This material was developed for the Comenius 2.2 Teacher Training Course:

**Civic Cross-Cultural Competences for Elementary School Teachers – A Practical Approach**

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More material can be found on the project’s homepage: [http://www.miracle-comenius.org/results.html](http://www.miracle-comenius.org/results.html)

**Organising institution:**
Gottfried Wilhelm Leibniz Universität Hannover
Institut für Politische Wissenschaft
Didaktik der Politischen Bildung
Schneiderberg 50
30167 Hannover

**Venue:**
Alte Feuerwache e.V.
Axel-Springer-Str. 40/41
10969 Berlin-Kreuzberg

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I. PREFACE

In recent times, political changes in the EU have become evident. Extreme right wing political parties have become part of national parliaments in some European Union countries or they even have a major influence on the government. Minorities like refugees seeking asylum are the first groups affected by right wing policies. One of the results is the stiffening of immigration laws. For example, recently restrictions have been imposed in Denmark, which had the most liberal immigration laws just a few years ago. Racist discourses are pre-dominant in many European societies. Results of different polls have shown that. Even some of the political media coverage, as well as the involvement of a number of European citizens in right-wing blogs and the attraction of certain websites, lead to the same conclusion. In Germany for example, there are more than 100 anti-Islamic websites to be found (2010). A prominent example is the so-called Politically Incorrect website (http://www.pi-news.org), which propagates Islamophobia publically and has about 25,000 visitors per day.

These political developments also affect the educational policies and school practices of European countries and are magnified by the present day economical crisis. We find a political debate going on in Germany for instance, where a conservative German politician reactivated the term of a German “guided culture” in the year 2000. His intention was to distinguish a “German culture” from a “multicultural society”.

Instead of defining what a German-guided culture actually means, the debate simply names a variety of social aspects which immigrants must respect in order to be allowed to live
in Germany. In this context, a focus on the language aspect is very popular. On an institutional level however, there still is an enormous deficit of schools which teach the German language as a second language, i.e. compared to the United Kingdom (English) or Sweden (Swedish). At the same time, there are some German schools which forbid minority students to use their native language on the school yard. Bilingualism is still not considered to be a useful resource everywhere, especially when a student’s native language is Russian, Turkish or Arabic. Along this restrictive line, teachers in France aren’t allowed to wear a headscarf in school, and it is also forbidden in the German state of Baden-Württemberg. Yet, at the same time, nuns who teach at schools are allowed to wear clothes and symbols which represent their own personal Christian religious beliefs. A tendency towards homogenisation and assimilation is obvious to see, just mentioning a few examples. Against the social background of this cultural context, the European educational project MIRACLE was designed (Migrants and Refugees – A Challenge for Learning in European Schools). The MIRACLE project promotes the concepts of diversity, heterogeneity, hybridity and the ethos of common respect among teachers and pupils. The EU has supported the MIRACLE project between 2009 and 2011 with roughly 395,000 €.

On the one hand, the concrete aims of this multilateral Comenius project are to develop and provide modules for a teacher training course, which is focused on cultivating the civic-cross-cultural competences of teachers in Europe’s elementary schools. On the other hand, it aims at developing and distributing learning material for elementary school pupils at various levels, which is centred on the subjects of human flight, migration, social justice and interculturality.
During the MIRACLE project, a general challenge is to prevent prejudice and stereotyping. When immigrant students and adults are depicted, it is always combined with the aim to campaign against stereotypical images. The consortium has focused on the development of critical thinking, instead of working with approaches that can easily lead to a narrow cultural mindset or respectively, cultural racism.

In this respect, exercises in classes and at school events based on typical traits which can be culturally associated (“typical food” or “typical clothes”) are one step in this direction, especially if there should be no additional time planned in the exercise to differentiate specific results. The MIRACLE consortium is sceptical towards these kinds of exercises because many differences among people have other reasons than a cultural influence. There could be differences based on individual socialisation, economic background (social classes) or unequal education etc.

Cultural racism is a phenomenon which declares that a social minority culture is not compatible with the host majority culture. It constructs a phoney hierarchy between the social groups and presumed, constructed cultural differences, which do not exist in reality.

Culturalisation itself may become evident in everyday school life when pupils are seen and treated as marionette puppets on prejudice-strings, which are held up by clichés of their alleged culture. For a detailed picture of the theoretical background of the consortiums assumptions on concepts like “culture”, “identity”, “racism” etc. please refer to the curriculum of the course. This can be found on the project homepage (http://www.miracle-comenius.org).

This teacher training course manual contains some of the teaching and learning units for 5 – 14 year old pupils, several will be applied during the course itself. However, all were developed according to the results of a comprehensive needs analysis. Prior to this manual, teachers and
educational experts in five countries were asked their opinion about necessary student material, as well as about subjects for the teacher training course. Both topics are closely related to the key terms of migration and cultural diversity. The report of comparative analysis can be downloaded from the project’s homepage (http://www.miracle-comenius.org/results.html).

The first unit in this manual ‘Nothing is as it seems’ aims to allow pupils to understand how stereotypes and prejudices develop. This is considered to be a crucial learning aim, or even a learning requirement, if pupils are to discuss and learn about subjects like migration and human flight. Sometimes even young children already have beliefs which reduce and devalue certain social groups or people with different cultural backgrounds from their own. The prejudices may be sustained by seemingly harmless games and counting rhymes (i.e. 10 little ‘Indians’), through famous literature (‘Uncle Tom’s cabin’) or even through historical national characters, such as ‘Jim Crow’ in the USA – a highly stereotyped black figure. One of the first topics of this manual is therefore the importance of dealing with one’s own prejudices, and those of pupils.

The manual then contains three units providing for ideas on how to work with different age groups on the subjects of human flight and migration. ‘Karlinchen’, a character which represents a refugee, is especially suitable for very young, 5 to 7 year-old pupils. Moreover, the next unit about migration focuses on the migration experiences of each pupil’s family – to allow children to understand that migration isn’t an exception, but rather normality. The last unit in this manual which handles the subject of migration is based on a literary book in which the main character is a young immigrant. It’s all about the challenges and problems which may arise when someone has to leave his/her home country and immigrates to a foreign country. In this unit on migration, different facets of immigration and emigration are covered.
The last chapter focuses on the subjects of identity and language, as the second language plays a crucial role after immigrating to a foreign country. Along with other things, it is closely related to one’s sense of belonging and it is therefore regarded an important facet of personal identity. The two units ‘Me and my languages,’ and ‘Identity and ethnocentrism’ aim at allowing pupils to become aware of the fact that they have a lot in common with their classmates and, at the same time, they may clearly differ from others.

Therefore these units challenge certain tendencies of social homogenization, which not only occur on a political level, but also often in the field of education. Teachers may link the results of the lesson with a modern society, especially when specifically taking the dominant discourses on certain groups of people into consideration. Furthermore, “Me and my languages” and also “Languages in contact” promote the benefits of bi- and multilingualism, no matter which languages they are referring to. In doing so, pupils get the chance to also discuss possible hierarchies between a country’s languages.

Besides these teaching units for pupils, the MIRACLE consortium has developed modules for the political-inter-cultural training of elementary school teachers. Three of which are provided in this manual: the first one refers to different facets of migration today and of migration policies. For a broad understanding, it is necessary to focus on political implications such as migration policies in the EU, so that the institutional power structures can be highlighted. To avoid a legal simplification of cultural attributes, the social asymmetry between the majority group and the social minorities is taken into consideration. In the context of migration policies, the minority groups consist of immigrants from non-EU countries, refugees and people seeking asylum. Leaving this perspective aside, it easily leads to
simplified cultural attributions, while the social, economical and legal differences are often simply relegated to secondary importance. These differences play out in the long run, especially when defining and discussing integrational goals.

The next module on migration is about the alleged crisis of welfare states and explains the living conditions of people seeking asylum in the EU and refugees in the European Union.

The ‘Cross-cultural competences’ module has a practical orientation: It discusses the concept of culture while providing some interesting self-awareness exercises. These exercises enable the participants to take on new social perspectives: they may experience what challenges people face (of course, only in a simulated sense) who are seeking asylum in European societies.

In the last module called ‘Whole school approach’, participants are given an opportunity to understand the challenges some immigrant students face in schools, as they read the fable “The story of the animal school”.

Now it is important to note, that the main focus of the “Whole school approach” doesn’t depend on alleged deficits of immigrant students, but instead it points out what correlation exists between their socioeconomic or ethnic background and their academic performance. The participants are asked to reflect upon the primary structures of their schools first, because these may lead to an educational inequity between different reference groups. Then pupils attain ideas on how to possibly diminish the learning barriers in their own school’s structure.

All the materials presented were developed and revised by representatives from nine different institutions and in six European countries.

The successful cooperation and networking during the development of the transnational European MIRACLE project was an unforgettable experience. The authors and trainers hope that the course will provide useful ideas and necessary
background material so that all teachers participating may find the opportunity to apply them in class.

**The MIRACLE Team:**

Bernhard Stolz, Bianca Stern, Kathrin Hillers, Annette Barnscheidt, Monika Eckhardt, Maria Kammertöns, Susann Heidecke, Petra Handreck, Andrea Zottmann, Sandra Moßner, Susan Navissi, *Lebenskunde* teacher, HVD, Germany

Judit Koppany and Laszlo Fodor, Artemisszió Foundation, Hungary

Márta Nyírő-Kovács, Mariann Farkas and Csilla Stenczinger, Losonci school, Hungary

Dr Kristina Toplak, Mojca Vah Jevšnik, Dr Marina Lukšič Hacin in Dr Jure Gombač, ZRC SAZU, Slovenia

Špela Čekada Zorn and Andreja Dobnikar, Brezovica school, Slovenia

Luisa Ardizzone, CE.S.I.E, Italy

Cinzia Pirrera and Raffaella de Santis, G.E. Nuccio school, Italy

Stefan Schaa, MRDDF, Malta

Dr Paolo Ruspini, Università della Svizerra Italiana, Faculty of Communication Sciences, Switzerland

Lesley Atkins, Glasgow City Council, Scotland

Prof Dr Dirk Lange and Meike Jens, coordinators of the MIRACLE project, AGORA Citizenship Education, University of Hannover, Germany
Excursus: Prejudice

In common understanding, prejudice means negative judgement, or more concretely, insufficient knowledge combined with emotionally negative judgement. One important characteristic of prejudices is that people hold on to them persistently.

Compared to prejudices, stereotypes are rather generalized statements, which someone could have in mind without necessarily agreeing with them.

A generalizing understanding of prejudice may have some disadvantages.

For instance, when someone assumes a prejudiced opinion in the described manner, then he or she most likely wants to know what the others are ‘really’ like. In doing so, one can easily forget that the prejudice itself consists of individual pictures and opinions of ‘the others’ which have a lot to do with the individuals themselves and with their own social context.

Therefore it is crucial to reflect on the subjective meaning and especially on the social functions of prejudice opinions, instead of trying to find an alleged objective truth about how a different social group really is. Consequently, the main questions to be asked are how prejudice evolves, who benefits from it and in which social context it is used. It would fall short of our ambitions, if we only examined prejudices and accepted them as historical simplifications and personal distortions of reality, without also defining how they are sustained in society today (Leiprecht 2011).

