



Lifelong
Learning
Programme



KEY

Knowing me - knowing us!
Historical and identity/intercultural
competences in Europe





This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project title: KEY: Knowing me - knowing us!

Historical and identity/intercultural competences in Europe

Grant Agreement number: 2012-1-AT1-GRU06-07404

Publisher: Bildungshaus Schloss Retzhof, Austria

For the publisher: Polonca Kosi Klemenšak

Editing: The Partnership of the Grundtvig project KEY: Knowing me – knowing us!

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All the subscribed contributions reflect solely the opinions of the authors. The authors are responsible for the contents.

Printed by: Kontra-Druk Wroclaw, Poland

Year: 2014

Copies: 160

Additional editing: Philip Webersink

Copyright: Copyright: The Partnership of the Grundtvig project KEY: Knowing me – knowing us!

Corporate design: Dida Zakelšek

Layout and design: Nejc Janžekovič, nDesign

ISBN: 978-3-9502945-2-1

KEY

Knowing me - knowing us!
Historical and identity/intercultural
competences in Europe





Special thanks to Oskar Negt for the inspiration.

Oskar Negt (* 1 August 1934 in Kapkeim, East Prussia) is a German social philosopher. Besides his scholarly work Negt is also known for contributing to discussions of current affairs.

Negt was born and grew up in Kapkeim, East Prussia (today: Russia) as the youngest of seven children in a family of farmers and workmen. In January 1945, Negt sought refuge in Denmark where he lived in a refugee camp for two and a half years, separated from his family.

He studied jurisprudence in Göttingen but soon transferred to Frankfurt am Main where he studied sociology and philosophy with Max Horkheimer and Theodor W. Adorno. From 1962 to 1970 he was an assistant to Jürgen Habermas at the universities of Heidelberg and Frankfurt am Main. In 1970, he became professor for sociology at the University of Hannover, where he taught until 2002.

In his book „Der politische Mensch. Demokratie als Lebensform“ Negt (2010) discussed what he referred to as social competences of learning, first published in the 1980s in his index of key competences:

1. Identity competence/Intercultural competence: Handling of endangered or broken identities
2. Historical competence: Ability to remember, analyze, and plan ahead in utopian fashion
3. Competence in social justice: Awareness of (social) injustice and justice as well as fairness and unfairness
4. Ecological competence: Responsible handling of people, things, and nature
5. Technological competence: Understanding of the effect of technology on society
6. Economic competence: Grasp of the market economy

References:

Negt, Oskar (2010): *Der politische Mensch. Demokratie als Lebensform. 1. Auflage.* Göttingen: Steidl Verlag.

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Introduction

Not only in these days there are conflicts in or between countries all over the world, which are based on misuse of power, fight for commodities, history, faith and other reasons.

All countries which are united in the EU, which has been growing very fast in the last 20 years, are trying to work together very closely on common values and common rules and laws. But in this process mostly members of the Commission, Parliament, lobbying organizations, and ministries of all capitals are involved. But Europe does not only exist on this political level, it's also a union of citizens. In order to support a better understanding between Europeans and to foster democracy it is necessary to seek a better understanding of the situation of people in Europe so that they realize that they could participate in the society and influence the decision making processes.

Today, a united Europe is based on respect for human rights, respecting all languages, and emphasizes equality. Education and lifelong learning for everybody are among the highest goals because ignorance leads to fear, distrust of others and reduced quality of life. As members of the EU and participants in a united Europe, we wish to become the most successful economy both jointly and individually. This can only be achieved with everyone's

participation, mutual respect and trust. However, in order to achieve this goal we must know each other well. Getting to know our roots, who we are, where we are coming from, where we are going, and what unites us.

In our learning partnership we are dealing with competences, which are known as prerequisites for raising active citizenship. In this project we focused on identity competence/intercultural competence and historical competence, based on the theory of the German sociologist and philosopher Oskar Negt. He defined the so-called "social competences" which are important for all people. We decided to focus on these two competences because they constitute the basis for developing other competences. The identity/intercultural and historical competences are concerned with one's personality and their relationship to culture. Knowing where we are coming from and knowledge about cultural and historical backgrounds can support a better understanding in Europe. Therefore, adult education plays a special role in this case. Learning about history and reflecting one's own identity increases the historical competence and thereby could contribute to a common European identity, strengthen democracy and promote participation.

Our definitions of these competences for the project are:

Historical Competence “Knowing the past, owning the future”

Historical competence is not just gathering knowledge for its own sake. It is an ability to interpret and analyze what we know in order to be able to imagine lives and communities different from today's. To be able to do that we have to look at the past from different perspectives. Therefore, developing historical competence requires us to learn about the past using different methods. These methods will allow us to look at events from different angles. They help us not only to learn about the past but also to imagine a new future, which we will then be able (ready) to implement.

Identity Competence/Intercultural Competence “Understanding me and others, shaping society”

Identity competence/intercultural competence is not only a competence of self-perception and self-understanding but also an ability to understand others and changes in society. To develop this competence it is important to learn about other cultures and about the world surrounding us. The key factor is to remain open to unknown situations and to continually reflect on these experiences. Therefore, to develop this competence it is important to learn through interactions with people who have different values, backgrounds, political, or religious views.

During the project meetings as well as in our regional work we discussed and tested methods in order to see whether they are useful in adult education, insofar as they support development of the before-mentioned competences and enable participants to understand key issues. One result of our discussions, exchange of experiences, and outcome of seminars which were organized by the different partner organizations in their respective countries, are the different methods summarized in this brochure. We could achieve the aim of the project, which was gathering and developing methods for educators to help increase participants' participation and engagement in society as active citizens.

We wish all educators and pedagogues fruitful and successful discussions and hope that this collection of methods will lead to a better understanding in Europe, help to guarantee peaceful cohabitation, and enable many meetings and exchanges with citizens from other countries.

At this point, we also want to thank our national agencies for their support, not only financially. Without the Grundtvig Programme this partnership wouldn't exist.



"Study the past if you would define the future."

Confucius





Historical competence



Identity competence
Intercultural competence

#1

Visualization of History via ICT - Working camp Sterntal

Themes:

- The reasons for setting up Working camp and exactly why in Sterntal
- The life of prisoners during World War I and who they were
- The life of prisoners during World War II and who they were
- The life of prisoners after World War II and who they were
- The importance of working camp for the development of settlement Kidričevo
- Visualization of labor camp

Target group and size:

It is intended for different target group, both for adults and school aged youth. Visualization of camps and support materials itself represent an excellent learning tool in elementary, secondary and tertiary schools, as well as in non-formal education forms.

Duration: Up to three hours per group

- Overview:**
- Video presentation of the camp Sterntal
 - The oral interpretation
 - Demonstration
 - Debate
 - Photo presentation
 - Documentation presentation

Objectives:

- When and why labor camps were erected
- Development of labor camps over time through world wars and today
- Comparison of the life of inmates in the working camps during the World war I and World war II, during the war in the former Yugoslavia and around the world today
- Evaluation of labor camps
- Encouraging dialogue between the participants
- Encouraging understanding of violence issues
- To enhance understanding of diversity and searching for similarities
- Intergenerational Cooperation
- Respect for diversity
- Encouraging of dialogue on national, transnational and Intergenerational level

Strengths and weaknesses:*Strong*

- Abundance of materials
- The visual performance
- Low costs
- Concentration camp survivors – still alive
- Efficient use
- Clearness

Weak

- Time distance from the events, especially for younger
- There are practically no remains of working camp
- Difficult access to materials from the post-war era
- Even today many people still don't dare to talk about it

Preparation:

- Adequate space
- Computer, projector, screen
- Paper and pens for participants
- Possible visit of working camp site

Instructions:

The facilitator / teacher outlines the event to those attending the event as well as lecturers (Mr. Radovan, Simon) and other participants. Teacher explains the basis and intentions for producing the movie about working camp Sterntal. There will be enough time for discussion after movie. Discussion will be led by facilitator. On the basis of their own experiences and information's gained by their relatives or eyewitnesses participants can comment the event.

The visit of the village Kidričevo followed, the place where the working camp used to be and it's still standing residue.

Debriefing and evaluation:

Based on the foregoing, the participants will be allocated into small groups and prepare highlights of the event. The evaluation questionnaire which reflects participants' satisfaction with the program - the event, their observations, comments and suggestions, as the actual exploration camps Sterntal only just begun is delivered to them.

Tips for trainers:

The presentation should be adapted to the target group. If the event will be held in school it will be necessary to prepare students with previous agreement of their history teachers. Students should examine by themselves the functioning of working camps at different times so that the debate may be successful after or during the presentation camps Sterntal. New participants should be invited into the research of camp Sterntal and history of the place itself.

Additional information:**Visualization of history via ICT - working camp Sterntal**

msc Radovan Pulko

e-mail: p_radovan@yahoo.com

Author of 3D - visualization and video: Vladko Meglič

<https://www.facebook.com/zgodovinsko.drustvo.kidricevo>



"Study history, study history. In history lies all the secrets of statecraft."

Winston Churchill



Historical competence



Identity competence
Intercultural competence

#2

Study visit to the
Archive Ptuj

Themes:

- What is the archives and archivistics
- What belongs in the archives
- Which documents are kept in the archives of Ptuj
- Where to use archival material
- Why is it important to protect the historical documentation

Target group and size:

It is intended for different target group, both for adults and school aged youth. Archival materials and their studies itself represent an excellent learning tool in elementary, middle and high schools, as well as in non-formal education forms. Specifically, in this method we have in mind a smaller group of participants up to 30 people in one group.

Duration: Up to three hours per group.

