

Children's Voices for a new Human Space (CVS)
CVS Training Course for Teachers

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<https://www.cvs-project.eu/>



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- This teacher training course has been developed as part of a three-year ERASMUS+ project entitled **Children's Voices for a new Human Space (CVS)**
- The project is coordinated by **Sonia Ingoglia**, University of Palermo, Italy
- The project involves 5 primary schools in Bulgaria, Italy, Norway, Romania and Spain
- The project has developed a **CVS Training Course for Teachers** and a **CVS Curriculum for Children**, both of which are based explicitly on the RFCDC
- The curriculum is designed to be taught to 9- to 10-year-old primary school children in the five schools
- The training course has been taken by all of the teachers who are teaching the curriculum to these children

- The teacher training course was designed by the CVS team, drawing on existing materials
- The course was delivered, in English, by two experienced trainers, Maria Grazia Lo Cricchio and Nicolò Iannello, to all the relevant teachers in the 5 schools
- After taking the course and returning to their schools, the teachers acted as multipliers by running the training activities with their colleagues in their schools

- The overall aims of the training course were to:
 - Familiarise the teachers with the main principles of the RFCDC
 - Promote the teachers' own competences for democratic culture, using an experiential, activity-based approach which involved a lot of cooperative learning
 - Equip the teachers with the knowledge, skills and professional competences appropriate for promoting an ethos of democracy, human rights and intercultural dialogue in their classrooms

- The full training course runs over a 4.5 day period, and therefore requires one week to be delivered
- It draws primarily on activities taken from:
 - Di Maria, R., Inguglia, C., Lo Coco, A., Musso, P., Sprini, G., Rashkova, I., et al. (2009). *TraCIE Handbook: Training Citizenship and Intercultural Education in Europe*. Gabrovo: Ex-Press.
 - Huber, J., Mompoin-Gaillard, P. & Lázár, I. (2014). *TASKS for Democracy*. Strasbourg: Council of Europe Publishing.
- However, all of the activities taken from these sources were reclassified and mapped onto subsets of the 20 competences of the RFCDC

- The course contains 19 activities in total
- Across the 19 activities, all 20 competences are addressed
- The following slides show the layout and activities of the teacher training course

Day 1

09:30-09:45	Introduction of trainers and questionnaire about expectations
09:45-10:15	1. Icebreaker: Human Bingo (TraCIE)
10:15-10:45	Introduction to the course and to the RFCDC
10:45-12:30	2. Group work: The RFCDC
14:00-15:00	3. Exploring a cartoon (TASKs)
15:00-16:30	4. Being in someone else's moccasins (TASKs)
16:30-17:00	5. The Telegraph (TraCIE)

Day 2

09:30-10:30 [6. Identity cards](#) (TASKs)

10:30-12:30 [7. Fostering understanding and tolerance](#) (TASKs)

14:00-16:00 [8. Communication breakdown?](#) (TASKs)

16:00-17:00 [9. The Telegraph](#) (TraCIE)

Day 3

09:30-10:00 [10. Lemons \(or Potatoes\)](#) (TraCIE)

10:00-12:30 [11. Deconstructing stereotypes](#) (TASKs)

14:00-16:00 [12. Inclusive School](#) (TASKs)

16:00-17:00 [13. The Telegraph](#) (TraCIE)

Day 4

09:30-10:00 [14. Mirror, speak to me](#) (TASKs)

10:00-11:00 [15. Prisoner's Dilemma](#) (TraCIE)

11:00-12:30 Group discussion: How to manage conflict in classrooms and promote cooperation

14:00-16:00 [16. Dream School](#) (TASKs)

16:00-17:00 [17. Compatibility and usefulness of the RFCDC in the countries of participants](#)

Day 5

09:30-10:00 [18. Learning from unpleasant experiences](#) (TASKs)

10:00-11:00 [19. Letters to the next generation](#) (TASKs)

11:00-11:30 Final evaluation questionnaire

Evaluations

- Three evaluations of the course were conducted:
 - A questionnaire-based evaluation of the course at the end of day 5
 - Focus group discussions with the teachers shortly after the completion of the courses
 - In addition, teachers' own competences were assessed using quantitative scales before participating in the course (their competences are going to be assessed again after they have taught the curriculum, which has been interrupted by the pandemic) – the competences of teachers in matched control schools in each country are also being assessed at the same points in time to provide a comparison

Questionnaire evaluations

- Overall, the evaluations indicate that the teachers thought that the training was useful and a good use of their time
 - *In general, I found the training very useful.*
 - *The most useful part of the training in my opinion was the team games, basically all the team exercises, even the ice breakers.*
 - *Everything was well organized and there was a good balance between the activities.*
 - *I found a very well organized training, detailing step by step all aspects of it.*
- Suggestions for improvements – *more discussion between the teachers*:
 - *I hope there would be longer time to compare and share ways of doing.*
 - *Talk more about the pupils*
 - *My suggestion is to have more time for discussions between core teachers.*

Focus group evaluations

- The focus groups produced a similar positive picture but provided much more depth about specific activities in the course:
 - *INT: Do you feel like the activities address them [the competences]? A, D & F: Yes. INT: Can you give me an example of how? F: We did a game at the beginning to involve people who can't understand each other and to find a way to mediate the situation and so the human rights are the basis of the activity and the way to find out how to solve. A: And I think this activity you can be in the other place of the person and a different point of view and it helps to understand the situation and how other people act.*

- The teachers were also asked about the length of the training
 - *INT: Do you think the length of the training was the right length? So having it be one week [...] does that seem like a good amount of time to you? A: I think it is good because 5 days is enough I think, some days you are in the afternoon classes, I was blocked, there is a lot of new knowledge and a lot of activities in English that we are not used to, to speak English everyday so that was a problem but I have enjoyed it. B & D: Yes the same.*
 - *INT: What about the length of the training? If you were to have designed a teacher training like this how long would you have designed it for? B: We have actually had this discussion. I think in terms of the quality or progress because in terms of progress you would want a few days but [...] as we are here for 7 days it is quite long, so I think in those terms it could be shorter, for educational terms over progress. A: But we are able to make a proper group because we have many days [...], to establish a group it's good.*

The CVS Project Website, where the full details of all activities in the training course are provided (in the CVS App):

<https://www.cvs-project.eu/>