These questions refer to yet another aspect of prejudice, which suggests that a common understanding of prejudice should be approached critically. Thinking about prejudice critically has to do with social power relations in a respective society. In a majority society for instance, some phenomena are not regarded as prejudices by most of the members. The majority group isn’t aware that they are thinking
pejoratively or acting in a socially unfair way – because it is the dominant discourse in their part of society. We see examples of this in Europe, when looking at how Europeans thought about Africans during periods of colonialism and also how Germans thought about Jews in Germany during the National Socialist era. When the common prejudice opinion and dominant discourses are pejorative, they may also be destructive. European citizens who have historically had different viewpoints often have not had the resources to enforce them. This political aspect – the social power to ascribe a certain way of thinking about minorities - is often neglected when reflecting on prejudices. A thorough reflection should therefore also include known political implementations regarding certain social prejudices along with the individual and social reasons. Teachers should keep these aspects in mind when developing this topic with their pupils, in order to prevent children feeling guilty because of their prejudices. Individual prejudices need to be connected to the societal level, because these levels are closely connected. Individuals may not be held responsible for their prejudices because discrimination is also incorporated in certain laws, in the dominant discourses of a majority society and in some organisational procedures within a host society (see curriculum). Nevertheless, the first step leading to social changes to be taken here is to become aware of our prejudices – then it is possible to examine them with the above questions and attain a general understanding about how they survive.

II. TEACHING AND LEARNING UNITS
Nothing is as it seems!
Children reflect on their own illusory and prejudicial ideas and behaviour.
by Raffaella de Santis

Introduction:
Children are involved in activities through perception games in which they are protagonists and unique individuals. Each of them can put forward ideas through different forms of expression, without being judged, and at the same time create conditions which overcome individual barriers, promote opening up to each other, and foster reciprocity and sharing. The children feel encouraged, motivated and appropriately suited to the proposed activities.

Aims:
To acquire acceptance of different viewpoints while learning to understand the reality as seen from different perspectives.
To learn to reflect on certain aspects of an individual attitude, on preconception of certain choices and positions that often associate stereotypical and/or prejudicial attitudes.
To learn that an objective truth cannot be acquired, but only different types of backgrounds and feedbacks.
To learn to compare personal experiences using new reality interpretation models.
To acquire a tolerant thought pattern which doesn’t stop at first impressions but allows for later reflection.

Reference group:
6-8 years; 9-10 years. Activities will be adapted according to the age group.

Estimated time: 45 min.
Room:
Rooms with appropriate central space for a chair circle and media projection.

Material:

Requirements: To lead children to new sensorial experiences in a gradual way, it is important to use a playful approach.

Procedure:
1) The children stand in a circle and are blindfolded. Then the teacher helps them, one by one, to touch only a small part of an object (e.g. toaster, old disc player, an alarm clock etc.). Each child will have an idea about the identity and colour of the object; then they are invited to draw and paint the touched object.

2) Drawings are compared and placed on a flipchart. Only then is the object shown and participants will find that they all touched the same object but each child initially had a different perception.

3) Now the children draw the object that has been shown in colour and they create a second flipchart and compare it with the previous one. Then the different age groups talk about the results. An adequate reflection is modulated in relation to the age groups.
4) After that, certain images and a video on optical illusions (see attachment 1) will be projected, each allowing for brainstorming.

5) Then the exercise „Guess the job (see attachment 2) will be applied. Pupils get pictures of people and a list of professions, they should relate to each person one of the listed professions.

5a) Pupils (aged 9-10) are invited to compare their possible erroneous assumptions from “Guess the job” with their personal experiences of erroneous assumptions from their daily life. The teacher could classify the aspects that are mentioned by the pupils under different headlines, i.e. “clothes make the woman/man” and correlate this to the fact that our perception of people is influenced by stereotypes and prejudices stemming from people’s appearance (see paragraph prejudice). The teacher should raise the issue of racism in an age-appropriate manner, as racism can be found in all levels of society (on the personal, institutional and the discursive level). For more information on racism, see curriculum at the project’s website http://www.miracle-comenius.org.

6) The younger children (6-8 years) listen to the story *The blind men and the elephant*, which is followed by a moderated time of reflection. The lesson ends by giving each child a card with an optical illusion. It serves as a remembrance of the experience they had together.

**Evaluation and feedback:**
Evaluation is an integral part of the procedure in stages 2, 3, and 5 (systematic observation; there are appropriate files prepared for processing the quality of experience).
Possible applications:
- Issue: democratic understanding and a sense of solidarity
- Issue: the distorted perception of reality.

Variations:
Often children want to continue the game blindfolded with a new object, you can do it if you have an extra 15 minutes.

Difficulties which may arise:
Not all children are willing to be blindfolded. The object can then be covered with a towel and the children can touch it.

Solutions:
Fig. 1: Yes, they are.
Fig. 2: They are equal.
Fig. 3: ...the wheels turn around!
Fig. 4: A woman’s face or a saxophonist?

Solution:
1d, 2c, 3b, 4a.
Attachment 1

Fig. 1: Are the lines parallel?

Fig. 2: Which segment is longer?
Fig. 3: *Watch the dot and...*

Fig. 4: *What can you see?*
Attachment 2

Guess the job

1 ............... 2 ............... 3 ............... 4 ...............  

a. politician  b. accountant  c. seller  d. school caretaker
Karlinchen
Original: UNHCR; revised by Kathrin Hillers

Introduction:
We think that it is important to start with general human rights education at an early age. Possible starting points on the subject may deal with the following: food and other resources, natural catastrophes, war, etc.
We also handle the subject of human flight by using a film entitled “Karlinchen” (Engl.: Carly), a kind of modern-day fairytale. Karlinchen is a child who has to flee from her native country. She meets several groups of persons or figures who all refuse to help her until she finally finds a tree, where a kind jester lives. The jester offers her food, shelter and makes her feel at home.

Aims:
- To understand that there are people who are forced to flee from their home countries.
- To learn about what sort of deprivations can be associated with flight and develop empathy for refugees.
- To apprehend the fear and the deprivations refugees suffer and to be confronted with existential fears that might arise during the film.

Estimated time: 3 x 45 min.

Room: Classroom

Material: Movie “Karlinchen” (UNHCR) http://unhcr.org/v-49b7c81e2; TV, DVD-player; enlarged pictures from the picture book, “Karlinchen” (A. Fuchshuber, ISBN 3-219-10612-9) www.childrenslibrary.org; cut out cards, each
showing an enlarged picture of one of Karlinchen’s needs and the word for each need on the back (see: first lesson); small Karlinchen-figures fixed on thin sticks, showing her different moods (see: second lesson); drawing and writing paper, water colours and coloured pencils; work-sheets with the drawing of a backpack (see: third lesson); a backpack and items which the teacher thinks children would want to take with them in case of an urgent flight (toys, pets, books, clothes, food...).

Procedure:

Lesson 1
Children sit in a circle on chairs and are asked about their prior knowledge of the topic of human flight (natural catastrophes, war, poverty...). They watch the film “Karlinchen” (7 min.) and are asked what they saw and felt, what impressed them, and what they liked most or what was irritating.

They try to find answers to open questions:
Where was Karlinchen?
What happened to her?
Why was she alone? etc..
Then the children may want to adopt poses and mime Karlinchen and the rest of the class has to guess which film-scene is meant.

Carly has no silk tail and wants to attach one in order to be accepted by the silk tails:
The pupils watch the film again with the assignment of focusing their attention on the behaviour of the different persons and figures Karlinchen meets. Shortly afterwards, two or more children play the meeting scenes between Karlinchen and the persons and figures who don’t take care of her. They work on the questions: How would Karlinchen want them to react and what does she need?

Smaller children find the cut-out pieces with Karlinchen’s needs and place them on empty spots on the enlarged picture from the picture book.
The older children can name the needs and check them on the backs (“sleeping place”, “food”, “playing”, “love”). All children can add what they think Karlinchen’s needs might be. All children get small pieces of paper (10 x 10 cm) on which they can draw (homework) the items they think Karlinchen needs most. At the end of the lesson an enlarged picture of the last scene is placed in the centre of the circle and the children describe how Karlinchen finally finds someone who offers her a home, shelter from rain and cold, and something to eat.
Lesson 2
The pupils are asked about what they remember most of the last lesson and thoughts they have had on the subject since then. They show their homework drawings of Karlinchen’s needs.
They watch the film again, this time without sound and focusing their attention on Karlinchen’s feelings (face, postures) and on the environment that provoked these feelings.
They are told to each choose one scene in which Karlinchen’s feelings touched them. They go to their tables where water, water colours, brushes and big sheets of paper are prepared and paint water-colour pictures about what they think frightened Karlinchen, or made her sad, etc. (They are asked to paint only the surroundings without Karlinchen.)
The pupils then sit in a circle on chairs with their painted pictures, fix them on a magnetic board, choose one of the Karlinchen stick-figures and let Karlinchen talk about her feelings while moving her around in the environment they painted for her. Instead of using a magnetic board, the two children sitting on both sides of the child that is playing with the Karlinchen stick-figure can hold the sheet with the drawing of the background.
At the end of the lesson the enlarged picture of the last scene of the book is displayed in the centre of the circle on the floor and the children can bring all the Karlinchen stick-figures to the kind jester in the tree house.

If the children want to, they may take their pictures home and add Karlinchen.

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Lesson 3
The pupils are invited to take an imaginary journey in the classroom, while resting their heads on their arms at the tables. Worksheets with a drawing of a backpack and coloured pencils are provided for every table. They close their eyes and start a short, imaginary journey with the help of the teacher who guides them. The teacher asks the pupils not to talk with each other during the exercise until it is requested of them. The teacher tells them to breathe calmly, thinking they are warm and light enough to float. The pupils are asked to think about their homes and to pretend to “float” home into their rooms. There they see all their favourite toys and furniture, books and pets, etc.

Then, all of a sudden, pretend something happens that makes them leave home for a long, long time ("Lets presume that somebody comes into your room and tells you that you have to leave quickly. Empty your schoolbag/backpack and grab everything you want to take with you and put it inside."). They keep their eyes closed and try to find the items in their rooms they would want to take with them. They are asked to remember all these items carefully and maybe count them. Then they are asked to think about items they might want to take with them which are in other rooms of their home.

Before opening their eyes, they are requested to not to talk to each other and to instantly start drawing or writing what they have chosen to take with them. The pupils sit down in a circle, show their item-lists and compare and discuss them (What is important? To whom/to whom not? Why?).

As the next step they try to fill a backpack with their most important items (the teacher tries to anticipate items and replaces unthought-of items with other objects of similar weight and size).
They discuss what to take and what to leave. Then they try to carry the backpack, talk about how long they may have to carry it and discuss the contents again.

At the end of this last lesson, they can pack a symbolic backpack with their lists and give it to Karlinchen who could not take anything with her. The teacher can remind the children of their drawings of Karlinchen’s needs which they have drawn after the first lesson and add them to the symbolic backpack. Children may also describe non-material needs which the teacher writes on another backpack worksheet and adds this to the symbolic backpack.

A letter for Karlinchen and a backpack full of items she may need.
Evaluation and feedback:
Considered integral parts of each of the phases of the lessons.

