



Cha(lle)nging attitudes and actions for a diverse society: fighting prejudices and discriminatory bullying for equality through human rights: A cross - curricular approach

Pestalozzi Programme, Cyprus 2014

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The land of the midnight sun



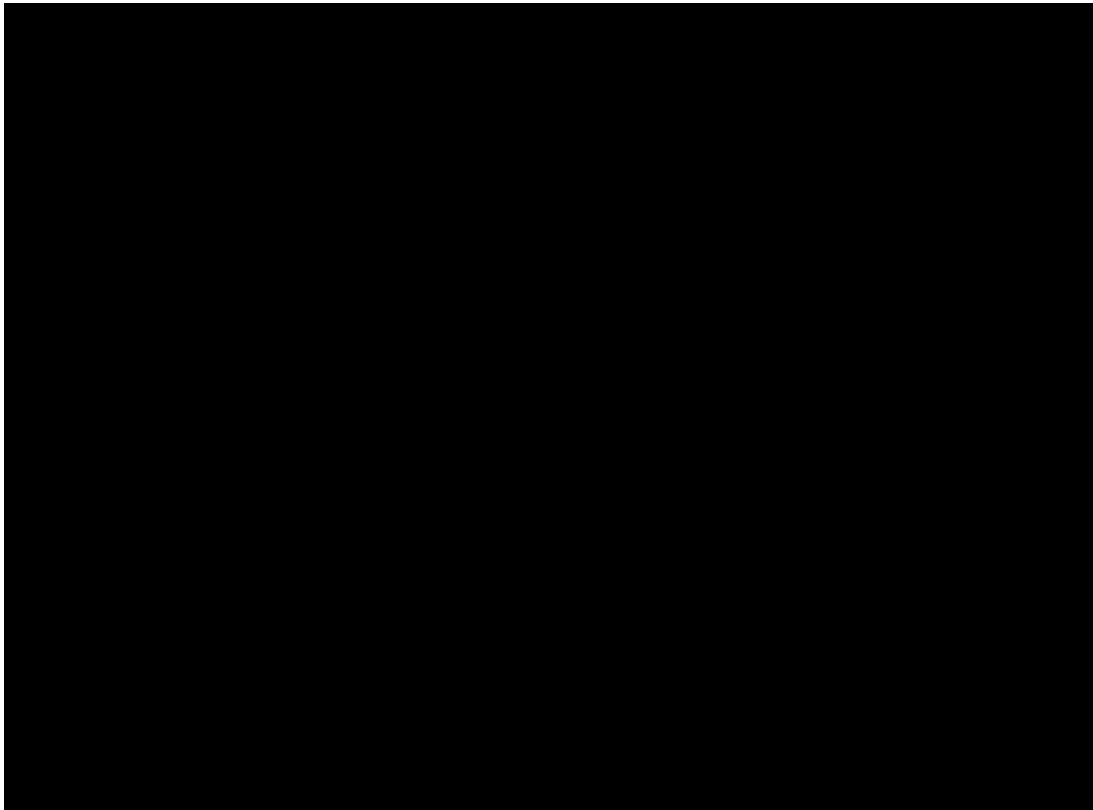
We must be doing something right

- **Norway model**
 - **Cooperation** is seen as a key to well being
 - **Social security** is seen as an investment in good economy
 - **Education** is mainly state run and free for all (also foreigners); keeping an egalitarian society
- **The Scandinavian model** is about
 - What makes small groups work well and
 - How do we scale that up to a national level?

(David Wilson, The Evolution institute)



The way forward.... cooperation,
collective action and interdependency



<https://www.youtube.com/watch?v=4lY-r19nBoE>

The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (CoE, 2010)

The Recommendation CM/Rec (2010)7 of the Committee of Ministers recognizes the need for teacher training in EDC/HRE: **“those who will teach it must first be taught it themselves”**.

Teachers can and must be respected, supported and responsibility shared....

Long term planning containing a higher aim for education where the society we want to live in in future is the goal.