Overview:

- Presentation of the Historical Archive of Ptuj
- The oral interpretation
- Some typical archival materials presentation
- Photographic material presentation
- Visit of Historical Archive of Ptuj

Objectives:

- Foundation of Historical Archive of Ptuj
- What materials are kept in Archive
- Under what specific conditions the material is kept
- What can material tell us about the events and people in the past
- Who examines materials and for what purpose
- How can ordinary citizen and expert get the access to the materials and is there any limitation
- Where is kept other historical documentation related to Ptuj and its surroundings
- To encourage an interest for archival material
- Past and Present comparison
- Social contacts encouraging
- Intergenerational Cooperation

Strengths and weaknesses:*Strong*

- Abundance of materials
- The visual performance
- Low costs
- Easy access

Weak

- There are also limitations to the availability of certain materials (hypersensitivity due to age...)
- A lot of the Ptuj historical material is located outside Slovenia

Preparation:

- Motivation of target group
- Informing the group about the goals and purposes
- Arrangement with the Archives for a guided tour and presentation
- Computer, projector and screen
- Paper and pens for participants provided by us
- Guided visitation of Archive

Instructions:

Participants will be briefly informed about the aims, objectives and importance of visiting the Historical Archive and what will be there to see and learn.

Responsible archivist with the help of short presentations will introduce to the participants the history of Archive, some materials, under what conditions should documentations be kept, to whom the material is helpful, what are the constraints to access, where else for Ptuj and Slovenia important materials are stored and demonstrates some archival that can go from hand to hand. This is followed by a guided tour of the archives, accompanied by an explanation.

On the basis of new evidence and information obtained participants cooperate in the event with questions, opinions or comments, that is also recorded by themselves.

Debriefing and evaluation:

Based on the lessons learned, participants completed an evaluation questionnaire, which reflects the participants' satisfaction with the program - an event, their observations, comments and suggestions.

Tips for trainers:

The presentation should be adapted to the target group.

If the event is intended for school population it is necessary that the teacher of history prepares pupils / students in advance. Students should prepare their own questions in areas that they are particularly interested. The same should be done for other target groups.

Additional information:**Study visit to the Archive Ptuj**

www.arhiv-ptuj.si

dr. Dejan Zadravec, arhivist
dejan.zadravec@guest.arnes.si



"My father used to say that stories are part of the most precious heritage of mankind."

Tahir Shah



Historical competence



Identity competence
Intercultural competence

#3

**Ethnographical traditions:
making of "Korant" - traditional historical Mask**

Themes:

- What does character of Korant represents
- What is his origin
- In which season he appears
- Historical development of korant thru centuries
- Who can act as korant – in the past and today
- Korant fittings
- The importance of Korant nowadays
- “Ptujsko kurentovanje” /carnival of Ptuj
- Similar playable characters – historical masks across Europe

Target group and size:

It is designed for different target groups. The best group size is up to 15 persons but it is not intended for any special target group but to all who are interested in historical and ethnographic tradition. It could be interesting as a complement to formal education, but of course the participant of target group can be everyone else, even younger children - they may in particular.

Duration: Up to three hours per group.

Overview:

- Presentation of the character/mask Korant, kurent, kurant
- Role and Mission Past and Present
- The meaning of carnival/kurentovanje for our city
- The Prince of carnival
- Demonstration

- Clearness
- Oral interpretation
- Participants personal cooperation
- Other masks that are typical for our place
- Presentation of Korant fittings

Objectives:

- Emphasise the importance of ethnography
- Encouraging the dialog
- Encourage understanding of the role of masking in the Past and Present – its magic
- The importance of maintaining an ethnography on the local and wider level
- Integration in the meaning of the importance of the mission of the local masks with other similar across Europe
- Intergenerational Cooperation
- Promoting intercultural cooperation

Strengths and weaknesses:*Strong*

- Abundance ethnographical materials and still existing carnival characters/masks
- Whole communities are involved in preparations for Carnival
- The visual performance
- Low costs
- Easy access

Weak

- Kurentovanje lasts only during carnival time
- Some traditions slowly sink into oblivion

Preparation:

- Motivation and a selection target groups
- Computer, projector, screen
- Paper and pens for participants
- Introducing the group with the goals and objectives
- Agreement with Mr. Vlado Hvalec for demonstration of Korant mask and its mission in their societies' spaces
- Visiting the Society "Korantov duh"

Instructions:

The event can be held on the premises LUP led by ethnologist. With the help of photographic material and film he or she will present the importance of purpose, mission and history of Korant as well as other carnival masks, typical for our environment. Participants also learn about the other very similar masks throughout Europe that have the same or similar mission. They get acquainted with the tradition of Ptuj "Kurentovanje" and recognize our position in the list of European carnival cities. Therefore on every carnival event a lot of masks from Europe as well as from outside are also participating. Every year during carnival time the authority in the city is taken by the carnival Prince.

On the basis of seen and heard participants should prepare short notes and questions placed to ethnographer and later to Mr. Hvalec who is the President of the Association "Korantov duh".

The visit to social spaces "Korantov duh" is follow, where their president present character/mask of Korant to participants in live. After the presentation one or more participants gradually dress in

Korants fittings piece by piece of equipment is accompanied by an explanation of its role. At the end at least one Korant appears in his full fitting - "korantija".

Participants cooperates on the event with their questions, opinions or comments on the basis of new evidence or obtained information. They also put down some records.

Debriefing and evaluation:

Based on the lessons learned participants completed an evaluation questionnaire which reflects the participants' satisfaction with the program - event, their observations, comments and suggestions.

Tips for trainers:

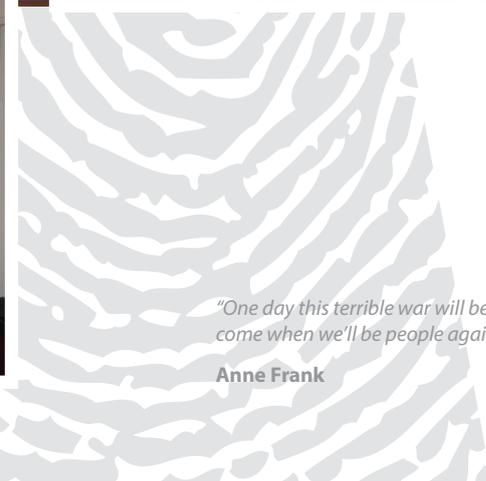
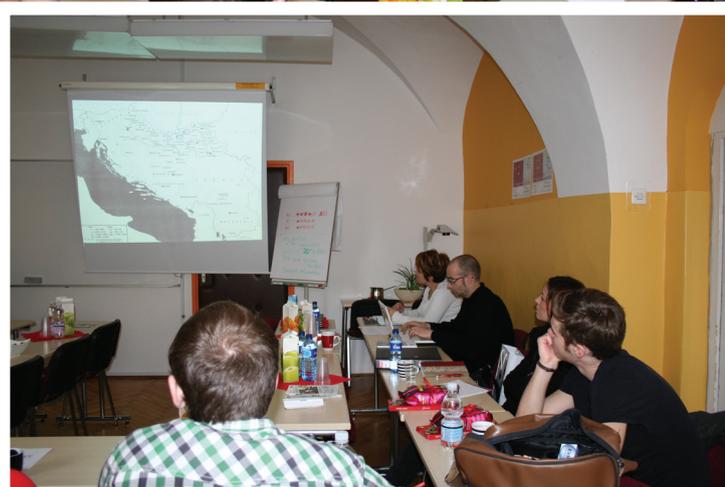
Introduction - the program must be adapted to the target group. If the event is intended for school population it is necessary that the teacher prepares pupils / students in advance. Students should prepare their own questions in areas that they are particularly interested. The same should be done for other target groups.

Additional information:

Ethnographical traditions: making of "Korant" – traditional historical Mask

Mr. Vlado Hvalec

Facebook: E.d. Korantov Duh-ptuj



"One day this terrible war will be over. The time will come when we'll be people again and not just Jews!"

Anne Frank



Historical competence



Identity competence
Intercultural competence

#4

Expert Historian Explains:
Jews in ex - Yugoslavia

Themes:

- Jews in Europe
- Jews in the former YU
- With what they spent their lives, their occupations
- Where were their centers
- Jews in Slovenia
- What fate has befallen them during the World War II
- Jews in Yugoslavia after the World War II
- Their legacy

Target group and size:

There is no specific target population it is aimed at both: adults and school aged youth. Method or topic can serve as a learning tool in schools at all levels, especially on higher studies, social sciences, highly useful it also can be as an example of wider awareness among the population about the consequences of prejudice, stereotypes and unfounded rejection of others especially in today's global world. Specifically, in this method we have in mind a smaller group of participants up to 20 people in it.

Duration: Up to three hours per group.

Overview:

- A condensed history of the Jews
- The reasons for the Diaspora
- Historical overview of the Jewish population in Europe
- The reasons for the rejection of the Jews
- Review of the lives of Jews in the former Yugoslavia
- Final solution

- The remains of the Jewish population in Yugoslavia
- Jews in Slovenia nowadays
- Cultural Legacy
- Demonstration
- Clearness
- Oral explanation
- Debate

Objectives:

- Understanding the origins of prejudice and how they emerge
- What are the prejudices
- How to successfully overcome them
- How ideologies are emerging
- What are their consequences to most people
- The Holocaust as a warning to all of us, it may be repeat at any time
- Strengthening mutual dialogue and respect for diversity
- Promote intercultural cooperation
- Promote intergenerational cooperation
- Enhancing motivation to learn about others and the different

Strengths and weaknesses:*Strong*

- There is a lot of historical documents
- People are interested about the topic
- Comparison with events in modern times
- Low costs
- Easy access

Weak

- Only few Jews still live in Slovenia
- Re-strengthening of extreme ideologies and movements

Preparation:

- Agreement with Mr. Simon Fras for the presentation of Jews in the former Yugoslavia
- Motivation and a selection of the target groups
- Computer, projector, screen
- Paper and pens for participants
- Introducing the group with the goals and objectives
- Presentation - Workshop
- Discussion

Instructions:

Materials prepared for participants are divided among them and they are acquainted with the instructor as well with goals and objectives of the workshop.