Possible application: Topics of globalisation, poverty, unequally distributed wealth, prejudice towards immigrants etc. This is the first part of a trilogy of teaching units which deal with flight and migration. On the website: http://www.miracle-comenius.org/results.html can be found the unit for 8 to 10 year old pupils by Maria Kammertöns and also the unit for 11 to 13 year old pupils by Monika Eckhardt.

Difficulties that may arise:
While working with the film material and on the whole subject of human flight, it is necessary to pay special attention to possible feelings of fear or helplessness that may arise among the (very young) pupils.
Civic Cross-Cultural Competences

Name:

Workbook
Migration

Developed by Lovas Julianna and Lázár Eszter

Aims:
Pupils can learn about migration processes and may increase their personal empathy for immigrants

Reference group: 10-12 year olds

Estimated time: (4 x 45 min.) 180 min.

Room: enough room to move around in

Material: map, movie, template for the “The journey of my family”, paper, pen, paper boxes (for the imaginary suitcase), crayons, glue

Lesson 1
1. Warm up exercise: what is the migration history of your family? The four corners of the room represent four different family backgrounds: Students may stand in the corner that is true for them.
   a. All my grandparents were born in the 8th district.¹
   b. Some of my grandparents were born in Budapest.
   c. Some of my grandparents were born in other places in Hungary.
   d. Some of my grandparents were born in other countries.

¹ A particular district in Budapest.
2. Where were you born? All students place their name tags on the place (countryside, abroad etc.) where they came from (if appropriate along with a flag of the country of their origin) on a big map.

3. Documentary movie: A Mongolian family in Hungary

The short 15-minute movie depicts the new year’s message of a Mongolian family living in Budapest to the grandmother living in Mongolia. The Mongolian parents and children are shown talking about their daily routine, their thoughts and feelings. Depending on availability, another movie depicting a migrant family can be shown that is more appropriate for the reference group.

4. Reflection on the movie – group discussion

**Variation**: What does migration add to peoples’ lives and what may it take away? A suggested exercise: Students can be asked to compile a list in small groups as to what they consider to be added value in a migration experience and what things immigrants give up and must often leave behind. Additionally, students may be asked how people can ensure that the experience of migration can be generally an overall positive experience.

**Lesson 2**

1. The thoughts about the previously shown movie continue to be developed in the learning group with the question: What would you ask of an immigrant living in Hungary? Ask about the general life situation of an immigrant, the past, and migration experiences. Two students are selected to be “reporters” in the next lesson.
2. Homework: “The journey of my family”- students receive a template on which they have to present the journey of their family as a poster (describe main family events, name places of residence and times). To accurately do so, they must interview their own parents. The last “bubble” on the template represents the future. Students should draw how they imagine their future (in 10-20 years).

Lesson 3
A group interview with an immigrant living in Hungary (an invited guest): two children interview the immigrant, acting like reporters, while the other children are the attentive audience. Towards the end, the audience can also ask questions. Potential topics to be covered: reasons for migration, living in Hungary, relationship to the country of origin.

**Variation:** Several guests may be interviewed, in order to allow for students to understand different reasons as to why people migrate.

Lesson 4
1. Presentation of posters: “The journey of my family.”

2. “My suitcase”- students decorate a small, paper suitcase (20 x 20 cm) with symbols that represent their native country and the values/objects (drawings, pictures of real objects etc.) that they would take with them if they were to live abroad. If there is more time needed for this exercise, students can complete the paper suitcases at home or they can work on them in an extra lesson.

3. Both student exercises “The journey of my family” and “My suitcase” are exhibited in the classroom.
**Variation:** An additional lesson could be used to write family stories of migration collated as a small anthology and illustrated with images from the paper suitcases.

**Difficulties that may arise:**

1. Students may have personal experiences of migration. Therefore a teacher should be sensitive towards young people in the class who have direct experience of migration. If there are students who have even had to seek asylum, their emotional response to the lesson could be heightened.

2. It is necessary throughout all the lessons that the overall benefits of bilingualism and dual identity are made clear.

3. For the individual exercises (“The journey of my family” and “My suitcase”) students may need personal guidance.
The Journey of my Family
A Literary Book with an Immigrant Teenager or a Young Refugee as the Main Character

Developed by Špela Čekada Zorn

Introduction:
A lesson is based on a literary book which was read at home. The lesson is based on immigrants who try to integrate in the host society, where they are often rejected by their peers. Pupils focus on subjects such as: peer-group rejection, xenophobia, loneliness, poverty, cultural diversity, discrimination.

Aims:
To learn about immigrants and refugees: How they feel in the host country, what kinds of problems they have and how they may be socially discriminated. To think about what kind of social victimization an immigrant may experience.

Reference group: 13-15 year olds

Estimated time: 45-90 min.

Room: Any room

Material: A book (chosen by a teacher), pictures of people who could be characters in the book. The material is taken from the internet, a book or any other media available.

Requirements:
Assignments and moderation must be adapted to the reference group.
Procedure:

1. Prior to the lesson, pupils should read the chosen book and make some notes about the content, characters and language used. They should also select some photos (out of magazines or internet) which may represent characters in the book.

2. In class again, they share their notes with other pupils.

3. They work in groups. Each group is focused on one important subject, which is not only focused on a single migrant person but also on other characters. The specific subjects of each group could be: Peer-group rejection, xenophobia, loneliness, poverty, mental differences, discrimination, cultural diversity or pride (it depends on the book). Pupils in each group prepare a poster about the workgroup’s subject – how it is represented in the book, how the main characters are related to it, how the general public usually reacts to the subject or problem and finally, what pupils suggest for solving the problem.

4. Each group presents their poster. Others are invited to constructively comment on each poster.

5. To round up the lesson, pupils are invited to name well known immigrants of their country. This could be made easier by playing a guessing game with a question like “Who do you think you are?” Pupils receive a name before the game starts and then have to find out whom one pupil represents by asking Yes or No questions. Thus pupils may learn that not every immigrant is doomed to failure. Many people who have immigrated live a pleasant life in the (new) country and/or are successful in various ways.
Evaluation and feedback:
Evaluation is a part of several phases of the procedure.

Possible application:
1. Topics talking about cultural diversity, immigrants/refugees and ethnic or social discrimination

Variations could occur:
Other problems or different subjects on migration may be selected to work with.

Difficulties that may arise:
Some pupils might not understand the content of the book very well or just won’t read the book. There is also a possibility that they will react in a discriminatory way by treating only migrant characters as the ones who are causing problems.

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Language and Identity Me and my Languages
Developed by Bernhard Stolz

Introduction:
At the age of about 10, children start thinking about the importance of belonging to groups. Their attention as group members, whether they are either female, male, not female nor male, Turkish, German, Turkish-German, Muslim, Christian or unreligious, speaking the national language fluently or not being able to do so, is often connected with strict stereotypes.
Especially when it comes to national affiliations, children are confronted with strict stereotypes in the majority society or from their own ‘ethnic’ communities.
This unit is aimed at showing children that everyone has a multifaceted identity. Depending on the social situation, a certain facet may become more important for an individual than in another situation. Pupils may develop an understanding that it is manifestly possible to change some cultural identity patterns and that it is totally fine to opt for a hybrid identity. This can be seen within national affiliations such as when one considers oneself to be “Turkish-German” or “Russian-Italian”.

Aims:
Generally speaking, children can learn new things about their classmates and come to the fundamental conclusion that alongside evident differences, they have a lot in common with them. In a playful way, pupils learn about the co-existence of different languages in their own life and how those, among many other individual facets, may help to shape their cultural identity. They also learn about the cultural value of bilingualism and about the hierarchy of languages which may exist in the respective country.
Reference group:
Age group 10-12 years old (5th and 6th grade)

Procedure:
Students receive a piece of paper with a blank, empty silhouette of a body (alternatively they draw their own silhouette). They are asked to fill out the silhouette with different colors, each color representing a language.
The teacher starts by reading the story of a child.

**Example:**

*My Name is Pjotrek. At home we speak Polish, which is my first language, and this is why I painted large parts of my body green. After moving to Germany, I started to learn German by listening to German people. That’s why my ears, the rest of my body and my head are red. In school we are learning English now and that’s why my brain is blue. Sometimes I play football with my Turkish classmates. I know some Turkish phrases already, which is why my feet are brown. I like Italian ice-cream and pizza. That’s why my mouth is orange. As a hobby, I’m in a Karate Club where I hear some Japanese words. That is why my hands are coloured yellow.*

The story should contain examples of everyday experiences the students have. Depending on the age group, the stories’ examples should be adjusted accordingly.

Then the students draw their own silhouettes and they introduce their drawings to each other. They may also write down their personal language-story. The lesson continues with a discussion about language facilities (students with an immigrant background usually have a lot to tell) with the following input questions:

*Where can you use which language? Are all languages valued in the same way?*

**Estimated time:**

45 min. (More time is needed in large groups to present all the pupils’ examples)

**Evaluation and feedback:**

After each group activity, brief feedback may be asked for using evaluation questions, which should focus on new knowledge (“What is new and surprising?”) and the pupils’ experiences.
Variations:
The variations are mentioned in the activity descriptions (writing the stories instead of telling them), but often the students are tired of writing, because most of the subjects consist of reading and writing activities.

Difficulties that may arise:
In the activities concerning identity, very personal things could be mentioned. The teacher has to therefore ensure that there is a good listening atmosphere and a common respect among pupils towards the personal stories and pictures.

Notes for the teacher:
There are aspects of identity in European societies that almost always lead to discrimination against people, such as a person’s skin colour. Some forms of discrimination have a long and violent history of oppression, therefore its impact is very powerful (e.g. racism). It is important for teachers to keep this in mind, otherwise some oppressive relationships might be compared to others—although a comparison is not possible. Indeed it could lead to a relativisation of discrimination experiences.

To deepen this subject, continue with the teaching unit Strange/Different/Foreign by Susan Navissi, which encourages a detailed reflection of social ideas about strangers and foreigners (see MIRACLE homepage: http://www.miracle-comenius.org).
Languages in Contact
Developed by Špela Čekada Zorn

Initial questions: What is your native language? What does it mean to you? What is the difference between your native language and other languages that you speak?

Introduction:
In the modern world people speak different languages, but the most important for everyone is his/her native language. It is a very important part of our identity. Problems can occur when people can’t express themselves in their mother tongue because it isn’t an official language in the country where they now live. We make pupils aware of this problem. At the same time, we try to make them proud of their native language.

Aims:
Pupils learn about different languages, the role a native language can play and the importance of tolerance towards people who can’t speak the official language of a country. The lesson should facilitate valuing the mother tongue. Moreover, pupils should get an idea about the value of speaking two or more languages, no matter what kind of languages these are. Bilingualism should be highlighted as an important resource: an obviously positive linguistic competence.

Reference group: 11-14 years old

Estimated time: 45 min.

Room: Any room

Material:
A sheet of paper with a text in a foreign language and assignments for the pupils concerning the printed foreign text (this material does not come with this unit, the respective teacher should source it)

**Requirements:**
The foreign language used in the text should be a language that pupils don’t speak. An immigrant pupil may talk about his/her experiences when he/she moved to a foreign country and didn’t yet understand the new language. A majority of pupils can be asked to talk about situations they may have experienced, in which they couldn’t properly express themselves (e.g. during holidays in a foreign country).