Education for change...(Pestalozzi programme, 2014)

Section III Policy

- EDC/HRE in the curricula
- Promoted in the school system
- Criteria for evaluation
- Research on EDC/HRE work



The way forward ...



Education has a purpose

Current practices:

- Preparation for the labour market (?)
- Development and maintenance of a broad knowledge base (literacy)

New practices:

- Education as preparation for life as active citizens in modern, complex and democratic societies of today and tomorrow (web 2.0 + F2F)
- Education for personal development (self-organisation)

Paradigm shift

Economy
Technology
Diversity
Global environment

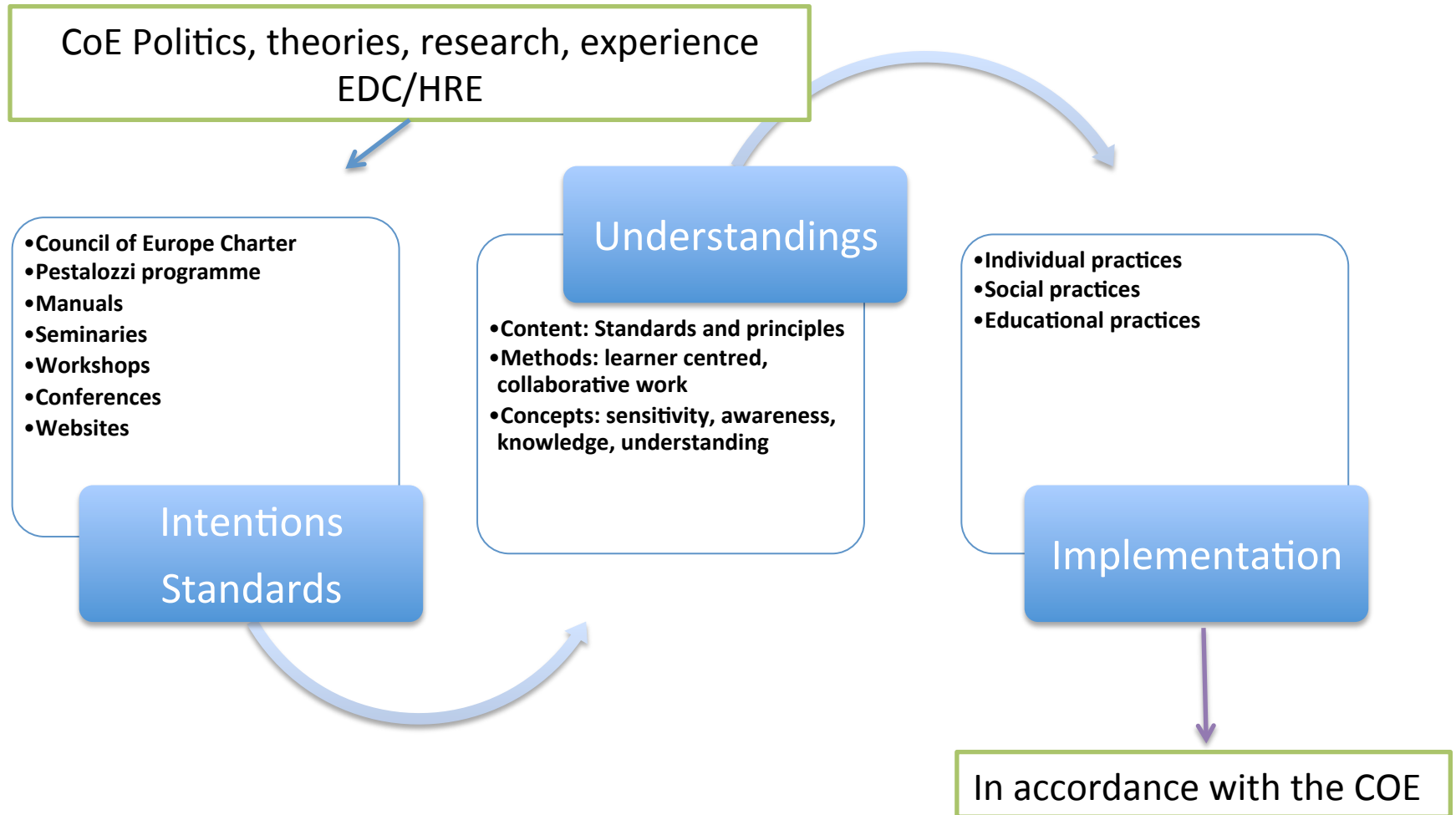
A portrait of Johann Heinrich Pestalozzi, an 18th-century Swiss educator, shown from the chest up. He is wearing a dark coat over a white cravat. He is holding a young child in his arms. The background of the portrait is filled with various colorful letters and numbers, including 'P', 'B', 'C', 'D', 'E', 'H', 'G', 'I', 'J', 'K', 'L', 'M', 'N', 'O', 'Q', 'R', 'S', 'T', 'U', 'V', 'W', 'X', 'Y', 'Z', '0', '1', '2', '3', '4', '5', '6', '7', '8', '9'.