With the help of prepared video material lecturer leads participants through the historical presentation of life of the Jewish community in the former Yugoslavia, their economic and cultural activities.

In this context, the participants familiarize themselves with the opinion and attitude of the local population about the Jewish community in their environment. The Second World War followed when the Jewish community in YU was first such community under attack of the Nazi ideology, and thus consequently first subject of the so call final solution. The implication of that is drastic decline on Jewish populations in the former Yugoslavia and thus also in independent Slovenia today. At the end of the presentation lecturer touches the Jewish cultural monuments that are still here - for example Synagogue in Maribor.

Participants on the basis of obtained new evidence or information cooperate on event with their questions, opinions or comments,

and they also put some records. The visit of Maribor Synagogue may follow.

Debriefing and evaluation:

Based on the lessons learned, participants completed an evaluation questionnaire, which reflects the participants' satisfaction with the program - event, their observations, comments and suggestions.

Tips for trainers:

Introduction - the program must be adapted to the target group. If the event is intended for school population it is necessary that the teacher prepares pupils / students in advance. Students should prepare their own questions in areas that they are particularly interested. The same should be done for other target groups.

Additional information:

Expert historian explains: Jews in ex-Yugoslavija

Msc of history Simon Fras

simon_fras@hotmail.com



"Those who do not remember the past are condemned to repeat it."

George Santayana



Historical competence



Identity competence
Intercultural competence

#5

Eyewitness talks
mr. Jože Križančič

Themes:

- Discrimination
- Human rights
- Equality
- Biography
- Personal history

Target group and size:

Suitable for different sized groups (small and big groups). It should take at least 8 people in the method. The activity is not designed for any specific group of people. It could be used in primary and secondary education, as well as in all sorts of non-formal educational activities.

Duration: Closed group session lasting up to 3 hours

Overview:

- Oral presentation (eye-witness talk)
- Narrative interview
- Discussion within group
- Comparison of both methods

Objectives:

- Reflection on historical events
- Developing social skills (such as active listening)
- To encourage discussion on difficult topics
- To encourage understanding
- To promote dialogue
- To reduce prejudices and strengthen the human rights attribute

Strengths and weaknesses:*Strong*

- Involvement in discussed historical events
- Low costs
- Little preparation
- Strengthens the dialogue between participants
- Flexible applicability

Weak

- Could be very emotional (because private details are revealed)
- Method uses subjective approach to historical events

Preparation:

- Form and rules of the interview must be clarified before (trainers should give some theoretical inputs).
- If possible, interview partners should find themselves in the group.
- A piece of paper
- Drawing materials (pencil, crayons, etc.)
- Recording device (e.g. your mobile phone) just in case of more detailed analysis (like transcriptions)

Instructions:

First step

The participants are seated in a group. Moderator welcomes the group and shortly introduces the guest speaker. The invited eye-witness introduces him/herself and starts with individual story or description of event, based on his/her own biography. Form and manner of the discussion is left to the moderator.

Second step

After the eye witness has finished his storytelling or reflecting a historical event, the moderator invites the group into a discussion. All participants should be able to participate, the order of questions is set by moderator of the activity. Moderator asks members of the group to think about questions or observations that should be discussed in the smaller groups or teams. Moderator builds teams of 3-4 participants. These teams are now analyzing their observations, questions, different views and so on. Each group is asked to set the leader that will provide a summary of the discussion to the whole group of participants at the end of the session. This process facilitates the later comparison.

Third Step

The group or team leaders report about group discussions. The questions are set into groups and divided into different fields. Again the only order is: "Please explain me your biography, so I could understand your point of view".

This interview must take place in the form of a narrative interview or at least dialogue within the group.

There is only one question to be answered and it has to be silent during the response phase (no intermediate questions should be asked). The task should be carried out without timelines.

Fourth Step

The joint questionnaire is being prepared, based on the discussion within teams. Joint questionnaire is prepared by moderator. Eye witness should be able to answer the prepared questions and those should be compared with the objective historical facts, if applicable. Differences (in between the eye witness talk and later answers to questions) can be identified and respective intersections are detected. If wanted, the results can be discussed in the whole group in a kind of reflection.

Additional information:

Eyewitness talks: Mr. Jože Križančič
Branimir Rokavec; info@gimptuj.net

"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality."

Desmond Tutu

HIER WOHNTEN
GEORG
SALINGER
JG. 1892
DEPORTIERT 1943
KUSCHWITZ
ERMORDET

HIER WOHNTEN
ROSA
SALINGER
GEB. GINSBERG
JG. 1893
DEPORTIERT 1943
AUSCHWITZ
ERMORDET

HIER WOHNTEN
URSULA
SALINGER
GEB. SALINGER
JG. 1919
DEPORTIERT 1943
RIGA
ERMORDET





Historical competence



Identity competence
Intercultural competence

#6

Historical memory / Historical Lanes
Project "Stolpersteine"

Themes:

- Develop political, historical competences
- Compare, discuss and order biographies
- Discover relationships between individual and experiences of societies
- Exchange of experiences of the generations about learning and life
- Reflect local history and put it in a greater content
- To get more sensibility for democratic rules

Target group and size:

Between 6 to 20 Persons (part I Youth)

Duration: From 1 to 4 hours

Overview:

The work of the young people carry out specific questions about history or some question closed to some young people, so that they could take in a little group (in case of 20 people you should look for for or five groups). May be that one part of the youth like to join in a discussion with experts or institutions, discover new resources and find persons who are able to give report about the past.

Objectives:

- Reflection of their own history and the history of the others
- Order of historical incidents
- Reflection about generations
- Make differences and find similarities
- Work with Biographies
- Compare and reflect historical and personal incidents

Strengths and weaknesses:*Strong*

- Direct and intensiv form of experiences of history
- Discussions of opinions
- Reflection of local, regional and „global“ context
- Comparison with actuality
- Work with the public and citizenship
- Work within generations and international groups

Weak

- The concrete form of local context could be difficult for an understanding
- You need enough time to gain informations to prepare the questions
- Could be very emotional
- You need some experts or resources
- You need time to develop the process of discussion

Preparation:

- Flip-Chart
- Markers
- Cards
- Table of questions
- Pin-wall

Instructions:

First the group take part at an course round about the town, the people get some questions to work with it or an expert could explain some details of the local history. The participants collect the information and start to discuss some issues of that. In the next step all groups come together to put their information on a card or on Flip-Chart. The teamer should take the informations an order or in specific topics, so that the young people could see some similarities or differences between the participants.

Then they get new groups with similar topics, but different each other. Afterwards they get time to discuss the topics in a new perspective or find more information about the topic. They should prepare some kind of presentation, which they have to make in the plenum.

The hole group can discuss the new presentations and the teamer should give the content in structure (f.i. Mind-Map). May be that all participants develop some new questions for the next step in a project.

So they could choose a creative form of work to get more empathy in the case of the inputs, then you will need some material (e.g. pug or gypsum or something like that, or an newspaper). So they work forwards in their questions to develop their ideas.

At least there are a opportunity to take the information and put it in the actual context to discuss and try to work with democratic forms of life (f.i. their are experiences of war or dictatorships or ... local content).

After all the participants have had collected all informations about the families and persons, who were persecuted, expelled or urged till death, they could contact the project „Stolpersteine“. After the preparation of the „Stolpersteine“ the group have to organize a public meeting to put them in front of the houses, where the families have had lived voluntary at least.

Debriefing and evaluation:

Based on the lessons learned, participants completed an evaluation questionnaire, which reflects the participants' satisfaction with the program - event, their observations, comments and suggestions.

Tips for trainers:

- Teacher/Trainer should prepare his/her participants in advance
- Students should prepare their own questions in areas they are particularly interested
- Generate sufficient background information

Additional information:

www.stolpersteine.eu



"We shape our buildings; thereafter they shape us."

Winston Churchill



Historical competence



Identity competence
Intercultural competence

#7

House of Architecture
Haus der Architektur (HDA Graz)

Themes:

- Culture
- History
- Education
- Across generations
- Environmental awareness

Target group and size:

Adults, teenagers and kids. Up to 100 people can participate in local events at the House of Architecture. Up to 30 people can take part in a guided tour (number varies between 5 to 30 participants).

Duration: From 1 to 3 hours (tours can be planned individually)

Overview:

The HDA's team of architecture mediators offers a diverse variety of guided architecture tours to an audience, which is interested in a detailed insight into contemporary architecture in Graz and the surrounding regions. With the guidance of expedient architecture experts you will explore outstanding examples of high grade architecture in Graz and Styria.

Objectives:

- Architecture in the field of tension between cultural, social, educational and economic parameters
- Active engagement with associated developments
- Fusion of different disciplines (art, culture, psychology, ecology, economy, politics, etc.)
- Practically experienced history
- Create common spaces of experience
- Platform for interests of various social groups

Strengths and weaknesses:*Strong*

- History and culture are passed not only through lectures and seminars, instead they take place at the actual scene itself
- Guided tours can be arranged depending on the focus you'll set
- Barrier-free institution
- Inclusion of people with physical impairments
- Guided tours are offered in German and English language
- Not dependent on the weather
- Offers are also (especially) held on weekends
- Special offers for kids and teenagers („Häuser schauen junior“)

Weak

- Not all of the buildings (on a guided tour) are accessible for people with physical impairments
- Longer trips require the organization of a bus (in consultation with the House of Architecture HDA)
- The house itself (HDA) only offers smaller rooms

Preparation:

- Writing materials, tables, chairs and flip charts are provided at the HDA
- Buses can also be provided (HDA organization management)
- Requested tours must be discussed before (if there is a bus needed; if only barrier-free buildings should be visited, etc.)
- Inform speakers about the language (German/English)
- Design a tour plan
- Costs vary (on size of the group; if there is a bus needed; length of the tour)

Instructions:

Make sure to get some informations in advance if you're willing to join a guided. Gather information about important buildings (architects, landscapes, etc.) you're going to visit and compare previously learned with the reality on the ground. Make sure that priorities are set and the guided tour also fits the theme you're working on. Find out about current exhibitions of local events if you wish to participate.

