

# Teaching democracy and human rights

## Lessons learnt from the Erasmus+ GoDemo project

Editors:  
Marius Rohde Johannessen  
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## Executive summary

In this publication, we present a summary of the Erasmus+ project "GoDemo". GoDemo was a strategic partnership between Vestfold county council, Vestfold museum, the University of South-Eastern Norway, Nøtterøy upper secondary school (all Norway), Zespół szkół nr 1 im. Powstanców wielkopolskich w Swarzedzu (Poland), Helen-Keller Schule Weinheim (Germany), Provincia di Livorno Sviluppo (Italy) and the Moderna museet Malmö (Sweden). The main objective of the project was to share good practices and exchange ideas related to teaching democracy and human rights in secondary schools across Europe. The starting point for the project was Vestfold Museum's novel teaching methods related to the Holocaust, and a wish to expand on them to create new pedagogical methods for democracy and human rights in general, rooted in the European historical context.

The project ran from September 2017 to December 2020. Covid-19 led to an extension and unfortunately, we had to have the final meeting online instead of physically in Malmö, Sweden. During this time, we held two workshops (1 preparatory) in Norway and one in each of the partner countries. In the workshops we conducted a series of activities: We followed a design thinking approach to generate common understanding of the project and its outcomes. We went on a range of site visits to learn more about the historical context of democracy development and challenges in each country. We had students from university level and pupils from secondary schools collaborate on creating a demo application for digitalization of democracy teaching, and presentations and discussions of our various approaches to teaching.

In this publication, we summarize the workshops, activities, and teaching activities, in the hope that others will find it useful in their own efforts to teach democracy and human rights in schools – something which perhaps is more important now than it has been since the 1930s.

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## Section 1 – The project and process

In this section, we describe the GoDemo project. We present the background for, and summary of, the project application. We describe the process and contents of the meetings and workshops held during the project, and the design thinking process we followed to structure the workshops and ensure that we had progress from one workshop to the next.

### **Introduction**

Hege Andreassen, Vestfold and Telemark county council

*2017-1-NO01-KA201-034129 Erasmus+ GoDemo*

The technical nomination of our Erasmus+ project is KA2 “Cooperation for innovation and the Exchange of good practices – or KA201 “Strategic partnership for school education.” We named our project “GoDemo” – a name to make democratic bells ring, urging us to focus on democracy and human rights.

Starting out on an Erasmus+ strategic partner project journey implies a willingness to take professional risks, including a test of one’s endurance and ability to manage a project, acceptance of fumbling and failing, and to work systematically with a specific aim. In 2017 when our project application was designed, we truly hoped to create a digital application to be used in teaching and lecturing in schools and museums. Our application was sent before the deadline of the 2017 call.

In August 2017 we received the answer from our national agency that although we received more than necessary minimum points for our application to be approved, we would not get any funding because the competition was tough this year. Of course, the shock of this announcement hit us hard. Nevertheless, we decided to gather our resources and good working spirits and plan for a new application, trying to improve the points we did not describe well enough. Hence, we invited all our partners to a meeting in Norway in January 2018 to pick up the pieces and discuss widely what to do. While planning for a new application, the national agency suddenly changed their decision in October the same year and decided to fund our project after all. Apparently, someone else had withdrawn their application, and there was money to hand out. However, the funding for developing an app is removed from our project, with our national agency stating that the project would be just as good

without it. This was a new disturbance to our initial plan, and of course changed the direction and contents of the project. With a new plan, and with an extra January meeting in Norway, we started on the adventure of our transnational project meetings in April 2018.

For “GoDemo” we had invited different types of partners, with whom some of us had worked with before or met on some occasions. Some partners were new to Erasmus+, and some were not used to working across borders. All together, we did not know each other, and this is quite an intriguing starting point for a project with a lifeline of 3 years. It means that we depended quite heavily on the persons who turned up for the meetings and their interest in the project, and we surely depended on their willingness to contribute and ability to understand the tasks given. For 3 years, we had planned to meet 5 times, about 2 days each time. It is intense and demanding, not much time for dallying.

Somehow, we found a working recipe for project organisation. We had a set design for each meeting, including local contributions, project management sessions, group work and presentations of homework. During our transnational meetings, we shared meals and coffees, with small talk and foundation for networking purposes. In some hotels, we played pools or shuffleboard and sat down in the evenings to enjoy the success of our hard work during the day. Before the fourth meeting in Italy, we really looked forward to meeting each other again, not just to show off what we had planned, but to meet and share some more meals and coffees, and experience growing friendships and interest in each other and our jobs.

In addition to the professional contents from the participants, which did indeed keep a high standard, we had a session in a local prison, we visited art galleries in Norway and Italy, a synagogue in Italy and a work camp in Poland. We went on a guided tour of Heidelberg in the footsteps of German Nazis, visited and had a meeting in a Roma and Sinti centre, we met dedicated lecturers from Poznan university and from NGOs, and as such we have spiced up the meetings with relevant, and some not so relevant, side dishes.

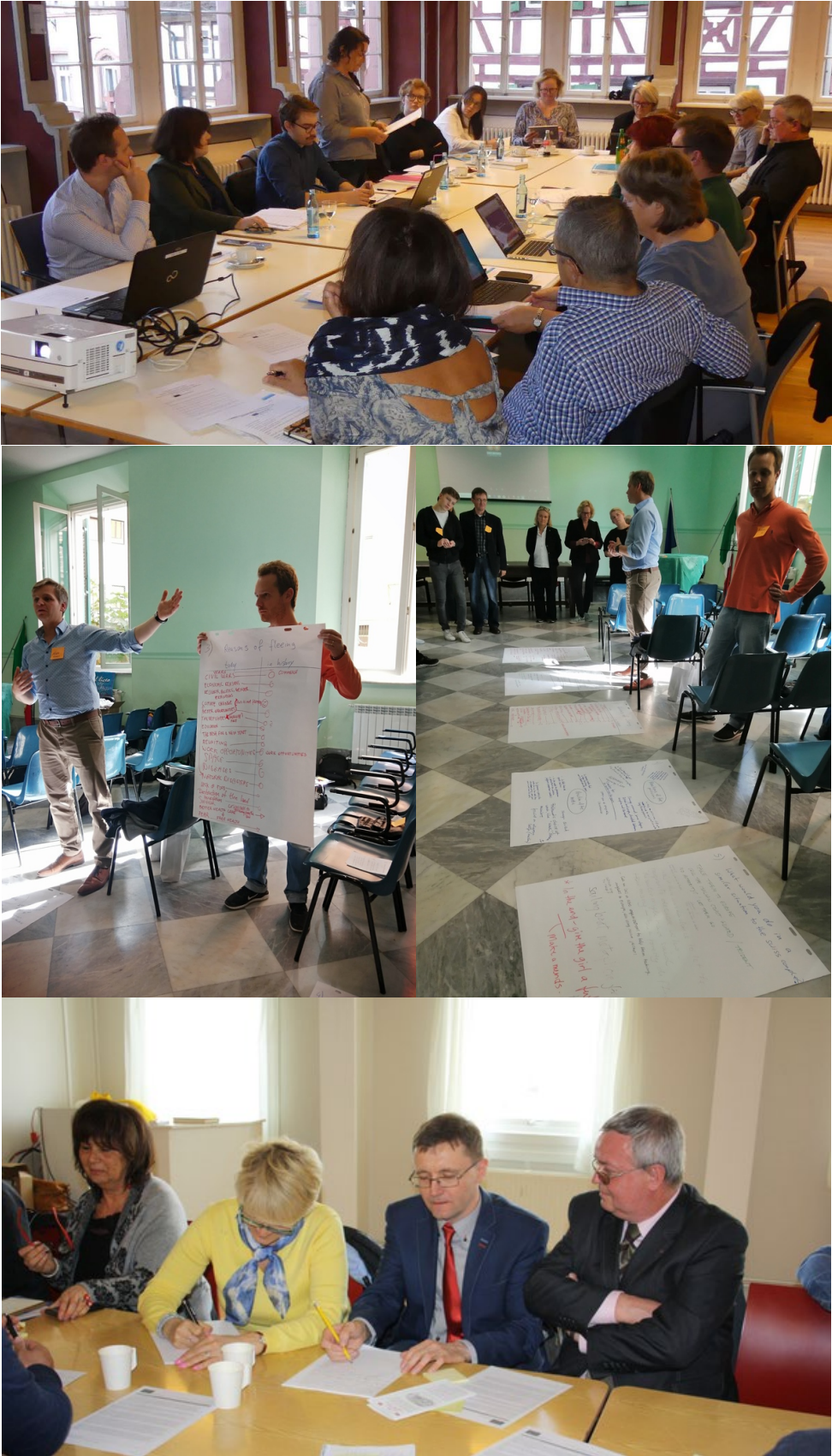
At the end, Covid-19 ambushed us. We had of course planned the final meeting in detail. In February 2020, most things were ready for an enjoyable final celebration in Malmö, Sweden, in the middle of April. In late March we realised that travelling would be difficult for spring. Crossing our fingers, we

hoped that by September we would know if a physical meeting would be possible in October or November 2020. Covid-19 was relentless. Sadly, our final meeting had to be transformed into a digital solution, with a stricter agenda, leaving out the laughter, small talk, and mealtime we could have shared together. We did manage, with dignity and compassion, but we still long for the missing final physical meeting with our new project friends.

Did we get there? Did we do what we had planned? Indeed, and there is no doubt. The words we put together for our application are not just words and phrases anymore. Instead of an app, we have a publication. We have established new networks; we have increased our competences and our awareness. Some of us have even been deeply touched on a personal level. We have discussed serious and important topics. Our capacity to work on a European level on behalf of our institutions has changed and improved, we have gained eager faith in working with European projects and we feel happy.

Thank you to all the institutions for letting your employees take part in the Erasmus+ *GoDemo* partnership in order to work with some of the common European challenges.





*Pictures from some of our meetings and workshops*

## Where and how did it start?

Ulla Nachtstern, Vestfold Museums

At the end of May 1943, the Grorud family in Oslo received a letter. The letter was sent from Berlin, and the stamp showed a picture of Adolf Hitler. On the backside, the envelope was marked by the word "Juden".

It was Elias Gorwitz, a Norwegian Jewish man, placed in the extermination camp of Auschwitz in Poland, who had written the letter:

" Teile Erik mit, dass ich mich im Arbeitslager Birkenau, befinde bei Neue Berlin. Es geht mir gut, bin gesund", Elias wrote ... Or did he? You can see the signature does not match the rest of the font. He was probably forced to sign a letter already written. The letter is dated 9 May 1943, and this date, according to later findings, goes back several weeks from the day his arms were removed because he stole a piece of bread and eventually died.

Karl Grorud, the friend who received the letter, wrote back to Elias. And from the draft, which he luckily didn't throw away, we can read: "Habe deine brief von 9. may-drei und vierzig bekommen. "

It was the second sentence that got my attention: "Moritz schicht Grüsse aus Tønsberg".

Jewish Moritz Gorwitz, Elias's brother, was placed in Tønsberg (our city) in 1943. Strange - according to my knowledge back then.

These documents were handed in to the Vestfold archives in 2015. The previous year a group of museum educators in Vestfold museums decided to create a project for schools concerning World War II. We were some colleagues talking in the corridor after a meeting. We all worked in different departments of the Vestfold museums, which is quite a small, consolidated museum in a small county, and we wanted to work together more than we had previously done.

One of us mentioned that she had received a request from a teacher in Larvik, who wondered if Vestfold museums did have an education-program linked to World War II. I had a similar question from another teacher, who asked for original war-related documents and suggestions for places in the area to visit. This teacher was also worried about attitudes among the pupils, for not opening up

towards each other, but building this strong kind of group mentality, not respecting one another's differences.

And then and there, in the corridor, we decided to make a project about democracy and human rights – connected to the Holocaust – and we started to anchor it internally in the Vestfold museums and externally towards schools and the Vestfold county council.

The Vestfold museums is a consolidation of Larvik museum, the Whaling Museum in Sandefjord, the Vestfold archives, Haugar Vestfold art museum, Midgard historic center, The Slottsfjell museum, Munch's House and the Nord Jarlsberg museum.

We established a project group from several of these departments, based on competence (formal and informal). And we worked systematically with increasing knowledge, at first based on guidance from the Holocaust Centre and Jewish museum in Oslo, following their teaching programs. We visited the Imperial War Museum and the Jewish museum in London, we studied personal archives and official archives concerning the treatment of Norwegian Jews and management of Norwegian concentration camps during the war. And of course, we read and read and also made a list of topics which had to be part of this project. I even took a course in Marginalization in sociology at the University college of South-eastern Norway. The course addressed the ways stereotype-thinking influences relationships between different groups, consequences of seeing each other as opponents and enemies, the stigmas and the processes of dehumanization, and how important it is to recognize these mechanisms to be able to understand the discrimination and abuse of people who is considered as "the other".

Before starting up, my colleague Ane had conversations with some youths. Some of them defined the Holocaust as "the stuff which took place in Auschwitz". They didn't consider or know that the Holocaust also happened locally, that 6 million Jews came from somewhere. The official periodic counting of our population of 1931 lists about 50 Jews in our county. In the 1946-census the number is 2.

So, we decided that the project was going for a local perspective. And that our teaching should not take place in our museums, but in situ, at the actual places of the abuses and harassments and crimes that were carried out during the war.

We started out with three teaching-platforms, but we want to incorporate all the museum departments located geographically to the local Holocaust and have currently expanded to four.

In Larvik, you get to know the Sachnowitz family through a lecture, and pictures and documents -and a walk that manifests the family's life and destiny. The Sachnowitz family is well known in Norway, at least by people at my age and older. Herman Sachnowitz was an Auschwitz-survivor – the only survivor of his family and he wrote the book which our projects title is based on.

The second platform is in Sandefjord and survey individuals who were arrested and deported because of ethnicity, political conviction or to have opposed being “made Nazi”.

The third place is in a prison here in Tønsberg which was built in 1942 and Jews were the first prisoners who were placed here after the major arrests of October 26. A month later most of them were transported to Oslo and deported by the slave ship “Donau” to Stettin in Poland. 60 men were left behind, because of marriage to non-Jewish women. My grandfather was one of those men who were deported. I use his story in my lecture at Berg prison, which we probably will visit next time you get here.

The fourth place is in the center of Tønsberg, which we visited with the project group in January 2018. We walked the path of three Jewish families who were merchants: Koklin, Jaffe and Plesansky. The history of Plesansky is complicated in a local environment. The store's inventory was bought by the competitor Emil Kjoelner in 1942 when Plesansky was arrested and placed in Berg prison and then deported with his family to Auschwitz and killed. Emil Kjoelner's only son was camp commander in Berg internment camp and the other one joined Waffen SS and later became a very successful businessman in Norway.

All these local stories form a kind of basis of the main story of the Holocaust. The story being illustrated and more personal as people from our areas stand out as individuals. By the actual people

in familiar places, we *get* the story as a TRUTH, as something that concern US because we also are people, human beings living here, in the same area.

There are two more places under consideration. One of them is a place called the Borre mounds or Borrehaugene. One of the reasons why this is not yet included is its connection to Neo Nazis romanticizing this place, a notion of a mythic past to legitimize nationalist visions. This makes it difficult for a museum regarding safety concerns.

And safety matters. In two cases I have given lectures and armed police have kept watch over us.

In January 2015, the project was presented to schools. Vestfold county council is our most important partner. The project is offered to students in upper secondary schools, in their last year, and the county council takes care of the logistics and the costs of driving students by bus to the places of our project. And that is quite amazing!

The schools show great interest in it, and we are also experiencing interest from primary schools who would like to participate, both classes that will be travelling to Poland/Germany to experience the legacy of the Holocaust, and those who do not have the opportunity to go there. In Norway, many schools go to Poland and Germany in the 9<sup>th</sup> grade, but not everyone, and not so much as before. We also have adult groups coming for open events or pre-ordered. There are all kinds of visitors, but they can all be described as very interested. Many of them comment: "Did this take place here? I have lived here all my life, but I didn't know! Thank you for telling us!"

In 2016 we worked together with the city archives of Oslo and the Jewish museum in Oslo, arranging two days of Jewish history of our capital. More than hundred people attended for 6 hours two days in a row. I was also invited to the Holocaust Centre in Norway, and it was kind of scary to hold a lecture to a room full of Jewish families and experts in war history.

I have also had a separate program aimed at prisoners. In Berg prison there are approximately 44 male prisoners doing the last part of their sentence. I have had various talks for them, they have been able to come along with other inmates or with their relatives or with other people in open events

held in the prison. And the management of the prison welcomes this and regards it as an important contribution of preventing criminal acts.

For the Vestfold museums the cooperation we have achieved with the University college of South-eastern Norway has also been very important. Students who take courses of History Education, Heritage Learning, Applied History and Applied Cultural Heritage have attended our lectures. Some of them have made our project the basis of their own bachelor or master program. These are programs which are all about the potential of our heritage seen in relation to community development, innovation, local identity, sustainability and welfare, and the students are introduced to local and regional key institutions and projects. It is very interesting, and I think attractive. Or I hope so.

In addition, I have had lectures for students of sociology, topics concerning dehumanization and processes of marginalization. The processes of exclusion in which individuals are systematically blocked from their rights and opportunities and resources can easily be summoned by the history of the Holocaust, especially in countries like Norway where the processes started so sudden and was in such a hurry.

Working with all these partners has led to a flow of knowledge, where we have built on each other's skills and really Malmö from each other. And I know this is a positive process that will go on for all of us.

In 2014, when I first held this letter in my hand, the story behind was rather foggy to me. At that time, I thought all Norwegian Jewish men held in Berg prison were deported to Auschwitz in November 1942. However, this project has given me some new knowledge.

The road to knowledge is an important journey. For us in the museums and for our visitors. For all of us. Something happens while you lose yourself and learn from documents, places, and stories about other people's destinies – which are not your own but, could have been. Moreover, the most important in this process is what happens to our attitudes, our conception, and our values.

In the autumn of 2014, I visited Auschwitz for the first time, along with several colleagues.



In the exhibition, which is designed to put the camps into context, I found this poster: "The one who does not remember history is bound to live through it again." It is very well said. You must know the past not to make the same mistakes. But seeing this, I got very nervous. And felt a tremendous personal responsibility for giving students knowledge so that the Holocaust could never happen again.