The Council of Europe Pestalozzi programme

General approach and framework:

The general aim of the training activities of the Pestalozzi Programme is to train education professionals to become multipliers for Council of Europe standards and values in education.

Context of common pedagogical concerns



Learning outcomes



Key issue: Education can contribute to closing the gap

Learning outcome: a diverse, egalitarian and sustainable society (global challenge)

Criteria

Key concepts:

Diverse society

Human rights

Attitude – action

Discriminatory bullying – prejudice

Intercultural dialogue

Collaborative learning

Assessment

Long time span – short time span

Feedback from learners

Cha(lle)nging attitudes and actions for a diverse society:
fighting prejudices and discriminatory bullying for equality through human rights: A cross - curricular approach

Building understanding

Intentions and standards

What are the standards?

EDUCATION GOALS - (What shapes the content)

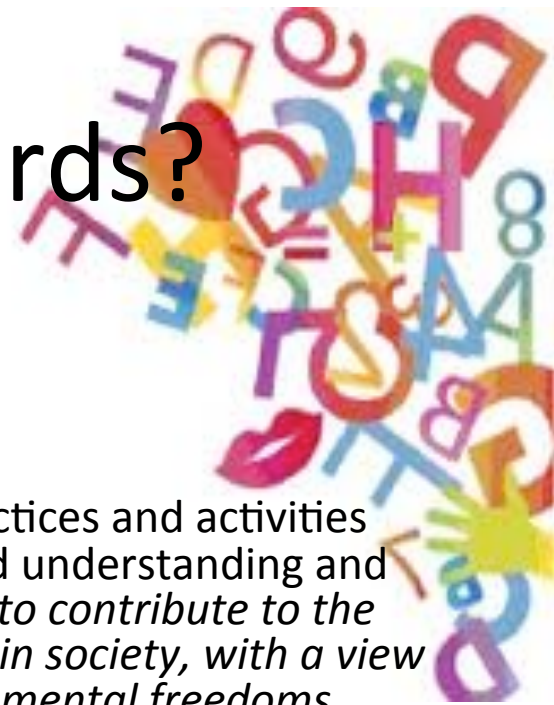
HRE “Human rights education”

- means education, training, dissemination, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and moulding their attitudes and behaviour, to empower them *to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms*

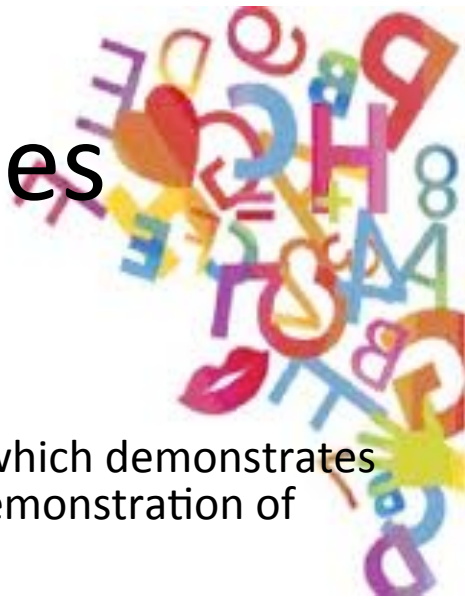
Human rights and fundamental freedoms:

right to life, prohibition of torture, prohibition of slavery and forced labour, right to liberty and security, right to a fair trial, no punishment without law, right to respect for private and family life, freedom of thought, conscience and religion, freedom of expression, freedom of assembly and association, right to marry, right to an effective remedy, prohibition of discrimination. (CoE, 1950)