Debriefing and evaluation:

You should previously arrange and discuss some questions you're interested in (in group work). Those questions should deal with the topic of matter (architecture, history, culture, etc.). Once the issues have been resolved, you can clarify those questions during a guided tour or a local event. What didn't you know before? How did this account change your understanding about the topic?

Tips for trainers:

- Set up your own and personalized guided tour
- Choose topics that might be interesting for you and your group (e.g. architecture and society in your region)

Additional information:**Haus der Architektur - House of Architecture (HDA Graz)**

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www.hda-graz.at



*"History isn't about dates and places and wars.
It's about the people who fill the spaces between them."*

Jodie Picoult



Historical competence



Identity competence
Intercultural competence

#8

Kulturradpfade
Culture paths by bike

Themes:

- Environmental awareness
- Healthy physical activity
- History
- Cross-borders (tours also take place in neighboring countries such as Italy and Slovenia)

Target group and size:

Kids and adults as long as they can ride a bicycle.

Duration: Tours will take 1-3 days to complete.

Overview:

You will discover history on your bicycle. The interplay of its cognitive, emotional, sensory and aesthetic appropriation is taken into account. Participants will be able to experience the history and culture at the scene itself.

Objectives:

- Experience history together (on a bicycle)
- Expand access to culture and learn about the cultural history
- Offer experimental spaces
- Landscapes and nature
- Architecture

Strengths and weaknesses:*Strong*

- The human being is at the center of every guided bicycle tour.
- Health through exercise in the fresh air
- History and culture take place at the actual scene itself
- E-Bikes are provided on difficult tours, which also means less athletic and unexperienced people are able to participate.
- Carefully selected speakers who are also keen to experiment and are willing to try new things.

Weak

- Inclusion of people with physical impairments is not possible. Likewise you have to be able to ride a bicycle.
- It's depending on the weather. The event cannot take place in extreme heat or rainy weather. In such a case it would have to be moved.

Preparation:

- Free bike rental
- E-bikes are provided on difficult tours
- Bike tours and its paths previously have to be planed.
- Arrange lodging and food.
- Perform a free bike check.
- Involve a service man who accompanies the tour.
- Organize an escort van for safety and lightweight luggage.

Instructions:

All you really need is a working bike and some motivation. It would be helpful to gather background informations on certain topics before you start the actual tour itself. Before you get started, historical and cultural inputs of the regions should be given.

Debriefing and evaluation:

Based on the lessons learned, participants completed an evaluation questionnaire, which reflects the participants' satisfaction with the program - an event, their observations, comments and suggestions.

Tips for trainers:

- Try to plan the tours together as a group (team building)
- Plan age-appropriate tours
- Participants should be able to compare theory with practice (background informations)
- Pay particular attention to the weather

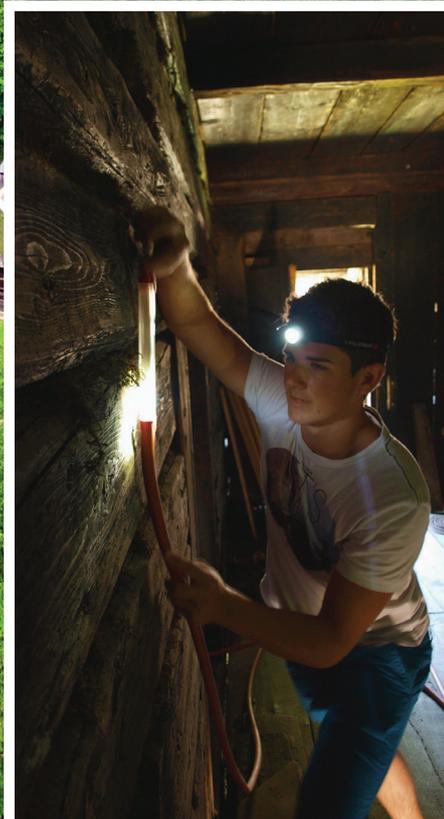
Additional information:

Mag. Marisa Buchacher, Bakk.phil (Project Coordinator)
KULTUR RAD PFADE association IMPULSE
Tarviser Straße 11 / 9020 Klagenfurt am Wörthersee

Mobile: +43 / 664 / 84 6 84 26
www.kulturradpfade.at

"I am a citizen of the world."

Sylvia Beach





Historical competence

Identity competence
Intercultural competence

#9

Valley of (hi)stories
Austrian Open Air Museum Stübing

Themes:

- History of society and rural/folk cultures
- Ecology
- Ethnology
- Tradition and ancient customs
- Transnational (e.g. Styria-Slovenia-Carinthia-Tyrol-Vienna)

Target group and size:

From 1 person to larger groups

Duration: Several hours (the whole day can be used)

Overview:

The Austrian Open Air Museum should not only serve as a classical museum, but also share practical experiences in workshops and courses. The museum also has a strong commitment to lifelong learning and promotes knowledge and understanding of by-gone days. Compare history (the Valley of (hi)stories leads through several periods of time).

Example:

„Traditionelle Handwerkstechniken erlernen - experience tradition“
Extensive exhibitions introduce curious or interested visitors to specific topics of ethnology. It offers courses and workshops in which craft techniques are presented (e.g. basketry, pottery making, etc.).

Objectives:

- Discover history together
- Traditional handcraft and art will be passed on
- Experience architecture and lifestyle from the 15th to the 20th century
- The museum serves scientific investigation and documentation of vernacular architecture and rural life

Strengths and weaknesses:*Strong*

- The individual human experience is at the center of attention
- Outdoor adventure
- Engagement with rural cultures
- Special programs for seniors and school groups
- General guided tours in German, English, Italian and French
- GrazGuides are also offering guided tours in Spanish, Slovenian, Croatian, Russian, Romanian language

Weak

- Depending on the weather
- Inclusion of people with physical impairments is difficult to plan (longer footpaths)
- Extra material costs for workshops and course activities

Preparation/Materials:

- Information materials may have to be considered
- Arrivals and departures must be planned before (public transport or private)
- Guided tours must be booked 14 days in advance
- GrazGuides guided tours must be booked as well (they offer a range of languages)
- Opening times 2014 by the 01.04 - 31.10. (opened daily from 9am - 5pm)

Instructions:

Participants will be briefly informed about the aims, objectives and importance of visiting the Open Air Museum Stübing, as well as what will be there for them to see and learn. Find out about current exhibitions or local events if you wish to participate. Make sure that priorities are set and the guided tour also fits the theme you're working on. Gather information about important regional/international rural cultures and compare previously learned with the reality on the ground. On the basis of new evidence and information obtained participants participate in the event with questions, opinions or comments all recorded by themselves.

Debriefing and evaluation:

What did you learn from the talk? What didn't you know before? How did this account change your understanding of the topic? What would you like to know more about? Initiate a discussion about the issue of memories and rural cultures.

Based on the lessons learned participants complete an evaluation questionnaire which reflects the participants' satisfaction with the program and event, their observations, comments and suggestions.

Tips for trainers:

Introduction - the program must be adapted to the target group. If the event is intended for a school population it is necessary that the teacher prepares pupils/students in advance. Students should prepare their own questions in areas that they are of particular interest to them.

Additional information:

Austrian Open Air Museum Stübing
A-8114 Stübing
Tel: 0043 (0) 312453700

www.freilichtmuseum.at
service@freilichtmuseum.at



"Nazi ideologies continue to the present day behind the veil of supposedly free societies and governments."

James Morcan



Historical competence



Identity competence
Intercultural competence

#10

Documentary and Discussion

“Blut muss fließen -
Undercover unter Nazis”

Themes:

- Prejudice
- Discrimination
- Racism
- Anti-Semitism
- Neo-Nazism

Target group and size:

This method is not aimed at specific groups. The aim is rather to reach a wide public, starting with school groups through to older people. Origin and gender are also not relevant to the method. Group size varies depending on the focus. Didactic considerations: sessions with school classes should be conducted in groups of about 20 to 30 students. Larger film screenings and panel discussions are not tied to specific group sizes.

Duration:

Educational media accompanying material to the documentary and subsequent workshops have to be calculated with about 5 hours of time. The documentary itself has a running time of about 90 minutes. The method therefore takes about 1.5 to 5 hours of time.

Overview:

- Keynote speech at the beginning
- Presentation of the documentary
- Moderated panel discussion
- Various workshop modules
- Processing in small working groups
- Presentations of the results in the large group

At normal screenings, a simple panel discussion should be carried out after the documentary.

Objectives:

The goal is to build on a concept that has already been applied successfully in similar scenarios. By creating accompanying material that makes it possible to include the film in school lessons and, more generally, in youth work even when instructors are not very techsavvy. Consequently, help of professional media educators as well as financial support is required. The main objectives are:

- To promote dialogue
- Reduce prejudices
- Develop social skills
- To show civil courage

Strengths and weaknesses:*Strong*

- Very good footage
- Connection of several methods
- Media educational access
- Addresses the entire stratum of society

Weak

- Can be time consuming
- Footage may be disturbing to some (should be discussed prior to screening)

Materials/Preparation:

- Motivation of target group
- Informing the group about the goals and purposes
- Paper and pens for participants
- Computer, projector, and screen
- Location for the film screening/panel discussion

Instructions:

After a brief introductory note or even keynote speech the documentary will be shown to the audience and discussed afterwards in a moderated discussion panel. The theme is deepened with workshop modules, covering topics such as anti-Semitism, racism, signs and codes of the extreme right and right-wing rock music including analysis of song lyrics. Students will complete these modules independently in small groups. Afterwards they should present their findings to the entire crowd. In the subsequent evaluation the consequences of neo-Nazi ideology and counter-strategies should be discussed.