But is knowledge enough? I don't think so. People have had this knowledge ever since, but we continue practicing the same destructive patterns towards people that we consider as "The Other". Those who are not like us, those who we see through glasses of our prejudice. Prejudice that we cherish and care for, and because of that our prejudice grows and becomes a universe of hatred.

People, actual individual human beings are being transformed into stereotypes, they lose their humanity and are thus easy to attack, break down and finally exterminate.

The hate towards Jews is old, anti-Semitism is merely two thousand years. The Nazi movement of World War II represents the most outrageous exercise of such hate. And it was planned and wanted. Some were in charge; it did not happen by itself. History has not happened by itself. And neither will the future. I think, what I have valued the most, during this project, is having dialogues with the pupils and with the students about the responsibility they have, we all have, as citizens, as fellowmen, as performers of thoughts and voices and actions that include other people – in relation to ourselves. There have been some good conversations.

However, it takes a long time to learn and it takes a long time to build attitudes and values. Our families, the school environment and our friends are our children's most important learning platforms and founders of values. Institutions like ours, the museums, do also have a responsibility. Thus, our museum has taken a more pronounced part through this project.

In Norway, there are governmental guidance or instructions for museums. The museums must reflect the society, participate in processes of democracy and survey a diversity of perspectives and realities". These instructions have strengthened and brought the social role of museums up to date. It has been more common for museums to point out our perspectives of democracy and to emphasize human rights, which are the foundation of our democracy. The essence. It is conclusive to make them the centre of our discussions and priorities.

This year our museum has made a new strategic plan on a 4-year basis. One of the main tasks for the museum is to have a priority focus on human rights, democracy and perspectives of diversity. And I think, or I know, that those words are the results of our project. The project came first, and then the strategy.

This also points out that "a museum has a kind of free voice in a society and has a responsibility to use it, by asking critical questions about both the past and the present." Museums have a unique opportunity and impact to relate historical events, where democracy and human rights are put under pressure, up to contemporary challenges. And of course, for us, related to this project, it provides interesting and meaningful and sometimes powerful days at work.

So far, approximately 10 000 people have taken part in our project. We have received a reward and financial support from the Arts Council Norway. The media is interested and so are several writers of local history.

I have tried to sum up the project which made a foundation for the GoDemo-project, on an internal and regional and national basis. Last year, one of the leaders of the culture department in the county council contacted me, wondering if the Vestfold museums might be interested in participating in an EU-project, in collaboration with the county council and the University college of South-eastern Norway. Both the county council and the university college have formal plans of initiating and participating in such projects. They agreed that "It concerns you too," my local and personal project, was suitable as a foundation for a common commitment.

So now we have reached the international level. And it is all in the future...

I've never been part of writing an EU application before, and it was time consuming – but also fun and satisfying and teambuilding and full of expectations. As Hege pointed out, we are in the Erasmus+ program of Cooperation for innovation and the exchange of good practices. It sounds nice, open, and safe.



The Erasmus+ program initiatives are made for groups like us, we have a cross-sectoral approach on different levels and branches of education. I would like to bring forward a kind of bulleted list which you are free to comment.

1. we are all institutions engaged in learning, some represent the formal educational system and others the informal part. We operate in the extension of each other, answering to governmental guidance and criteria of learning. But we also have different competencies and intentions that make us complement each other.

2. I am not quite familiar with the foreign institutions, but I assume that we all represent institutions which hold democracy and human rights forth as the central framework in our society. In Norway Government guidance say that both museums and learning institutions are obliged to promote these values besides facilitate integration both socially and culturally, we must promote intercultural understanding, freedom of speech, critical reflection, tolerance.

3. Youth are our primary target group. We define them as "citizens of tomorrow" and the path they choose for realizing their knowledge and attitudes and values will determine our common future.

4. Many schools say to have challenges related to fractions, grouping, circles of pupils not letting other people in. They experience difficulties associated with minorities, and some experience undemocratic attitudes and bad behaviour in general. And we see clearly in our society a need to strengthen our consciousness of history, and to reflect on our own prejudices and ideas as we meet each other.

For me, this is what our project is all about. What GoDemo is all about. A project that will enlighten historical facts, focus on the implications of prejudice and facilitate educational methods of how we can protect our democracy and basic human rights.

Right now, we do not have a fixed plan for how this is going to be. All partners in this project are invited to contribute, to give our inputs in what is going to be a gradual development towards a result we make in common.

I think the best way to start out is for everyone to analyse our own platform. Where are we placed, what connections do we have to this branch of history geographically, historically. What about our current situation? What are our challenges regarding democracy, human rights, minority issues, respect of the others? What are our resources, competences? What do we want to do? Who can we contact, make our partners in this process? Are we already doing something that we can share with our partners, are we someone's resources?

In our case, here in Norway, the best way of starting, in my opinion, is to work together, with Nøtterøy upper secondary school and the university college. The upper secondary school has some challenges, but if the school really wants a change, they can use this project as an opportunity to change. The values within this project can be transferred and used in a different setting.



*Working, travelling and experiencing new things together is a good way of establishing a collaboration. Here from Verdens Ende in Tønsberg*

## Summary of Erasmus+ application

Project summary – excerpts from our application

How GoDemo was presented in the project summary of the application in spring 2017:

The sources of this project are a learning activity in the regional museums and a technical application developed by the students in a university college, together with the impact of a training program from our county council to encourage international cooperation. The learning activity uses the story of the local Holocaust from WW2 to influence young persons to understand the connection between history and present times and to see how history affects our way of thinking and our ability to reflect on our own values and decisions. The learning activity needs to be improved and elaborated to get a stronger effect on target groups, hence the interest in applying a technical solution, and also to initiate a better cooperation between museums and schools for the impact of learning activities. During the project we also want to build networks and gain experience in working in an international environment, to improve the quality of the services and education we normally offer.

All institutions in the partnership have a public mandate of promoting democratic values, of combating radicalism, extremism and xenophobia, which are current European challenges. There are 8 partner organisations in the project: 2 museums, 3 upper secondary schools, 1 university college, 1 public body and 1 county administration's educational department, representing Norway, Sweden, Germany, Poland and Italy. Each partner sends 2 or 3 participants to transnational meetings. The participants are teachers of history, heads of departments, curators and civil servants.

There will mainly be 5 transnational meetings where all participants meet in each of the partner countries, to build confidence in each other, exchange good practices, work with ideas for teaching and learning materials and to develop the technical tool. We will work according to the traditional project work methods; with shared responsibilities for tasks such as chairing group work, meetings and creating intellectual output. Some tasks will be tested on pupils in schools during the project life-line, and in one meeting we invite pupils to take part as a reference group.

The main result of the project will be an app to be used in teaching history or social science, linking the informal teaching by a museum to more formal learning in schools, using technology-assisted learning. This app will communicate with the sources, using local input which is transferable to other situations and challenges. Apart from that, our aim is to create a good relationship between the partners which will encourage more international work, encourage cross sectoral work, improve our professional competence and confidence in EU project work, and of course create more new teaching ideas to be used among pupils and teachers. Our work will affect the attitudes of people, such as the participants themselves and thereby our institutions, and this will improve our cultural understanding and reflection on what it means to be a part of Europe and how things are connected.

It is extremely relevant to work actively to counteract radicalism, anti-democratic currents and xenophobia and to learn continuously how competence in history must be used to prevent disasters in the future. In addition, our project will give young people knowledge and awareness of their responsibility for playing an active role in democratic life. The project plays a role in this common European or international struggle.

In Europe not only educators are concerned with dropouts in schools. Too many people leave school too early, and this influences the European policy agenda. The *GoDemo* project will be our contribution to keeping teachers and stakeholders updated, motivated and inspired in their work. This will influence the learning outcome and working environment for pupils and eventually their motivation for finishing school.

Tønsberg, February 2017

## Applying Strategic Design Process in Erasmus+ project

*The use of a strategic design process in an Erasmus+ strategic partnership project, can help structure the cooperation between the partner countries and participants, as well as ensuring a common understanding of the task to be done. By agreeing on project goal and strategy as a basis, as well as conducting good idea processes, there is a greater chance to create ideas and outcomes that meet the goals.*

By Wanda Grimsgaard, Professor of Visual Communication.  
University of South-Eastern Norway, USN School of business.

### Erasmus+ GoDemo

Erasmus+ is the EU's program to support education, training, youth and sport in Europe ([ec.erasmus.eu](http://ec.erasmus.eu)). Erasmus+ GoDemo (abbreviation of Democratic) is a KA 201 Erasmus+ strategic partnership project for school education: "Cooperation for Innovation and Exchange of good practices" ([eacea.ec.europa.eu](http://eacea.ec.europa.eu)). The funding provided was 136 050 euro. The project was conducted from 1 September 2017 to 31 December 2020.

The five partner countries participating were Germany, Poland, Italy, Sweden and Norway. Norway as the project coordinator had four partners, which were Vestfold County Council, Vestfold Museums, Nøtterøy (Noetteroey) Upper Secondary School and University of South-Eastern Norway. The project management was handled by the Norwegian steering group consisting of participants from each of the Norwegian partner institutions. The project owner and coordinator was Vestfold County Council in Norway.

Excerpt from the application: "The main aim of this project is to develop tools for teaching different topics concerned with human rights, democratic ideas and to bridge the gap between informal teaching in museums and formal learning in schools. The project will foster intercultural competence and critical thinking, combat discrimination and racism, both during the project work itself and regarding the target groups for the project idea".

Note: A main ambition in the first place was to develop a mobile application as a main tool for teaching the different topics, but that idea was removed from the project before start, because the size of the funding was lower than what was applied for.

A strategic design process was used all throughout Erasmus+ GoDemo project as a common working platform and structure, as well as to ensure strategic anchoring and delimitation of the task. Initially, a strategic design process was introduced more like an experiment, as most of the participants were not familiar with that kind of process. Finally, at the last partner meeting, several of the participants responded that working in a strategic design process had been part of the learning outcome of the project.

When I was invited to join the Erasmus+ GoDemo project back in 2017, I thought about how I could best contribute with my design expertise to the project. I was concerned with how we would manage

to get the most out of the project. Democracy and human rights are huge areas, and even within the limitation of the project application, it can be overwhelming to relate to. We would obviously need to find a way on how to work with the topic on a small scale, within the project's time and budget, and at the same time maintain the belief that our efforts would be able to make a difference.

Based on my previous experience with Erasmus+, I was familiar with how project management across nationalities and disciplines could be challenging in many ways. I believed that a structured process could help facilitate a good collaboration, and at the same time contribute to a common understanding of the task and the purpose, and in the end lead to outcomes that deliver on project goals. My approach and contribution initially in the Erasmus+ GoDemo project, was to propose the use of a strategic design process, as well as to facilitate it. A strategic design process should as a general include a strategic basis for the project, which in some cases will require to develop a strategy, whereas in other cases is about clarifying or renewing existing goals and strategies.

When it comes to our project, the main aim and purpose had already been laid through the Erasmus+ application, which the Norwegian initiators had spent two years preparing. However, in this project, like in most projects and regardless of the type of project, goals and issues can be difficult to distinguish from the intention. Having participants from five partner countries contributing, it was crucial that all had the same understanding of the project's goal and what problem to help solve. Although the intent and guidelines were laid in the application, it was important to agree on definitions, as well as the path we should walk together to carry out the project. By having all the project partners discuss and further decide on the main target and problem to be solved in the project, using words and terms which could be easily understood and agreed upon, everyone achieved a common understanding and ownership of the project. In retrospect this was crucial for us to gather our forces and our focus, to create purposeful activities at international partner meetings and use the insight we collected to create solutions, to help solve the problem in question.

### **The strategic design process**

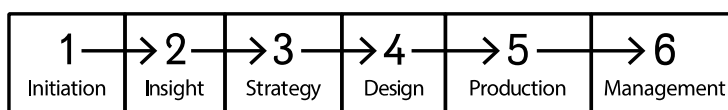
In September 2018, I published a book on strategic design process, which served as a basis for my introduction to using this as a method in our Erasmus+ GoDemo project. In this article I will present a brief introduction to each of the six phases of the strategic design process based on the book

“Design and strategy” (Grimsgaard, 2018), as well as the results we defined and created in the process during our collaboration in Erasmus+ GoDemo.

At our initial meeting in the Norwegian steering group, I explained how a strategic design process could help structure the project as well as help us work more targeted. This would initially mean to clarify and define various factors such as the project brief and description, the requirements of Erasmus +, the project delivery and results expected, the time schedule and action plan, the project goal and vision, the target group, the project strategy, the problem statement, and the insight needed to help solve the problem and ensure project delivery. The purpose with this approach is to ensure a common understanding of the assignment among all participants, and to provide a good foundation for gathering insight, as well as to prepare for the upcoming idea process towards the development of solutions.

The strategic design process consists of the six phases, initiation, insight, strategy, design, production, and management (Grimsgaard, 2018), see fig. 1. These phases can be adapted to any project, which means that the content of the different phases can vary depending on the type of project and factors such as scope, budget, and level of ambition. Adjusted to our Erasmus+ GoDemo project, the phases briefly look like this:

- 1) Initiation: Project brief, project team, project launch
- 2) Insight: Problem definition, data collection, knowledge achievement
- 3) Strategy: Definition of goals, target group and strategy
- 4) Design: Ideation, problem solving, concept development
- 5) Production: Implementation, completion of results, report
- 6) Management: Administration of results, thoughts on further development



*Fig. 1: The strategic design process consists of six phases: Initiation, Insight, Strategy, Design, Production and Management (Grimsgaard, 2018). Illustration: © Grimsgaard, W.*

The Norwegian steering group liked the approach and decided to introduce the process at the first transnational partner meeting, which was held in Norway April 23-24, 2018. During the first partnership meeting we conducted a strategic workshop, where all the participants from the different partner countries took part. The purpose was to create a common platform with some strategic guidelines for our assignment, as well as to ensure that everyone had the same understanding of the task we were to perform. Using brainstorming and discussions as methods we

managed to define what problem our project should help solve, as well as to conclude on the project main goal, target group and strategy. The results of the strategic process, as well as the further activities to collect insight, create ideas and conclude on some final outcomes, are presented in the continuation of the article, along with a brief explanation to each of the phases of a strategic design process.

## **Phase 1 Initiation**

This phase is about ensuring a good start to the project and facilitating a safe and predictable collaboration. Working with this phase involves clarifying which tasks to be solved and defining clear frameworks and conditions. The main activities in this phase in general are: the pitch or application to get the assignment; the project brief which is the first presentation of the task; the intro meeting or kick off to start the project; the project description to describe the project in detail; timeframe to keep track of the meetings and activities; the budget to plan the financial framework; the contract or agreement to secure the financial aspects; the collaboration planning to ensure a good climate of teamwork, roles and responsibilities.

Having the Erasmus+ GoDemo application approved, the main task in this phase was to compose a brief extract of the application, to help make the project more accessible and understandable for all the participants across the different partner countries. As a starting point the Norwegian steering group had a meeting 3 April 2018 to clarify the project brief, project requirements and project delivery, using brainstorming as a method. Here are some results from the brainstorming process.

The brainstorming was a good start to have the steering group outline an initial framework for the Erasmus + GoDemo project, as shown in table I. Another outcome of the brainstorming was a discussion on dissemination to clarify the meaning and make a dissemination plan, as shown in table II.



### Initiating brainstorming:

#### Project goals:

- Deliver on Erasmus + 'overall goals.
- Clear reference to the EU's work on democratic thinking.
- Encourage active participation in democracy. Increased intercultural understanding.
- Conduct local activities at the transnational visits to provide relevant insight.
- Anchoring process to history and relevant real-world case scenarios.
- Create bridge between institutions museum and school (informal and formal learning arena).
- Develop a solution for learning and learning activities.
- Stimulate for learning, reflection, and critical thinking.
- Research dissemination where students are the target group.
- Reinforce the feeling that "it also concerns you"
- Counteract radicalization, prejudice, xenophobia.
- Relationship with minorities and ethnic groups.
- Help reduce drop out of school.
- Achieve self-reflection about the individual's role and responsibility.
- Promote courage to express your own opinions.
- Promote an inclusive community. Must be motivating.
- Provide learning outcome for the project participants.
- Build networks and internationalization.
- Get knowledge about working in EU projects.

#### Requirements:

- Conducting 5 transnational meetings with all partners countries present.
- Documentation of participation (with form within the time frame).
- Submit mid-term report and final report.
- The report states what we have done and what has been achieved.
- Be able to point to a result and possibly reflection on not reaching goals.
- Educational results and established networks will come into play.
- Project ideas, results, and outcome. Technical requirements.
- Financial report, according to DIKU's requirements.
- Project report (prerequisite for payment of the last instalment).
- Public summary of the project's results on an EU platform with contact information for further collaboration.

#### Delivery:

- Approved project report.
- International communication and cooperation.
- Documented participation of the partners.
- Learning activity and outcome.
- New teaching ideas to be used towards students (university) and pupils (upper secondary school).
- New teaching tools on human rights, democratic values that encourage playing an active role in building democratic values.
- Communication platform for knowledge dissemination.
- Exchange of expertise. Further development of competence.
- Dissemination

Initial Framework for Erasmus+ GoDemo	
Erasmus+ overall goal:	To contribute to the Europe 2020 strategy for growth, jobs, social equity, and inclusion, as well as the aims of ET2020, the EU's strategic framework for education and training.
The project brief:	This project aims to find attractive and modern ways to teach young people about history, by connecting the past to the current challenges. In this way to influence young people's values and attitudes towards minorities, democracy, human rights, and social inclusion. Implicitly merge the learning activities of the museums with those of schools and universities.
Project Requirements:	Conducting 5 meetings with all partners present. Activities during the visits in each of the partner countries are planned and used as insight into the project. The Norwegian steering group creates the partner meetings. Workshop is to be conducted at each meeting.
Project delivery:	<p><u>Approved final report:</u>  <u>Mobility tool:</u> The report states what we have done and what has been achieved. Coordinator, the Norwegian steering group, writes midterm report and final report, based on contributions from all partners. Each partner is responsible for filing travel documentation for possible revision.  <u>Project results:</u> Public summary of project results on an EU platform with contact info for further collaboration.  <u>Learning activities:</u> Ideas for teaching and learning activities. Technology assisted learning.  <u>Teaching tools:</u> Learning tools that deals with human rights and democratic values that encourage pupils or students playing an active role in relation to democratic values.  <u>Dissemination:</u> Sharing and disseminating information on how we have worked on human rights and democratic values during and after the project.</p>

Table I: The table shows an initial framework for project brief, project requirements and project delivery, based on an initial meeting in the Norwegian steering group, April 3<sup>rd</sup>, 2018. The framework was made to make it easier for all the participants in the project to grasp the core of the project, based on the GoDemo Erasmus+ Application.