**Procedure:**
1. The teacher gives pupils a sheet of paper with a text in a foreign language. He asks them to read the text and to answer the questions about it. Pupils will probably argue about the given assignment because they won’t be able to understand the language.

2. The teacher asks pupils to express their feelings. Prompt: How did you feel when you got the assignment in the foreign language? Some of the children may write their feelings on the blackboard.

3. The following conversation will be about immigrants who also can’t speak the national language (fluently). Pupils try to answer the questions: What opportunities do immigrants have to successfully integrate into the society? How important is the language integration? What should the respective country offer them?

4. If there is an immigrant pupil in the class, the teacher can ask him/her at some point (ideally before the actual lesson) whether he/she wants to
talk about the experiences and feelings when he/she moved to the new country. If the pupil agrees, the classmates can ask him/her about the experiences in the respective lesson.

5. Pupils are tasked to write down five words which they associate with their native language. They compare results and try to answer the following questions: why is the native language so important for everyone? What is required if you move to another country and must learn its language? Should we forget about the mother tongue?

6. The pupils may also be asked about how important they consider other languages: do they think some languages are more valuable than others? Why? Then the pupils are to sit down in pairs and make a hierarchic list of their nation’s languages. At the top of the list is the language which they think is most valuable to speak in the country where they’re actually living. Further down in the list are the languages which they assume to be less valuable. The groups present the lists and should try to explain their decision. They are also invited to discuss bi- and multilingualism: Why could it be of benefit if someone speaks more than one language?

7. Pupils suggest different approaches to preserving one’s native language in a foreign country and also think about the requirements that would need to be fulfilled in order to lead to successful implementation of bi- and multilingualism.
Evaluation and feedback:
Evaluation is a part of several phases of the procedure.

Possible application:
1. Subjects dealing with language diversity
2. Subjects dealing with native languages

Difficulties that may arise:
Pupils with a migration background could be emotionally involved and also could feel frustrated when talking about their experiences.

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Identity and Ethnocentrism
Developed by Judit Koppany

Aims:
- To allow students to think about similarities and differences among them.
- To realize certain human attributes which we all share.
- To recognize that those things that may appear to be weird at first sight, may indeed be natural/normal from a different perspective.
- To notice that sometimes what we take for granted, may shock others.

Reference group: 10-12 years

Estimated time:
45-70 min. (with or without the optional exercise)

Room: big enough to move freely

Material:
pictures of dominoes, 2 bags, pictures of different cultural traditions, fairy tale about Greatland and Highland
Procedure:

Exercise 1: Domino

Aim:
To motivate students to think about similarities and differences among them

Estimated time: 5 min.

Material: pictures about the domino

1. When introducing the game, the facilitator shows two pictures of a domino and places them on a classroom wall. The facilitator explains that the group will play dominoes in a slightly different way this time: instead of dots we will match personal characteristics.

2. Prompt: “Think of two characteristics that you have. For instance: my left domino is that I like chocolate, my right domino is that I have a brother” etc. The facilitator can point at the pictures of different cultural traditions. Next, the facilitator asks a volunteer to stand in the middle of the group and name the two chosen characteristics. The domino game continues when someone in the group has chosen a similar personal characteristic and therefore joins the other person in the middle. They should hold hands with one hand so that the domino-chain can continue. Alternative procedure: If the students do not feel comfortable holding each others’ hands, it can be suggested that they line up their shoes parallel to each other or simply stand next to each other.
3. Then, he/she repeats his/her characteristic and names another one for his/her other hand. If no one else shares that characteristic so that no one can join the chain, then he/she names a new characteristic, until someone can join, and the game continues.

4. The two last persons to join the chain also need to find one thing that they share. So, in the end, the group may form a circle where everyone is holding hands. 

Note: the characteristics shouldn’t be too simple. We should encourage the members to say personal characteristics (e.g. I like soccer, my favorite food is pizza, I like to sing in the shower), visible characteristics (e.g. I have brown hair, I wear jeans etc.) and also personal beliefs (e.g. I believe that if we try, we can achieve everything, etc). The group members should be encouraged not to think too much, so that the game stays interesting and dynamic for those who are waiting to join the domino-chain.

Exercise 2: Saturn and Jupiter

Aim: To allow for students to reflect about similarities and differences among themselves, so that they can recognize certain things we all share.

Estimated time: 15-20 min.

Material: 2 cones or 2 big circles

Procedure:

1. Place two cones about 20 metres apart. One cone is “Saturn” and the other cone is “Jupiter.” Alternatively, draw two big circles.

2. Tell the children that you will give specific instructions during the game. They will have to decide which answer is best for them and then run to the correct planet, because no one wants to be floating in outer space all alone.

3. Give them the instructions in the following way: “Those who [have brown hair], go to Saturn; those who [do not have brown hair], go to Jupiter.” Let the children run to the appropriate cone/circle.

4. Continue the game by calling out different instructions based on the following suggestions.
Instructions (for older students, a slight modification may be necessary):

<table>
<thead>
<tr>
<th>Go to Saturn, if...</th>
<th>Go to Jupiter, if...</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are a boy.</td>
<td>You are a girl.</td>
</tr>
<tr>
<td>You are wearing something green.</td>
<td>You are not wearing anything green.</td>
</tr>
<tr>
<td>You like football.</td>
<td>You do not like football.</td>
</tr>
<tr>
<td>You were born in Budapest.</td>
<td>You were not born in Budapest.</td>
</tr>
<tr>
<td>You have a sister.</td>
<td>You don’t have a sister.</td>
</tr>
<tr>
<td>You like to drink milk.</td>
<td>You don’t like to drink milk.</td>
</tr>
<tr>
<td>You study in this school.</td>
<td>You study in another school.</td>
</tr>
<tr>
<td>You live in the 7(^{th}) district of Budapest.</td>
<td>You don’t live in the 7(^{th}) district of Budapest.</td>
</tr>
<tr>
<td>You speak a foreign language.</td>
<td>You don’t speak a foreign language.</td>
</tr>
<tr>
<td>Your hair is curly.</td>
<td>Your hair isn’t curly.</td>
</tr>
<tr>
<td>You are younger than 14.</td>
<td>You are older than 14.</td>
</tr>
<tr>
<td>You can play an instrument.</td>
<td>You don’t plan an instrument.</td>
</tr>
<tr>
<td>You have a relative living abroad.</td>
<td>You don’t have a relative living abroad.</td>
</tr>
</tbody>
</table>

Questions for discussion:
- How did you like the game?
- Were you ever alone on your planet during the game? How did you feel?
- How did you feel when you were part of a large group on the same planet? Why?
- Which instructions made you think twice about which planet to go to? Why?
- Was one planet better than the other in this game? How can that be?
- In what ways are we all alike in our group? In what ways are we all different?
- Do you like having friends who are different from you? Why or why not?
- How can you get to know each child in your group better?
- What can you do to make sure others feel welcome in your group?

Source: Equitas: http://www.equitas.org/toolkit/
Exercise 3: Does “different” always mean “strange”?

Aims: To recognize that those things that may appear to be weird at first sight, may indeed be natural/normal from a different perspective. To notice that sometimes what we take for granted, may shock others.

Estimated time: 20-25 min.

Material: colourful pictures (see separate annex, these pictures can be modified)

1. Place the pictures on the floor. Ask students to pick one that is “out of the ordinary” for them.
2. Then the students show the picture they picked and try to explain why they picked it. The facilitator writes the emotions and associations on the board.
3. The group makes a comparison between the pictures that were chosen and those that weren’t (those that remained on the floor). What associations do the students have with them and what emotions do they feel as a result? What is the difference between the two groups of pictures?

Note: Usually the chosen pictures are imbued with negative emotions (it is shocking, it is disgusting, etc.) because it is different from what I like and am used to.

Related to this, we can talk about the notion of culture and identity: we all have a notion of what is good or bad, normal or abnormal. These notions and our viewpoints are not self-evident, but depend on our socialization.

Cultures themselves are similar and different at the same time: we all eat and we all wear clothes, as
we see on the pictures. Many things are simply the same in all cultures. But, on the other hand, we eat different types of food: in some cultures it is weird to eat spiders, for others it is equally weird to eat hamburgers. Clothing and body-decoration differs also: piercing and tattoos may differ, the veil and buggy pants are different traditions. From a different viewpoint what we see may look different: seen from a new perspective, what we find normal may appear abnormal. It is a matter of one’s viewpoint. Moreover it is necessary to bear in mind that there are also (big) differences concerning eating and clothing habits and concerning value differences within one specific “culture” (quotation marks are used to highlight culture as a construct).

4. Final prompt: Have you ever had the experience of finding something strange in real life and then your opinion changed?

Source: Artemisszió Foundation

Exercise 4: Greatland and Highland (optional)

Aim: To allow students to think about the difficulties of changing perspectives.

Estimated time: 15 min.

Material: The fairy tale printed out for all children

Procedure:
1. All students receive the fairy tale as a handout. The facilitator reads the story aloud.
"This is a story about Greatland. Imagine that all people in Greatland, from the beginning of time, today and forever, were born with two legs, two arms, two eyes, two ears, a nose, a mouth and a pair of sunglasses with yellow lenses. No one has ever thought that it is strange that people wear sunglasses all the time. It has always been like that and they are like a part of the human body. Everyone wears them. Everything they see is yellow. The sky is yellow. The land is yellow. The trees are yellow.
Thousands of miles away, in another country called Highland, there are people who, from the beginning of time, today and forever, were born with two legs, two arms, two eyes, two ears, a nose, a mouth and a pair of sunglasses with blue lenses. No one has ever thought that it is strange that people wear sunglasses all the time. It has always been like that and they are like a part of the human body. Everyone wears them. Everything that the people in the Highland country have seen, been taught and experienced has been filtered through the blue lenses.
Once there was a person travelling from Greatland to Highland. She was smart and understood that if she wanted to learn about the other country and the other people she had to get a pair of blue sunglasses to be able to "see" things correctly. When she arrived in the other country she made sure that she got a pair of blue sunglasses. Then, she called out loud: "Now I understand: In Highland everything is green!"

2. Discussion: What is this story about? What did the visitor from Greatland want?
Did he/she achieve his/her goal? Why or why not?

A possible discussion can be directed to focus on a positive, "welcoming model", which host countries may develop to make migrational transitions possible.
The discussion could be continued in small groups which discuss and define what they think guests need to feel welcome in a foreign country.