Debriefing and evaluation:

After the event, participants should complete an evaluative questionnaire which is supposed to identify participants' satisfaction with the event, the documentary film, their observations, and should ask for comments and suggestions. For example, Did you learn something new? How did this event change your understanding of the topics of discrimination / prejudice / Anti-Semitism / Neo-Nazism / racism? Initiate a discussion about the issue of Neo-Nazism and racism. This educational use of media can be employed for almost any topic you want to highlight and discuss.

Tips for trainers:

If the documentary is intended for school students it is vital that the teacher prepares students prior to the event. Students should prepare their own questions on related subjects that are particularly interesting to them. Disturbing scenes should be then discussed one at a time.

Additional information:

<http://www.filmfaktum.de>

<http://www.filmfaktum.de/de/projekte-2/blut-muss-fliesen-der-film.html>



"Through others we become ourselves."

Lev S. Vygotsky





Historical competence

Identity competence
Intercultural competence

#11

House of Cultures
Lübeck

Themes:

- Prejudice
- Equality
- Discrimination
- Human rights

Target group and size:

First and foremost, people with an immigrant background should be approached. Through different offers the opportunity to experience culture and legal systems of Germany should be given, without giving up their own culture. The spectrum recorded people of all ages.

In order to get to know this work from the outside, the active participation in individual projects is recommended (or exemplary “play through” some of the activities). In this case the group size should not exceed 15 people.

Duration: At least half a day should be scheduled.

Overview:

A presentation on the activities should be done at the beginning. Participant observation, as well as exemplary role playing deepens the insight into the work and makes concrete actions tangible. Qualified teaching staff with years of experience and a migrant background ensure a modern and diverse education. All participants are learning together and from each other in a across-cultural atmosphere. The purpose of working in a socio-cultural center is to promote the peaceful coexistence of different social or ethnic groups.

Objectives:

- To promote dialogue
- Promoting the coexistence of different social or ethnic groups
- To implement a peaceful coexistence of all peoples
- Reduce prejudices
- Encourage understanding
- Integration is not seen as a one-sided take on the encountered culture
- Active designing of a multicultural society

Strengths and weaknesses:*Strong*

- Multicultural environment
- Qualified teaching staff
- Active participation
- People of all ages are participating

Weak

- Problems in understanding
- Time consuming
- Courses are liable to charges

Materials/Preparation:

- Make timely arrangements with the person responsible
- Priority actions should be considered in advance and are then matched with the facility

Instructions:

The House of World Cultures is a cross-cultural meeting place, bringing together people of all nationalities to get to know each other in various offers, overcome prejudices and to shape social coexistence. This purpose is implemented in particular through the following measures:

- Implementation of events that promote understanding of other lifestyles and cultures as well as the immediate interpersonal acquaintance
- Establishment of contacts and opportunities for discussion between the groups
- Organization of practical neighborhood assistance
- Information and education on the social situation of every participating social and ethnic group

Debriefing and evaluation:

Based on the lessons learned participants complete an evaluation questionnaire which reflects the participants' satisfaction with the program and event, their observations, comments, and suggestions. What did you learn from the event? What didn't you know before? How did this account change your understanding of the topics of discrimination/prejudice/human rights/equality?

Which issue, raised by the event/discussions/information presented are still with us today? About what would you like to know more? Initiate a discussion about the issue of memories and discrimination/prejudice/human rights/equality.

Tips for trainers:

The success of field work depends largely on how much trust people develop in the House of Cultures. It turns out that the common actions (e.g. playing the drums, in designing a common garden, dancing or playing music) here are very conducive. In order to encourage these confidence-building activities, the trainer should also participate in workshops or similar activities.

Additional information:

Interkulturelle Begegnungsstätte Lübeck- Haus der Kulturen
Parade 12; 23552 Lübeck

www.hausderkulturen.eu
ikb@hausderkulturen.eu



"Identity was partly heritage, partly upbringing, but mostly the choices you make in life."
Patricia Briggs





Historical competence

Identity competence
Intercultural competence

#12

Human library

Themes:

In original version:

- Prejudices
- Stereotypes
- Discrimination

Furthermore, we are working with the theme of unique histories.

Target group and size:

All the society. While visiting living library people can meet their prejudice but in another hand can be also inspired by the story of a books or simply ask questions they always wanted to ask.

Duration: 6 hours.

Overview:

The Human Library is an innovative method designed to promote dialogue, reduce prejudices and encourage understanding among people. In its initial form the Human Library is a mobile library set up as a space for dialogue and interaction. Visitors of a Human Library are given the opportunity to speak informally with “people on loan” - this latter group being varied in age, sex and cultural background. The Human Library makes it possible to find ways to abandon stereotypes by challenging the most common prejudices in a positive and humorous manner. It is a concrete, easily transferable and affordable way of promoting tolerance and understanding.

The First Human Library was organized in the year 2000 at Roskilde Festival, Denmark by an organization called “Stop the violence”.

The human Library works like a traditional library: there are books,

a librarian, and, of course, readers. Every reader can borrow a book for some limited time under some specific conditions. The biggest difference between a traditional library and the Human Library is that “books” here are human beings who want to share their stories with readers.

UNESCO Initiatives Centre organized a Human Library on March 18th, 2011 in Jelenia Góra in cooperation with Książnica Karkonoska. The event attracted around 200 people and was a great success in the city where such a type of event had not been organized before.

Objectives:

The objective is to reduce racism and xenophobia, as well as to raise awareness of the difficulties people are confronted with.

Strengths and weaknesses:

Prejudices are everywhere and that’s a really simple and clear method to fight with them. Also, this method is a good way to open a discussion on important issues like: homophobia, xenophobia, racism, unemployment, numerous minorities etc. The Human Library makes it possible to collect people interested in these specific issues in one place and opens discussions.

Strong

- It’s developing your social skills
- Interactive method
- Easily transferable and affordable way

Weak

- You should not be afraid of talking to foreign persons
- Time consuming

Materials/Preparation:

It's good to prepare posters and leaflets in advance and spread them. It's also worth to run some workshops in schools on the topics of tolerance and human rights. Another way of promoting the event is to simply invite students to come.

Instructions:

Please refer to the Human Library manual:

<http://eycb.coe.int/eycbwwwroot/hre/eng/documents/II%20english%20final.pdf>

Debriefing and evaluation:

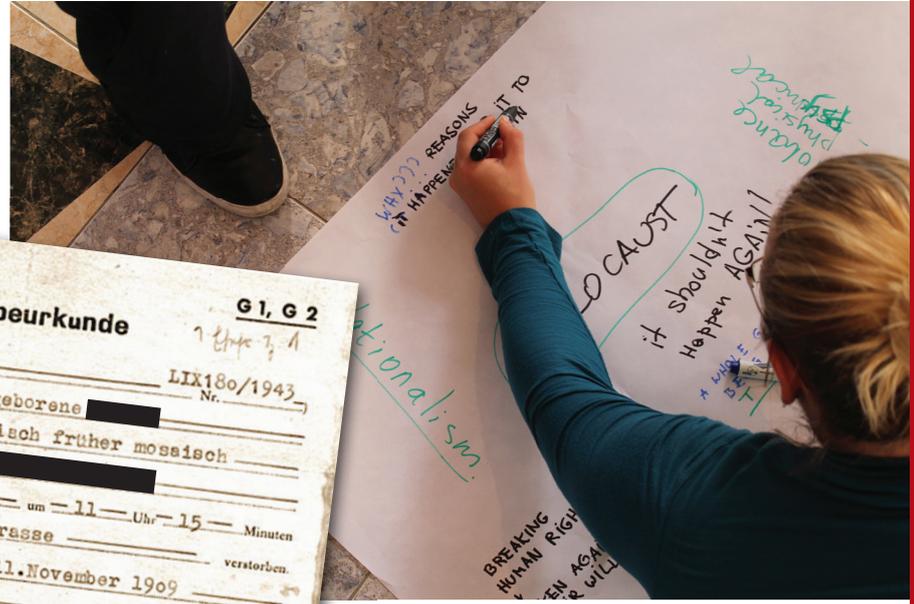
Has it changed your perspective on some things in life? Based on the lessons learned participants completed an evaluation questionnaire which reflects the participants' satisfaction with the program of the Human Library. What did you learn from the event? What didn't you know before? How did this account change your understanding about the topics of prejudices, stereotypes and discrimination?

Tips for trainers:

Another idea is to ask people or potential readers which titles are interesting for them and which living book they would like to borrow and try to invite these books for the event. All participants could reflect on their prejudices and revise their views on the topic of stereotypes – not only readers who came to borrow the books but also „books“, librarians, organizers and volunteers themselves could spend a whole day in a very diverse surrounding and learn from each other and inspire each other.

Additional information:

<http://humanlibrary.org>



G 1, G 2

7. Juli 1944

Sterbeurkunde

(Standesamt II Auschwitz _____ Nr. _____)

Die Ruth _____ geborene _____ Nr. LIX180/1943

_____ evangelisch früher mossaich _____

wohnhaft Breslau, _____

ist am 25. Februar 1943 _____ um 11 _____ Uhr 15 _____ Minuten

in Auschwitz, Kasernenstrasse _____

die Verstorbene war geboren am 11. November 1909 _____ verstorben in Essen _____

(Standesamt _____ Nr. _____)

Vater: _____ zuletzt wohnhaft in Essen _____

Mutter: _____ geborene _____

die Verstorbene war _____ nicht _____ verheiratet mit Werner _____

_____ den 4. Juli _____ 1944

Der Standesbeamte
In Vertretung
Gruha

DEF. STANDESAMT II AUSCHWITZ
(Siegel)

Verlag für Standesamtswesen G. m. b. H., Berlin SW 61, Gitschiner Str. 100.
Verlag für kommunales Schrifttum und Vordrucke Kurt Gruber, Kattowitz, B/0202

C 251 | C 252

"Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and not clothed. This world in arms is not spending money alone. It is spending the sweat of its labourers, the genius of its scientists, the hopes of its children. This is not a way of life at all in any true sense. Under the cloud of threatening war, it is humanity hanging from a cross of iron."