Dissemination plan for Erasmus+ GoDemo	
What is dissemination?	<ul style="list-style-type: none"> <li>- Spreading the word about success and outcomes of the project as far as possible.</li> <li>- Providing information on the results of the program to key actors/stakeholders.</li> <li>- Contribute to profiling of the participating organisations of the project.</li> </ul>
Results of activity	<ul style="list-style-type: none"> <li>- Outputs: tangible products (quantified and/or accessible): curricula, studies, reports, articles, publication, learning tools.</li> <li>- Outcome: intangible added values (defies quantification): increased awareness, increased skills or improved abilities, knowledge, and experience.</li> </ul>
Dissemination goals may be:	<ul style="list-style-type: none"> <li>- Raising awareness</li> <li>- Extending the impact</li> <li>- Engaging stakeholder and target groups</li> <li>- Develop new partnerships</li> <li>- Share solutions and know-how</li> <li>- Influence policy and practice</li> </ul>
Dissemination activities:	<ul style="list-style-type: none"> <li>- Before project starts</li> <li>- During the process</li> <li>- At the final stage and after</li> </ul>

Table II: The table shows an initial plan for dissemination, based on brainstorming and discussion in the Norwegian steering group, April 3<sup>rd</sup>, 2018.

Based on this initial framework the Norwegian steering group prepared a strategic workshop to be conducted at the first partner meeting, to have all the participants contributing to creating and deciding on the project problem statement, goals, and strategy.

## Phase 2 Insight

This phase is about acquiring the knowledge and understanding needed to carry out the project. There is a variety of different research processes and methods, both simple and more advanced. Insight can be gained through quantitative methods such as surveys and analysis, or through qualitative methods such as studies, interviews, observations and as in this project; experience, see, hear, talk, and reflect. At an early stage, insight will help to shed light on the current situation, identify needs and to clarify the problem to be resolved, to delimit the project. In later phases, more insight is needed to solve the problem in question.

The core activity in the Erasmus+ GoDemo project was to collect insight to help solve the problem in question and to deliver on the project requirements. To know what insight needed, we first had to clarify what problem to help solve, when it comes to democracy and human rights in Europe, based on that make a problem statement.

### The problem statement:

The problem statement is the core of a project, the hub that you work from, what the project is all about, and which the project should help solve. When defining a problem statement, six steps can be used as guidelines (Grimsgaard, 2018:60):

1. Problem: Clarify the visible or pronounced problem or symptom.
2. Needs: Identify needs and opportunities for change.
3. Knowledge: Obtain information and knowledge to shed light on the problem.
4. Analysis: Examine the problem to identify the cause of the problem.
5. Conclusion: The root cause (the underlying cause) is now clarified, and the real problem is revealed.
6. After the problem has been clarified, the problem statement can be formulated as a question, a hypothesis, or a theme.

At the Erasmus + GoDemo transnational kick-off meeting in Norway 23-24 April 2018, we conducted a workshop to clarify the problem statement, looking into the current problems of democracy in Europe. Participants from all five partner countries attended a brainstorming to uncover problems related to what they saw as a threat to democracy. Problems thrown forward were listed up so that they became visible to everyone. The problems were further prioritized and discussed, until we had a shortlist. After selecting what we saw as the most relevant problems, we continued working on

what we knew about the causes of these problems. We searched to find underlying problems to illuminate the real problems, dived deeper into the core of the problems and even found some new problems. Then we discussed to find out which problems had a need of change, which could be possible to change and what problems awareness and learning could help solve.

After another prioritization and narrowing of the options, we discussed which of the selected problems that the project could help solve. Then considered what words to use, to best express the problem. In the end we agreed on a final formulation of the problem statement: "**How can awareness and learning reduce indifference, polarization and the growing distrust in democracy**"? The table below shows extracts from the brainstorming process creating the problem statement.

What problems do we see today? (Prioritization from a longer list)	<ul style="list-style-type: none"> <li>- Polarization – we/them based on prejudice*</li> <li>- Growing scepticism towards democratic values*</li> <li>- Indifference and lack of commitment.</li> <li>- People (young) are more likely to trust "someone like themselves".</li> <li>- People see each other as threats, not resources of value.</li> <li>- Alternative (fake) news.</li> </ul>
What do we know about the causes of the problems?	Insecurity* / Lack of knowledge* / Lack of self-esteem / Disappointment with authorities / Fear of the unknown / Fear of the future / Less education / Failing recognition that there are actual challenges (in the elite) / Tribalism; being organized for / People see each other as threats, not resources of value / Neoliberalism; focus on money and possession, not well-being / Neo-colonialism; thinking Europe's values are the best and have nothing to learn from other societies / Lack of empathy / Pupils live here and now; it doesn't apply to/concern me / Vast cultural diversities / Fundamentalism
Which of the problems can awareness and learning help to solve?	<ul style="list-style-type: none"> <li>- Growing scepticism towards democratic values*</li> <li>- Lack of knowledge*</li> <li>- Polarization –we/them based on prejudice*</li> <li>- Indifference and lack of commitment.</li> <li>- People (young) are more likely to trust "someone like themselves".</li> <li>- People see each other as threats, not resources of value.</li> <li>- Alternative (fake) news</li> </ul>
Problem formulation:	<p>*) Different suggestions of formulations based on the selected problems above, marked with stars.</p> <p>1) How can the project create awareness and learning about what polarization and lack of democratic values do to the society?</p> <p>2) How can we through raising awareness and learning help to solve the growing scepticism towards democratic values that leads to polarization based on prejudice?</p> <p>3) How can learning and awareness expose that lack of knowledge causes polarization based on prejudice?</p>
<b>The problem statement:</b>	<b>How can awareness and learning reduce indifference, polarization, and the growing distrust in democracy?</b>

Table III: The table shows extracts from brainstorming process to define a problem statement, conducted through workshops during the Erasmus+ *GoDemo* transnational kick-off meeting in Norway April 23-24, 2018. \*) Chosen for further discussion to decide the main problem.

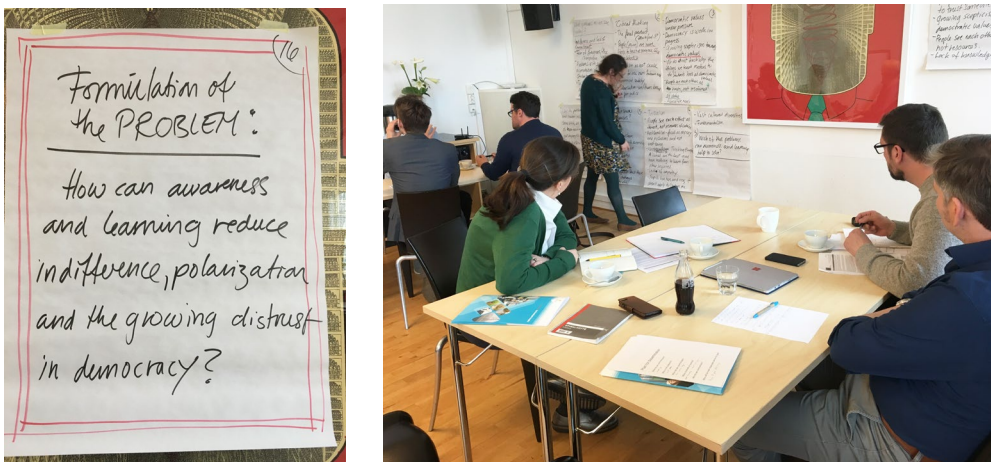
Some pictures from the workshop:



Picture 1: Strategic workshop in Tønsberg (Toensberg), Norway, April 23-24, 2018. Participants from all the five partner countries attended: Germany, Poland, Italy, Sweden, and Norway. The project leader Hege Andreassen is standing to the left.



Picture 2: Strategic workshop in Tønsberg (Toensberg), Norway, April 23-24, 2018. Using brainstorming as a method we looked into the current problems of democracy in Europe. Work in progress.



Picture 3: Formulation of the problem statement was one of the results of the strategic workshop.



### The insight activities /insight obtained

Having the problem statement decided, we needed to clarify what insight we needed in the project, to build a basis for dissemination and to create ideas to help solve the problem. The insight we searched was mainly about democracy and human rights, and the mechanisms that creates indifference, bias, alienation, and social exclusion. To learn from injustice and human rights violations throughout history, as well as to experience how democracy stands today, as a fragile and vulnerable idea of justice and equality.

Our main source of insight was the personal and collective experience and knowledge we all derived from the activities at the partner meetings, such as excursions, museum visits, guided city walks, observations, lectures, talks, student presentations, group work, role plays, workshops, discussions, and other physical exchange of knowledge. Examples from the Holocaust were used throughout the project to enlighten the cruel crimes committed against human rights in history, which the idea of democracy can help prevent from happening again in the future.

When preparing for partner meetings, we had to ask ourselves: What knowledge do we have? What do we need to know more about to help solve the problem in question? How do we get the insight we need?

#### Some of the activities conducted to provide insight:

##### Tønsberg (Toensberg), Norway, January 2018:

- The story of stumbling stones. City walk in Toensberg by Ane Ringheim Eriksen.

##### Tønsberg (Toensberg), Norway, March 23-24, 2018:

- Berg Concentration Camp (wiki.org). Guided tour and introduction by Ulla Nachtstern.

##### Weinheim and Heidelberg Germany, October 17-19, 2018:

- "About prejudice". Talk by Ana Maria Bermeo Ujueta and Louise Waite.
- "German youngsters and antidemocratic tendencies". Talk by Landeszentrale für politische Bildung.
- Helen Keller Schule (hksw.de). Guided tour by Alexander Haas and Andreas Koenig.
- Heidelberg during the Nazi regime. Guided tour.
- German Sinti and Roma Cultural Center, Heidelberg (<https://www.gpsmycity.com/attractions/german-sinti-and-roma-cultural-center-32117.html>). Guided tour.

##### Poznan, Poland, March 19-23, 2019

- Zabikowo Work camp. Guided tour.
- "Polish ethnic history". Talk by Pawel Kasztelan and Michal Szyperski.
- "Holocaust from the Polish Perspective". Talk by Jan Kwiatkowski.
- "Example of best practice". Talk by Andreas A. Noersteboe and Ulla Nachtstern.
- "Serious gaming", by Marius Johannessen (Johannessen, M. R. (2018)).
- "How can we communicate democratic ideas for our target group"? Talk by Alexander Haas and Andreas Koenig.

Livorno, Italy, October 17-18, 2019

- "Livorno city, the Nations promulgator of the ideals of democracy and defence of human rights". Presentation of a school project, by the pupils at IIS Niccolini-Palli school in Livorno, Italy. Supervised by their teacher Maria Antonietta Monaco.
- "History and the local stories on the fight against discrimination and racism, for democracy, human rights and social inclusion". Presentation of a school project, by student from IIS Niccolini-Palli school in Livorno, Italy.
- The film "Bon Voyage" (Rappeneau, 2003). Group work with reflections and comments after the watching the film. By Alexander Haas and Andreas Koenig.
- Livorno Synagogue and meeting with the representatives of the Jewish Community of Livorno. Guided tour.
- Cooperation between Nøtterøy (Noetteroey) Upper Secondary School and University of South East Norway. Report by Andreas A. Nørstebø (Noersteboe).

Malmö, Sweden, November 17-18, 2020

- "Discrimination against children and youths". Talk by Jay Seipel from Malmö against discrimination.
- Mytodrama (ipf.se/mytodrama). Film and discussion by Sarah Scheller from the Raoul Wallenberg Academy (raoulwallenberg.se).
- Triad exercises about inspiration and the "cube" project.

Table IV: Some of the activities to provide insight conducted at five transnational partner meetings from 2018-2020.

## Phase 3 Strategy

Strategy is about clarifying goals, target groups and strategy for the project. That implies use of strategy as a management tool for the process and task the project should help solve. While goals are about what we want or where we want to go, strategy is about how to get there. Strategy is the plan.



Fig 2 Strategy is defined choices in the direction of a desired situation, based on knowledge of the current situation. Where are we? Where are we going? How do we get there? Goals are where you want to be, strategy is a plan to get there. (Grimsgaard, 2018). Illustration: © Grimsgaard, W.

Goals indicate a future condition, a direction, and a desired situation, as well as what results one wishes to achieve. Any Erasmus+ project need to be anchored in the overall goal of Erasmus+, to be able to deliver targeted results on behalf of Erasmus+. Erasmus+ aim to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET2020, the EU's strategic framework for education and training. An "Erasmus+ strategic partnership project" is designed to develop and share innovative practices and promote cooperation, peer learning and

exchange experiences in the field of education, training and youth, which is what our Erasmus+ GoDemo projects aims at.

Based on the Erasmus + superior goals and our application guidelines, we needed to clarify a main goal for the project, as well as a strategy, a primary target group and a problem statement. This to delimit the project, sharpen our efforts and ensure that everyone agrees on goals and direction. To achieve this in a good way, it was necessary to involve all the participants from the five partner countries. The Norwegian steering group planned a strategic workshop which was conducted at the Erasmus+ GoDemo kick-off partner meeting in Norway April 23-24, 2018. The table below shows results of a two-day brainstorming.

Strategic Platform for Erasmus+ GoDemo	
Erasmus+ overall goals and strategy:	The Europe 2020 strategy for growth, jobs, social equity and inclusion and ET2020, the EU strategic framework for education and training.
Problems we see today:	Some of the problems we see today, when it comes to threats towards democracy are: A growing scepticism towards democratic values. Lack of knowledge. Polarization – we/them based on prejudice. Indifference and lack of commitment. People (young) are more likely to trust "someone like themselves". People see each other as threats, not resources of value.
The problem in question:	The problem this project should help solve is: How can awareness and learning reduce indifference, polarization and the growing distrust in democracy?
Project goals:	We defined four project goals and prioritized them: 1) Suggest activities for our target groups to help us solve the problem. 2) Strengthen democratic values 3) Create a concept for a tool which aims at reducing indifference, polarization, and the growing distrust in democracy. 4) Create an arena where pupils engage in critical thinking to discuss democracy and European values.
Main goal:	Suggest activities for our target groups to help us solve the problem in question.
Target groups:	The primary target group: Young people (students 15-20 years) in the educational sectors, both formal and informal (like museums), within Europe. The secondary target group: The local communities. The third target group is teachers: How can we make the topic and ideas relevant to teachers.
Project purpose:	Learning from history as a way to prepare for a better future!
Project mission:	Affect young people's values and attitudes towards minorities, democracy, human rights and social inclusion.
Project strategy:	1) Conduct transnational partner meetings where all participants meet in each of the partner countries, to build confidence in each other, exchange good practices, work with ideas for teaching and learning materials. 2) Working according to traditional project work methods; group works meeting and creating intellectual outputs. 3) Involving pupils in schools during project lifeline. 4) Using dissemination as a main outcome.

Table V: The table shows the strategic platform for Erasmus + GoDemo, developed through a brainstorming process at a strategic workshop during the Erasmus + GoDemo kick-off partner meeting in Norway April 23-24, 2018.



## Phase 4 Design

This phase is about creating ideas and developing solutions to help solve the problem in question based on the strategic guidelines and the insight attained through the partner meetings and activities in the project. A design process does not necessarily lead to visual design, as the solution may just as well be a plan or idea, as was the case in our project. Feasibility is an important issue. Can the idea be realized, is it viable, does it solve the problem? The primary ambition should be to answer to the problem in question, meet the needs of the target group, and contribute to achieving the project goals.

### Creative problem solving:

Most idea processes are based on a problem to be solved. Many of today's methods for idea development can be traced back to The Creative Problem-Solving Process (Osborn, 1963).

The Creative Problem-Solving Process		
Stage	Step	Purpose
Clarify	Explore the Vision	Identify the goal, wish or problem.
	Gather Data	Describe and generate data to enable a clear understanding of the problem.
	Formulate Problems	Sharpen awareness of the problem and create problem questions that invite solutions.
Ideate	Explore Ideas	Generate ideas that answer the problem questions.
Develop	Formulate Solutions	To move from ideas to solutions. Evaluate, strengthen, and select solutions for best "fit".
Implement	Formulate a Plan	Explore acceptance and identify resources and actions that will support implementation of the selected solution(s).

*Table VI. Based on the Creative Problem-Solving Process, developed by the advertiser Alex Osborn in collaboration with Sid Parnes (Osborn, 1963).*

### **Ideation:**

In our Erasmus+ GoDemo the idea development process was conducted at the partner meeting in Poznan, Poland, March 22, 2019. The participants worked in groups using brainstorming and discussions as methods for ideation. We used everything we had heard, seen and experienced, through the project activities at transnational partner meetings, as inspiration. Lots of ideas were developed and presented during the meeting.

Working on democracy as a theme, brainstorming as a method for ideation is a very democratic process, because all the participants can speak up and say whatever they think, without anyone stopping them or criticizing them. That is the core of the process, as well as the success factor. Brainstorming is a widely used method when working with problem solving. A good way to start a brainstorming is using the problem as a starting point. Brainstorming is also a good approach to clarifying the problem and the issue, in the first place, as well as to work on strategy and ideation.

Here are 12 steps to help conduct a brainstorming, and some rules to ensure that the brainstorming process is implemented in a democratic way.

#### **Brainstorming process:**

- 1) The starting point should be a well-defined and clear problem.
- 2) Create a group of four to twelve people.
- 3) Choose a leader.
- 4) The leader should stimulate the group to come up with ideas and write on flipcharts.
- 5) Select a secretary.
- 6) Before starting, goals for the idea process and rules for brainstorming are clarified (see Table VII).
- 7) Participants come up with ideas at a high pace, in sessions of 15-20 minutes.
- 8) The referees(secretary) write down all ideas, as quickly and accurately as they are told, without rewriting them. Use flipcharts so everyone can see. Write the title and number of the flipchart sheets and tape them to the wall.
- 9) Participants choose one or more words from the brainstorming that they think may be the starting point for an idea or that it may otherwise be useful to explore further.
- 10) Selected words from the brainstorming are marked and form the basis for a new brainstorming, in new sessions of 15–20 minutes. Brainstorm several rounds of the selected words to get as deep as possible.
- 11) The process is repeated until the desired result is achieved.
- 12) A good rule of thumb is to set a goal of coming up with 20-50 ideas and selecting three of these that are sharpened sufficiently so that they can be presented as concepts. Which means that the ideas are further developed, verbalized and visualized, so that they can be easily presented and further understood by others.

