

**Erasmus+ project:**



**O 2: CURRICULUM**

**Competence training for trainers that work with socially disadvantaged groups using the example of Human Rights education:**

**Development of a curriculum and contents**

**5 MODULES with 13 Units**

**PROFILE OF THE PARTICIPANTS:**

**Practitioners that have experience and/or are interested in working with disadvantaged people and should be involved in this course in the future.**

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# Summary

Introduction ..... 3

Module 1: Preparation – Cultural Heritage as a Starting Point for Life Long Learning ..... 5

Module 2: Competence: Human Rights and Basic Values of the European Union ..... 7

Module 3: Implementing new forms of education / skills of participants and educators ..... 9

Module 4: The Way of Human Rights: Implementing a Guided Tour ..... 11

Module 5: Tools, Networking with Other Organisations and Conclusion ..... 12

## Introduction

This overview of a curriculum for a „train the trainers“ course collects the conceptual ideas of the working group that designed the “Way of Human Rights” and developed the handbook for practitioners that should actually accompany the groups.

According to the project goal to create a low barrier approach to the topic of the Human Rights and raise awareness, that HR are not just an interesting and abstract theme of discussion but have to do with my life, the methods used during the walking tour have to be interactive and participant-centered. The main question which guides all the activities is “What has this to do with my own life experience?”.

For this reason, the starting point of the training course for practitioners is the personal background of the participants, the very personal and the professional one. The letter includes both the professional role, working field and setting (volunteer versus paid work, public or private body as employer, etc.) and the characteristics of the target group.

The whole course presents a various range of themes and methods. According to the competence paper (see Annex) we can divide the themes into two macro-areas:

- content based topics (history of and content of Human Rights, Children’s rights, European values, information on the sites and their historical period,...);
- methodological issues and skills to be enhanced (or even learned in case of participants that start working with special target groups).

The methods range from inputs by experts in a plenary setting, pair work, small groups, excursions, planning sessions, debates, ... all of this can be proposed also in a tour with the target group. The course gives the practitioners the tools for designing a tour tailored to their target group. One focus is therefore on reflection which aims at fostering the learned content, raising awareness and stimulating communication between the participants. **And that’s what we want.**

As the setting and also content and design of the two “Ways of Human Rights” are very different this curriculum exclude the site specific contents which have to be developed during a follow-up activity with the interested partner organisations (but this information can be found in the handbooks and online using the QR-codes). In this

context practitioners have to be aware that they have to choose part of the stations that compose the Way of Human Rights (both in Italy and in Austria) and prefer quality to quantity.

We divided the course in different modules in order to facilitate implementation also in a longer period of time (e.g. several weekends). As it is designed with many interactive learning units/activities we prefer personal participation, but the input sessions can be easily done also in a remote setting.

Please do understand this paper as a sort of guide lines to be used to build a tailored curriculum that takes into account your target group, group size and dynamics, pre-course knowledge (eventually you work with personal and/or group assignments), expectations.

#### Perspectives

We consider these guidelines for a curriculum as a process that needs constant exchange of the experiences made by the facilitators who implemented the course and the practitioners who implement interactive guided tours in order to develop this curriculum and adapt it to new needs and scientific findings.

So, do not hesitate to contact us and give a feedback. Thank you in advance.

# Module 1: Preparation – Cultural Heritage as a Starting Point for Life Long Learning

## Content

Working on the issue Human Rights with disadvantaged people means to design a participant centered approach, which will be used also in the train-the-trainers program. Therefore, at the beginning of the course, all participants will introduce themselves to the others and describe target group and working environment.

The second step is on human rights in the local context: it is important that the curriculum is tailor made for one or the other environment (Italy or Austria), including also other sites of cultural heritage.

## Activities and methods

### Unit 1: Getting to know each other

Participants (Ps) sit (or stand) in a circle. The trainer (T) introduces herself/himself, gives an overview of the course and explains the structure of the first two units.

Questions to explore:

- About me (also using photographs/pictures: every participant chooses a picture and explains why she/he chose it)
- Experiences in working with disadvantaged people (what is my target group, what are my working conditions (kind of employer, voluntary work, ...);
- Reasons and expectations for participating in the competence training; ...).

### Unit 2: Introduction to the project *Way of Human Rights*

- Viewing a short video should stimulate a discussion on the given information.
- Organisation of a visit to a site of cultural heritage in the area of the course venue (examples: in Austria: other Mauthausen subcamps as Schloss Hartheim, Ebensee, Steyr, Linz; in Czechia: Lidice, Volary, Theresienstadt; in Italy: Sant'Anna di Stazzema, Padule di Fucecchio, Montesole, Carpi, Prato-Museo della Deportazione, Firenze-Italian Auschwitz Memorial); visit in a second moment.