Across subjects or as one subject in the educational system in the various countries



Local learning outcomes



EDUCATION & ASSESSMENT STANDARDS

All learning outcomes must have a **verb** to describe the behaviour which demonstrates the student's learning and information about the **context** for the demonstration of knowledge, skills, understanding, attitudes and behaviour.

➤ Instructions: What, in what context and how well

WHAT Content awareness:

Intercultural communicative competence: Requires intercultural interaction

Choose global problems that are interconnected, with sustainable solutions

– **The learning outcomes, the topics, the reading list, the tests**

CONTEXT awareness, sensitivity:

Mention diverse contexts, peoples and perspectives

Make values and perspectives explicit, and inclusive

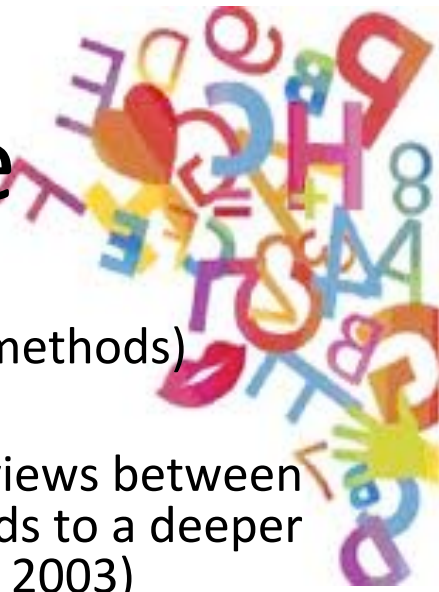
Include diversity characteristics in the recipients

One example

How to prevent labelling of individuals into an *us* and *they* culture, thus discriminating the individual in the process?

Explain the concept of *us* and *they* (otherness) in Norwegian communities today and give examples that demonstrate why this is discriminating.

Intercultural dialogue



EDUCATION OBJECTIVES and CONDITIONS (what shapes the methods)

Intercultural dialogue is an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other's global perspective. (Opatija decl. 2003)

➤ Objectives and conditions

- To share visions of the world, to understand and learn from those that do not see the world with the same perspective we do
- To achieve a consensus that dispute should not be solved by violence
- To develop jointly new projects.....

- A mindset characterised by openness, curiosity and commitment, and the absence of a desire to "win" the dialogue
- A minimum degree of knowledge about the distinguishing features of one's "own" and the "other's" culture.....

Fact sheet Living together (CoE, 2011)

Collaborative learning

EDUCATION METHODOLOGY (what shapes the methods)



”A pattern or system that can be used in any learning context”

Collaborative learning



Theoretical approach

Learning is an active, individual process (social constructivist learning theory)

Learning is a social process that takes place in the Zone of proximal development (Lev Vygotsky)

Learning happens when you use concepts/words to express your experience and to reflect upon these experiences (metalangue)

Methodological approach

Tasks are solved in teams, clear roles, following certain rules...

Think – pair – share

Jigsaw reading

Double circle, double lines....

Bingo.....



<http://www.coe.int/en/web/pestalozzi/publications>

PUBLICATIONS

This part of our web site is dedicated to our publications

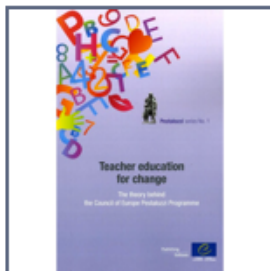
The first volume, *Teacher education for change*, dealt with the underlying philosophy of the Pestalozzi Programme and its approach to education in general and teacher education in particular.