Dwight D. Eisenhower

indifference hurts



Historical competence



Identity competence
Intercultural competence

#13

Indifference Hurts

Themes:

- History of WW2
- Holocaust
- Civil courage and participation
- Active participation
- Stereotypes

Target group and size:

Pupils and students from 15 to 25 years of age, around 25 participants.

Duration: 2 hours.

Overview:

An international team of educators developed these educational tools – four scenarios of educational modules to be used in teaching about the Righteous and the Silent Heroes in order to promote civil courage, tolerance and democracy in today's society. The proposed workshop scenarios can be used both within the school and outside of the school environment, for youngsters from 15 - 25 years of age. Additionally, they can be easily adapted for older learners. The scenarios can be used with the proposed stories together with “content free” methods with other stories of the Righteous and Helpers. The manual is available in a paper version and online in Polish, German, English, Slovak and Czech.

Objectives:

To raise awareness about contemporary choices and social indifference through:

- Personalization of stories of persecution and of help for Jewish people during WWII
- Picturing choices made by the Righteous and by the persecuted

Learning outcomes:*Skills*

- Understanding causal connections of historical facts and the situations of people during WWII
- Summarizing and presenting results of group work

Knowledge

- Phenomenon of the Righteous Among the Nations
- Personal story of Jarosława and Izydor Wołosiański, the Helpers
- Sociological model of the society of the Holocaust by Matthias Heyl

Attitudes

- Raising empathy towards people persecuted during WWII
- Understanding the motivations, risks and benefits of being indifferent or getting involved

Materials/Preparation:

- Flip-charts
- Markers

Before starting the workshop you have to have certain knowledge concerning history of World War II including the differences of occupation between Eastern and Western Europe and knowledge about the Holocaust and Righteous Among the Nations.

Instructions:

Please refer to:

http://unesco.vdl.pl/indifference-hurts/content/_index-en.html

Debriefing and evaluation:

Possible question to ask after the workshop: What choices did people make? What options did the Righteous have? What options did the persecuted have?

Tips for trainers:

Prepare a flow with guiding questions (proposed in the workshop scenarios), make sure it has beginning, middle and end.

- Sum up and paraphrase for clarification when needed, highlight key points (write it on the flip-chart or on the board).
- Make sure you have enough time for the closing discussion, keep an eye on the clock.

- Keep participation balanced. Don't allow one person to dominate, involve the quiet participants, but do not force them.
- Allow participants to learn from each another. Give space for participants to have different opinions, and support the fact that each opinion matters.
- Clarify with examples. Encourage participants to come up with examples from their everyday life, but in case they have difficulties, be prepared to give them up to date examples
- While talking about individual stories, avoid simplifications, speculation and generalization.
- If possible try to evaluate in co-operation within the team. You could use the following questions: How well did your team cooperate? Was it difficult to make a decision? Does everybody have a feeling that he/she fully participated in the group discussions? Keep in mind that group work and co-operation in the team is also an important part of the learning process.

Additional information:

http://unesco.vdl.pl/indifference-hurts/content/_index-en.html

"I'm interested in the way in which the past affects the present and I think that if we understand a good deal more about history, we automatically understand a great more about contemporary life."

Toni Morrison





Historical competence



Identity competence
Intercultural competence

#14

Objective beauty

Themes:

- Youth leisure
- Youth participation
- Regional promotion
- People with fewer opportunities

Target group and size:

No specific amount (however, preferably a group of no more than 20 people), youngsters from rural areas.

Duration: 3-12 months.

Overview:

Long-term method using photography as a tool to reach young people and promote a region through organizing photo-sessions.

Objectives:

The goal is to create photo exhibition from participants' photographs. In this project you can gain not only soft skills, but also very specific technical skills (photo taking and, photo editing). Through these actions and photo sessions you are building regional awareness within a group of participants and you promote intra-regional virtues and specific features.

Strengths and weaknesses:*Strong*

- Youth participating in almost every step of the project
- Highly flexible project, participants can develop their real interests and drive the project the way they want
- Highly motivational program (workshops with professional photographers, possibility to have own photos on exhibition, trip abroad)

Weak

- In a long-term project it's hard to maintain the youths interest over an extended period
- Hard to make dates of photo sessions suitable for everybody
- Beginners in the field of photography lack proper knowledge, especially when they are joining an already running project
- Little chances of including disabled people

Materials/Preparation:

- Promo materials (poster, leaflets)
- Facebook fan-page, Instagram account, Twitter (the easiest ways of early promotion)
- At least one camera for participants' use
- Photographs for the exhibition
- Promotion is the essential part
- Visits in schools, local authorities, culture clubs, youth clubs
- Promotion on social networks

Instructions:*Project group and first activities*

- Establish motivated project group and evaluate their photo skills
- If you aim at gathering total beginners it is suggested to hire professional photographers, but if you have a group with intermediate knowledge about photography you can use peer-to-peer learning.

Promotion

- Select main means of communication (social media, mobile phones or individual agreements)
- The project team should be divided concerning different institutions that could help with promotion such as: person responsible for schools, city council, regional authorities, media etc.
- For promotion material many free programs can be used to present the project (Xmind, Prezi, Canva, Powtoon) in which presentations, posters or leaflets can be done.

Implementation and photo sessions

- Rules for photo sessions must be stated clearly
- Participants need to be informed about responsibilities of the coordinator, about the scope of insurance etc.; pay attention to local law
- In Poland it was essential, that participants signed agreements stating that they will have no claims towards author rights. If they are under age arrange for them to have parental

agreements to go for a session on their own, also stating that the coordinator does not take any responsibility for accidents that may happen during sessions and that the coordinator and other partners will not use photos for commercial use.

- Set organizational rules as well keep the flow of photo sessions
- Organizing transport: (bus, cars) – for this the date of session should be agreed on two weeks before and final list prepared one week to meeting date
- Space of gathering photos should be strictly agreed upon (Skydrive, hard drive, participants' computers)
- Photo editing: If participants have enough skills they can do it themselves, if not, do it at the meeting after a session.

Debriefing and evaluation:

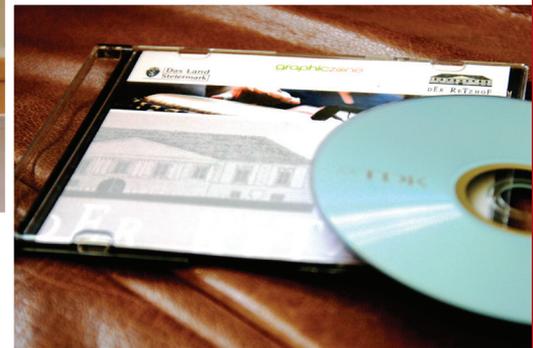
Ongoing evaluation with participants, periodical check of photos (whether they are stored properly). If this is done well, final evaluation will not be hard.

Tips for trainers:

Look at everything from a different angle, regional promotion is not only landscapes, it is people, people's passions, histories, witnesses, old industrial sites, etc. Pay attention to specifics of your region and what it is known for, or what you would like people to know.

Additional information:

For further information and info about project implementation contact Wojciech Frydrych (wojciech.jan.frydrych@gmail.com) or visit www.facebook.com/objective.beauty.yia



"The central democratic capacity is the power of judgement"

Oskar Negt



Historical competence



Identity competence
Intercultural competence

#15

Podcast
In conversation with
Oskar Negt

Themes:

- Society
- History
- Culture
- Prejudice
- Discrimination
- Identity
- Every topic you are interested in

A podcast allows you to cover every conceivable topic. You can offer special topics (like society, discrimination, etc.) as a podcast, or you can create a multi-faceted range. The choice of topic(s) is up to you.

Target group and size:

The target group can be chosen freely. In actual sense, all people with access to the internet are potentially being addressed. You may also choose to offer the podcast for a small number of subscribers. Thus, a free podcast is available to everyone and is not tied to specific age limits.

Duration: A podcast is not subjected to a certain time limit. A recording can theoretically take seconds or several hours. In order to do reasonable work with podcasts, a rather less extensive recording is recommended. Two hours of time should suffice.

Overview:

Podcasting may be the ultimate democratization of radio. Anyone with an internet connection and some inexpensive audio

equipment can produce a podcast and make it available online. A Podcast allows you to create audio and video material which can be accessed on-demand. Unlike a magazine subscription, there is no contractual relationship between providers and subscribers. You can offer podcasts to a broad public. The media file of an offer can be of any content, such as live recordings of radio broadcasts, interviews, automatically read out newspaper articles, music programs and so on.

Objectives:

- To reduce prejudices
- To encourage understanding
- To provide information to a wide public at any time (on demand)
- To promote media literacy

Strengths and weaknesses:*Strong*

- Every person with internet access has access to a podcast
- Choice of topics is free
- Available at all times
- Mobile access (listen/watch it with your mobile devices)
- Video files can also be part of a podcast
- Low costs

Weak

- Technical skills are required
- Technical tools are required
- You are not direct contact with your participants

Materials/Preparation:

- Recording devices (e.g. mobile phone; camera; microphone)
- Computers and Internet must be available
- Eventually the recording must be edited afterwards
- Make sure that the recording occurs in quiet surroundings
- Instruct all participants that discussions will be recorded

Instructions:

If you want to create your own podcast, follow the given links below:

- *Making a Podcast on iTunes:*
<http://www.apple.com/itunes/podcasts/specs.html>
- *Tutorials on Youtube:*
http://www.youtube.com/playlist?list=PLzJ1r4EGn-enCMU1kPstXd7e1Sjl3JP_O
<http://www.youtube.com/watch?v=SF6WmxRleHg>

Debriefing and evaluation:

What have you learned from this sort of using media? Has it changed your perspective on some things in learning (media competences)? The questions depend on the topic you are working on. If you are not working in school groups for instance, it would be hard to evaluate the method. Otherwise you will have to correspond through e-mail, Skype or social media channels.

