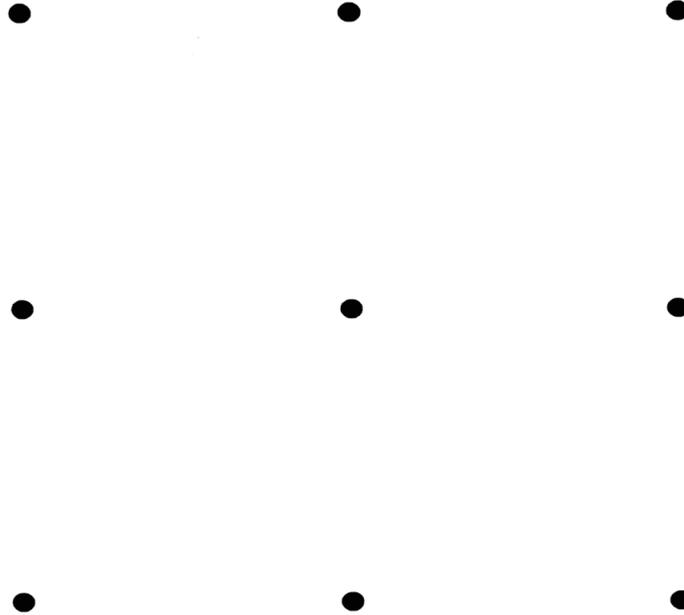
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- Penn State University, *Diversity Activities for Youth and Adults*, in <http://pubs.cas.psu.edu/FreePubs/pdfs/ui335.pdf>

Appendix 1: Introductory questionnaire

	Agree	Disagree	I don't know
I find it difficult to understand the main ideas of EDC/HRE.			
I have understood what EDC/HRE is all about.			
I am not sure about the contribution of EDC/HRE.			
EDC/HRE is a very complicated subject.			
I may find problems teaching EDC/HRE.			
EDC/HRE competences make a lot of sense.			

Appendix 2: Connect the Dots¹

**Directions:**

Connect all of the dots with four straight lines. Do not lift your pencil off the paper. Do not retrace any line. Lines may cross if necessary.

¹ Source: *Diversity Activities for Youth and Adults*, Penn State, in, <http://pubs.cas.psu.edu/FreePubs/pdfs/ui335.pdf>.

Appendix 3: A set of proverb cards²

He makes a wine cellar from one raisin. (Lebanon)	He makes a mountain out of a molehill. (Italian)
Even a tiger will appear if you talk about him. (Korea)	Speak of the devil and he will appear. (Maltese)
God is a good worker, but he loves to be helped. (Spain)	God helps those who help themselves. (Maltese)
You can force a man to shut his eyes, but you can't make him sleep.(Denmark)	You can lead a horse to water, but you can't make him drink. (English)
A little in your own pocket is better than much in another's purse. (Spain)	One bird in the hand is better than two in the bush. (Maltese)
If you climb up a tree, you must climb down that same tree. (Ghana)	What goes up must come down. (Maltese)
From the rain into the gutter. (Germany)	From the frying pan into the fire. (Maltese)
My house burned down, but it was a relief the bedbugs died. (Korea)	Every cloud has a silver lining. (Italian)
He who is not in sight is not in the heart. (Tanzania)	Out of sight, out of mind. (Maltese)

² Source: *Diversity Activities for Youth and Adults*, Penn State, in, <http://pubs.cas.psu.edu/FreePubs/pdfs/ui335.pdf>