Brainstorming rules		
Success factors	Allowed	Not allowed
Clarify problems Prepare task Set a goal Clarify level of ambition Plan process Schedule the time Clarify critical factors?	Spontaneity Quantity Combination and improvement Association Humour	Criticism no Ugh Sigh Moan

Table VII: Some brainstorming rules to ensure a democratic and successful brainstorming process.

### Results from the brainstorming:

The purpose of the brainstorming was to come up with ideas for learning activities for use in the classroom with pupils and students, based on the problem statement: "**How can awareness and learning reduce indifference, polarization and the growing distrust in democracy**"? After conducting brainstorming in groups, three main ideas were decided to be further developed and used as project outcomes.

#### Scale of Acceptance

A democratic exercise, to be used individually and in groups, to reflect on our prejudiced perspectives

#### Museum in a box

A flipped classroom methodology. Students make a personal connection to history that they want to portray.

#### Democratic Declaration

An exercise based on democratic values, that can be used as a teaching tool. The core values of democracy "Free – Just – Diverse" are used as a starting point for a conversation or discussion in class. Students conduct discussions in groups. The purpose is to make students aware of the content and meaning of the words, as well as to clarify what role they play in their own lives and their own time. The concept is further described in the article of Democratic Declaration (Grimsgaard & Rørvik, 2021).

## **Phase 5 Production**

This phase is generally about completion, implementation and production of the ideas and results that have been developed during the project, to deliver final outcomes. In our project this phase was mostly about further development of ideas and outcome of the project, as well as discussing the impact, implementation and further dissemination.

### Project outcomes

The main outcomes from the Erasmus+ GoDemo project can be divided into four groups: Dissemination, Learning tools, Booklet and Report.

### Dissemination and impact:

Talking about outcomes of the Erasmus+ GoDemo project, the process itself has been as important as the result. What each of us participants have experienced and learned during the process, have definitely influenced us, changed our mindset and made us better reflect on issues related to democracy and human rights.

This project is likely to get a significant impact on how we disseminate questions of democracy and human rights in our teaching, how we act towards our pupils or students and how we implement topics on democracy in our learning processes and tasks we give them. We also bring it into our everyday lives, towards our family and friends, in our way of speaking, thinking and reflecting, as well as in our choices and views on life.

None of us is unaffected from a process where we have seen with our own eye's examples from labour camps during World War II, and the cruel injustice done to people. All the excursions, talks, museum visits and guided tours have been arranged, so that we would learn from the past, to help prevent human rights violations happen in the future, and to help us better disseminate democracy and human rights wherever we are.

### Learning tools:

Concrete results of the process are ideas of school activities, teaching tools to be used by teachers, in classrooms, student projects or any project:

Project ideas and outcome	
New teaching/learning tools:	Scale of Acceptance (Nachtstern, U. 2021) Museum in a box (Haas, Koenig, Ringheim, Asplin, 2021) Democratic manifesto (Grimsgaard & Rørvik, 2021)
Project process report:	The Erasmus+ GoDemo project within the frame of a strategic design process (Grimsgaard, W. 2021)

#### Booklet:

As a special outcome for this project, we decided to create a publication with a collection of articles written based on the Erasmus+ GoDemo project. The purpose is to collect some of the insight and teaching activities presented at transnational partner meetings, as well as the teaching tools developed in the project. The booklet is published by the library at the University of South-Eastern Norway.

#### Project report:

In an Erasmus+ project as a general, a final project report must be written. The report is a standard form in the online management and reporting system Mobility tool. The final report is handed in at the end of the project period.

## **Phase 6 Management**

This phase is about how to manage, operate and further develop the values created through a design project. An Erasmus+ project can always lead to new Erasmus+ projects or to other kind of projects or processes in schools, universities or as a basis for scientific research. Our last partner meeting was to be held in Malmö, Sweden. Due to the COVID-19 pandemic, it was held digitally. Even though we had all looked forward to meeting each other in Malmö, it was still a warm reunion via the screen, since we had all got close to each other on previous visits to each other's countries. At the meeting the strategic process and the results of it, were presented, including the ideas for learning tools, dissemination, and reflections.

#### Future plans:

Among future plans we hope to have a presentation of the Erasmus + GoDemo in Brussels in 2021. Further development of the teaching tools and testing these methods in classrooms and museums, is something each of us can do. The possibility of further cooperation, applying for another Erasmus + funding to develop our project further or find new approaches, is a question to be considered.

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## Section 2 – Project outcomes

In this section, we first present some of the existing teaching methods the various partners presented at the meetings. Most of these involve engaging with artefacts and/or the physical environment, as the teachers in the project found this to be an excellent way of strengthening the impact of the message being taught. Finally, we present the outcomes of the project workshops: Our democratic declaration and three novel teaching methods that we hope can inspire other teachers.

### Teaching methods

During the meetings, it became clear quite early that the participants in the project shared some common ideas about teaching, even though we had our different cultural contexts and adaptations of these ideas. All the participants talked warmly about understanding, discussion, using our physical surroundings, role playing and using various artefacts and/or visual aids – in short engaging students through varied and more active learning styles than simple classroom lectures. The following is a summary of some of the teaching methods that the participants have applied at home.

#### City walk and walk of privilege

[Ana Maria Bermeo Ujueta & Louise Waite, Moderna Museet Malmö](#)

Here, I present two exercises that in different ways train our empathy and increase our understanding about others and ourselves. The “walk of privilege” helps us develop an understanding of our own privilege and acts as a starting point for discussing privilege and ourselves in relation to others. The statements in the first section illustrate how most of us are a mix of obstacles, challenges and privileges: “I am a single mom, struggling to raise my kids – but I also have a secure job as a teacher”.

The “City walk” is a short role-playing/imagination exercise where you imagine travelling around your city, and focus on the people around you – their age, gender, ethnicity, behaviour etc. After you have completed your “travel”, there is a list of questions for discussion in groups (or individually) that are aimed towards challenging your own prejudices and thinking about how we are influenced by, and influence, our surroundings.

### Walk of privilege:

First, a set of statements to illustrate and discuss how we are both privileged and not:

- You are a Muslim woman. You live with your religious parents. You study law at the university.
- You are a heterosexual mother of two. You work as a salesperson at an office-supplies shop. You live in a house.
- You are a 50-year-old man from Poland. You work as a police officer and live with your wife in an apartment in Krakow.
- You are the daughter of an assistant nurse. You study Economics at the university.
- You are the daughter of the ambassador of the USA. You are Christian and live in Germany. You attend a school for the visually impaired.
- You are a woman who works in the health sector. You've lived in Sweden for 14 years. You live with your girlfriend in a rental apartment in the suburbs.
- You are a 20-year-old white man. You study at the School of Economics. You play tennis in your spare time.
- You are a single woman in her 30's. You work as a teacher and live in your hometown.
- You are a heterosexual man who works as a dancer at the Opera. You grew up in a small town in southern Italy.
- You were born in the body of a woman but have always known that you are actually a man. Your parents work as high-school teachers.
- You are a 35-year-old woman. You've lived in Oslo for 2 years. You study Norwegian at a community college.
- You are a visually impaired man from Palestine. You've lived in Sweden for 15 years and work as a professional musician.
- You are a white man who is mentally ill. You are 40 years old, you paint and live in the countryside.
- You are a highly educated woman from Iran. You live in Europe and you're undocumented. You have a young daughter.
- You are a white man from Berlin who works in the culture, arts, and music sector. You have 3 children and live in a townhouse.
- You are a woman from South America who's lived in Sweden for 15 years. You have a degree in sociology but work as a nanny.



Second, an exercise in understanding and exploring our own privileges:

**Take a step forward if the following claim is true for your role:**

- The holidays I celebrate are marked in red in the calendar
- No one has ever asked me if I am a man or a woman.
- I don't need to strain myself to save money at the end of the month
- No one has ever explained my mood saying it is because I have my period
- My opportunities to find a job are not influenced by what my name is
- My mother tongue, my religion, and my culture are respected by the society I live in
- I can go wherever I want to without the need to find out beforehand if there are any potential obstacles for the disabled at the airplane, train or bus.
- I am not afraid of being stopped by the police
- I can buy skin-colored band-aids that are actually the color of my skin
- I have never been called anything condescending that refers to my sexual orientation or my gender expression.
- I can go to any public bath without giving a second thought to which changing room I must use.
- People rarely look at me suspiciously when I walk on the street.
- No one has ever asked me where I am **really** from.
- I got into this building without giving stairs and doors a second thought.
- I have never had real economic difficulties.
- I have a European passport.
- I have never been ashamed of my home or my clothes.
- No politicians would ever question my adequacy to become a parent.
- I feel that people really listen to me and take my opinions seriously.

### City walk:

Close your eyes, imagine yourself standing in the main square of your hometown. There are people walking around you and you hear cars driving past. It is morning and you're about to start your day. You're on your way to work and you're waiting for the bus.

There are 2 people around you at the bus stop, one of them is standing, the other one is sitting down. Who is the one sitting on the bench? What do they look like? A person is approaching and stands with the rest of the group, they approach you and you feel uncomfortable. What does this person look like? You look around you, to the other people waiting for the bus and try to make eye contact with them, they all look down.

The bus arrives. You get on the bus and say hi to the driver. Who's the driver? What do they look like? There's lots of people on the bus and you find a seat at the back next to a person who doesn't call your on attention in any way. Who do you end up sitting next to? Now listen to the voices around you on the bus. What languages are being spoken? Or maybe it is quiet?

After 10 minutes you have reached your stop. You get off the bus and remember that you need to buy some snacks. You head to the local shop close to your workplace. There is a person outside the store's entrance. Who is that person? What are they doing? Is this person standing or sitting down? What kind of clothes are they wearing?

You enter the shop and find your snacks. You approach the counter. Who is serving you? What age are they? You realize you're getting late for work and run towards the door. A person holds the door for you. Who is this person? What do you say to them?

You take a deep breath and take the final steps to your workplace. Once there you're greeted by your colleagues. What ages are they? And what gender? You head to the first meeting of the day.

1. Describe the person that approached you on the bus-stop and made you feel uncomfortable. Age, gender, ethnicity.
2. Describe the person sitting next to you on the bus. Age, gender, ethnicity.
3. Describe the person standing outside the shop. Did this encounter trigger any feelings or extra thoughts? Talk about them
4. Were there any people of color on your city walk? In case there were, what were they doing?
5. During your city walk, did the driver and the cashier at the shop have anything in common? Yes/no/what?

## A suitcase full of (hi)stories

Alexander Haas & Andreas Koenig, Helen-Keller schule, Weinheim

German youths in general report they are happy with the state of democracy in their country. However, general interest in politics is not very high, and there are some reports about low levels of trust in government and institutions. Youths of today are also used to be included in processes, and find traditional democracy lacking. They want to be more involved, and to see more interest from politicians on issues that are important for the younger generations. As in many other countries, Germany also has some challenges from both left- and right-wing antidemocratic groups such as Generation Identity. While this is not a major issue, nor is there a strong movement towards anti-democratic tendencies in general, schools are still concerned with teaching, and having pupils reflect on, democratic values and the threats from anti-democratic movements. One example of a hands-on teaching method is the “suitcase full of (hi)stories” – Ein koffer voller geschichte(n)”. The method is located in a specific time and place, using physical artefacts to illustrate and strengthen the impression from the stories attached to the artefacts:



Guided tour of the Dokumentationszentrum

Deutscher Sinti und Roma – preparation

A suitcase full of (hi)stories

- Place: it all happens in the museum, in school before; just a very short introduction
- In preparation for the guided tour, the students are split up in groups (2-4 students)
- Each group gets an item out of an old suitcase that is related to the exhibition, e.g., a biology book from 1936, the boxing gloves of Sinti boxer
- They search information about their item and do intensive research on it
- After that, the whole class goes through the exhibition with a guide, who leads them through it, but the students take over whenever their item is next
- Duration: approx. 3-4 hours

## **Bon voyage – Fiction as a basis for discussion**

*Andreas Nørstebø & Marianne Haraldsen, Nøtterøy upper secondary school*

Movies and fiction are other great ways of sparking the imagination and curiosity of people. In one example, the movie “Bon Voyage”, about the refugee crisis and refugees’ travels across the Mediterranean, was used to facilitate a broader discussion on the ethical dilemmas we are faced with in complex situations. By placing the discussion in a personal context, it is perhaps easier to reflect on these issues than when we discuss more abstract and impersonal concepts. A Swiss couple facing a dilemma is more personal and relatable than the typical news bulletins of “EU facing X number of refugees” – and this can perhaps guide our thoughts and mental images in other directions.

### **Group work for the film “Bon Voyage” from Vimeo**

<https://vimeo.com/ondemand/bonvoyage>

- What expectations do you have for the movie when you read the title “Bon Voyage”?
- Why are people fleeing today?
- What dilemmas are posed to the Swiss couple in the short film “Bon Voyage”?
- Have you, or people you know, been faced with dilemmas where you have to make choices that can go beyond others? What happened?
- How is the couple acting initially when they discover the refugee boat? Did they agree on how to react to the situation?
- Can you justify breaking the law in special circumstances?
- In the summer of 2015, there was a migrant crisis in the Mediterranean. Can you find any parallels in your own country’s history where many people have fled or emigrated and been in the need of help from others?
- How did the politicians in your country respond to the crisis in the Mediterranean?
- Do you remember anything from how the crisis was discussed/handled in the media or social media?
- What would you do in a similar situation to the Swiss couple?

## About internment in Castelnuovo di Garfagnana

Silvia Caturegli & Maria Antonietta Monaco, Provincia di Livorno Sviluppo

Here, we present an example of didactic intervention about the topics we dealt with in our project.

The example concerns the unknown existence of internment during World War II in Castelnuovo di Garfagnana, Lucca, a place quite close to Livorno.



Starting from 1941 many families of foreign Jews, coming from internment camp of Ferramonti of Tarsia (Cosenza, It.) arrived in regime of “free internment” in Castelnuovo di Garfagnana and in Bagni di Lucca.

The Jews interned in Castelnuovo di Garfagnana, about sixty, were the largest group, coming from Germany, Austria and other eastern European countries; the Jews interned in Bagni di Lucca, almost thirty, were Austrian and Yugoslavian.

They had various social backgrounds and, mostly, found accommodation in private houses surviving with scarce means, helped, when possible, by the support of the Jewish welfare organization DELASEM.



DELAEM, an acronym for Delegation for the Assistance of Jewish Emigrants, was a Jewish assistance organization operating in Italy between 1939 and 1947 for the distribution of economic aids to Jews interned or persecuted. It also received the support of numerous non-Jews.

On January 23, 1944, the Jews interned in the concentration camp of Bagni di Lucca were picked up by the German Authorities and brought to prison in Fossoli (Modena), then transferred by cattle wagons to the San Vittore prison in Milan.



On January 30, the Jews from the concentration camp of Bagni di Lucca were loaded on convoy Nr. 6 departing from the underground track Nr. 21 of Milan Railway Station to arrive in Auschwitz on February 6, 1944.

98 names of Jews arrived from concentration camp of Bagni di Lucca were registered in there; the smallest deported one was only few months old. Only five of them survived from the deportation. The concentration camp of Bagni di Lucca was closed on 25 January 1944....

### **About the student project**

The project with the students of the 4th class of the Classical Lyceum deepened the historical issue by following the story of the life of a Livornese man, Renzo Sirio Bueno. Renzo belonged to a Jewish

family of merchants who, after various internments of the Fascist Regime, including Castelnuovo di Garfagnana, was arrested together with his family, evacuated in the countryside of Lucca and brought with them to Auschwitz.

The mother and sister were immediately eliminated, while he, with other relatives, was interned into a forced-labour-camp. He died (probably in a fire) at the arrival of the Russians who freed the remaining prisoners.

### **Operating modes of the project:**

- Reading of documents and a Historiographical Research.
- Visit of the places where these events happened: Castelnuovo di Garfagnana and Bagni di Lucca.
- Visit of the site of the Jews School, the Synagogue and the buildings where the Jews were forced to live.
- Meeting with a Historian who dealt with the events and the interview to three witnesses of the period of the internment.
- Finally, the creation of a video entitled “Memory Gaps” which could give the concrete idea of such an experience lived by this group of Jews.

### **Evaluation**

- The students were able to become aware of the historical events concerning the anti-Semitic persecutions, but above all the personal histories of the protagonists, victims of that tragic moment of the European and Italian history.
- Identification of the “History” in the personal histories of single people helped the students to feel more involved and to raise their awareness on what we have to ask to the future generations

## The 22 July centre, Oslo

Marianne Haraldsen, Nøtterøy upper secondary school

To the Erasmus + GoDemo- meeting in Poznan I had to prepare the following task and present it for the other participants: **"How to work with understanding democracy and making pupils engaged and conscious of present tendencies."**

As a teacher in social science, politics and human rights I must constantly aim to enlighten and to raise democratic awareness and, hopefully, *civil courage*. Working as a teacher also means that I have to implement the National Curriculum in both my preparations of the topics and the implementation. In 2018 we knew that the reformed and interdisciplinary National Curriculum (introduced 2020) would emphasize *democracy and citizenship* as one of four core interdisciplinary themes.

I will now tell you about an excursion my school, Nøtterøy upper secondary school, made to the 22 July Centre in Oslo in March 2019. The 22 July Centre is dedicated to the terrorist attacks in 2011 in Oslo and at Utøya. I will also suggest some topics and texts to discuss and work with in the classroom.

My group of pupils had chosen the subject *Politics and human rights* in the 3rd grade and they were between 18 and 19 years of age. According to the National Curriculum in Norway the pupils should work to understand:

" [...] what characterizes a democracy and explain how democratic institutions work", "discuss the conditions of democracy and human rights, "see and understand the connection between democracy and human rights".

22 July is called a national trauma, and I will first explain a bit of what happened 22 July 2011. A day called, as I said, "a national trauma and attack on the democracy". So, what happened?

- Friday, 22 July 2011 at 15:25 a car bomb exploded in the Government Quarter of central Oslo.
- Eight people were killed and nine were severely injured. Nearly 500 people were in nearby when the bomb exploded, and many of these people were subjected to physical injuries and psychological trauma. The explosion caused extensive material damage. The bomb attack was



aimed at the central government administration and thus also at the country's democratic institutions.