The second volume focused on Intercultural competence for all, looking at the various implications of promoting the development of intercultural competence as a main concern of mainstream education.

The third volume takes one step further towards the full integration of intercultural competences as a key competence within the education system. It aims at offering an educational rationale and conceptual framework for the development of intercultural competence, as well as a clear description of its constitutive elements to be developed in and through education.



The PESTALOZZI Programme is the Council of Europe programme for the professional development of teachers and education actors.



▶ [Link to the Council of Europe online Bookshop](#)

SHORTCUTS

Resources

- Training resources
- Multimedia
- Publications

• Documents and studies

Developing

a common understanding

Closing the gap

Democratic citizenship /Human Rights

Closing the gap

Education is increasingly seen as a defence against the rise of violence, racism, extremism, xenophobia, discrimination and intolerance. (CoE)

Existing practices:
nations, regions, communities and between individuals

Conceptual approach



EDUCATION learning outcomes

Concept learning (concept clusters)

Social Categorization: An unconscious and universal phenomenon whereby all new information is perceived, memorized and processed through a filter of previously acquired knowledge according to the principle of assimilation between objects presenting common features.

Stereotypes: Set of beliefs regarding the characteristics or attributes of a group. (Individuals are often labelled according to a group (my comment)).

Prejudice: Attitudes of “prior judgment”, including a value dimension, a predisposition to act in a certain way towards members of a group. (There is an ideology behind an attack on a group of people, which consists of a collage of ideas shared with others (my comments)).

Discrimination: Any negative behavioural or verbal act, whether individual, collective or institutional, directed against individuals because of their origins, sex, family situation, physical appearance, name, state of health, disability, genetic characteristics, morals, sexual orientation, age, political opinion, trade union activities, their real or imagined affiliation to a particular group, ethnic community or religion.

(Olafsdóttir et al., 2011/2012, p. 8)

+

Who are these people?



'I don't know if we have learned anything new, but we have become more conscious about things' (girls, 15)



Theoretical framework

Threshold concept: a concept that learners will often find problematic in an educational context.

(Meyer & Land, 2003, 2005)

- ✓ *Transformative* (shift in perception, step forward)
- ✓ *Integrative* (exposes relationship between concepts)
- ✓ *Reconstitutive* (deconstruct-reconstruct cognition)
- ✓ *Irreversible* (not easily forgotten, but maybe modified)
- ✓ *Discursive* (new language use, new words)
- ✓ *Subjectivity, repositioning of self* (metacognition)
- ✓ *Troublesome* (liminality, counter intuitive, unsettling)

Theoretical framework

Emerging research in neuroscience

- Concept learning is not dependent upon reading and writing literacy alone
- Concept learning can also be based on real experiences, collaboration and audio-visuals



(Treadwell, 2013)

<http://www.coe.int/en/web/pestalozzi/training-resources>

The screenshot shows the Council of Europe website's 'Training Resources' page. At the top, the Council of Europe logo and name are visible, along with the word 'Democracy'. A navigation menu includes 'The Council in brief', 'Human Rights', 'Democracy', 'Rule of Law', 'Organisation', '47 Countries', 'Topics', and 'Newsroom'. Below this, a breadcrumb trail reads 'You are here: Pestalozzi > Resources > Training resources'. A secondary menu highlights 'Home', 'News', 'About us', 'Activities', 'Resources', 'FAQ', 'Calendar', and 'Contact'. The main heading is 'TRAINING RESOURCES'. The text describes the training activities of the Pestalozzi Programme, focusing on learning-by-doing and the development of training resources for education. A small image shows a group of people in a meeting. Another image features colorful letters and symbols. A quote states: 'The PESTALOZZI Programme is the Council of Europe programme for the professional development of teachers and education actors.' A 'SHORTCUTS' section highlights 'Resources' and 'Training resources'.

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Council of Europe

Democracy

Home The Council in brief Human Rights Democracy Rule of Law Organisation 47 Countries Topics Newsroom

You are here: [Pestalozzi](#) > [Resources](#) > [Training resources](#)

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TRAINING RESOURCES

The training activities of the Pestalozzi Programme, and in particular the modules for trainer training, focus on learning-by-doing. The tangible results of this work are training and teaching resources for the major topical areas of concern of the Council of Europe in the field of education.