Source: Centre for Intercultural Learning
Worksheet

Civic Cross-Cultural Competences

Photostock/ FreeDigitalPhotos.net

Andy Newson/ Free DigitalPhotos.net

Elwood W. McKay III/ FreeDigitalPhotos.net

Dundee Photographics/FreeDigitalPhotos.net

MIRACLE
Go Climb A Rock / Everystockphoto.com

sibaudio/ stock.xchng

nitewind23 / stock.xchng

scaredy_kat/ Everystockphoto.com
Civic Cross-Cultural Competences

Work sheet

alebeh/ stock.xchng

U-g-g-B-o-y-(-Photograph-World-Sense-)/ stock.xchng

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III. TEACHER TRAINING COURSE MODULES
Migration and Asylum in Europe
Developed by Mojca Vah Jevšnik, Paolo Ruspini, Stefan Schaa and Bernhard Stolz

1. Introduction
This Teacher Training Module focuses on different migration and asylum-related topics. Its aim is to provide participants with the opportunity to acquire knowledge about developments in European migration and asylum policies. The specific knowledge contained in the module can be directly applied to deal with potential challenges evolving out of a socially diverse or heterogeneous class composition of society. While meeting the challenges of migration, the module also aims at contributing to an overall perspective on anti-discrimination and anti-racist education subjects within the European context.

The module will be structured as described below. The first part (1) consists of an introductory lecture on the topic of migration in Europe by Dr. Paolo Ruspini. The lecture will include general information on key migrational concepts, stages of European immigration history as well as specific aspects related to the integration of the field of migration at European Union (EU) level.

Following the introductory lecture, participants may take part in an exercise (2) which provides them with a first broad understanding of refugees’ flows and their driving factors world-wide. For this purpose the exercise “Refugee Chair” (explained below) will be introduced to the participants.

Following these activities, two working groups are formed (3) which are asked to work on two different aspects of migration: a) Immigrants and welfare states; b) Integration mechanisms in host societies.
Various media, such as newspaper articles, internet information, photos and maps will be used to facilitate the working and learning processes.

A final reflection at the end of the module will ensure that all remaining questions and issues have been sufficiently addressed. The reflection will also give participants the opportunity to share their impressions of this module and make recommendations and suggestions for improvements.
## Agenda:

<table>
<thead>
<tr>
<th>Time</th>
<th>Block</th>
<th>Time</th>
<th>Aim</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15 – 12:15</td>
<td>Introductory Lecture: Migration in Europe</td>
<td>60 min.</td>
<td>Participants get a detailed overview of key concepts and a background on Migration in Europe to facilitate group work. Note: Clarify open questions to avoid any misunderstandings</td>
<td>Lecture and discussion of key concepts and topics</td>
<td>PPT</td>
</tr>
<tr>
<td>12:15 – 13:00</td>
<td>Refugee Chair Exercise</td>
<td>45 min.</td>
<td>Participants get to know each other better. They develop a first basic understanding of the subject. The ‘Refugee Chair’ game will be used as a starting point</td>
<td>Refugee Chair</td>
<td>PPT, Paper and Markers</td>
</tr>
<tr>
<td>13:00 – 14:30</td>
<td>LUNCH BREAK</td>
<td>90 min.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>14:30 – 16:00</td>
<td>Working Group 1: Migration and Welfare States</td>
<td>90 min.</td>
<td>Participants will become familiar with the concept of welfare in European states</td>
<td>Small group work- discussion</td>
<td>flipchart, markers, internet, ppt</td>
</tr>
<tr>
<td>14:30 – 16:00</td>
<td>Working Group 2: Migration and Integration</td>
<td></td>
<td>Participants learn about the concept of integration and intercultural education</td>
<td>Small group work- discussion</td>
<td>internet, flipchart, markers, ppt</td>
</tr>
<tr>
<td>16:00 – 16:30</td>
<td>Reflection and Coffee break</td>
<td></td>
<td>Feedback on impressions and learning experiences</td>
<td>Participants express their opinion about the work in their group. Which learning goals have been achieved?</td>
<td>Reflection template</td>
</tr>
</tbody>
</table>
2. Introductory lecture by Paolo Ruspini

Migration in Europe

**Estimated time:** 60 min.

**Aims and objectives:**
Participants will be given an introductory lecture on emerging trends and different migration flows (e.g. regular and irregular, circular, transit and return migration) which are currently developing in Europe. Certain perceptions and the social reality of the current migration phenomena on the European continent will be covered along with a brief assessment of the actual impact of national and international migration policies.

Once a general understanding of the different stages of European migration history is provided, the ensuing discussion will focus on two main subjects:

a) The national and supranational levels in the EU policy-making are interwoven and interplay with each other;

b) The evolving European migration system is being reshaped by the European enlargement process(es).

Although the East-West differences are unquestionable, the evidence from historical experiences seems to indicate future European convergence in a migratory respective. The lecture aims at demonstrating the need for ‘diversity of harmonisation’ of the EU immigration policy.

The structure of the introductory lecture about migration in Europe revolves around four core subjects: (1) A short excursion in the European immigration history since the Second World War; (2) Before and after Tampere (1999-): from the intergovernmental cooperation to the communitarisation of immigration policies; (3) Pre- and post-accession migration and the evolving European
migration system; (4) Transnationalism and immigrant integration in host countries.

Aims: Participants may gain a basic understanding of European immigration, the interrelation between migratory flows and European migration policies and finally, the way European policy making and integrational processes (including globalization) affect migration movements. Transnationalism and immigrant integration will be discussed shortly and the final discussion also favours the need for a civil rights-based approach to migration. Key words: migration flows and policies, Europe, European immigration history, EU immigration and asylum policy, immigrant integration, EU enlargement, borders, human rights, inclusion, exclusion and transnationalism.

**Literature:**
Preparatory reading to be circulated among participants:
This small-format book aims at providing insights into the current dimension and changing dynamics of international migration.
By reading selective books, the participants will be able:
- to distinguish between different migrant categories;
- to identify causes and consequences of international migration and related subfields of study (migration and globalisation, migration and development, irregular migration, etc.);
- to understand the meaning of statistics in international migration;
- and finally to become familiar with notions of immigrant integration and citizenship, as well as the growing role of diaspora and transnational communities.

The book’s key questions include:
Why do people migrate?
What is the role of transnational migration networks in the migratory process?
What is a return migrant?
What does immigrant integration mean?
Further suitable books on the topic of “migration in Europe” and the “EU immigration policy” include:

The chapter offers a general understanding of post-war migration into the western societies since the 1950s. It was characterised by the economic reconstruction needs and structured by the development of the European economy which generates a demand for migrant workers.

The book’s key questions include:
Who is a “guest worker”? Which factors eventually exhausted the “guest worker” model? What characterises the “third wave” of migration to Europe?

The chapter encompasses the political developments in setting up a common EU immigration and asylum policy; it differentiates between “immigration” and “immigrant” policies; and it highlights the importance of the EU migrant inclusion agenda.

The book’s key questions include:
Why have European countries moved into the ‘communitarisation of migration’ and the ‘supranational integration’ areas? Why is the focus on antidiscrimination legislation and not only on citizenship rights for third country nationals?

The chapter aims at investigating the link between the post EU enlargement migration space and the ongoing process of the forming of a common EU immigration policy. The theoretical framework is based on the ‘pendulum model’ - which was
developed by Helen Wallace - and includes a close study of the EU policymaking process. The model shows how this process results in an uninterrupted oscillation between two dimensions of governance – national and supranational – particularly in the field of immigration, where prerogatives of national sovereignty often tend to prevail.

Note: As an alternative to the aforementioned Geddes (2003) chapter, the following profile on migration in the European Union can also be read:
At: http://www.focus-migration.de/European_Union.6003.0.html?&L=1

Various media contents will be integrated during the introductory lecture such as the comic strip below entitled "Looking backward".

"They would close to the newcomer the bridge that carried them and their fathers over”
Other pictures, posters and videos will also be used to exemplify the living conditions and the legal situation of immigrants, of asylum seekers (i.e. at the external borders of the EU) and of immigrants of the second generation in different European countries, etc.

Examples of material that will be used during the introductory lecture include:
Videos: "Where Europe Ends" - on European borders, inclusion and exclusion: http://www.wher eeuropeends.eu/trailer.html
"The Life of Chinese Merchants in Moscow" - irregular Chinese migration to Russia:

**Other didactic resources:**
This section includes a brief selection of general reference tools for sharpening one’s knowledge on migration related issues.
Focus Migration is an information service that offers up-to-date figures, data and analysis on immigration, migration, asylum and integration issues. The service consists of three core products: country profiles, policy briefings and newsletters.
At: http://www.focus-migration.de/index.php?id=4&L=1

The “Migration Information Source” provides fresh thought, authoritative data from numerous global organizations and governments, and global analysis of international migration and refugee trends.
At: http://www.migrationinformation.org/

Migration News summarizes and analyzes the most important immigration and integration developments of the preceding quarter. Topics are grouped by region: North America, Europe, Asia and Others.
At: http://migration.ucdavis.edu/mn/

Migration Atlas

Migration Glossaries
At:


Related film material:
It’s a Free World... (2007). Director: Ken Loach.
3. Warm-Up Phase: Refugee Chair¹

Aims:
1. People are actively involved in the beginning (ice-breaking effect!).
2. The focus from the outset is on the political dimension of the problem.

During this exercise, participants may get an initial understanding of poverty and wealth distribution in the world. They will see that nowadays it is to a large extent the poor countries that host refugees (compared to most affluent countries which host labour immigrants). The game represents a good introduction to the refugee topic by dealing with common prejudices.

Reference group:
Primarily students (6th grade and upwards); Teachers and other participants
The exercise can be done in a similar way for all reference groups. The discussions and additional information provided should be focussed on the age-group.

Age group: 11-13
The discussion could start by asking the names of the continents. Questions could include: Do you know what happens to refugees in your country? This could continue with a personal story of a refugee known to the group or even maybe in the reference group.

Age group: 13-16:

You can add a political dimension to the game and ask students: what do you know about the political debate on refugees/asylum seekers in your country?
Adults: depending on the group interest: Focus on migration policy (national and international level)

**Estimated time:** 45-60 min.

**Room needed:**
A big room with enough chairs for participants

**Material**
- Markers
- Big sheets of paper with drawings or names of the continents
- Flip-Chart

**Procedure:**
Preparation: Five big sheets of paper with the names (and maybe with the silhouettes) of North-America, South America, Africa, Europe, and Asia (Australia and Oceania belong to Asia in this exercise). The continents will be spread out in the room according to their actual geographic position. In the middle of these big sheets, there should be enough space for the participants to sit.

**Part 1: World Population**

The number of participants represents the world population. Participants are asked to estimate the population on each continent (as a percentage of the world population). Cards with the estimated percentage number are attached to each continent and the estimated figure is noted in a power point presentation or paper on the wall. Then participants are asked to distribute themselves as a symbolic world population on the five continents according to the estimated figures (without taking their chairs). Then the symbolic
distribution is corrected by using the accurate world population numbers.

Part 2: Global world income

In this phase, the chairs are used without people standing on the continents. All of the available chairs represent the total global world income. For each participant there is one chair as a part of global income. The participants estimate the overall income/wealth of each continent (as a percentage of the world income). Cards with the estimated figure are attached to each continent and the estimated figure is noted in a power point presentation or paper on the wall. The participants then carry the chairs onto the continents according to what they think could represent each continent’s share of the world income. All chairs have to be taken. The distribution will again be corrected by using actual world income numbers.

QUESTION:

Part 3: Citizens’ income

Now that the world population and the world income are distributed throughout the continents, participants may sit down on the chairs of their continent. Note: In Asia the group participants have to use acrobatic positions to be able to all sit down on the chairs, while participants in North America may encounter a small problem when they attempt to cover all the available chairs.