Tips for trainers:

If the event is intended for school population it is necessary that the teacher prepares the pupils/students in advance.

Additional information:**Podcast with Oskar Negt:**

<http://www.verwaltung.steiermark.at/cms/beitrag/11915268/102560985>

"The most effective way to destroy people is to deny and obliterate their own understanding of their history."

George Orwell



#16

**Study trip - Living
and working in Ireland**
**Historical and civic education
in the authentic setting**



Historical competence



Identity competence
Intercultural competence

Themes:

- Prejudice
- History (Northern Ireland, “Troubles” in the years 1969-1998)
- Discrimination
- Difficulties of peaceful coexistence
- Identity and power struggle between two population groups

Target group and size:

The seminar is intended for interested colleagues in adult education. It's also freely available to everyone else who is interested in the topic. Generally, it is intended for adults. The group size should not exceed 20 people.

Duration:

The total duration of the common calls is approximately 2 hours. The daily schedule is variable. Visits to historical sites (memorials, museums, etc.) are performed according to the briefings. The change in method enables participants to follow individual topics.

Overview:

Learning objectives are to be achieved by different methods. The opportunity to gain an overview of the living and working conditions of people in Ireland is provided through lectures, keynote speeches, and meetings in historical places. Participants can thereby critically accustom themselves with the situation in the country. Participants will be accompanied by a two-member support team. An interpreter is available. Various speakers at the conflicting parties accompany the substantive issues on site. The participants receive information materials by the organizer. In order

to better understand the history of the Northern Ireland conflict, the seminar will offer various escorted city tours that will lead you to historically significant places in Derry and Belfast.

Objectives:

- To promote dialogue
- Reduce prejudices
- Encourage understanding
- Speak with trade unionists and politicians
- Learn about the manner in which responsibility is accepted or ignored

Strengths and weaknesses:*Strong*

- Involvement in discussing historical events
- Encourages dialogue between participants
- Flexible scheduling options
- Joins different methods

Weak

- Could be very emotional
- Time consuming (depending on the intensity)
- Method uses a subjective approach to historical events

Materials/Preparation:

- Participants should be able to compare theory with practice
- Further information (history of the city, politics, society, etc.)
- Gather background information
- Travel and accommodation facilities must be planned and arranged for well ahead
- Arrangements with interpreters

Instructions:

Neighborhood group work and NGOs will be presented and discussed as examples addressing the Northern Irish history, above all the troubles and the conflicting parties involved. In particular, the work of the Rosemount Resource Centre and the Pat Finucane Center in Derry, as well as the project „Inter Action“ in Belfast are offering important clues about how a better and more peaceful coexistence of different groups in Northern Ireland could be possible in the future. Personal stories are presented to illustrate paths of reconciliation. It is possible besides research work to elicit the specific involvement of family members. If desired, meetings of conflicting parties are also moderated. Inter Action in Belfast strives to prevent escalations in the numerous marches in advance by appropriate agreements and also organizes youth exchanges. An important objective in this context is to identify to what extent each and every individual is part of the problem - or part of the solution to the problem (also in political disputes). The question of the extent to which responsibility is accepted or ignored should also be addressed.

Debriefing and evaluation:

Participants should be given the opportunity to critically deal with the seminar week apart. For this cause an evaluation sheet was developed. Feedback should primarily serve to identify weak points in the seminar in order to adequately respond to this in future encounters.

Tips for trainers:

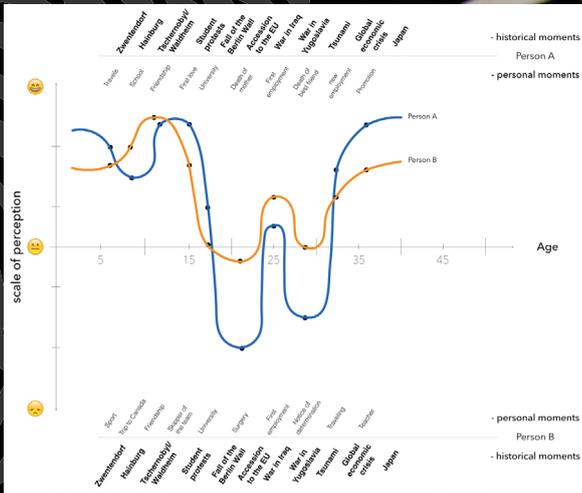
It is a good idea to prepare historical sources which could be used while providing the historical context to the participants. Gather as much background information as possible. Participants should prepare their own questions in areas that are of particular interest to them.

Additional information:

„Inter Action“, Belfast: www.peacewall.org

Rosemount Resource Centre, Derry: www.rosemountresourcecentre.co.uk

The Pat Finucane Centre, Derry: www.patfinucanecentre.org



me and my history...

"Be not another, if you can be yourself."

Paracelsus



Historical competence



Identity competence
Intercultural competence

#17

Me in my history
Das ICH in meiner Geschichte

Themes:

- Biography
- History of society
- Social events

Target group and size:

Group size can be chosen freely. Sizes between 6 and 14 people are recommended (even larger groups are possible). The method is applicable to any type of group.

Duration:

Up to 1 hour (depending on group size)

Overview:

The method compares the personal story with important historical events (inter-subjectively). The results are then graphed on a flip chart.

Objectives:

- The goal is to reflect your own life's connection to major historical moments (e.g. political or sporting events that took place) that had an impact on yourself
- The method makes you think about the past and you'll remember important moments in your life
- Encourages discussions about political impacts and situations, about historical moments and also about your private life
- Might be helpful with deepening understanding of other cultures and the different pasts of different countries if you're working with international or intercultural groups of people

Strengths and weaknesses:*Strong*

- Low costs
- Little preparation
- Flexible applicability
- Supports intercultural understanding

Weak

- It could be very emotional for some individuals (e.g. experiences of war or violence)

Materials/Preparation:

- Flip-chart and markers
- Prepare the materials needed

Instructions:

Form pairs (if you are working in smaller groups, the activity can be done individually) and take a flip chart paper. You'll have to draw a scale of perception (from very good to very bad) on the left side of the paper. In the middle of the paper you'll have to draw a personal timeline (horizontal). Afterwards draw a line at the bottom which represents some kind of a societal timeline. Mark important historical moments that you remember or moments you think somehow influenced your life (such as war, political changes, demonstrations, election, etc.) on to the bottom line for society. Then mark your own and personal moments in life above the society timeline and draw dots on the paper depending on the scale of perception (in different heights). At the end you'll have to join the dots to receive your own personal life curve. Talk with your partner and discuss the differences between your curves. It is even more interesting if you are working with a group of people from different ages and cultures. All participants then should discuss their life curves with the entire group. Each small group can now prepare a presentation to the other participants. Again discuss the different life curves and their historical impacts to them.

Debriefing and evaluation:

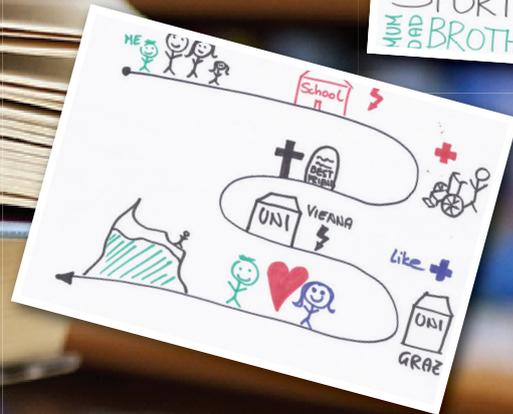
Did the method change your perspective on your own personal history? Can you perceive similarities in your curves (between your partner and the entire group)? What can you learn from it?

Tips for trainers:

The method can also be carried out with several persons on one sheet. Thus, several curves can be compared more easily. The method serves quite well as an icebreaker (e.g. at the beginning of a weekend seminar; to get to know each other). The personal time line does not have to go beyond decades. It can also describe only the last few years (e.g. time as a student; the last years of employment etc.). Important historical events should first be discussed in the group.

Additional information:

Please refer to the templates given in the pictures.



*"Strength does not come from physical capacity.
It comes from an indomitable will."*

Mahmata Gandhi



Historical competence



Identity competence
Intercultural competence

#18

Tell me your story

Themes:

- Biography
- Personal history
- Creativity
- Social skills

Target group and size:

Suitable for different groups sizes (small and big groups). There should be at least 6 for this method to be applied. The more people participate in the method, the better the outcome (an even number of participants is of advantage). The activity is not designed for any specific group of people.

Duration:

The method will take 2 or 3 hours at least. It depends on how accurate you want to perform the activity. Multi-day (e.g. on weekends) seminars would work quite well in this case.

Overview:

Biographies are presented in a creative and classic way (drawing - interview - comparison). You will have to deal with the biography of another participant.

Objectives:

- Reflection on yourself
- Developing your social skills (such as active listening)
- Let your creative juices flow
- Encouraging understanding
- Promoting dialogue
- Reducing prejudices (if you are working in multicultural groups)

Strengths and weaknesses:*Strong*

- Low costs
- Little preparation
- Strengthens the dialogue between participants
- Joins two methods
- Flexible applicability

Weak

- Could be very emotional (because private details are revealed)
- Time consuming (depending on the intensity)

Materials/Preparation:

- A piece of paper
- Drawing materials (pencil, crayons, etc.)
- A recording device (e.g. your mobile phone) just in case of more detailed analysis
- Form and rules of the interview must be clarified in advance (inputs should be given)
- If possible, interview partners should find partners autonomously within the group.

Instructions:*First step*

Participants are asked to draw their own biography. Form and manner of the drawing is left to the participants. It may be in the form of an abstract image or might represent a well structured mind-map. Creativity knows no boundaries. The only order is: "Draw me your biography." This task should be carried out alone and without time limits. Participants should be able to retire and be able to reflect in peace.