- Later the same day, from approximately 17:21, a massacre and a mass shooting began at the Workers' Youth League's (AUF) annual summer camp on Utøya, an island northeast of Oslo. 564 people were on the island. 69 people were killed, mostly because of shooting or gunshot wounds. An additional 33 youths were severely injured, and many people suffered psychological trauma.

The mass killer Anders Behring Breivik (aged 32) killed 77 persons, most of whom were youths who were mercilessly shot point blank, and many persons were subjected to acute mortal danger. Many of those affected have sustained considerable physical and/or psychological injuries.

So how could this cruelty happen? We know the perpetrator Breivik stated right-wing, extremist, and anti-Islamic political motives for the terrorist acts. He justified the attacks as a defence against a politically driven and secret "multicultural project". According to him, ethnic Norwegians had been subjected to abuse in the form of ethnic "deconstruction" since the Norwegian Labour Party opened the possibility of mass immigration during the 1960s. He claimed that all parties in the Norwegian Parliament, but especially the Labour Party, were responsible for this "deconstruction".

On site where the first attack began, namely the high-rise building in the Government Quarter, opened the 22 July Centre. Up until the terrorist attack of 2011, the building housed The Office of the prime Minister and the Ministry of Justice and the Police. Due to rebuilding, the centre has been moved to a nearby street.

The aim of the 22 July Centre is to be a learning centre dedicated to the conservation and meditation of memory and knowledge about the terror attacks and, today, the learning centre has been granted permanent status and the visitors consist mostly of school pupils and students. The events are presented through pictures, texts, film sequences and artefacts. Most of the objects on display formed part of the evidence collected during the police investigation.

The visit made a massive impact on my students. They could clearly see the effects of the bomb both inside and outside the building. Artefacts such as the car and the fake police identity badge used by

Breivik to get a hike to the island were exhibited. There is also a silent, separate room dedicated to the 77 people who lost their lives. It shows the names and black and white photos of the victims.

When we visited the museum in the beginning of 2019, the museum showed the exhibition: "How shall we tell the story about 22 July? What shall the pupils learn? " And "My story - personal stories from 22 July. Dialogue with people who survived the attacks. "

### **Before, during and after the exhibition: Some topics to reflect on and discuss with pupils**

- Terrorism
- Conspiracy theories "Eurabia"
- Dehumanization
- Radicalization
- Marginalization
- Political awareness
- Democracy in peril?
- National security
- Mental health etc.

### **The excursion to 22 July Centre and working with texts**

One could have an interdisciplinary approach for instance between subjects such as Politics and human rights (political science) and Norwegian (language and literature). Work with "Texts": books, films, songs, art, Para texts, exhibitions etc. Reflections on and knowledge of democracy combined with skills in reading, writing, making sense of text (literacy). Ethical choices, crossroads in life, life skills, a citizen in a democracy etc.

Regarding literature I will highlight the non-fiction book *En av oss (One of us)* by Åsne Seierstad that is translated into English and several other languages. It tells in a compelling way the story and trial of Anders Behring Breivik and the story of a select group of his victims. The newspaper *The Guardian*: "Her book is a psychiatric case history, as well as a close look at Norwegian society."

I will end with these words from the Norwegian newspaper *Morgenbladet* , 19 April 2012:

*"It is exhausting to try to see the world through Behring Breivik's eyes, listen to his appraisal of the fight he believes is being fought in Europe, the tactics he has planned, his strategy to prevail. Many would claim that he doesn't deserve it, that we shouldn't listen to him. But we must. I must. I have to pay attention. Not only to his actual words, but just as much to where they are coming from. And not primarily to understand the person Behring Breivik, but first and foremost to recognize him later. Recognize him when his thoughts appear. In the media, on the web, in the streets, in myself. Only because what has happened must never happen again."*

## Engaging with artefacts – students helping at Auschwitz

Michal Szyperski, Zespol Szkol

For over 10 years, Zespol Szkol in Swarzedz, Poland, has been cooperating with Volkswagen Factory located nearby Poznan. The main aim of that cooperation is to educate students of Mechatronics in the Vocational School and Technical College, thus offering job prospects and providing future workers for the Polish affiliate of that world-known vehicle manufacturer. That collaboration, however, is not restricted exclusively to technical aspects of education. Our school actively participates in the unique educational activity. Within this project the school takes part in a series of workshops concerned with history. The main focus of those events is the Holocaust.

Annually, our students, along with their German school counterparts visit the former Nazi-German World War II Auschwitz-Birkenau Concentration Camp. Their stay there lasts two weeks. During that period, both Polish and German students are assigned conservation tasks referred to the Camp's Museum authentic artefacts. What is more, students participate in various meetings with historians and Holocaust witnesses, go on trips and organize workshops, all related to the history of the World War II in general, and the Holocaust in particular.

The main objective of the above-mentioned Project is to make young people aware of the history of the nations involved in that horrible historic conflict and convince them that the humankind should do everything to avoid such "hell on Earth" happening again.



*The GoDemo participants visit a classroom at the Zespol Skol*

## Project outcomes

The previous section presented some of the existing teaching methods that participants in the project already applied in their daily teaching. In this section, we present the outcomes that are direct results of the project and our workshops.

### Democratic Declaration

Wanda Grimsgaard, Professor of Visual Communication.  
University of South-Eastern Norway, USN School of business.  
Jacob Rørvik, University Lecturer of Visual Communication.  
University of South-Eastern Norway, USN School of business.

#### Erasmus+ GoDemo

Erasmus+ is the EU's program to support education, training, youth and sport in Europe ([ec.erasmus.eu](http://ec.erasmus.eu)). Erasmus+ GoDemo (abbreviation of Democratic) is a KA 201 Erasmus+ strategic partnership project for school education: "Cooperation for Innovation and Exchange of good practices" ([eacea.ec.europa.eu](http://eacea.ec.europa.eu)). The funding provided was 136 050 euro. The project was conducted from 1 September 2017 to 31 December 2020.

The five partner countries participating were Germany, Poland, Italy, Sweden, and Norway. Norway as the project initiator had four regional partners: Vestfold County Council, the Vestfold Museums, Nøtterøy (Noetteroey) Upper Secondary School and the University of South-Eastern Norway. The project management was handled by the Norwegian steering group consisting of participants from each of the Norwegian partner institutions. The project owner and coordinator was Vestfold County Council.

Excerpt from the application: "The main aim of this project is to develop tools for teaching different topics concerned with human rights, democratic ideas and to bridge the gap between informal teaching in museums and formal learning in schools. The project will foster intercultural competence and critical thinking, combat discrimination and racism, both during the project work itself and also regarding the target groups for the project idea".

Note: A main ambition in the first place was to develop a mobile application as a main tool for teaching the different topics, but that idea was removed from the project before start, because the size of the funding was lower than what was applied for.

The Democratic Declaration is one of the final outcomes of the Erasmus+ GoDemo project conducted by partners from Germany, Italy, Poland, Sweden, and Norway. It is a democratic tool to be used as a learning activity in education. It allows pupils or students to reflect on what democracy is, to interpret it and relate it to their own reality. Instead of forcing democracy on young people, which can be met by resistance, the tool invites them to decide what democracy and human rights mean to them, in their own country, city, culture or community, in their daily lives and in human relations.

It might help young people understand how each and every one of us, by the way we think and act, can encourage a democratic mindset and learn how to treat people with respect and equality. As a result, young people may realize that they themselves can take responsibility, help prevent injustice to people and societies and thus contribute to a better world. Through understanding of others, and with respect for the rights of others, they may also promote understanding for their own perspectives and views and defend their own human rights.

The concept of Democratic Declaration is a result of an idea process based on insight collected from activities and workshops conducted at several transnational partner meetings, and a strategic platform developed at the beginning of the project. The Democratic Declaration was further developed and presented at Erasmus+ GoDemo's final transnational meeting on 17 November 2020. The concept can be adjusted to and used in any learning platform, subject area, or profession. As an introduction to the concept, we will give a brief presentation of the strategic platform on which the idea was based.

## **The strategic platform**

The strategic platform served as a basis for the idea process of the Democratic Declaration as well as other ideas created in the project, when at the initial stage of the project all participants agreed upon a common goal and direction for our project.

The strategic platform for Erasmus+ GoDemo defines the project's mission, target group and goal, as well as the problem the project should help solve. It was developed through workshops at our first transnational partnership meeting in Norway in April 2018. The idea of defining a strategy platform was part of the overall strategic design process that we used to structure the project and our working process. The benefit was to have all the participants getting the same perception of the project and what problem we were going to solve or support. Starting out this way, we wanted to ensure a more predictable process and more targeted activities towards a common goal, to help create targeted results.

GoDemo Strategic Platform	
GoDemo Purpose:	To learn from history to prevent horrors from happening again.
GoDemo mission:	The project mission is to affect young people's values and attitudes towards minorities, democracy, human rights and social inclusion. To learn from history as a way to prepare for a better future!
The target group:	The primary target group is young people (students 15-20 years) in the educational sectors, both formal and informal (like museums), within Europe. The secondary target group is the local communities.
Problems we see today:	Some of the problems we see today, when it comes to threats towards democracy is: A growing scepticism towards democratic values. Lack of knowledge. Polarization – we/them based on prejudice. Indifference and lack of commitment. People (young) are more likely to trust "someone like themselves". People see each other as treats, not resources of value.
The problem in question:	The problem this project should help solve is: How can awareness and learning reduce indifference, polarization and the growing distrust in democracy?
Our project goals:	We defined four project goals and prioritized them: 1) Suggest activities for our target groups to help us solve the problem. 2) Strengthen democratic values 3) Create a concept for a tool which aims at reducing indifference, polarization, and the growing distrust in democracy. 4) Create an arena where pupils engage in critical thinking to discuss democracy and democratic values.
Our main project goal:	The main goal of Erasmus+ GoDemo is to suggest and share activities for our target groups to help us solve the problem in question.
Erasmus+ overall goal:	The main objective of Erasmus+ GoDemo is to deliver on Erasmus + superior goals, which are: To contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET2020, the EU's strategic framework for education and training.
Project strategy:	1) Conduct transnational partner meetings where all participants meet in each of the partner countries, to build confidence in each other, exchange good practices, work with ideas for teaching and learning materials. 2) To work according to traditional project-work methods; meet in groups and create intellectual outputs. 3) Involving pupils in schools during project lifeline. 4) Using dissemination as a main outcome.

## The insight

To collect insight was the main activity all throughout the Erasmus+ project. Insight was about acquiring knowledge and understanding to clarify the problem in question and to create solutions to help solve it.

The insight we searched for in the project was mainly about democracy and human rights, and the mechanisms that create indifference, bias, alienation, and social exclusion. To learn from injustice and human rights violations throughout history, as well as to experience how democracy stands today; as a fragile and vulnerable idea of justice and equality was the starting point and aim of the project. The insight collected was mainly derived from the activities at our transnational partner

meetings, such as talks, excursions, museum visits, guided city walks, student presentations, group work, role plays, workshops with brainstorming and discussions. Examples from the Holocaust were used throughout the project meetings to enlighten the cruel crimes committed against human rights in history, which the idea of democracy can help prevent from happening again in the future. How can one recognize trends in the development of society today, which eventually made the Holocaust possible back then? A significant part of the insight outcome was what we learned from working together across cultures and disciplines, with people from different partner countries. We experienced through our common activities and discussions that democracy could be understood and practiced differently in different countries, as well as among the participants. By being curious, tolerant, empathetic in relation to each other, we also became aware of how our topic concerned us all in our everyday life, in the meeting with each other, and we realized how we all through our project could help make a difference.

#### Democracy meaning:

There are many ways to explain democracy. The **Cambridge Dictionary has described it as:** The belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves. A situation, system, or organization in which everyone has equal rights and opportunities and can help make decisions. The belief that everyone in a country has the right to express their opinions, and that power should be held by people who are elected, or a system of government based on this belief. A country in which power is held by people who are elected. (Derived December 2020. from [dictionary.cambridge.org](https://dictionary.cambridge.org))

#### Democratic values:

At our partner meeting in Weinheim and Heidelberg, Germany October 17 and 18 in 2018, we conducted workshops on what we considered being a threat or challenge to democracy and what we perceived to be democratic values. The reason why we wanted to choose that approach, to define a separate set of values, was largely to highlight the very reflections around which values are important and what is emphasized as the essence.

It was not our result or the definition we reached, which was the most important thing here, but the fact that we had to actively reflect, negotiate meaning, and through it gain a deeper understanding of both values and dilemmas, as well as other people's point of view. There was a meta-level in this



that was relevant. The benefit of this exercise was largely that we experienced the value of the discussion and reflection.

Based on the results from the brainstorming, the main challenges to democracy were said to be: Strong leader. Everything is decided for you. Being comfortable; lack of challenge. Economic "state". Ignorance. Religious fanaticism. Lack of knowledge. Indifference. To the question of what we consider as democratic values, the prioritized values were: Free. Just/equal. Accountable. Respectful. Inclusive. Plural. Representative. Regulated. The three main democratic values chosen to describe democracy were: **Free** (Accountable, respectful, responsible, aware. Freedom of speech, freedom of religion, the right to choose life in all aspects). **Just** (Regulated, reliable. Everyone is treated in a fair and equal way.) **Diverse** (Participatory, representative, respectful. Equal/fair opportunities.)



*Erasmus+ GoDemo Workshop in Weinheim and Heidelberg, Germany October 17 - 19 2018. Brainstorming on Democratic Values. Wanda Grimsgaard (standing) facilitates and leads a workshop for participants from all the five partner countries.*

## The ideation

The insight and the strategy platform were the basis for our idea process. Working together over a long period, visiting partner countries, attending activities, and conducting workshops, it was

impossible to stay unaffected. Slowly a mental change happens and develops to a basis of knowledge and understanding, which enables us to enter the idea process with different prerequisites than we had at the beginning of the project.

In the ideation process the participants were divided into groups. The starting point was to bring forward the problem in question from the strategic platform: “How can awareness and learning reduce indifference, polarization and the growing distrust in democracy?” All the groups were asked to suggest activities for pupils to learn about the democratic idea. Our group came up with the idea of making a Democratic Manifesto, as a teaching tool.

### The inspiration:

The inspiration behind the idea of a Democratic Declaration was the UN's Sustainability Goals, the Oslo Manifesto and The Universal Declaration of Human Rights.

UN Sustainability Goals: "The UN Sustainable Development Goals are a call for action by all countries –poor, rich and middle-income–to promote prosperity while protecting the planet" ([un.org/sustainabledevelopment/](http://un.org/sustainabledevelopment/)). What inspired us was the way in which it was explained so easily both visually and verbally.



*UN Sustainable Goals. The illustration is derived November 2020 from [www.un.org/sustainabledevelopment/](http://www.un.org/sustainabledevelopment/)*

Oslo Manifesto: When the idea of a democratic declaration came to our minds, it was directly inspired by the Oslo Manifesto. So as a starting point we called the idea “Democratic Manifesto”. The Oslo Manifesto is the UN's sustainable goals adapted to the target group of designers, architects, and creative professionals. This inspired us to think that democratic values and a learning tool could be

adapted to our target group in the same way. The Oslo Manifesto, made by DOGA-design and architecture Norway, "... is about energizing a movement of designers, architects and creative professionals to embrace the UN Sustainable Development Goals as design standards for a new sustainable world". [oslomanifesto.org](http://oslomanifesto.org)

The Universal Declaration of Human Rights: As human rights are one of the core factors of the Erasmus+ GoDemo project, it was natural to include The Universal Declaration of Human Rights, as a source for insight, as well as an inspiration in our further development and concretization of our idea of a Democratic declaration. We wanted our idea concept to be anchored in the Universal Declaration of Human Rights:

"The Universal Declaration of Human Rights is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, (...)proclaimed by the United Nations General Assembly in Paris on 10 December 1948". Derived November 2020 from [un.org/en/universal-declaration-human-rights/](http://un.org/en/universal-declaration-human-rights/)

Names considered:

"Democracy Manifesto", as we initially called the idea, led to several considerations on the associations of the term manifesto. Some of the Erasmus+ GoDemo participants had some negative associations with the term, while it has occasionally been used by people to express their own political beliefs. The name became an obstacle to seeing the possibility the idea represented. Therefore, we conducted a name development process, looking into words similar as manifesto, searching for the meaning and expressions of different terms as well as the way they were generally used. Some of the expressions and combinations we considered as most suitable, were Democratic Manifesto, Democratic Declaration, Democratic Statement, here briefly explained, based on [dictionary.com](http://dictionary.com).

**Manifesto:** A public declaration of intentions, opinions, objectives, or motives, as one issued by a government, sovereign, or organization.

**Declaration:** The act of declaring; announcement: a declaration. A document embodying or displaying an announcement or proclamation. A positive, explicit, or formal statement.

**Statement:** Something stated, such as a communication or declaration in speech or writing, setting forth facts, particulars, etc. ([dictionary.com](http://dictionary.com))

Some other names we considered, all starting with Democratic, was: Goals, Proclamation, Platform, Notification, Report, Story, Announcement, Briefing, Testimonial, Confirmation, Agreement and Attestation. Finally we decided on the name Democratic Declaration.

### Democratic values and principles:

In the further process of defining the concept of a Democratic Declaration, we went back to the insight from previous workshops. We considered using the democratic values “free, just, diverse”, from the brainstorming process, as core elements of the Democratic Declaration. However, we felt an urgent need for having them validated. We contacted Dag Einar Thorsen, Associate Professor at the University of South-Eastern Norway, USN School of Business, and the author of the book on democracy named "Demokrati" (2015). We briefed him about the Erasmus+ GoDemo project, letting him know that we worked on an idea about creating a "Democratic Declaration", something similar to UN Sustainable Goals and the Oslo Manifesto. In addition, we told him about our insight from workshops and activities, our target group being young people (students 15-20 years) in the educational sectors within Europe. Finally we shared the problem in question: How can awareness and learning reduce indifference, polarization and the growing distrust in democracy?

The question we gave him was: What do you think are the three most important democratic principles and values that should be highlighted for this target group? This was the answer he came up with, on which he agreed being cited:

1) "Democracy means that the people rule, together. Sometimes you have to cut through and decide a particular issue by voting on it, and then you can risk that a narrow majority decides over a large minority. But democracy is not a majority dictatorship, where a majority behaves like a dictator towards the minority. This applies particularly in representative democracies, where there may be a large distance between the people and those of the people's representatives who makes decisions in parliaments and governments".