This exercise shows the relation between population and income distribution.

Part 4: Refugees

All the participants are now symbolic refugees and have to distribute themselves again over the five continents while the chairs remain placed according to world income. Now
the participants are asked to estimate the number of refugees on each continent (in percentage of the total refugees and asylum seekers in the world, no IDP’s/see below). Cards with the estimated figure are attached to each continent and the estimated number is noted in a power point presentation or paper on the wall.

The participants then distribute themselves by sitting down on the chairs according to what they assume is each continent’s share of the world refugee population. The symbolic distribution is corrected according to the actual refugee numbers.

It is evident that there are refugees on each continent, but the poorer continents like Asia and Africa host most of the refugees.

**Evaluation and feedback:**

Please note: the exercise is not a knowledge test, but a general understanding of the world’s distribution issues. One should mention that within the continents, there are big differences. On the one hand, the exercise generalizes certain contents, but on the other, it illustrates the disproportional structures in the world.

It is recommended to start a discussion using the following questions after Part 3:

Did you expect the distribution to be as it was shown during the game?

And a question after the whole exercise:

What was the most surprising result? Why?

What do you think about the disproportion between population, income and human flight?

**Variations:**

You can add a continent’s CO² Emissions as another factor and symbolize it with balloons that are given to participants.
Difficulties that may arise:
Disturbances in the room, if there is not enough space. Participants should be able to have an overview of the distribution of people and chairs.

It is not important to have the most actual data, because in the exercise (especially with fewer than 15 participants) you can actually only see a rough overview.
### Population

<table>
<thead>
<tr>
<th>2008</th>
<th>Numbers in Millions</th>
<th>%</th>
<th>Number of participants per continent</th>
</tr>
</thead>
<tbody>
<tr>
<td>World total</td>
<td>6.707</td>
<td>100</td>
<td>10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35</td>
</tr>
<tr>
<td>Europe</td>
<td>730</td>
<td>10.88</td>
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</tr>
<tr>
<td>North America</td>
<td>337</td>
<td>5.03</td>
<td>1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2</td>
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<tr>
<td>South America</td>
<td>579</td>
<td>8.64</td>
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</tr>
<tr>
<td>Africa</td>
<td>973</td>
<td>14.50</td>
<td>1 2 2 2 2 2 2 2 3 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 5 5 5</td>
</tr>
<tr>
<td>Asia incl. Oceania</td>
<td>4.088</td>
<td>60.95</td>
<td>6 6 7 8 8 9 10 10 11 12 12 13 13 14 15 15 16 17 17 18 18 18 19 20 21 21</td>
</tr>
</tbody>
</table>

3 Source: U.S. Census Bureau, International Data Base (2008)
### Gross national product

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>Billion US-$</th>
<th>%</th>
<th>Number of participants per continent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World total</strong></td>
<td>54.395,42</td>
<td>100</td>
<td></td>
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</tr>
<tr>
<td><strong>Europe</strong></td>
<td>19.273,51</td>
<td>35,34</td>
<td></td>
<td>3 4 4 4 5 6 6 6 6 7 7 7 8 8 9 9 9 9 10 10 11 11 11 12 12 12</td>
</tr>
<tr>
<td><strong>North America</strong></td>
<td>15.275,97</td>
<td>28,08</td>
<td></td>
<td>3 3 3 4 4 4 5 5 5 5 6 6 6 7 7 7 7 9 8 8 8 8 9 9 9 10 10</td>
</tr>
<tr>
<td><strong>South America</strong></td>
<td>3.449,87</td>
<td>6,34</td>
<td></td>
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<tr>
<td><strong>Africa</strong></td>
<td>4.530,83</td>
<td>8,33</td>
<td></td>
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<tr>
<td><strong>Asia incl. Oceania</strong></td>
<td>11.865,25</td>
<td>21,81</td>
<td></td>
<td>2 2 3 3 3 3 3 3 4 4 4 4 4 4 4 4 5 5 5 5 6 6 6 7 7 7 7 7 7 8</td>
</tr>
</tbody>
</table>

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Refugees
The figures show the numbers of refugees and asylum seekers, who migrated to other countries. Internal displaced persons (IDP’s) are not included in this overview which is especially in Africa (5.9 Million) and South America (3 Million) much higher than the number of refugees crossing borders. In Europe there are 0.565 Millions IDP’s.

<table>
<thead>
<tr>
<th>2007</th>
<th>Numbers in Millions</th>
<th>%</th>
<th>Number of participants per continent</th>
</tr>
</thead>
<tbody>
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<td>World total</td>
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<td>100</td>
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<tr>
<td>Europe</td>
<td>1.8</td>
<td>14.87</td>
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<tr>
<td>North America</td>
<td>0.58</td>
<td>4.77</td>
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</tr>
<tr>
<td>South America</td>
<td>0.57</td>
<td>4.71</td>
<td>0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 2 2</td>
</tr>
<tr>
<td>Africa</td>
<td>2.77</td>
<td>22.84</td>
<td>2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 5 6 6 6 6 7 7 7 7 7 8 7 8 8</td>
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<tr>
<td>Asia incl. Oceania</td>
<td>6.41</td>
<td>52.81</td>
<td>5 6 6 6 7 8 8 9 9 10 10 11 12 12 13 13 14 14 15 15 16 16 17 17 18 18</td>
</tr>
</tbody>
</table>

4. Group work

Note: The working groups have separate subjects and different methods; the third working group is optional

4.1 Migration and Welfare States – Group 1

Aims: Participants may become familiar with the concept of welfare in Europe and will also gain basic knowledge on the development of European welfare provision in the past few decades. They can discuss the concept of solidarity in the framework of contemporary welfare states and immigration. During the group work they may grasp the complexity of the distribution problems, as they’re encouraged to approach the issue using different perspectives.

Material: Internet access (YouTube, newspaper articles);


Estimated time: 90 minutes

Part 1: Introduction

The impact of immigration on welfare states in Europe has been the subject of many heated debates. The social recognition of members of different nationalities and ethnicities has been questioned because the solidarity between fellow citizens is weakening, making them unwilling to redistribute their incomes. In this part of the module, teachers will become familiar with the concept of welfare. Therefore we ask: When and why were European welfare states formed and how did they develop in the past? What
challenges are welfare states facing in the future (with a special focus on the issue of aging)?


Part 2: Group work and discussion
Participants are divided into two groups. To divide the group, cards are distributed with the numbers one and two or they receive different coloured sweets or playing cards. They sit down in the two groups. The first group is asked to defend the argument that welfare states are being undermined by too much immigration and recognition of different nationalities and ethnicities. They are asked to define as many arguments as they can to support the statement. The second group is asked to provide arguments that immigration and recognition do not pose a threat to the provision of welfare in the future. They present their arguments to each other.

Part 3: Conclusion
Statistical data are provided, which show that there is currently no trade-off between the redistribution in welfare states and the recognition mentioned above. But the question remains, whether public opinion and media which discourse against immigration can overshadow the statistical data and academic research to the extent of becoming a self-fulfilling prophecy.

Recommended reading on the topic for interested participants:
4.2 Migration and Integration – Group 2

Aims: Participants may become familiar with the concept of integration and ways of measuring levels of integration. These subjects are introduced and the following group discussion will be initiated, focussed on the integration of children in a school environment. Participants will exchange their viewpoints on the inclusion of immigrants in their own countries and share personal experiences on dealing with heterogeneity in their classrooms.

Material:
Access to the internet (YouTube, newspaper articles)

Estimated time: 90 minutes

Part 1: Introduction
The work group will start off by explaining different levels of integration. Two short video clips will be used that show the importance of integration from a changed perspective:

"IT'S NOT EASY"
http://www.youtube.com/watch?v=SDLbHlc8xEA

“Migrants’ perception on Northern Italy – Northern Souls:
http://www.youtube.com/user/SSIIMunescoChair#p/u/4/BB2eCoT9D9m8

The focus of this working group should be on the importance of successful integration of immigrants and their family members into the host society. Participants get familiar with the concept of integration of immigrants into the majority society.
Participants get to know different factors which actually can measure successful integration including: The Migrant Integration Policy Index (MIPEX). It evaluates and compares what governments are doing to promote the integration of
immigrants in EU member states and several other countries.\(^5\)

**Part 2: Group work**
The group is asked to discuss evident controversies surrounding integration and multiculturalism by focussing on these or other related articles:

“France sends Roma gypsies back to Romania”
http://www.bbc.co.uk/news/world-europe-11020429

“European court confirms headscarf ban in school no violation to rights.”

4.3 Camps for asylum seekers/undocumented migrants in Northern Africa and Europe and living situation in the host societies – Group 3

**Aims:**
The aim of the working group is that participants get familiar with the living situation and experiences of asylum seekers and undocumented migrants in camps in Europe. After a short introduction to the topic which includes a clarification of the key concepts, some selected posters and pictures will be used to illustrate the living conditions of asylum seekers and undocumented migrants in camps. Malta will act as a showcase in order to exemplify current detention practices and conditions in the host society.

\(^5\) Source: http://www.integrationindex.eu
Material: Photos and presentations will be used during the working group. Pens, paper and a flip chart will be used to document recommendations.

Estimated time: 90 min.

Part 1: Introduction

Prior to the group work, the moderator clarifies the position of the EU and their member states and explains why detention camps are necessary to control migratory flows. After this, the position of civil society organisation will be discussed with an explanation as to why detention itself can be seen as a violation of human rights. Then the moderator uses selected photos to provide information about the living conditions of asylum seekers/undocumented migrants in camps and in their host society. Europe’s most southern country, Malta, may be introduced as a showcase.

Part 2: Group work

In the group work, participants are asked to express in plenary what they know about detention policies and the current situation of asylum seekers/undocumented migrants in their country. Following the facilitators’ input and discussion with participants in the plenary, the group is supported and guided towards formulating recommendations on how detention policies and social policies affecting living conditions in host societies should be defined, so that policies meet the educational needs of immigrant children and their families and can also cater for the needs of the host society in the future.

The facilitator also helps participants to identify whether their ideas/recommendations are already being addressed by existing legislation on a national or EU level. The
developed policy recommendations and ideas will be documented and presented after a final agreement.

5. Further references for the entire training module include:


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Cross-Cultural Competences

Developed by
Annette Barnscheidt, Kathrin Hillers,
Sandra Mossner, Dr. Kristina Toplak

Introduction:
Education in the field of cross-cultural communication and competences is the essence of a sustainable and non-violent world. Besides knowledge about the subject they’re teaching, teachers also need knowledge of the world today. They need to be cross-culturally competent to be able to teach, support and guide pupils with different cultural, social or religious backgrounds.
Competence is a combination of knowledge, skills and relations that correspond to the given situation. Relational competences also include personal feelings, norms, and motivation. Gaining cross- and intercultural competences is a life-long learning process. Intercultural competences are necessary for designing an intercultural dialogue which can overcome ethnical, religious, linguistic and cultural differences while accepting cultural diversity.