Two captains sink the ship. (Japan)	Too many cooks spoil the soup. (United States)
By trying often, the monkey learns to jump from the tree. (Zaire)	Practice makes perfect (or, if at first you don't succeed, try, try again).(Maltese)
A person that arrives early to the spring never gets dirty drinking water. (Zaire)	The early bird gets the worm. (English)
I will not cry over a mishap and injure my eyes. (Tanzania)	It is no use to cry over spilt milk. (French)
Trust in God but tie your camel. (Iran)	God helps those who help themselves. (Portugal)
A sparrow in the hand is better than a cock on the roof. (Russia)	One bird in the hand is better than two in the bush. (United States)
Where something is thin, that's where it tears. (Russia)	A chain is only as strong as its weakest link. (Italian)
Not everyone who has a cowl on is a monk. (Russia)	Don't judge a book by its cover. (English)
As you cooked the porridge, so must you eat it. (Russia)	As you sow, so shall you reap. (Maltese)
Every seed knows its time. (Russia)	All in good time. (English)

Appendix 4: Set of viewpoint cards

Name:	<i>Ahmed</i>
Surname:	<i>Mohamed</i>
Gender:	<i>Male</i>
Nationality:	<i>Moroccan</i>
Status:	<i>Married</i>
Job:	<i>Teacher</i>

Name:	<i>Amsalu</i>
Surname:	<i>Umayma</i>
Nationality:	<i>Sudanese</i>
Status:	<i>Married</i>
Job:	<i>Dentist</i>

Name:	<i>Madupe</i>
Surname:	<i>Adetola</i>
Gender:	<i>Male</i>
Nationality:	<i>Nigerian</i>
Status:	<i>Married</i>
Job:	<i>Doctor</i>

Name:	<i>Kifi</i>
Surname:	<i>Sawalha</i>
Gender:	<i>Female</i>
Nationality:	<i>Egyptian</i>
Status:	<i>Married</i>
Job:	<i>Housewife</i>

Name:	<i>Lisha</i>
Surname:	<i>Alika</i>
Gender:	<i>Female</i>
Nationality:	<i>Nigerian</i>
Status:	<i>Married</i>
Job:	<i>Housewife</i>

Name:	<i>Fatimah</i>
Surname:	<i>Zenalabdin</i>
Nationality:	<i>Sudanese</i>
Status:	<i>Single</i>
Job:	<i>Housewife</i>

Name:	<i>Hasan</i>
Surname:	<i>Mimoun</i>
Gender:	<i>Male</i>
Nationality:	<i>Moroccan</i>
Status:	<i>Single</i>
Job:	<i>Farmer</i>

Name:	<i>Busiris</i>
Surname:	<i>Al Atrash</i>
Gender:	<i>Male</i>
Nationality:	<i>Egyptian</i>
Status:	<i>Married</i>
Job:	<i>Craftsman</i>

Name:	<i>Oumar</i>
Surname:	<i>Ba</i>
Nationality:	<i>Senegalese</i>
Status:	<i>Single</i>
Job:	<i>Factory operator</i>

Name:	<i>Lisha</i>
Surname:	<i>Alika</i>
Gender:	<i>Female</i>
Nationality:	<i>Nigerian</i>
Status:	<i>Married</i>
Job:	<i>Housewife</i>

Appendix 5: Evaluation questionnaire

		Agree	Disagree	I don't know
1	The contribution of EDC/HRE strengthens social justice and democratic freedom.			
2	I am aware that I have to enhance students' EDC/HRE skills through curricular activities and also extra-curricular activities.			
3	I can see the benefits of incorporating a community dimension in my teaching.			
4	EDC/HRE can be more effective in events beyond the classroom.			
5	EDC/HRE competences should be a fundamental component of the whole school culture.			
6	I became aware not to restrict myself to matters relating only to my classroom teaching.			
7	I am willing to think sustainably in order to use the acquired knowledge and practical skills for teaching EDC/HRE in my classes.			
8	I need to develop students' respect for social and cultural differences and heritage.			
9	Students must be taught about cultural diversity, anti-racism and adopt a disposition to resolve disagreements peacefully.			
10	I will adapt and use this TU in my classroom.			
11	Civil debate encourages investigation, active participation, analysing and articulating complex issues to breach intolerances.			
12	The TU was organised well and the activities were very meaningful.			