Second step

All participants should bring back their finished drawings into the group. Form teams of 4 participants. These teams will now analyzing their drawn biographies (those 4 drawings). Afterwards, discuss each image in the whole group and take notes. This process facilitates the later comparison.

Third Step

The participants now form couples (if the group size has an odd number, there will be one group of 3 participants). These couples now have the task of interviewing each other (in a quiet place). Again the only order is: "Please tell me your biography". This interview must take place in the form of a narrative interview. There is only one question to be answered and it has to be silent during the response phase (no intermediate questions may be asked). The demand phase can take place afterwards. Then the roles are reversed. Again the task should be carried out without time limits.

Fourth Step

The narrative interview is being prepared (there is no need to transcribe the interview) and compared with the drawing of the respondent. Differences (between the interview and the drawing) can be identified and respective intersections are detected. If desired, results can be discussed in the whole group in a kind of reflection.

Debriefing and evaluation:

Are there any differences between drawings and interviews? How did you feel during the interview (telling your story to a stranger)? Was it hard to just listen during the interview? What have you learned from this? Has it changed your perspective on some things in life?

Tips for trainers:

Let them transcribe the interviews (for better analysis)

- You can also perform only the interview part and cancel the creative part, or vice versa.

Additional information:

Please refer to the pictures given.



"Courage is indispensable because in politics not life but the world is at stake."

Hannah Arendt





Historical competence

Identity competence
Intercultural competence

#19

History in the underground

Themes:

- Architecture
- History (war, hiding place, etc.)
- Underground as a medium to impart historical content

Target group and size:

This method could be used for participants with a wide range of age. Especially for people who are interested in history and don't expect to find the famous amber room during the tour. The group shouldn't be too big, because the rooms in the underground, on the one hand, can be very small like a cellar where people in the NS time were hiding or, on the other hand, can have more than a few 100 square meters, like the cellar of a brewery.

Duration:

This method can be used very flexibly, it's possible to only visit one spot, for example, to emphasize one topic of a seminar, or to visit more places on half a day or during an entire day which are all connected to a single historical period or question. It's also possible to organize a seminar for a whole week in the underground with a view on different historical stages, for example about the industrial revolution, development of modern infrastructure in cities, NS, the Cold War or the use of the underground today.

Overview:

To aim is to discover history using architectural eye witnesses and/or to discover the city under the city. Even if the participants are living in the city, normally they don't know the history of the city which lays in the underground. In these seminars the participants can find under the earth for example parts of old machines, labels

or other things which all tell something about the place, the cellar and/or the (former) use.

Objectives:

In the underground buildings the participants have to use more of their senses to understand the historical places as a whole. The trainer can describe the history, can show participants around the places and perhaps display some pictures from the past. Participants will have to use their senses and feelings to recognize uncommon smells, strange acoustics, a special atmosphere, in order to be touched by history. To be in rooms with no daylight, no plants, and no animals will add emphasis the experience. Also, common ideas about the underground such as pictures of morbidity, hell, and catacombs can open other windows for trying to understand more of the past. In this special atmosphere people are more eager to listen and try to understand history.

Strengths and weaknesses:*Strong*

- Participants will like it to make these new experiences
- Discovering unknown places in a safe frame

Weak

- It's better not to visit to many underground buildings in one day
- The attraction of the special place will get lost for participants if there is not enough time to evaluate the experience for themselves and within the group

Materials/Preparation:

- Keys for the places which will be visited
- Flashlight
- Mobile phone (normally it doesn't work under the earth)
- Perhaps some pictures which show the visited place in the past
- Writing materials
- Information's about the group (if there are some special interests)
- It should be checked if the places are still safe
- The excursion should start with an introduction about the tour and to find out if everybody is capable to visit the places

Instructions:

Before the seminar/excursion the participants should be instructed no to wear high heels and darker clothes, and to come with a flashlight if needed, in order to make the walk in the underground a safe endeavor.

Debriefing and evaluation:

There is a kind of "bunker tourism" with special expectations of participants, they want to see spectaculars places and will perhaps hear something about the place but are not really interested in questions about what, when, who, why. For example, they are not interested to hear that the bunker was built from compulsory workers during the war and that there were not enough bunkers for civilians, they want to know how fast they were built, and that Hitler died there. So it's necessary to tell the whole story in order to value the history and the people. Discussions during the seminar about how to deal with places and/or buildings of remembrance could/should be also initiated maybe also by trying to present the place in an historical frame with a look on it from different angles.

Tips for trainers:

The method could be a very good part of a seminar that discusses a historical period and the underground. It could complement and widen the view and understanding of the topic through the new experiences at places with a very special kind of attraction. That is, the atmosphere could support an impact to the topic as a kind of added value to the speeches and discussions in the seminar room. The participants will have the possibility to visit places which they couldn't visit on their own. This also provides a special incentive.

Additional information:

www.unter-berlin.de



Authors:

BILDUNGSHAUS SCHLOSS RETZHOF (AUSTRIA)

The Retzhof Education Institute is located in a beautiful refurbished castle and grounds in the Styrian wine region, and offers seminars and courses. The Retzhof has been an further educational institute of the state of Styria since 1948. Due to it's decades-long importance for Austrian further education and its good and varied international contacts, the Retzhof has made its mark on further education both within Austria and beyond its borders. Its location makes the Retzhof especially interesting for cross-border co-operations and meetings with our neighbours in the Alpe-Adria region. Retzhof stands for quality and innovation in further education. It has an international orientation and is non-denominational and cross-cultural.

We plan and organise seminars, symposia, conferences, congresses, workshops and cultural events on topical themes, as well as stage active days and project weeks for schools. Our principle is lifelong learning. We also offer guests the opportunity to stage their own events at the Retzhof using the house's professional equipment. You can find our range of services on our website and in our magazine "Der Retzhof". We also have the possibility of accommodation.

The new barrier-free guesthouse and the castle building with its seminar rooms and the Castle Tavern also offer the access to people with disabilities. The Retzhof Further Educational Institute strives to maintain the highest possible level of barrier-freedom by making available its infrastructure and educational opportunities to everyone. And in doing so, we're taking a step in a particular direction. And every journey begins with the first step.



ARBEIT UND LEBEN (GERMANY)

Arbeit und Leben is an institution providing civic education for youth and adults. It was created by the Federation of German Trade Unions and adult education centres. Arbeit und Leben is a non-profit and non-governmental organization. Arbeit und Leben in Mecklenburg-Vorpommern (Mecklenburg-Western Pomerania) was established in 1991. Its objective is strengthening an improving civil society by means of education. With our educational program, we aim at contributing to the development of work and life by focussing on social justice, equal opportunity and solidarity while projecting toward a democratic culture. The basis of our educational methods includes the interests and every day situations of employees, trainees, the unemployed, migrants and young adults work committees. We also address young adults and adults who are considered to be educationally disadvantaged because of their specific living and working conditions. Our courses and activities are open to all interested persons. We cooperate with organizations and institutions in Germany, Europe and other countries which are active in the field of adult or youth education. We are developing projects such as intercultural education, lifelong learning and gender issues. We improve our work through a continual process of revision, adaption and development through activities designed to assure quality management in education. Gender mainstreaming is implemented in the planing and realization and in structuring the work, organization and personnel development activities.



FOUNDATION FOR EUROPEAN STUDIES (POLAND)

FEPS is the abbreviation for the Foundation for European Studies and is based in Wroclaw, Poland. FEPS was founded in order to enhance and facilitate high quality interdisciplinary research in the Social Sciences and the Humanities, to promote new methodological approaches and to link academics, ambitious students and practitioners. This way, FEPS also contributes to the adult education development - by promoting best practices and connecting ambitious learners and researchers. The primary objective of FEPS is to promote and support the active civic participation of young people and adults. We have an experience in organising international educational activities such as workshops, training courses and conferences. In those projects major role always plays the European context, because of the priorities of the foundation. The projects organized by FEPS (training, conferences), were addressed not only to European citizens, but also adult learners from other European countries (Belarus), the United States of America, or Africa.

Although our organization is relatively young (establ. 2008), we are a team of experienced educators and project managers, in the field of political and european science, history, cultural studies and media.





PUBLIC UNIVERSITY OF PTUJ – ADULT EDUCATION CENTRE

Establishment of Public university Ptuj goes back 60 years, all the way to season 1938/1939, although the education of adults (in different forms) was already shown even from 1925 on. Besides common lectures the University also organized drama events, concerts, courses for foreign languages and tried to encourage participants for educational activities. After a small fall-back in the 80's, Folk-University Ptuj was subverted into public institution and changed it's name into Public University Ptuj. With new formal programs, enrolled into Catalogue for Formal Education in Slovenia, with creation of high-level studies (tertiary level) and with modernization of didactical approaches the number of our participants rises from year to year.

Today Public University Ptuj offers several different formal secondary schools, primary school for adults and two tertiary based faculty programs: Economist and Accountant as well as one post-graduate program for Economists. We have many non-formal courses, seminars, workshops, qualifications. Participants come from different target groups, especially adults: unemployed, long time unemployed, women after 50, senior citizens, people with learning difficulties, drop-outs, people with special needs...

PUP has the necessary knowledge and staff to execute all the activities provided. Since we are dealing with education of adults for 52 years, we have a wide range of experiences and long praxis at organizing and implementing educational programs with both formal and non-formal content. We are dealing with research of the needs of the employment market, thus offering educational programs with target goals.

Our range of external expertise includes academic professors, experts on different fields (computer learning, ICT administrators, programmers, php code specialists and digitalization experts since we are including them into activities of our Centre for lifelong learning). We are also working with TV stations (various clips and events recorded) and with video/audio experts that are dealing with our promotional clips and video materials.



LJUDSKA UNIVERZA Ptuj
Mi smo šola!

"Anybody can make history; only a great man can write it."

Oscar Wilde



Lifelong
Learning
Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

www.key-competences.eu

ISBN: 978-3-9502945-2-1