Between the first and the second module the participating teacher trainers developed these training courses supported by feedback from their peers and their coaches before piloting them in real-life learning and teaching settings. After the second module the resources were revised, edited and prepared for online publication.

You are welcome to use these resources, to pass them on to other interested education professionals, to translate and/or to adapt them to your professional context. Most of them have been developed for a context of pre-service or in-service teacher training within the Pestalozzi modules for trainer training. However most of them can also be adapted to the use in the classroom.

Should you be interested in translating any of these into other languages please [contact us](#) and we will be delighted to include other language versions on this web space.

The resources are organised by module series: click on the title of the series in order to accede to the resources of the named module

The PESTALOZZI Programme is the Council of Europe programme for the professional development of teachers and education actors.

SHORTCUTS

Resources

- Training resources

<http://eycb.coe.int/compass/en/contents.html>

COUNCIL OF EUROPE
Human Rights Education
Youth Resources



CONSEIL DE L'EUROPE
Ressources pour la pratique de l'éducation
aux droits de l'homme avec les jeunes



COMPASS



REPERES



КОМПАС



إتجاهات

Compass editions in other languages - Reperes en d'autres langues

Other Educational Resources / Autres ressources Pédagogiques

 <p>COMPASITO</p> <p>English Français Русский Other languages</p>	 <p>GENDER MATTERS</p> <p>English Français Русский Other languages</p>	 <p>EDUCATION PACK</p> <p>English Français Other languages</p>	 <p>DOMINO</p> <p>English Français Other languages</p>	<p>ALIEN '93</p> <p>English</p>	 <p>LIVING LIBRARY</p> <p>English</p>
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ACT-HRE
Advanced Course Training
in Human Rights Education



Human Rights Education
Youth Programme



EYCB
European Youth Centre
Budapest

European Youth Centre Budapest
Centre européen de la jeunesse de Budapest

<http://www.eycb.coe.int/compasito/>



The screenshot shows the 'CONTENTS' page of the Compasito website. The header features the 'compasito' logo with two children, the text 'MANUAL ON HUMAN RIGHTS EDUCATION FOR CHILDREN', and logos for the Council of Europe and EYCB (European Youth Centre Budapest). A yellow navigation bar contains links for 'OTHER HRE RESOURCES', 'CONTENTS', 'LINKS', 'ORDER PUBLICATIONS', 'CONTACT', 'FR', and 'RU'. The main content area is titled 'CONTENTS' and lists several links: 'Impressum', 'Acknowledgements', and 'Preface'. Below these is the 'INTRODUCTION' section, which includes a welcome message and several sub-sections: 'Welcome to Compasito – a manual on human rights education for children!', 'What is human rights education with children?', 'Human rights education and education for democratic citizenship', 'Whom is Compasito for?', 'What is in Compasito?', 'The organisation of Compasito', and 'Compasito in the framework of the Human Rights Education Youth Programme'. The page concludes with the heading 'I. INTRODUCING HUMAN RIGHTS'. A sidebar on the left offers a 'Download full PDF version' link.

compasito MANUAL ON HUMAN RIGHTS EDUCATION FOR CHILDREN

OTHER HRE RESOURCES | CONTENTS | LINKS | ORDER PUBLICATIONS | CONTACT | FR | RU

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[Impressum](#)
[Acknowledgements](#)
[Preface](#)

INTRODUCTION

[Welcome to Compasito – a manual on human rights education for children!](#)

[What is human rights education with children?](#)

[Human rights education and education for democratic citizenship](#)
[Whom is Compasito for?](#)

[What is in Compasito?](#)
[The organisation of Compasito](#)
[Compasito in the framework of the Human Rights Education Youth Programme](#)

I. INTRODUCING HUMAN RIGHTS

Community of practice

Develop your own Personal Learning network online (self-organised learning)

- Facebook groups *Pestalozzi programme*
- Google+/Skype *Hangout on air*
- Twitter *#pestalozzi,*
- Etwinning *Collaborate across nations*

- MOOCs
- Blogs....