2) "Instead, the ideal should be that you discuss openly and honestly, try to see the good in others and the weaknesses in your own arguments, and that you try to reach a broad agreement, at least in the most important issues. If consensus is the goal, not that the majority rules, one will have a "kinder and gentler democracy" (from Arend Lijphart). Democracy should be seen as a well-organized conversation in which the strongest arguments should win (from Jürgen Habermas), not as a series of referendums in which the "unprocessed" will of the people always prevails".

Dag Einar Thorsen, "Demokrati", 2015.

3) "Democracy depends on some decisions being made outside and above the daily democracy, for example into constitutions that are on a par with other political decisions, and which are more difficult to change. This applies in particular to procedural rules on who can decide what, so that there is no doubt afterwards about the legitimacy and legality of decisions that are made, and rights, which limit what the majority can do to the minority, and what all people or citizens must have independent of random mood waves, such as freedom of speech, freedom of religion, etc." (Dag Einar Thorsen "Demokrati" 2015; quotes received by mail November 2020).

The new insight formulated precisely in this citation, gave us confidence to use the democratic values as key elements of the Democratic Declaration. We went back to the result from the workshop conducted in October 2018 in Weinheim and Heidelberg, Germany. We put forward the three main values we derived from that workshop "Free – Just – Diverse", and decided they appeared strong and clear.

## **Democratic Declaration**

The concept of the Democratic Declaration contains the core values of democracy; Free, Just and Diverse. Free: Accountable, respectful, responsible, aware. Freedom of speech, freedom of religion, the right to choose life in all aspects. Just: Regulated, reliable. Everyone is treated in a fair and equal way. Diverse: Participatory, representative, respectful. Equal/fair opportunities.

### Suggested use:

Democratic Declaration is an exercise that can be used in teaching about and preparing for the introduction of the Universal Declaration of Human Rights, which was adopted by the United Nations in 1948. Universal human rights were developed in the aftermath of the barbaric acts of war and genocide of World War II and was a response to the need for a global set of rules to protect the inviolable rights of all human beings.

*How to use it with the pupils?* Pupils in school or students at the university themselves can actively participate in discussing democratic values and see them in relation to their own situation and in the perspective of history. They can recognize and experience that democratic values benefit themselves.

*How to use it by teachers?* The Democratic Declaration can be used as a classroom activity and exercise. Ideally teachers or lecturers can encourage the pupils or students to participate in formulating what the democratic values mean to them. What does this mean for you and your situation – today? We present the values or principles, but the pupils or students define which rights they will live by. In the end they swear allegiance to some values.

### The exercise introduction:

The three words "Free – Just – Diverse" are used as a starting point for a conversation or discussion in class. Students conduct discussions in groups. The purpose is to make students aware of the

content and meaning of the words, as well as to clarify what role they play in their own lives and their own time:

The exercise question:

To be used in class as an entry for discussion: What do the values *Free*, *Just* and *Diverse* mean to me?

1. What meaning do you put in this word?
2. What examples of the meaning of these words can you mention from your everyday life?
3. If someone were to make rules that secured both others' and your own right to be Free, Just and Diverse - how do you think these rules need to be designed?

The exercise answer:

Answers from the groups are written down on each of the questions.

1. The answers are discussed in plenary in the classroom. What can we all agree on? What are the best definitions of the meanings of the words? What are the best suggestions to common rules to secure everyone's rights?
2. The class must choose the ones they think answer the questions best and formulate a Democratic Declaration of the class based on this input.
3. The class now gets a presentation of the UN Declaration of Human Rights, and the background and reasons that all the nations of the world jointly developed these (this can both be done in a classroom lecture or as a written memo).
4. The exercise concludes with the class in plenary discussing and revising their Democratic Declaration; do they want to make any changes based on what they now know?

Democratic Declaration Tool	
The exercise introduction:	The three words "Free – Just – Diverse" are used as a starting point for a conversation or discussion in class. Students should discuss, either in plenary or in groups. The purpose is to make students aware of the content and meaning of the words, as well as to clarify what role they play in their own lives and their own time:
The exercise question:	To be used in class as an entry for discussion: What do the values Free, Just, and Diverse mean to me? 1. What meaning do you put in this word? 2. What examples of the meaning of these words can you mention from your everyday life? 3. If someone were to make rules that secured both others' and your own right to be Free, Just and Diverse - how do you think these need to be designed?
The exercise answer:	Answers are written down on each of the questions, and the class must jointly go through the answers and choose the ones they think answer the questions best. This collection of answers will be the Democratic Declaration of the class. The exercise concludes with a presentation of the UN Declaration of Human Rights, and the background and reasons that all the nations of the world jointly developed these.



### Limitations and challenges

This concept of Democratic Declaration as a learning tool, is a simplified version or superstructure of something that can be developed more extensively. We do not want to decide and define the rights and limitations of others but open up for individual reflections and choices. What could be challenging is that young people oppose certain rules and frameworks they must abide by. A manifesto or declaration is in danger of being rejected. A question as a start could be: How can we ensure that everyone is treated fairly?

### Benefits

- A simplified version that is understandable for the target group.
- A simple tool that can create recognition in young people's world.
- A simpler starting point for creating discussion about what protects democratic characteristics.
- Learning through participation:
- A meta-perspective on the basic features of democracy, dialogue and negotiation of values, opinions, and decisions.
- A personal ownership to democratic values.

#### Do you have feedback?

Please mail us:

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[wanda.grimsgaard@usn.no](mailto:wanda.grimsgaard@usn.no)

### **Literature and sources:**

UN Sustainable Goals. Available from: [www.un.org/sustainabledevelopment/](http://www.un.org/sustainabledevelopment/)

## **Museum in a box**

Ane Ringheim Eriksen & Ellen Asplin, Vestfold Museums

At the meeting in Poznan in March 2019 the project group had a workshop with the following task: "Find examples in which way the different institutions could work together to communicate democratic ideas. Present one example".

Two of the groups presented ideas of letting students work with sources and making their own exhibition. We decided to merge the two ideas together and call the concept Museum in a box. At the meeting in Livorno in October 2019 we continued to discuss and develop the idea further.

### **What we aim to accomplish with Museum in a box**

When planning this practice, we had some goals we wanted to accomplish. Firstly, we wanted to get the students to engage with historical sources, photos, and artefacts by putting together different pieces of information about a person's life and destiny in the past. The goal was that this way of learning would make the students more conscious of history and of similarities between the past and the present.

We also wanted to give students knowledge about how lack of democracy affected our societies in the past, and how it can affect it today. We wanted the students to reflect on the importance of democracy and how they can contribute to a more democratic society.

Lastly, we wanted the students to create an exhibition with their own documents, artefacts, and photos. We aimed for students to reflect on their place in history and reflect on what this exhibition tells us about their daily lives and society.





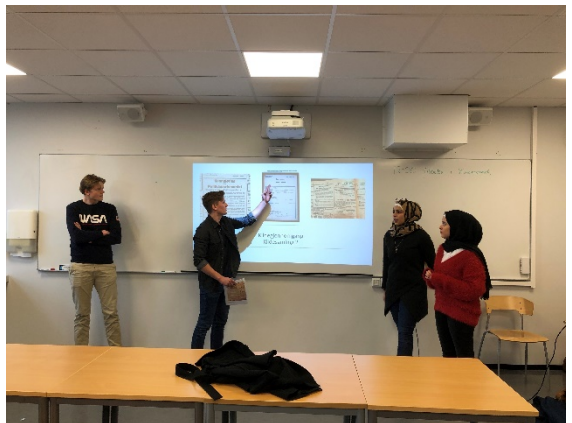
Or

### How to plan a session of Museum in a box

Our goal is that this methodology could be used in different classrooms across Europe. Based on our experience from the pilot at Nøtterøy upper secondary school we have put together the following step by step instruction.

1. Decide on the theme and the time in history you want to focus on. In the pilot we decided on World War II and the Holocaust in our local area. We chose to focus on a young Jewish boy from our local town who was arrested, deported, and murdered in Auschwitz. It would be a good idea to choose someone who suffered under the lack of democracy, a person who had his or her human rights violated.
2. Check out if it is possible to cooperate with a local museum or archive. They may have access to a lot of sources and photos that you can put into the box. Maybe they even have some ideas for artefacts to put in.
3. Put together boxes so that the students working with them find some fragments of the person's story in each document, photo or artefact. Our box contained the following:
  - A framed family photo of the Koklin family. In the back we had written the names of the family members. (1)
  - A framed photo of Julius Koklin and his friend with their bikes near an important landmark in Tønsberg, Slottsfjellet. (1)
  - A framed photo of a smiling Julius Koklin with his arms around two young girls, near a local beach. (1)

- A propaganda poster from 1938, inspired by the Nazi pogrom, trying to stop Jewish refugees from coming to Norway. (2)
  - An official state document from 1934 warning about accepting Jewish refugees to Norway. (2)
  - A proclamation from two Norwegian newspapers telling Norwegian Jews to submit themselves for registration at the local police station. (3)
  - Julius' questionnaire from the local police station (3)
  - A telegram from the State Chief of Police to the local Chief of Police ordering him to arrest all male Jews, and to bring them to a nearby prison camp. (4)
  - An extract from a book telling the story about the arrest of Julius and his father (4)
  - Julius' and his father's registration at the admission into the local prison camp. (4)
  - Lists of deportation, containing names of Julius, his brothers, and parents. (5)
  - An extract from a book, describing the conditions on board the ship deporting the Norwegian Jews. (5)
  - Photos of Julius and his family's stumbling stones in Tønsberg (6)
  - An extract from a Norwegian novel, describing the purpose of stumbling stones. (6)
  - A five-minute-long audio-file, with a written transcript, where Julius' surviving sister Ruth tells about her family.
4. Give the material in the box numbers, to indicate the number of the group who should present the sources. We gave the material in our box numbers as seen in parenthesis in the description of the sources above.
  5. Divide the class into groups. We had six groups of four students.
  6. Give them the task: **1. Who was xx, and what happened to them? Use the material in the box to find out. 2. Prepare a 3-5-minute presentation for the rest of the class of the sources marked with your group's number.** The students could use the internet as a supplement, but if they did, they had to inform about where they had found the information and say something about the reliability of the source.
  7. Give the students time to work with the content of the box. The students in our pilot got about 60 minutes to work with the content.
  8. Presentation. The groups present their sources/photos/artefacts. The rest of the students and the teacher contribute with additional findings/context/information after each group.
  9. Summing up



We also planned a part 2 of the Museum in a box. We haven't been able to test it out yet, and we are not sure if it should be carried out the same day, or at some point after the first session:

10. The students are asked in advance to bring something with them from home that means something to them. It could be an artefact, a document or maybe a photo. They are also asked to prepare a short text about the item. The following questions could help them write the text: What is this? How old is it? Where does it come from? What is its function? What does it mean for you in your life? Why is it important for you? What does it say about the time we are living in?
11. At school the groups create a small exhibition with their artefacts and their texts.
12. The group presents their exhibition to the rest of the class. Each student presents their artefact/document/photo.
13. Class discussion: Imagine that we had put all these documents and artefacts in a box, and unpacked it again 80 years later: What does this exhibition say about the time we live in? What does it say about this group of students? What does it say about you?

**Here is what we did:**

On Thursday 12 November 2020, we managed to have a run-through of our concept of

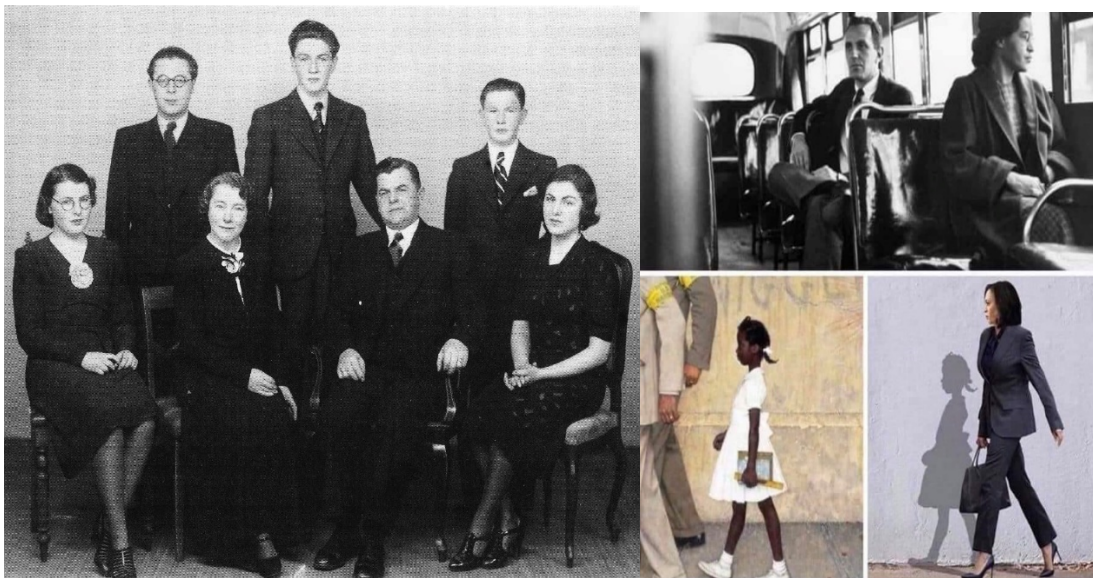


Museum in a Box, as we planned it in Italy a year ago.

Andreas Nørstebø who is a teacher at Nøtterøy Upper Secondary School and a partner in the GoDemo project, had secured a pilot class of 26 students in 1. Grade (16-year olds) for us to meet.

We were met by a very responsible and positive class, all set for the task. Andreas had split the students into six groups prior to our arrival. This was necessary to do in advance, in order to utilize photography to document our work throughout the day as only a limited number of the students consents to wider publication.

The pilot was estimated to last for two 70-minute sessions.



*Photos from the box*



*Pictures from the classroom*

## Overview of the process:

Time	Task	Theme	Mediator	Tools
10.05	Introduction with an outline of our expectations for the day	Presentation of us and our working environment – The Vestfold museum hub	Ane/ Ellen	Power-point (PP) widescreen presentation of the project title
10.10	The Pilot	Aims and expectations	Ane	PP- continued "From idea to reality"
10.20	The Museum as an outreach institution	Context and relevance on the teaching of Democracy and Human Rights issues from a museum perspective	Ellen	PP illustrations supporting how the teaching of historical events is relevant for what happens today
10.35	Presentation of the framework for the exercise "What happened to Julius Koklin?"	How do historians work with sources and critical distancing? Exemplified through "Det angår også deg"- "It concerns you"	Ane	PP illustrations supporting background information to our main question
10.40	Groupwork: All groups were given the same task: To prepare a presentation in front of the class based on two questions.	1. What happened to Julius Koklin?  2. The boxes were numbered, and they presented their findings according to the number on the box with focus on the particular numbered source.	Andreas, Ane and Ellen	6 boxes with individual content were handed out to the different groups. <sup>1</sup> Andreas, Ane and Ellen offered support to the groups and made sure they understand the task at hand. The students familiarized themselves with the content in their box seeking answers to the questions. The students can also use any other source of information eg. phones or computers.
11.10-11.35	Break			
11.35	All groups were gathered in the classroom to hear a soundtrack.	An interview done in 1985 with Mrs. Ruth Rødner. She escaped to Stockholm in 1941. As a refugee she and two of her siblings survived World War II. The Koklin family counted seven members at the outbreak of the war. Four of them were killed in Auschwitz.	Ane / Ellen	The students hear the soundtrack and listen to a primary source
11.40	Groupwork continued		Ane / Ellen	With a new piece of information, the students continue their work for presentation
12.00	The students present their findings to the rest of the class	What the individual group found out about Julius Koklin.	Mediated by Ane/ Ellen with complementary comments	Students utilizing blackboard, talking in front of the class.
12.30	Conclusion	Summing up the great work delivered by the students and information on how the museum continues to work with historical sources. Work relating to democracy and human rights	Ellen	PP with illustrative photos. Further work with archives and witnesses to events of historical importance
12.35	Evaluation		Ellen	Handing out of evaluation sheets for the students to fill in.

<sup>1</sup> The content of the boxes is listed above

## Evaluation

Following the exercise, the students were given an evaluation sheet to provide us with feedback about the project:

**Nøtterøy Videregående skole**

**Class.....**

**Please circle the appropriate score according to your experience**

**1.How much did you know from before on this part of history?**

**(The Holocaust in Norway and Vestfold)**

High score       Average       Low score       Nothing

**2.Did you learn something new today?**

High score       Average       Low score       Nothing

**3.If you learnt something. Please tell us.....**

.....

**4.Was it easy to understand what to do?**

Yes       No

**5.Was the time allocated for group work OK?**

Too long       Adequate       Too little

**6.Anything good or bad about today's project you would like to comment on?**

.....

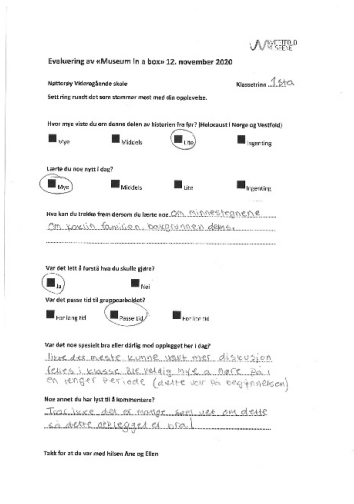
**7.Anything else you would like to share with us?**

.....

**Thank you for participating**

### Evaluation: What the students told us:

- They had little knowledge of the Holocaust and the local historical reference form before.
- They learnt something new, especially about the Holocaust and the Koklin family.
- Most students felt that they had enough time to do the task.
- The students liked that they got to work creatively and find out things for themselves.
- They said that we talked too much, especially in the beginning of the session.



### Our reflection:

- The group from Nøtterøy was a 1st year upper secondary class. In Norwegian upper secondary school, we only teach history in year 2 and 3 so the class had an approach from social sciences on the perspective of democracy and human rights issues. This was the reason why we felt we needed to use time in the beginning to contextualise the project and the main theme.
- The class was very willing to be a test group and Andreas made them feel important and specially chosen for the task. The task of helping the GoDemo project on improving methods of teaching democracy and human rights issues to students in upper secondary schools in Europe. They were dedicated and had very good presentations.
- Two times 70 minutes was adequate time for this project.
- The boxes could contain some tactile object, but difficult as we do not have authentic artefacts. Could this activate more senses and engage deeper?