Cross Cultural Competences are:

knowledge
tolerance of ambiguity
behavioural flexibility
awareness of your own cultural identity
openness to new experiences
respect of other opinions
capacity to negotiate values
ethical behaviour
patience
enthusiasm and commitment
interpersonal skills
externalisation and self-expression
empathy
sense of humour
(Van Eyken, Szekely, Farcasiu, Raeymaeckers, Wagenhofer, 2005)

1. Structure of the Module
The module will encourage participants to regard (cultural) differences as normal and that they can be managed. Through various exercises, self-awareness will be emphasized and the participants will develop an understanding of what especially migrants and asylum-seekers often experience. A general definition of culture is also an essential component of the module. In addition to the concept of culture, the module also asks which social challenges respond to migration and which challenges are due to other cultural circumstances.
The module is designed to provide practical relevance and practicality for the participants. Working methods in this module aren’t theoretical, but diverse and interactive. Participants are able to share their viewpoints and approaches and gain new knowledge in the field of cross-cultural education. The chosen exercises can be adjusted to pupils’ age groups and levels.
It consists of four parts. The first part is an introductory exercise during which participants get to know each other better and also receive a first insight into the subject of peoples’ differences. To understand the social situation of immigrants, it is important to know that they often are the only ones who are somewhat different in everyday life. This exercise should stimulate participants to develop empathy in the context of such social situations. It will help them to define the feelings they had when “they were the only one ...”.
In the second part the concept of culture is considered. In this exercise participants are divided up into five groups working on and discussing the questions: “What are cultural differences?” and “What competences do we need to deal with them?”

The third part is all about cultural norms. The exercise “visitors and hosts” tackles the subject of participants’ responses to diversity of habits and traditions. It will reveal the reflexivity of one’s own reactions in a specific social situation, i.e. in class.

In the fourth part participants gain new knowledge on cross-cultural competences. They are invited to broaden their understanding of the subject and are asked to confront themselves with opinions about culture, that may be quite different, contradictory, partly deeply divided within themselves or even provocative. Some of them must be discussed critically and deconstructed immediately.

Participants are asked to build their own opinions on the given statements and work on them with other participants, first in a silent (written) way, then within a group discussion.

Aims:
Teachers gain an insight into intercultural competences and are encouraged to further explore the subject.
Teachers learn about cultural differences and accept cultural diversity.
Teachers learn of the importance of thinking and acting in an inclusive way.
Teachers gain and intensify their intercultural knowledge and competences which they’ll need to work efficiently in a multicultural learning group and school class.
Participants experience different approaches and gain new definitions of the concepts ‘culture’ and ‘cultural norms’, along with a differentiated view on intercultural phenomena and related self-awareness.

Reference group: International group of teachers (participants of MIRACLE TTC 1)
Estimated time: 180 min.

Room, Material and Requirements:
please see following exercises

2. Exercise: "I am the only one, who..."

Introduction:
People have a lot of things in common. But people are also very different and unique! It can sometimes be difficult for us to deal with cultural differences.

Aims:
1. Introductory exercise: the group gets to know each other.
2. To gain an understanding that people are different and that it is important to know about this.
3. To be conscious that being "the only one" can be an everyday experience for immigrants (especially for refugees).

Estimated time: 20 min.

Room: any classroom, sitting in a circle

Material: no material necessary

Requirements: chairs, one for each person

Procedure:
1. While the group is sitting in a circle it gets the task: “Please think about something (a habit, an experience, a circumstance ...), that no one else in the room shares.”
2. Each participant goes into the centre, only one at a time, and says: "I'm the only one who ...". If there
is someone else in the group, who shares the same thing, he or she joins the person in the centre to show it. The first one sits down again while one of the bystanders continues. If no one else shares, then the group continues circularly.

3. Participants discuss their feelings about being the only person in the middle of the group (or not).

**Evaluation and feedback:**

1. “How did it feel to be the only one in the middle of the group (or not)?” (e.g. relief, disappointment)
2. Discuss the possibilities of adjusting this exercise to other participants’ levels with the aims mentioned above.

**Difficulties that may arise:**

Some participants may not want to expose their uniqueness in front of a group they even hardly know.
3. Crossing Culture
Revealing challenges and difficulties of participants concerning cultural differences

Introduction:
Which differences between people are really due to cultural differences? Which differences arise out of cultural issues (traditions, education, religion)? Participants should be aware of the origins of obvious differences among us.

Aims:
1. To define the challenges and difficulties participants may have with migration-based social heterogeneity. Interactive discussions between the participants should be encouraged at an early stage of the ‘TTC 1’.
2. To take first steps in acting out competences.
3. To work out the differences between those challenges, which result out of migration experiences and those which are due to other cultural circumstances. Please note: Some difficulties and challenges are often considered to be connected to a migration background. Yet, there may be other reasons than culture or religion. Therefore we should also take family life, educational background, economical situation, etc. into consideration.

Estimated time: 60 min.

Rooms: 4 or 5 rooms for group work

Material:
20-30 sweets (as many as participants, wrapped in four or five different colours), markers, posters, sheets (different colours) with working tasks for each group, tape, flipchart or big board to hang posters up on
Procedure:
1. Find four or five groups with the sweets. Every group gets a coloured sheet with the working tasks (5 min).
2. Assignment: "Please note which cultural differences there are and what competences are necessary to handle them?" Discuss your results within your small-group.
3. The groups go into four or five separate rooms to work on the assignment. Each group is provided with a poster and several markers (20 minutes).
4. The groups present their posters one after the other.
   A discussion is initiated about the results (30 min).

Evaluation and feedback
1. How did you cope with the task (was it easy, difficult, boring, satisfying, useless...)?
2. Did any difficulties come up in your group? What kind of difficulties?
3. Would you have needed more information or definitions about what exactly a culture is to discuss the subject in a satisfactory way?
4. What do you think is important about the knowledge of cultural differences?
5. What benefits did you gain from the discussion?
6. How effective do you think the individual opinions were in defining the meaning of culture?

Difficulties that may arise:
Culturalized stereotypes may arise and should be deconstructed in a gentle but clear way. The plenary discussion should therefore be carefully managed and directed. The role of a facilitator is very important. The need for more background knowledge of culture may be expressed. This issue can be resolved by distributing a list of recommended intercultural literature.
Break: 15 min. (95 min./180 min.)

4. Cultural Norms

Exercise: Visitors and Hosts

Aims:
1. Acknowledging that habits and traditions differ from group to group. To accept that - even though they are opposed to our own habits, expectations and traditions.
2. Becoming aware of one’s own reactions towards unexpected actions.

Estimated time: 40 min.

Rooms: two rooms for group work

Material:
1. Worksheet for the group of hosts: “Behaviour of the hosts”
Task: You receive visitors from a different country. Please use the following signals and signs to communicate with them. You may signal "yes" by touching your ears with both hands. You may signal "no" by showing your tongue. Please do not indicate anything you may want with your fingers, but only by intensely staring at the wanted activity. You expect the visitors to perform the following activities:

- first of all: wash their hands
- caress the host's back
- give 10 cents to the host
- take off their shoes
- get a chair for the host
- sit down cross-legged in front of the host's chair.
2. Worksheet for the group of visitors: “Behaviour of the visitors”

Task: You visit people from a different country. You expect the hosts to do the following activities and try your best to teach them to satisfy your expectations:
- to give you their phone numbers
- to lend you a personal item (e.g. watch)
- to bow down as a welcoming gesture
- to write down your name on a sheet of paper or on the blackboard
- to offer you a chair
- to show you their teeth

Procedure:
1. The two groups (visitors and hosts) are separated in two rooms (if possible), each person is given an instruction sheet and has 10 minutes to prepare (“memorizing” the signs, trying out movements, etc.)
2. The groups meet, each visitor looks for a host. When everyone has found a partner, as many assignments as possible are accomplished. It is allowed to look at the instruction sheet (10 min.).
3. Everyone discusses their experiences (20 min.).

Evaluation and feedback
1. Which messages were understood correctly/wrongly?
2. What feelings arose?
3. What limitations and restrictions did you feel?
4. How did the hosts see their visitors?
5. How did the visitors see their hosts?
6. How do we usually handle our behavioural expectations in foreign countries (as tourists, as guests or even as hosts)?
7. What own experiences of different habits and traditions do you have?
Difficulties that may arise:
The participants forget which behaviour they have to perform (they forget the task), get confused or bored. Finding possibilities of adjusting the assignment to other pupils’ levels may be difficult.
5. Input-Stations and Silent Discussion

**Exercise: Input walk**

**Aims:**
1. To broaden individual ideas of intercultural competences.
2. Participants are confronted with different views on culture and on intercultural competences and attain necessary information about intercultural competences.

**Estimated time:** 45 min.

**Room:** any room, not too small

**Material:** markers, –five to seven posters

**Procedure:**
1. The five to seven controversial statements are written on posters (see “Annex 1” below)
2. Participants reflect on their own understanding of cultural competences by reading the statements displayed on wall-posters. They express their opinions on each statement by writing their own thoughts on the posters (25 min.).
3. Moderated evaluation of the silent discussion (20 min).

**Evaluation and feedback:**
1. What comment concerned or interested you in a special way?
2. Which subjects are central to the debate?
3. Draw conclusions about intercultural competences.
Difficulties that may arise:
The quoted statements may be misunderstood, rejected or misinterpreted by the participants. Individual opinions may be commented on by other participants.

Evaluation and feedback of the TTC 1 (10 min.):
Each participant (and finally the trainers) should have the opportunity to give brief feedback about the whole day.
Annex 1
Statements (examples)

1. *Culture is the deepest current of human collective life as well as the most profound principle of the unity of societies.*
   (Council of Europe: www.coe.si)
   Points for discussion: discussing the role of culture in human life; what is culture in your opinion?

2. “*Our own culture is like water for the fish. It sustains us. We live and breathe through it.*”
   (http://www.culturosity.com/articles/whatisculturalawareness.htm)
   Points for discussion: the meaning of culture, the concept of culture; is it really so important?

3. *“On the point of culture our wealth and also our inconveniences are shown, especially the lack of care for it and the contamination with the foreign that is not always culture.”*
   (Tatjana Malec, http://www.hervardi.com/slovenski_kulturni_praznik.php (extreme right poet))
   Points for discussion: “our”, “their” culture, cultural differences.

4. *Pupils with migration background should accept the culture of the majority and maintain their own culture.*
   Points for discussion: foreign culture, do we own the culture? Cultural differences, culture and migration.

5. *Culture of Turkish immigrants is very different from the German.*
   Points for discussion: culturalization, generalisation, culture and migration.

6. *“By culture we mean all those historically created designs for living, explicit and implicit, rational, irrational, and non-rational, which exist at any given time as potential guides for the behaviour of men.”* Points for discussion: one of the many definitions of culture.

7. *How do you understand the phrase "teaching culture"?*
   Points for discussion: Does it mean the culture of teaching or teaching of a culture? Is culture really everywhere and does it comprise everything?

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Whole School Approach
Developed by Judit Koppány and Špela Čekada Zorn

Estimated time: 210 min.

1. Underlying premise of the module:

- Education...
  - ...is a key instrument to prevent and overcome social exclusion
  - ...yet it often compounds and reinforces inequalities

- Need to look at strategies that lead to equity in education
  - In other words, we need to look at strategies that diminish the correlation between educational outcomes and the socio-economic/ethnic background of learners
  - These strategies are not confined to the classroom - they should take into account the school as a whole.