Networking/group working

Online

Face-to-face



Implementation

In various contexts

In class, at school, in the local community, online

Combining diversity and freedom in 21st century Europe (2011)

The threat of rising intolerance in Europe

Intolerance and discrimination towards several groups (Roma, immigrants and asylum seekers, religious groups);

Resurgence of **xenophobic parties** and rising support for them;

Illegal migration and the vulnerability of those concerned;

The rise of isolated, **parallel societies** linked to the phenomena of migration and poor social integration;

Islamic extremism and the misconception of Islam as a religion of violence;

The **loss of democratic freedoms** and freedom of expression as a response to terrorist threats and religious freedom.

The reasons behind these risks

Insecurity: Despite Europe being one of the safest and most prosperous areas of the world to live in, the economic crisis and unemployment have affected a large part of the population .

Immigration: Increase in migration into Europe has had an impact on employment and crime rates and the way in which these phenomena are dealt with by public policy and in the media.

Harmful stereotypes and distorted images in the media: Minorities, including migrants are often demonised in mainstream media through the reporting of stories related to the myths circulating about them, such as crime or welfare abuse.

Crisis of leadership: The report associates the above reasons to the scarcity of leaders in Europe, both political and religious, which can inspire confidence with a clear vision of Europe's destiny and a strategy to get there.

Certain practices are better than others in education

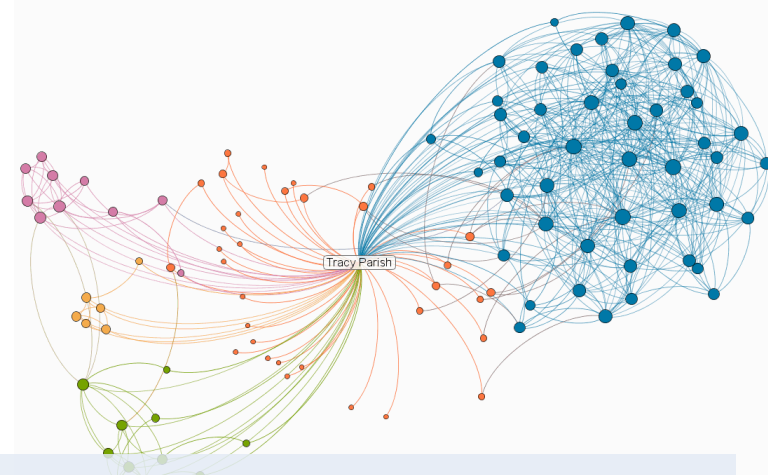
Pestalozzi

Face-to-face

- Collaborative learning
- Concept clusters
- Metalanguage
- Learning outcomes & assessment
- Literacy (+ multimodal, critical)

Networking

- Social media
- Networking communities for learning



CoE: Intercultural competency is recommended as a core element of school curricula and informal education. Mobility of students and educational staff should be increased.

Don't forget that
questions are infinitely more
valuable than answers!

There is a need to step back, reflect
and ask questions which may not
have been asked in the past decades
and explore what major changes
would be needed to make our
education provisions and practice fit
for the challenges of tomorrow.

(CoE)



Resources

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- Treadwell, Mark. (2012). *Whatever! The Future of Teaching & Learning. The second Paragigm Shift in Learning*. Paper presented at the 2012 International Teacher Education Dialogue, Coffs Harbour.
http://www.marktreadwell.com/video_resources

Notes

What are the standards?

EDUCATION learning outcomes
...concept learning

➤ "We" and the "others"

The majority and the minority is not a static thing, but moving categories

"Education (bildung)" is to let others be real

Knowledge about culture and society (listen)

Capable of criticism (value judgement)

A moral self: Courage or cowardness (Understand the significance of action, getting hurt and asking for forgiveness)



A philosophical view on Education

Hegel:

Intersubjective recognition

Education is to let others be real:

- Knowledge about culture and society
- Capable of criticism
- A moral self

Courage or cowardness

- Concrete relations to others
- Let others define the world
- Understand the significance of action, getting hurt and asking for forgiveness.
- Reality is anchored in others
- Courage is to lose control

- Abstract relations to others
- Do not let others define the world
- Is not influenced by others
- Reality is based on something abstract

What are the standards?