## Aims

- introducing the participants to each other
- creating a positive working atmosphere, team building
- becoming aware of expectations concerning the course

- becoming aware of what human rights education means
- becoming sensitive to human rights
- learning about cultural heritage and “touching by hand” historical sites
- reflection on the term “cultural heritage”

### **Material**

video, hardware for viewing (PC, projector, etc.), cards with pictures, information material of the remembrance sites to be visited

### **Resources**

[www.mauthausen-memorial.org](http://www.mauthausen-memorial.org)

[www.deportati.it](http://www.deportati.it)

Websites of the other remembrance sites

## **Module 2: Human Rights, Basic Values of the European Union and Local History**

### **Content**

According to competence n. 1 (see “Competences paper”), considered to be fundamental, the trainer introduces a short history of the Universal Declaration of Human Rights and the Convention on the Rights of the Child. The content of the Declaration and the Convention has influenced the basic values of the European Union.

The articles of the Declaration appear in the stations of the “Way of Human Rights”. The participants develop understanding of the link between article and the environment where they are placed.

### **Activities and methods**

#### Unit 1

- Input (ppp): history of the Universal Declaration of Human Rights and the Convention on the Rights of the Child.
- Exploring the articles of the UDHR and the Convention of the Child. The Ps receive a paper with a short version of both documents. They are asked to read them and to choose the one(s) which are, according to each of them, the most significant ones.
- Discussion and reflections on the chosen articles: which ones were chosen most/more, why, which ones were not chosen, ...

#### Unit 2

- Input (ppp): the basic values of the European Union
- Discussion on the link between these values and the UDHR, similarities and differences. Every participant contributes with hypothesis about the reasons.

#### Unit 3

- Input (ppp and other material): overview on local history with a focus on the period of time presented in the local Way of Human rights
- Activity in small groups (3-4 persons): Every group receives a set of pictures and (historical) photographs. They are asked to define (guess?) the place and the period of time they were taken.
- Storytelling: Every group present their pictures and tells the stories of them.
- discussion and reflection

### **Aims**

- Getting detailed information on Human Rights, Rights of the Child, EU-values
- Getting information on local history
- Problem solving
- Team building

## Material

PC, projector, printed maps, copies of the UDHR and children rights, paper and pens to write on or laptop, pictures of local history

## Resources

<https://www.ohchr.org/en/universal-declaration-of-human-rights>

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

<https://www.un.org/en/about-us/udhr/history-of-the-declaration>

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

<https://www.unicef.org/child-rights-convention>

<https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

<https://www.unicef.org/media/62371/file/Convention-rights-child-at-crossroads-2019.pdf>

<https://www.unicef.org/child-rights-convention/resources>

<https://www.atlasofeuropeanvalues.eu/>

<https://europeanvaluesstudy.eu/education-dissemination-publications/education/atlas-of-european-values/>

<https://europeanvaluesstudy.eu/education-dissemination-publications/education/evaluate/>

Reflections on European Values, Ruud Luijkx, Tim Reeskens, Inge Sieben (Eds), Tilburg, 2022 (open access) <https://assets.pubpub.org/7g4yg05w/11652184249643.pdf>

Atlas of European Values: Change and Continuity in Turbulent Times, Loek Halman, Tim Reeskens, Inge Sieben and Marga van Zundert, European Values Series, volume 1, Tilburg 2022 (new edition) <https://assets.pubpub.org/0k7l6nt3/51652084537989.pdf>

Appropriate resources for local history have to be researched for the actual training course (see also handbook for trainers and online information/audioguides).

# **Module 3: Implementing new forms of education / skills of participants and practitioners**

## **Content**

According to competence n. 5 of the Competence paper the Ps reflect on the competences they need to work with people with less opportunities. They discuss background situation of people with less opportunities: work, education, values, family situation, cultural aspects. Furthermore they reflect on their skills and their “gaps” they are aware of.

## **Activities and methods**

### Unit 1:

- Warming up
- Personal background
- Background of the people the Ps are working with
- Input from experts of labor market and education: challenges for young and older people, low-skilled workers, migrants. Which skills do these people need in order to (again) gain a foothold in the labor market and education?