### What to improve:

1. Start the session with a shorter intro and get the students to feel in a safe environment through Questions and Answers.
2. We need to shorten the introduction in the first half of the project.
3. We should add an object or artefact which triggers more senses, something tactical.
4. The summing up of the session must conclude what we set of to do and contextualize what we have done with active participation from the students.
5. **Make sure we conclude on “Why is this part of history relevant today”.**



## Scale of acceptance – an exercise in democracy

Ulla Nachtstern, Vestfold Museums

This is an exercise on democratic reflection, individually and as a group. Reflecting together, offers some more democratic aspects than doing so alone. When our opinions meet immediate reactions from others, positive and negative, we start correcting both each other and ourselves, right there and then.

This is almost impossible to do on our own. When being alone, we do not get other points of view, we only confirm our own prejudiced perspectives. However, by thinking together, with a goal of reaching a common agreement, we share our thoughts in the open for discussion and revision. And by doing so, the thoughts will no longer be your own. They become ours. A common product, through a democratic process.



*Illustration from a test run of the exercise in Norway*



**The exercise takes place as follows. The order of the points is important.**

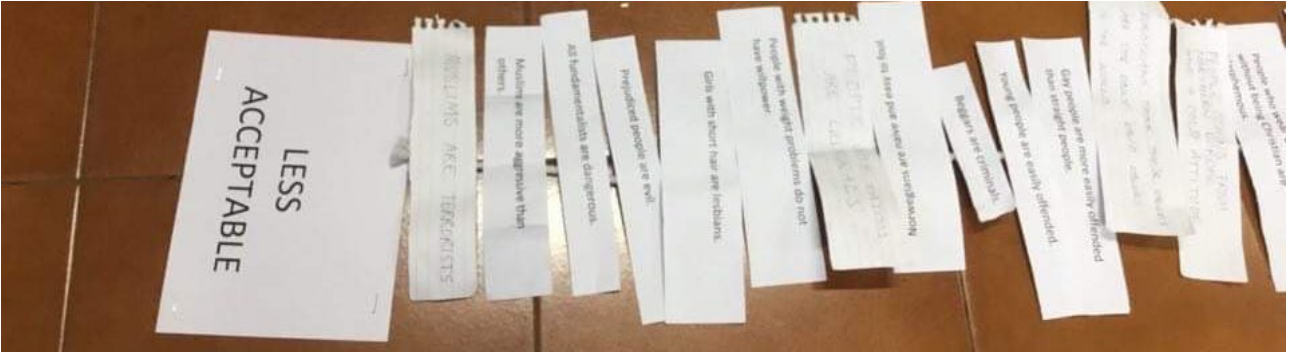
1. Before the exercise starts, the teacher makes a note for each participant, each with a prejudiced statement. (Attached are 28 statements for print).
  - Example 1: "Girls with short hair are lesbians".
  - Example 2: "All fundamentalists are dangerous".
2. Students sit in a semicircle in the room.
3. The teacher introduces the exercise: "We will now do an exercise that will make us think and reflect together. We will present our own thought; we will push and pull each other's thoughts, and maybe we will be able to think of some new thoughts."
4. Then the teacher explains how the exercise is being done while doing this:  
A long rope is laid on the floor in front of the students, pointing towards them. A note saying "more acceptable" is put at one end. At the other end the note says "less acceptable". The rope is a *Scale of acceptance*. The teacher asks the students to share how they interpret the term "acceptable", to establish a common understanding.
5. The teacher now tells the students about the statement-notes that they are about to get, and that they will be allowed to express how acceptable they think the statement of their note is, by using the *Scale of acceptance*.
6. The order of participation is arbitrary but controlled by the teacher: Students are given a number in order of their seating. They are asked to remember their number. In advance, the teacher must make notes of these numbers, which will be drawn by chance. This is a way of creating a more trustful atmosphere among the students.
7. It is important to emphasize that the exercise depend on respect. Everyone must listen and give room. Whoever is placing their note must be allowed to do so without others trying to influence. (When students get excited, this happens quite often).
8. The teacher now hands out the notes of statements. The students must keep the statements to themselves.
9. The teacher makes sure that everybody understands the statement. Any ambiguities are resolved with the individual student, not in the plenary.
10. The Students get 1 minute to form an opinion about how acceptable they think the statement is and where to put it on the *Scale of acceptance*.

11. Now the teacher draws a number, and the first student reads the statement for everyone to hear. Example: "Fundamentalists are dangerous". The student must make sure that everyone understands the statements. Then the student reflects in their own words upon the statement and show how acceptable they find the statement by placing it on the scale.
12. The other students can now comment. The teacher must keep the discussion alive, without censoring the opinions.
13. The next student reads the contents of their note aloud. Ensures that everyone has heard and understood. This student must also reflect and place the note. But now, they must assess their statement in relation to the statements already placed on the scale. Like this: "My note says: "Girls with short hair are lesbians". I think it is less acceptable to claim than "fundamentalists are dangerous", so I will put it below the previous note. "  
This is a way of learning to evaluate and reflect on something in relation to something else.
14. Some students may not want to say anything, or they do not have an opinion. If so, they can be offered help from a fellow student, which they choose.
15. When all notes are placed on the scale, the students are asked: "Does anyone think that some of the notes are misplaced – and would like to put it somewhere else on the scale?"
16. The students now have the chance to change the location of the notes, by argument. It goes like this:
  - The first student willing, reads the note disagreed upon aloud, without lifting it up. The note`s position can be marked by chalk or similar.
  - The student argues why they wants to change the position, but the note cannot be moved until there is a majority decision for relocation among the students.
  - Now the teacher opens a democratic discussion, where students must reflect and argue for relocation. If it comes to a majority decision to relocate, the students must also agree upon where on the scale to place the note.
  - This continues until all the notes on which there is disagreement have been moved.
  - This is an exercise in democracy. Remember that students shall convince each other, not persuade.
17. The notes contain prejudiced statement about other people/groups of people. The students will now consider the vulnerability of these people.

### Questions and arguments for the teacher to use during the conversation:

- Which of these groups are vulnerable? (One by one)
  - In what way are they vulnerable?
- Why do we divide and sort people?
  - Maybe to understand the world, to understand who we are and who others are. But too often other people become "the Others". Those who are not like us. Then we will have an "us and them" understanding. And then we no longer use sorting to understand, but to grade, to place people on a kind of scale, for valuation.
- Define "prejudice"
  - Meaning "to judge beforehand."
  - Prejudices are preconceived opinions that are not based on reason or actual experience. They lack correct knowledge. They are also based on our feelings, usually of a negative kind. And therefore, they often oppress and discriminate other people and groups of people.
- Prejudice is closely linked to "stereotypes" - how?
  - A stereotype is a fixed general image, or a set of characteristics, that a lot of people believe represent a particular type of person or a thing.
  - A stereotype is a preconceived notion, often rooted in prejudice — so you should be wary of them.
  - Stereotyping people is a type of prejudice because what is on the outside is a small part of who a person is.
  - We most often hear about negative stereotypes, but some are positive. One of many problems with any stereotype is that even if it's true in some cases, it's certainly not true in all cases.
- Can you link this exercise to racism, antisemitism, dehumanization, ethnic cleansing, genocide, the Holocaust?
  - On an extended level, this is what antisemitism / Islamophobia / racism etc. is all about. Prejudices. Fear. We and the Others. Power to grade and define value. And in the end to exterminate.

This exercise is based on the academic work of Professor em. Beate Børresen, Oslo Met and adapted and formulated for purpose matter by Ulla Nachtstern, Vestfoldmuseene 2020, #GoDemo.



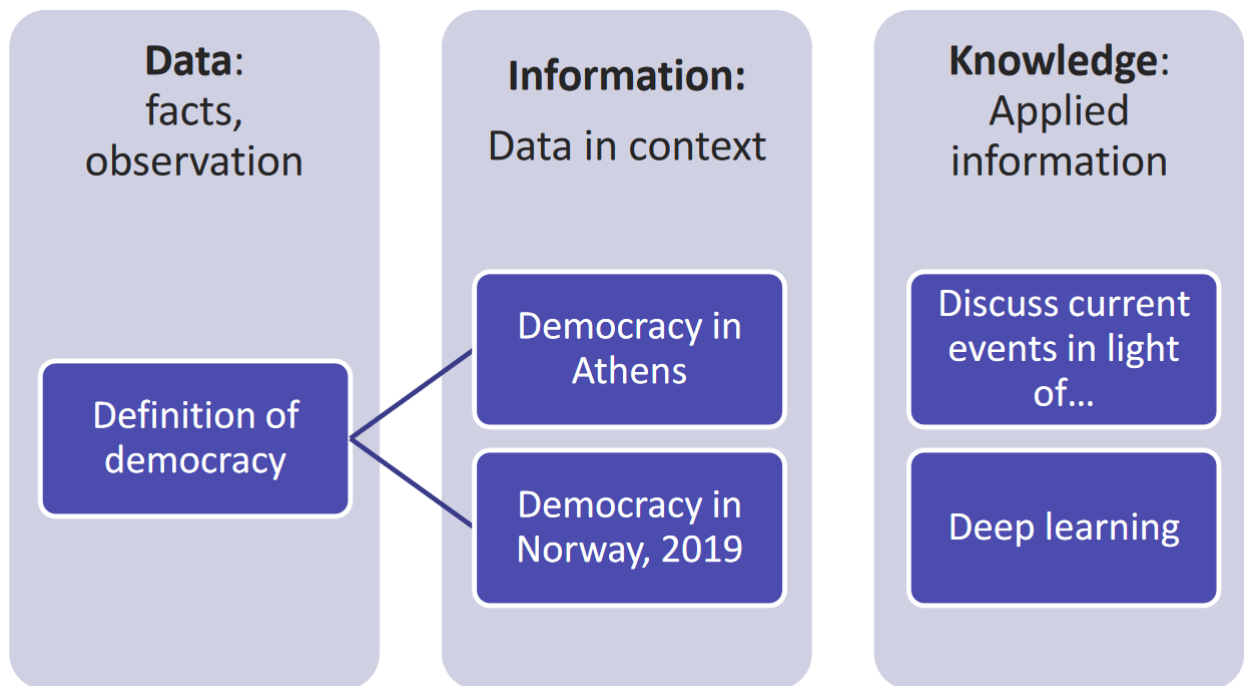
*Creative chaos in practice- and the end result.*

## Digital democracy, serious gaming

Marius Rohde Johannessen, University of South-Eastern Norway

When I joined the GoDemo team, I had already reflected on the concept of serious gaming and its applications in teaching for some time. During the project, I finally saw a possibility for exploring it further, and even having students create a pilot for a serious game aimed at teaching democratic values.

Pedagogical research has for a long time argued for more engagement, active learning, and deep learning. Experience has taught us that being active, taking part in discussions, preparing a talk or lecture, simulating, or doing the things we are learning, retains more knowledge than simply listening to a teacher give a lesson. In my own field, Information Systems, we have long used the “DIKW”-model (Fricke, 2019) to illustrate the same thing. Data is turned into information, which is used in a context to create knowledge and wisdom:



*Democracy as data, Information and Knowledge*

In his book *Frames of mind*, Gardner (2011) discusses multiple intelligence types, ranging from learning through reading, applying logical skills, Physical learning, visual/aural learning and finally learning through inter- and intrapersonal interaction (talking things through with other people). Neil Fleming’s (1995) VARK model builds on this research and finds that most of us have one or two

preferred methods of learning: Through reading, listening, seeing or doing. To maximize learning outcomes, we as teachers should thus apply several of these methods to cater for individual learning preferences. This is where digitalization and gamification become relevant.

Digital learning, or e-learning, is simply using digital tools in education. E-learning can be synchronous or asynchronous (same/different time/place), and the possibilities and outcomes vary depending on the chosen format<sup>2</sup>. One such approach is to apply elements of gaming in the design of the e-learning system.

Gamification can involve adding game-related elements to teaching, such as points, achievements, badges and leaderboards. An offshoot called *serious gaming* creates a game centered on specific learning objectives. A serious game can for example be a board game, role playing or a computer game. The important thing is that it has an explicit educational purpose. Research on serious games tells us that:

- Successful gaming requires a solid pedagogical design and clear objectives
- Gaming elements must be clearly rooted in the curriculum
- Games challenge the role of teacher, but allows students to use their competences from outside the classroom
- Provides students with experiences that can help them with deep learning
- Interaction is key –Students must act on some level
- Games should be an arena where students apply knowledge, so they still need to read/listen to acquire it

Some of our earliest games have been found to have a teaching-based purpose. Dice were created for fortune telling (which was considered science at some point in time). Chess and variants of chess have been used for tactical and strategic military training and scenarios, role playing, and simulation have been used for a wide range of topics<sup>3</sup>. Thus, we decided to attempt creating a scenario-based digital serious game, as a collaboration between students and teachers at the university, and Nøtterøy upper secondary school.

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<sup>2</sup> [www.e-learningconsulting.com/what\\_is\\_elearning.html](http://www.e-learningconsulting.com/what_is_elearning.html)

<sup>3</sup> Examples: [Peacemakergame.com](http://Peacemakergame.com), [Gamesforchange.org](http://Gamesforchange.org), [wfp.org/videos/food-force-promo](http://wfp.org/videos/food-force-promo)



## The process

We started by having a set of meetings with myself (as the IT teacher in university), the museum and teachers from Nøtterøy. Based on the teachers' input that these kinds of games should be supervised to avoid any negative outcomes (bullying etc), we decided to create a synchronous, scenario-based game playable in the classroom. The total time spent should be no more than 2x45 minutes to make it usable in a school setting. In that time the game and scenario is introduced, and there should be set aside some time for discussion and reflection after the game has been completed. The scenario and game design were inspired by the game "World without oil"<sup>4</sup>.

Thus, the IT-students at the university got the following task:

- Create a web-based serious game, to be run synchronously in the classroom or museum.
- Present one scenario, and three scenes/stages.
  - Each scene introduces a dilemma and requires an action in order to proceed.
- After third scene –go to class discussion in talk-wall or similar tool
- Should be possible to play through and discuss in 1 ½ hour

As a student project, there were of course some limitations: The students were in their first year of study, and thus had limited programming experience. They had to create a serious game using a system designed for creating web sites, and there were challenges with long-time hosting (requires some resources and administration) and limited time to create scenarios for different countries. For the scenario to work, it needs to be adapted to local contexts and culture so that youth can relate to the dilemma they are introduced to.

The Scenario for the Norwegian context was as follows:

A well-known politician uses her Facebook to write that elderly Norwegians are being "evicted" from their homes to house Romanis living on the street (typical strawman argumentation–blame someone else). The case is taken up by the news media and becomes a big issue. The scenario was based on a real-world event from Norway.

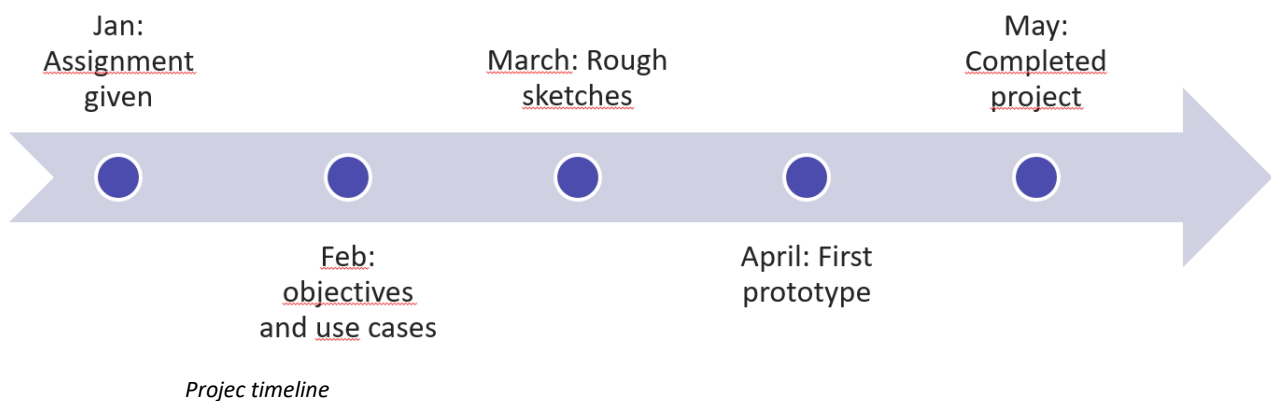
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<sup>4</sup> <http://writerguy.com/wwo/metateachers.htm>

After being introduced to the scenario, students played through three Scenes (fictional). These were designed to be events that gradually "turn up the heat" in the case, forcing students to decide what should happen next, and how to respond.

The final stage was Reflection: (teacher led) – Discussing questions such as what happened, and why? How did this make you feel? How can these issues evolve so rapidly, what are the prejudices being preyed on in these cases?

Students worked on the case throughout the semester, following a design thinking process. Each month the students presented their progress and received feedback from teachers. They spent the first month understanding the case, context and scenario, and planning the game. In February, the students presented their understanding of the objectives and use cases. They were then given feedback by the teachers at the university and Nøtterøy, revised their objectives and presented the first set of sketches in March. Between January and March, we saw a gradual increase of understanding of the game purpose and how it should be designed. This period before starting to actually create something is perhaps the most critical for this type of project. The following two months they made the actual prototype of the game.



After the games (we had three student groups who created three different versions of the game) were completed in May, we were supposed to test the games with the pupils from Nøtterøy in the fall 2019.

Unfortunately, we were not able to complete the testing, due to various personal circumstances. The process still taught us a lot about how to create a serious game and different ways of playing and reflecting. We hope that we are able to continue this process at a later stage.



**Literature and sources:**

Fleming, N. D. (1995, July). I'm different; not dumb. Modes of presentation (VARK) in the tertiary classroom. In *Research and development in higher education, Proceedings of the 1995 Annual Conference of the Higher Education and Research Development Society of Australasia (HERDSA)*, HERDSA (Vol. 18, pp. 308-313).

Frické, M. (2019). The knowledge pyramid: the DIKW hierarchy. *KO KNOWLEDGE ORGANIZATION*, 46(1), 33-46.