I. Presentation: 45 min.
II. Small group work: 75 min.
Small groups (four to five people) discuss good practice at their school and create a list of DO’s
III. Break: 30 min.
Exhibition of posters
IV. Questions & Answers session related to the posters: 35 min.
V. Own action plan: 25 min.
Individual work – filling in the template

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2. The Story of the Animal School
(Out of: Preparing our children for success
by Rabbi Z. Greenwald)

Once upon a time, all the animals went to school. They had to create a curriculum that would satisfy everyone, so they chose four subjects: running, climbing, flying, and swimming. All of the animals, of course, studied all the subjects.
The duck was very good at swimming, better than the teacher, in fact he received Pass grades in running and flying, but was hopeless at climbing, so they made him drop swimming so that he could practise climbing. After a while he was only average at swimming, but average is still acceptable, at least in school, and nobody worried much about it except the duck.
The eagle was considered a troublemaker. In his climbing class he beat everybody to the top of the tree, but he had his own way of getting up there, which was against the rules. He always had to stay after school and write “cheating is wrong” five hundred times. This kept him from soaring, which he loved, but schoolwork comes first.
The bear flunked because they said he was lazy, especially in the winter. His best time of the school year was in the summer, but school wasn’t open then.
The zebra stayed home a lot because the ponies at school made fun of his stripes, which made him very sad.
The kangaroo started out at the top of the racing class, but became discouraged when told to move swiftly on all four legs the way his classmates did.
The fish dropped out of school because he was bored. To him, all four subjects were the same. Nobody could understand that because they had never been a fish.
The bee was the biggest problem of all, so the teacher sent him to Doctor Owl for testing. Doctor Owl said that the bee’s wings were too small for flying and they were in the wrong
Further associations, correlations or memories concerning these characters?

- The duck?
  - The child who does well in Maths and poorly in English and is given tutorials by the English teacher while his classmates are doing Maths. He loses his edge in Maths, and only does passably well in English.

- The eagle?
  - The child who is turned into a troublemaker because he has his “own style” of doing things. While he is not doing anything “wrong,” his non-conformist behaviour is interpreted as troublemaking, for which he is punished.

- The bear?
  - The kid who is really great in camp, thrives on extra-curricular, but simply goes flat in the academic stuff.

- The zebra?
  - The heavy, tall, short, or generally self-conscious child, whose failure in school is due to an individual sense of social inadequacy, which few can conceive as such.

- The kangaroo?
  - The child who becomes discouraged and eventually just gives up, instead of persevering with his/her own talents. Because (s)he wasn’t appreciated, his/her future disappears.

- The fish?
  - A child who requires a full-time special education and won’t shine in the regular classroom.

- The bee?
  - The child whom the teachers think they simply can’t handle, yet, against all odds, with the backing of his parents or with enough self-motivation, he does well, although almost everyone thought he couldn’t
Related thoughts to note

- Social groups who have difficulties in performing well at school (children with a migration background, socially disadvantaged children, children with special needs i.e. disability etc.) are often perceived to be a ‘problem’.
- Discrimination and social exclusion aren’t only created by people who have negative attitudes or prejudice towards those from different cultural or social groups, but may be structurally enforced.
- The power of “neutral” structures that may exist in society nourish the opinion that “things are just the way they are”. Such indifference may create privileges and inclusion for some groups and disadvantages and exclusion for others.

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School-related examples

- Frontal teaching that disadvantages students who are not capable of independent learning
- Curriculum with biases (e.g. portraying immigrants in a bad light)
- No additional language tutoring or classes for students whose native language differs from the school’s language
- Assessment and tracking tests are unsuited to evaluate cultural and linguistic diversity
3. About Equal Treatment

Please note that an ‘Equal treatment’ doesn’t always mean ‘The same treatment’
So we look for:

- Fair treatment according to student needs
- Removing disparities
- Elimination of discrimination
- Differentiation
- Appreciation of difference and diversity
- Removal of institutional racism

4. Further references on the Whole School Approach:

**England: Cambridgeshire Race Equality & Diversity Service**
Race Equality Information Pack
http://www.cambridgeshire.gov.uk/education/parents/race/raceeq
ualitypack.htm

**Scotland: HM Inspectorate of Education**
Count us in – A sense of belonging
Meeting the needs of children and young people newly arrived to Scotland

**Switzerland: QUIMS**
Quality in Multicultural Schools
www.volksschulamt.zh.ch/internet/bi/vsa/de/Schulbetrieb/QUIMS.html

**INDIE: British Council**
Inclusion and Diversity in Education
Guidelines for Inclusion and Diversity in Schools
http://www.britishcouncil.org/scotland-society-indie-best-practice-
guidelines.pdf
5. Dimensions:

5.1 Policy, leadership, management

- The headmaster has a vision of diversity and equality
- Promotion of diversity and equality is part of the pedagogical programme and other school policies and it is endorsed by all staff, students and parents
- The school has a policy for dealing with discriminatory/racist incidents that clearly sets out the procedures for handling complaints

Example (INDIE):

Leadership and local networking

- Sharing a common vision
- Creating a local network between five Italian schools
- Annual funding from all partners (200 Euros/school)
- Common activities and sharing experiences, e.g. joint training for 20 teachers on the core curriculum in Italian and additional maths classes for students who have just arrived.

5.2 Staff, recruitment, professional development

- There is continuous professional development of the staff:
  - In-house training courses are offered
  - Organisation of working groups
  - The staff can apply for in-service training courses
- Staff reflects on the diversity of the student body and is specialized: there are interpreters,
intercultural mediators, teaching assistants, parent helpers, second-language teachers and special trainers are employed.

Example (Count us in):
School: Balwearie High School, Fife
Focus: To have clear approaches for welcoming new student arrivals

Specialized staff:
- Interpreters are used at induction and also at parents’ evenings

Volunteers:
- Sixth-grade bilingual pupil volunteers
- Distribute a leaflet to welcome and guide pupils who have just arrived at the school.
- Tutor small groups of bilingual learners.
- Help them find their way around the school community and support them as a personal buddy.
- An evening for ‘getting to know your school’

5.3 Interculturality in everyday school life

- The school curriculum reflects diversity, as the subject of diversity appears in all subjects
- There are extracurricular activities: intercultural meetings, festivals and school celebrations where the diversity of the student body is celebrated (e.g. global citizenship week, intercultural day, World Religions festival, native languages fair, Shared Food Day, etc.)
- Cultural and religious holidays are respected, so that pupils have the opportunity to observe religious holidays, rituals and services.
- The school building reflects the diversity in the school (different kinds of food in the cafeteria, decoration, displays around the school, use of world
maps, bilingual/multilingual signage, school website, library books, school newspapers)

- Active citizenship among students is fostered: students have an opportunity to participate (there is a school parliament, active student councils, feedback system etc.)

Examples:
Maths (INDIE)

- Participants are taught about the influence of Arabic, Chinese and Greek scholarship on the development of Western mathematics.

Berliner Fritzlar Homberh Primary School (QUIMS)

- 26 nations, 90% do not speak German at home
- School orchestra – twice a week
- Better self-confidence, management of emotions, frustration-tolerance, concentration skills

Limmat A High school (QUIMS)

- Students who have immigration backgrounds write bilingual poems to be read at school cultural events

Hillhead High School, Glasgow (Count us in)

- Muslim students can come later on Fridays
- Extra staff available for physical education, so that male PE classes and female PE classes are possible
- Multilingual school website

Edinburgh EAL service (Count us in)

- Consultation with newly arrived students
- Issues: school differences, early experiences in Scotland, language, leisure, family and home
- Summary report sent to the school
- Supportive action plan developed

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5.4 Teaching methods are effective for heterogeneous groups

Second language teaching:
- There is certified staff to teach the language of the host country as a foreign language (e.g. English or German as a second language)
- The acquisition of the second language is promoted in regular classes

Equity in attainment and progress:
- Individual learning plans are set up and regularly evaluated
- Classes and learning groups are organized so that students who have obvious differences in terms of their learning abilities, social or linguistic backgrounds may study together (mixed age groups are also possible)
- Teachers use guided and cooperative methods, the assignments and the homework are differentiated
- Pupils are offered extra guidance (e.g. team teaching, homework club for extra help, mentoring scheme, parent helpers)

Examples:

Team-teaching (QUIMS)
- Students are placed in regular classes right away
- Two teachers are present half the time, for extra support

Regular classes and support classes in the transition phase (QUIMS)
- Students are placed in regular classes right away
Part of the time, they attend separate support classes, where they receive language and homework support
Eventually, they spend more and more time in regular classes and less time in support classes
During the third year, they only attend regular classes

**Borderline Candidate Strategy (INDIE)**

- Recruits pupils of all groups who are underachieving
- Supervision from a mentor teacher
- Study plans
- Extra time in difficult subjects
- Examination support in the form of readers, scribes and extra time and resources.

**5.5 Parents’ engagement**

- Parents’ involvement is encouraged and supported
- There is an information leaflet for parents (education system, curriculum, methodology, role of parents) in several languages
- A welcome event for parents is organized
- The parents’ council reflects the diversity of the school
- Communication by school staff (Principal, teachers) is appropriate for non-academic families and families with migration backgrounds (clear and simple language, translation into home languages, use of intercultural mediators).
- Teachers and parents meet regularly to discuss the performance and the development of their children (meetings on demand, at least once a year)
- Parents are involved in school events
Example:
St. Columba’s Primary School, Fife (Count us in)
Focus: working with parents, other agencies and the local community

Family learning group:
- All families which have English as a second language are invited
- On a weekly basis
- Organized by an English language tutor from Elmwood College and a school class support assistant
- Objectives:
  - Sharing learning experiences
  - Providing advice and explanations
  - Targeted language learning with supplementary activities

5.6 Community partnerships
- Local and/or global links/school partnerships are fostered, exchanges with other schools take place and are well-organized
- The school works together with other “education-related” partners intensively (crèche, kindergarten, school social workers, school psychologists, professional counselors etc.)
- The school cooperates with other institutes (NGOs, associations, local businesses, parent associations, immigration organizations, religious organisations, volunteers etc.) and profits from the social services of these organizations.
- The school does PR work (informs the local community about events and successes)

**Example:**
**British Council- Connecting classrooms**

All schools:
- Work with partner schools on collaborative curriculum projects, which enable participants to interact across geographical boundaries to enhance their understanding of each other’s societies, languages and cultures.
- Attain professional development competences for teachers and school leaders, which build up the capacity to support international partnerships and to lead the school in an international environment.
- Are supported to work towards the full International School Award accreditation, which recognizes the school’s commitment to forming international partnerships and developing global citizens.
- Become part of a global online community that enables teachers to network with each other in a range of teacher forums, and offers guidance in the use of ICT tools that develop and sustain partnerships.
Summary:

What was the most important learning point for me?

How will I change my working practice after this training?

What and who can support me in doing so?

Which difficulties have to be overcome?
6. “Action plan”

Common action must be achievable and widely endorsed to enable changes to be successful and sustained; it is important that everyone works together.

**My personal action plan:**
The following steps will be practised and developed further from what I have learned in this training:

When I arrive home...

Next week....

Next month...
In six months...

Afterwards....

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