### Unit 2:

- Brainstorming: competences for educators working with socially disadvantaged people
- Formulation in small groups, documentation as a basis for the description in ECVET, discussion

### Unit 3:

- Activity in couples: testing the games of the brochures. Every couple chooses one of the games described in the brochure and tries to get familiar with it. They prepare and play the game with the other Ps
- Reflection on the experience (Are these games suitable/appropriate for people with less opportunities?)

### Unit 4

- Input from experts of educational studies: skills for working with socially disadvantaged people
- Discussion
- Presentation of projects in this field

## **Aims**

- theory on educational skills
- planning and practicing educational games, reflecting on the experience
- increasing the skills for working with people with less opportunities
- team building
- critical thinking

## **Ensuring quality**

Documentation and description of competences as a basis for ECVET

## **Development for the future**

Knowledge about competences and qualification, experiences

## **Resources**

Reflection Methods Practical Guide for Trainers and Facilitators Authors Femke Gordijn, Natalia Eernstman, Jan Helder, Herman Brouwer January 2018 ISBN 978-94-6173-403-7 Wageningen Centre for Development Innovation, Wageningen University & Research This publication can be downloaded at <https://doi.org/10.18174/439461>

Resources of an EU Europe for Citizens project:

[http://www.edums.eu/index.php?option=com\\_content&view=article&id=39&Itemid=511&lang=en](http://www.edums.eu/index.php?option=com_content&view=article&id=39&Itemid=511&lang=en)

Discover the past for the future – The role of historical sites and museums in Holocaust education and human rights education in the EU, available at:

<https://fra.europa.eu/en/publication/2012/discover-past-future-role-historical-sites-and-museums-holocaust-education-and-0> (also in German)

Human rights education at Holocaust memorial sites across the European Union: An overview of practices, available at <https://fra.europa.eu/en/publication/2011/human-rights-education-holocaust-memorial-sites-across-european-union-overview>

Excursion to the past - Teaching for the future- a handbook for teachers, available at: <https://fra.europa.eu/en/publication/2010/excursion-past-teaching-future-handbook-teachers> (also in Czech, German and Italian language)

Pedagogical concept of the Mauthausen guides (“What has it to do with myself?”). The paper gives many interesting bibliographic proposals:

[http://www.edums.eu/images/documents/paedagogisches\\_konzept.pdf](http://www.edums.eu/images/documents/paedagogisches_konzept.pdf)

# **Module 4: The Way of Human Rights: Implementing an Interactive Guided Tour**

## **Content**

Presentation of the overall concept of the Way of Human Rights. Three selected stations with audio guide, brochure, map material as an example Learning objectives, didactics, methodology for practical implementation.

## **Activities and methods**

### Unit 1

- Input (ppp and real material): overview on the “Way of Human Rights”, concept, places, brochure, aims
- Activity in small groups (3-4 persons): Every P receives a map of the Way of Human Rights and a paper with a short description of the single stations. Their task is to choose 3 stations and connect them to a short route. They think of the link between place and article.
- Every group presents the own mini-tour motivating their choices.

### Unit 2

- Excursion to the Way of Human Rights (Mauthausen – Gusen – St. Georgen or Empoli): the trainer is the guide and uses the materials
- Reflection on the use of methods after every station

N.B.: this step has to be repeated as necessary, based on the number of stations that can/wished to be visited in the time fixed before.

## **Aims**

- getting familiar with the Way of Human Rights
- learning about the methods proposed in the didactic materials
- planning a tour
- creativity

## **Material**

PC, projector, maps, copies of the materials-brochure, flip-chart, pens, paper

# Module 5: Tools, Networking with Other Organisations and Conclusion

## Content

The exchange of experience with other organizations is fundamental for fostering and improve the own skills and measure the reflections. This is possible by creating a network (also between the participants of the present workshop). Part of this strategy is also a reflection on (also digital) tools that will presented in this last module, as well as reflection methods.

## Activities and methods

### Unit 1

- Input: Digital media / audio guides in use with socially disadvantaged target groups, experiences in other contexts
- Presentation of projects: representatives of different projects are invited
- Storytelling: witnesses of historical events are invited to tell their experience

### Unit 2

- Input by the participants themselves: reflection methods (the Ps had been asked before to prepare a method for a reflection unit of a) one unit, b) a whole module, c) the whole course
- Discussion on the various options
- Reflection on the course

## Aims

- learning from different experiences
- empathic behavior
- critical thinking

## Material

PC, projector, paper, pens, flip chart, the materials indicated by the Ps and the project representatives