EDUCATION Curriculum development (What shapes the course)

EDC “Education for democratic citizenship”

- means education, training, dissemination, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and moulding their attitudes and behaviour, to empower them *to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.*

HRE “Human rights education”

- means education, training, dissemination, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and moulding their attitudes and behaviour, to empower them *to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms*

Across subjects or as one subject in the educational system in the various countries



The importance of competences in the language(s) of schooling for equity and quality in education and for educational success - CM/Rec(2014)5 and explanatory memorandum (2014)

- This recommendation concerns the mastery of the language of schooling in the various subjects taught and its importance for learners' success.
- Many factors have well-documented roles to play in a learner's educational success or failure (the family's socio-economic situation, help available to learners from their parents, educational activities, level of teacher training, early support, etc.).
- Inadequate command of a wide range of linguistic forms partly determines educational failure, as confirmed by the programme for International Student Assessment (PISA) and the Progress in International Reading Literacy Study (PIRLS).
- Mastery of the language(s) of schooling is one of the ways to achieve the goal set by the European Commission and by a wide range of national authorities of reducing the number of learners leaving the education system without qualifications. The measures to promote an adequate mastery of competences in the language of schooling on the part of all students are part of the action against educational failure, and thus an important contribution to the search for equity and quality in education.

One example continued...

1. To transfer knowledge and experience about intervention and prevention of misbehavior without or with less power
2. To lead trainees to the conclusion, that making students co-responsible for rules and order can make the classroom a better place
3. To make teachers sensitive to the bad effects of certain approaches to discipline
4. To start deconstructing attitude of using power and, instead of that, train the attitude of being helpful, understandable, emphatic
5. To learn about approaches to discipline without or with less power.
6. To learn, that taking the responsibility alone is a Sisyphus' boulder
7. To built an attitude for sharing responsibility.
8. To experience methods of establishing cooperative discipline like encouraging, logical consequences, questioning and making contract

The main specific recommendations

Integration of migrants:

Focusing on legislation, the Group recommends that it should be reviewed and adapted to be in line with human rights standards. Strong political statements should be made on the importance of successful integration.

Citizenship and voting rights: Member states are encouraged to facilitate the acquisition of citizenship by those permanently residing on their territory. Voting rights at local level should be extended to permanent residents.

Asylum and humanitarian issues: the Council of Europe and the EU should design an asylum regime in line with human rights standards applicable to the pan-European context. New standards should also be considered for the reception and detention of irregular migrants. Detention is only to be used as a last resort, making use of the alternatives proposed.

Education, youth and intercultural dialogue: Intercultural competency is recommended as a core element of school curricula and informal education. Mobility of students and educational staff should be increased.

Media: Journalists are encouraged to end dissemination of stereotypes about particular ethnic groups, who should be given the chance to tell their own version of the story. Regular encounters between main media networks should be organised by the Council of Europe to implement guidelines on training, ethical and content production issues.

Roma: Roma should not be returned to countries where they may face degrading treatment. Segregation of Roma children should be abolished. Access to the labour market promoted, including hiring Roma in public administration. Annual monitoring reports should be issued as follow-up to the Strasbourg declaration on Roma (October 2010).

Local and regional action: Civil servants dealing with migrants should be trained. Inter-regional and municipal co-operation should be encouraged, including between European and non-European entities. The Intercultural Cities programme should be developed, and national networks established.

Working with neighbours: The Groups urges the Committee of Ministers to grant a special status to countries on the southern and eastern coast of the Mediterranean and Central Asia willing to adhere to the European Convention on Human Rights. These countries should be invited to join as full members such bodies of the Council of Europe as the North-South Centre or the Venice Commission. Partnership between the Council of Europe and the League of Arab States should be proposed.