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## Section 3 – Reflections and Impact

Hege Andreassen, Vestfold and Telemark county council

Working with an Erasmus+ project, includes using the web platform Mobility tool for management and reporting. All transnational meetings are recorded with a summary and notification of the number of participants, a mid-term report handed in, and in the end, we write a final report. In the final report, we must answer, among others, the following question: *“What has been the project’s impact so far on the participants, participating organisations, target groups and other relevant stakeholders?”*

Impact is really all about the effect of the project; asking ourselves the question “Did we learn something – or did something come out of the project, did we reach our aim?” Having received money from the EU to spend on meeting other people to share good practices, it is natural that the EU wants to know if it was effective. Besides we must justify the time we have spent on meeting people across borders and outside our own institutions, justify time spent on preparations for transnational meetings and project coordination. At the end of a project period, it is in fact time to reflect. There are of course different comments and reactions, related to the expectations of each participant, reflecting former Erasmus+ experience, displaying both level of involvement and ambition for the project idea.

In the answers, we find evidence of the success of the project. Some of the answers ought to be presented to our colleagues and leaders in order to encourage participation and involvement in such projects. For *GoDemo* the final comments on impact definitely supported our feeling of success, without doubt beyond ordinary participation in a regional or national conference. Working with colleagues and professionals from other countries has added something to the impact.

In order to make everyone’s voice heard, all participants had to answer the question about what they have Malmö during the last digital meeting. In addition, all partners were asked to hand in their written answers within a given deadline. What the impact is on individual participants will necessarily be valuable to the partner organisations. The participants have certainly gained new knowledge.

Here are some of the comments:

**Impact on participants:**

- We have a better understanding, acceptance, and friendship
- Teachers have been given a deeper understanding of European challenges considering democratic life
- We have experienced at first hand different cultures and histories that have given us knowledge unparalleled to what we could achieve on our own
- I have experienced a democratic attitude, become more aware
- I think the project has been very important work
- I think I have met people who are willing to grow, who show resilience
- It has been interesting to see how cooperation between different partners can work and meet a lot of enthusiastic people
- I enjoyed being in a value-based project and have learnt a lot about the topic
- The project has been a unique opportunity to reflect on what we stand for and how we teach and develop good practice facing the present democratic challenges
- We were impressed with the cultural pride and expressions of the Italian students
- Our project has been an eyeopener.
- Meeting new people and getting to know new countries has developed the participating teachers much further on a professional level but also on a personal level.
- As teachers we have Malmö about new teaching methods which gave us new tools to reach our students and see different ways to handle challenges and approach problems in our own school
- For our students, the new ideas we brought from our meetings also broadened their knowledge about Europe and deepened the feeling of a common struggle for an open-minded Europe.
- On a personal level the project has helped me gain a wider understanding of the situation across Europe as well as getting a closer look at how youths approach matters of democracy, privileges, human rights and understanding of history and its implications
- Increased awareness of what I can do in my own life and professional role - a small stone also makes rings in the water.
- Seeing more and more the importance of insisting on dialogue and meetings between people.
- Experienced more of the value of diversity and cooperation in practice, gained new knowledge from others' professional input.
- What I have learnt in this project will forever change my approach to teaching, but certainly, it has also made me a better person.
- I have been made aware of my own role, how I act upon people – it has affected my view of life
- I have learnt a lot as a teacher, I am impressed and full of energy.
- I think I see the world in a different way; I am more European and have a better understanding of my human obligations.

- I am just grateful for having taken part in the project.

**Impact on participating organisations:**

- The project has strengthened the collaboration between all GoDemo participating institutions and concrete people.
- The workshops and different activities have given us a new toolset to implement in the classroom.
- Knowledge concerned with organisations of educational systems in different European countries and the intensive exchange of experiences have been spread
- Institutions participating in the project have gained international promotion
- The project gives the Norwegian school recognition of its work and a great possibility to develop further
- The project has started several spin-off projects in our region
- We have contributed to the development of new methods for teaching.
- We have seen that both the past and the present are extremely complicated, and that projects like ours are very important to our organisation's social role, to the participants personal and professional development and to target groups and students.
- Our school has strengthened its ties to European partners with this project.
- The program at the museum has been impacted in a way that focuses more on issues like inclusion, democracy and diversity. We have also tried to reach out to target groups not used to taking part in our program and exhibitions. We have increased our consciousness at the museum about the meaning and importance of democracy and human rights.
- We have more new contacts internationally, that hopefully can lead us to more cooperation.
- Through this project our institutions have developed our capacity to work in partnership projects.

The project also received some attention in local news outlets in Norway and Italy. The following is a facsimile from the Italian paper "il Tirreno":

16/10/2019

# IL TIRRENO

Pagina 31

EAV: € 1.786  
Lettori: 111.738

Argomento: Si parla di noi

## Docenti e studenti insieme su Livorno e le nazioni

il convegno LIVORNO. Livorno città delle nazioni è un simbolo di integrazione, di rispetto delle diversità e convivenza civile. Per questo una delegazione di 23 insegnanti, studenti e dipendenti di istituzioni come musei, e governi locali dalla Norvegia, Polonia, Germania e Svezia domani e venerdì saranno a Livorno per un seminario su "Democrazia e diritti umani: insegnare la storia ai giovani per collegare il passato alle sfide del presente". L' iniziativa si svolge all' interno del progetto Erasmus+ "GoDemo - Core business of education: history", di cui **Provincia di Livorno Sviluppo** è partner. Al progetto partecipano le classi IV e V del liceo classico Niccolini Palli, che incontrano 6 studenti di 3 scuole superiori di Noetteroy (Norvegia), Poznan (Polonia), Weinheim (Germania) per parlare di "Livorno città delle nazioni promotrice di ideali di democrazia e di difesa dei diritti umani". --



## Concluding remarks

Hege Andreassen, Vestfold and Telemark county council

Reading through the consolidated assessment we received from the national agency for the project is interesting when the project is at an end. The assessment points out several details we had neither planned well enough nor described fully when writing the application. However, in our opinion an application will never be perfect, since quite a few things happen when the actual partners meet, and this is what makes working in a project particularly interesting. Still, in hindsight we do realise there were parts in the application we did not manage to explain well enough or plan well enough.

It is also interesting that our major idea of an intellectual output, the app, was not funded when the project after all was accepted. Evidently, this meant that many things in the application had to be adjusted once we started meeting. Besides, the university college had selected participating persons relevant for developing and designing an app, and it felt a little awkward for us all to get used to the changed perspective. The three lecturers still contributed to the process and the products in the project, but in a different way from what we had planned and expected. Consequently, the results for the project in the end will be different from the application summary and the intentions described in the application.

Summing up, it is interesting to see how the assessment points out certain expectations, and information that was missing, how the national agency decided not to support our main planned output, but still provided us with basic funding, and what the project finally became.

Surely our intended focus on and work with human rights and democracy was relevant and received a high score in the consolidated assessment. During the process of increased awareness all the participants went through since 2017, questions concerning democracy became more and more relevant, for instance gaining remarkable global attention during the US elections in the autumn 2020. In fact, summing up *GoDemo* has made us more attentive, more able to disclose hateful rhetoric and more concerned with important aspects of history.

Our participation has strengthened our feeling of being part of Europe, increased our respect for other Europeans and contributed to personal development. All our institutions surely benefit from this. Working with the same topic in a national context would never have given the same results. It was confusing at the beginning, but *GoDemo* matured and grew on us. We think the project is a great success.



*The GoDemo participants in Weinheim*



## Appendix 1: Agendas for the transnational meetings

### Norway - Tønsberg

<p><b>Meeting places Monday 23 April:</b> 1) Vestfold county council</p> <p style="text-align: center;">Address: Svend Foynsgate 9, 3126 Toensberg</p> <p style="text-align: center;">2) Berg prison after lunch</p> <p>0830-0900 Mingling and coffee</p>
<p>0900-1130:</p> <ul style="list-style-type: none"><li>• Welcome speech by mr Nils Anker – director of the Vestfold museums</li><li>• Guidelines</li><li>• Presentation of partners and participants</li><li>• <b>Introduction</b> to GoDemo Erasmus+ partnership project – framework, by ms Hege Andreassen, senior adviser, Vestfold county council</li><li>• Erasmus+ objectives and intentions in general and for GoDemo in particular</li><li>• Why Vestfold county council department of upper secondary education is involved</li><li>• Insight and relevance – by curator mrs Ulla Nachtstern, Vestfold Archives</li></ul> <p>1130 Lunch in canteen of Vestfold county council</p> <p>1215 Departure to prison</p>
<p>1230-1530: Visit and workshop in Berg prison</p> <ul style="list-style-type: none"><li>• Welcome greetings by mr Tor-Arne Markussen, head of prison</li><li>• Introduction to topic by mrs Ulla Nachtstern, curator, Vestfold Archives</li><li>• Visit to special parts of prison museum</li><li>• Workshop part 1 – by mrs Wanda Grimsgaard, professor at the University college of Southeast Norway</li></ul>
<p><b>1745</b> Departure from town to restaurant – pick up outside Vestfold county council, Svend Foynsgate 9, 3126 Tonsberg</p> <p><b>1830</b> Dinner in Spiseriet Verdens Ende</p>



**Meeting place Tuesday 24 April:** Haugar art museum, Graabroedregaten 17, 3110 Toensberg, room 110

0830-0900 Mingling and coffee

0900-1130:

- Welcome and practical information
- Presentation of technical tool for project work – Mr Alexander Haas, head of department for general subjects, Helen Keller School, Germany
- How to use the administrative support/project implementation part in the budget, by Hege Andreassen, coordinator
- Dissemination strategy – making a plan – sharing tasks
- Workshop part 2 by Mrs Wanda Grimsgaard, professor at the University college of South East Norway

1130-1215 Lunch

1215 -1300 Guided visit to art exhibition “Gender Fluidity” in Haugar art museum

1300- 1530:

- Workshop part 2 by Mrs Wanda Grimsgaard, professor at the University college of South East Norway
- Plan for next meeting (dates, plan for progress, roles/responsibilities, local activity etc)
- Risk analysis
- Evaluation

1530- 1600 End of session - departure

## Germany – Weinheim

### Thursday 18 October

#### Venue: Town Hall

- 0800-0830 Coffee and good morning
- 0830-0845 Welcome to Weinheim – Mrs Andrea Haushalter (headmistress) and Alexander Haas/Andreas König
- 0845-0900 Tønsberg revisited – looking back and forward  
Hege Andreassen/Liselotte Aune Lee
- 0900-1015 Presentations from all the schools – about relationship teacher-pupil
- 1015-1100 About prejudice – Ana Maria Ujueta Bermeo and Louise Walle
- 1100-1200 German youngsters and antidemocratic tendencies – By Landeszentrale für politische Bildung
- 1200-1245 Lunch break
- 1245-1600 Workshop – with Ulla Nachtstern, Ane Ringheim Eriksen (Andreas F. N.)  
Visit to Helen Keller Schule
- 1830 Dinner in Weinheim

### Friday 19 October

- 0800 travel to Heidelberg
- 0900-1030 Introduction to the Documentation center for Sinti and Roma
- 1030-1145 Workshop/presentation of technical idea.  
Jacob Rørvik, Wanda Grimsgaard
- 1145-1230 Lunch break
- 1230-1330 Guided tour: Heidelberg during the Nazi regime
- 1345-1600 Workshop with Wanda Grimsgaard + summing up

## Poland – Swarzedz

Wednesday 20 March 2019

Venue: Zespol Szkol Nr 1 im. Powstancow Wielkopolskich w Swarzedzu

- 0815-0830 Coffee and mingling
- 0830-0930 Welcome to Swarzedz – guided tour of school
- 0930-1000 Weinheim revisited – Hege Andreassen
- 1000-1045 Livorno next – practicalities and ideas  
Andrea Sargenti and Maria Antonietta Monaco  
Lunch
- 1245 – 1345 Presentation of “Serious gaming” – Marius Johannessen and Ulla Nachtstern
- 1400- 1500 Preparing for next meeting in Livorno with pupils –  
Ane Ringheim Eriksen and Ellen Asplin
- 1500 – 1545 Presentation of Polish ethnic history by Pawel Kasztelan and Michal Szyperski  
Dinner (paid by Polish hosts)

### Friday 22 March

- 0830- 0945 On development of ideas: How can we communicate democratic ideas for our target group? - Alexander and Andreas
- 1000-1115 Lecture by Mr Jan Kwiatkowski “Holocaust from Polish perspective.”  
Lunch
- 1200-1300 On development of ideas – continued – Alexander Haas and Andreas Koenig
- 1300-1400 Plan for dissemination – Hege Andreassen
- 1400-1500 Evaluation and finishing touch – Lena Fekene and Hege Andreassen
- 1700-1900 Group activity at shooting range – Michal Szyperski

## Italy - Livorno

2017-1-NO01-KA201-034129

17-18 Ottobre 2019 Livorno - Italy

### Partnership Meeting

Title: "Democracy and Human rights: Teaching history to young people to connect the past to the present challenge"

### Programme

#### Meeting Venues in Livorno:

17.10.2019 Venue: IIS Niccolini-Palli Classical High School, Via Ernesto Rossi, 6

18.10.2019 Venue: Museo di Storia Naturale del Mediterraneo, via Roma 234

17 October – Venue: IIS Niccolini-Palli Classical High School (Liceo Classico), Via Ernesto Rossi, 6 – Livorno

**08:30 – Presentation of the participants:** the partners and the pupils of the 4 schools from Norway, Poland, Italy and Germany;

**09:00 – Welcome**

*Paolo Nanni*, sole Administrator of Provincia di Livorno Sviluppo

*Alessia Bianco*, School Manager of IIS Niccolini-Palli;

**10:00- 10:15 - Introduction to the programme developed with the Classes IV and V of the "Liceo Classico" IIS Niccolini-Palli on "Livorno city of the Nations promulgator of the ideals of democracy and defense of human rights"**

*Maria*

*Antonietta Monaco*, Teacher IIS Niccolini-Palli;

**10:15 – 11:30 – Presentation of the work carried out with students on the "History and the local stories on the fight against discrimination and racism, for democracy, human rights and social inclusion: videos, school visits to the extermination camps in Poland, Fosse Ardeatine in Rome, Castelnuovo Garfagnana, Lucca"**

*The representatives of Classes IV and V of Classical Lyceum IIS Niccolini-Palli*

**11:30-11:45 – Break**

**11:45-13:15 – Reflections and comments after the vision of the film "Bon Voyage"** *Alexander Haas and Andreas Koenig* lead the workshop with partners and pupils;

**13:15- 14:15 – Break for lunch**

**14:30 – Meeting in front of Liceum Niccolini-Palli, with our guide to start our cultural guided visits: the first is House of the Amedeo Modigliani, the famous Italian painter;**

**15:15** – Arrival at Livorno Synagogue - visit, meeting with the representatives of the Jewish Community of Livorno and visit of the stumbling blocks path;

**16:30** – Boarding at Piazza Cavour pier for the **Tour of Livorno canals (Fossi)**;

**17:30** Disembarking and transfer on foot to the Old Fortress of Livorno (Fortezza Vecchia) through the “Itinerary of the Nations”- via della Madonna – to discover the churches of the ancient foreign Communities first settled in Livorno: Churches of Armenians, of Madonna, of United Greeks;

**18:00** – Arrival at Fortezza Vecchia and guided tour;

**19:00** – End of the visits and return to the Hotels;

**20:00** – Dinner.

18 October – Venue: Museum of Natural History of the Mediterranean, via Roma 234

**09:00** – Welcome

*Anna Roselli*, Manager of Museum of Natural History – Provincia di Livorno;

**09:15- 10:15** – Visit of the Museum’s exhibitions;

**10:15-11:30** – Workshop with Ulla Nachtstern’s prejudice experiment;

**11:30** – Coffee break;

**11:45-13:00** – Workshop about results from meeting in Poznan (museum in a box, democratic manifest) – with Ellen Asplin and Ane Ringheim Eriksen;

**13:00-14:00** – Break for lunch;

**14:00-15:30** – Workshop : Part 1: Report from cooperation between Noetteroey;upper secondary school and University of South East Norway, by Andreas A. Noersteboe; Part 2: Jacob Roervik about example of serious game:

**15:30-17:00** – Dissemination activity/Introduction to last meeting in Sweden by Hege Andreassen, Cathrine Olsson and Ana Maria Bermeo Ujueta;

**17:00** End of the meeting.

## Sweden (digital meeting)



**GoDemo Erasmus+ digital partnership meeting 17 and 18 November 2020**

### Agenda

#### **Tuesday 17 November 0830-1500**

- 0830 -0900 Welcome to Malmö – and greetings from all to all
- 0900- 0940 Presentation by Jay Seipel Mmd – part 1
- Break
- 0955-10.35 Discussions in small groups – and summing up by Jay Seipel
- «The process chart revisited» by Wanda
- «Ulla's experiment» – by Ulla
- 1200-1300 Lunch 1 hour
- «Democratic declaration» by Jacob and Wanda
- «Museum in a box» – by Ane and Ellen

#### **Wednesday 18 November 0830-1500**

- 0830- 1000 Part 1 Mytodrama (film and discussion) Raoul Wallenberg Association
- Break
- 1015-1145 Part 2 Triad exercises about inspiration and «cube» project
- Lunch 1 hour
- «Dissemination and impact» by Hege
- «What have we learnt? By all
- «Concluding words» – by Ulla and Hege





## Appendix 2: List of participants

Vestfold county council – from 2020:  
Vestfold and Telemark county council  
[www.vtfk.no](http://www.vtfk.no)

Lena Marie Fekene  
Liselotte Aune Lee  
Hege Andreassen

The University college of Southeast Norway  
from 2018: The University  
of South-Eastern Norway – [www.usn.no](http://www.usn.no)

Wanda Grimsgaard  
Jacob Rørvik  
Marius Rohde Johannessen

The Vestfold museums -  
<https://vestfoldmuseene.no/>

Ulla Nachtstern  
Ane Ringheim Eriksen  
Ellen Apall-Olsen Asplin

Noetteroy upper secondary school –  
<https://www.vtfk.no/skoler/notteroy-vgs/>

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Andreas Nørstebø

Zespół Szkół Nr 1 im. Powstanców  
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Michał Szyperki  
Anna Cichocka-Majchrzak  
Paweł Kasztelan  
(Przemysław Jankiewicz)

Helen Keller Schule Weinheim [www.hksw.de](http://www.hksw.de)

Alexander Haas  
Andreas Koenig

Provincia di Livorno Sviluppo – [www.plis.it](http://www.plis.it)

Silvia Caturegli  
Andrea Sargenti  
Maria Antonietta Monaco  
(Classical Lyceum ISIS Niccolini Palli)

Moderna Museet Malmö –  
[www.modernamuseet.se](http://www.modernamuseet.se)

Ana Maria Bermeo Ujueta  
Cathrine Olsson  
Louise Waite



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