

Empowered Trainers Manual

Prepared by:
The Royal Institute for Inter-Faith Studies
University College Copenhagen

UNIVERSITY
COLLEGE
COPENHAGEN



DANMISSION

Empowered Trainers Manual

Prepared by:
The Royal Institute for Inter-Faith Studies
University College Copenhagen

DANMISSION 



**UNIVERSITY
COLLEGE
COPENHAGEN** 

**novo
nordisk
fonden**

 **Danish-Arab
Partnership Programme**

**This project was funded by the Novo Nordisk Foundation, Denmark and implemented
in cooperation with The Danish Arab Partnership Program (DAPP)**

Copyright © 2021 Royal Institute for Inter-Faith Studies

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law.

ISBN: 978-9957-426-09-5

National Library Deposit Number: 2021/5/2583

Project No: (NNF19SH0057783)

Edited by : Dr. Renee Hattar

Photographs by: Dr. Britta Kornholt

Illustration by: Tala Abdulhadi

Printed by National Press

P.O. Box 310

Amman 11118

The Hashemite Kingdom of Jordan

e-mail: info@natpress.com

www.natpress.com

Royal Institute for Inter-Faith Studies

Al-Jubeiha, Imran bin Hattan Street, 1

P.O. Box: 830562

Amman, 11183

The Hashemite Kingdom of Jordan

e-mail: riifs@riifs.org

www.riifs.org

Table of Contents



Implementing organizations	4
Introduction	5
How to Use This Manual?	9
Chapter One: Citizenship.....	11
I-Citizenship:.....	20
II-Citizenship Education (CE)	21
Chapter Two: Human Rights	25
I-The Universal Declaration of Human Rights and Universal Citizenship	36
II-Ethical Significance of Human Rights	38
Chapter Three: Difference, Diversity and Pluralism	43
I-Definitions.....	55
1-Difference.....	55
2-Diversity	55
3-Pluralism	56
II- Concepts to analyse practices	56
Chapter Four: Dialogue, Interconnections and Communication	61
Dialogue	68
Nonviolence	71
A culture of peace	71
Conflict transformation	71
Empathy	71
Authors	73
List of References	75

Introduction



The Project:

Empowered Trainers Create Resilient Youth and Peaceful Communities (ET) is a project that aims at Preventing Violent Extremism (PVE) in Jordan by improving the well-being of young people, including refugees, through empowering them to spread a culture of peace as active stakeholders and citizens in their communities via the education sector in Jordan. The long-term objective of this project is to empower teachers to play an active role in creating resilient youth and peaceful host communities.

The Royal Institute for Inter-Faith Studies (RIIFS), the University College of Copenhagen (UCC), and Danmission (DM) have jointly designed this project based on many years of experience in training and designing manuals. This project is a continuation of previous projects focusing on training teachers in Jordan through raising their awareness on universal values such as human rights, dialogue, diversity, and citizenship, while providing them with skills and tools in order to teach such values in their classrooms.

The present manual includes methods to provide trainers and teachers with knowledge of: citizenship, human rights, difference, diversity, pluralism, dialogue, interconnections, and communication. The manual follows a non-formal education methodology and includes exercises based on Social Emotional Learning (SEL) methods, which introduce new skills such as: critical thinking, dialogue, and communication through interactive methods of playful learning, which allows children to have experiences that are joyful, actively engaging, meaningful, iterative, and socially interactive (Zosh, Jennifer N., et al. 2017). Also, this manual applies the (4As) approach, which applies the following: Anchor, which is based on the participant's knowledge and skills about the topic; Add, based on the knowledge or skills that will be added by the activity; Apply, applying the skills that will be added; and Away, linking what the participant learned throughout his/her life.

Based on different training methods and strategies, exercises were designed to comply with the above-mentioned objectives (in relation to the topics) and introduce Social Emotional Learning (SEL) methods to build the skills of the trainers and teachers in a process which develops their self-awareness, self-control and interpersonal skills which are vital for school, work and life's success, thus it will allow them to cope better with daily challenges and as a result, make them more socially resilient.

Experts took into consideration the five main SEL competencies: Self-Awareness; Self-Management; Responsible Decision-Making; Social Awareness; and Relationship Skills.

A set of “Multiple Learning Intelligences” were also considered when designing the exercises, based on Gardner’s Theory, which suggests that people are gifted with different types and levels of intelligences (Katz, 2012). Howard Gardner (Howard, 1983) refers to a set of social-emotional intelligences as follows: Kinesthetic (body smart); Linguistic (word smart); Logical-Mathematical (number smart); Interpersonal (people smart); Intrapersonal (self-smart); Musical (music smart); Visuals/Spatial (picture smart); and Naturalistic (nature smart).

By empowering teachers and trainers with new knowledge and skills, a change in attitude and behaviors will occur which will subsequently be reflected in their teaching. Teachers and trainers, as role models, can hereby help their students to build up their inner resilience ensuring essential life skills and competencies, thus improving the youth’s well-being and future possibilities.

Context:

Living together calls for solidarity, along with active and peaceful participation. By building the capacities of teachers and trainers and by empowering them, we are hoping to provide new and alternative skills and methods for trainers and teachers to plan their teaching differently as well as enable them to answer critical questions from their students.

RIIFS and Jordanian experts will bring the experience from a Jordanian context while UCC experts will bring in new knowledge and practical experience from a Danish context. Concepts such as citizenship and human rights might be affected by the cultural and religious context of each country. For example, while it is important to include concepts of co-citizenship and state-citizenship, which are important in the Danish language and context, such concepts are harder to explain in a Jordanian context; simply because in Denmark a co-citizen (a refugee) can aspire to become a full citizen (if and when fulfilling certain official requirements which can one day make a foreigner become legible to apply for becoming a citizen). However, this is not possible in Jordan, as the Jordanian citizenship/nationality cannot be solicited. The same goes with state citizenship, since in Denmark, co-citizens can vote and hold public office on the municipal level after living in Denmark for three years (for national parliament state citizenship is needed), while this is not the case in Jordan. Although, Syrians do have rights and duties in the legal system in Jordan.

The Manual:

This training manual focuses on the following main subjects: citizenship, human rights, differences, diversity, pluralism, dialogue, interconnections, and communication.

The Royal Institute for Inter-Faith Studies (RIIFS) formed a scientific committee which included a number of experts on various topics related to the content of the project, from both Jordan and Denmark, who in turn prepared the scientific material and exercises for the manual.

The manual is divided into four chapters that address the main topics of the training material, followed by practical exercises that trainers and teachers can benefit from in their classrooms or training workshops on those specific topics. All of the exercises are based on the social emotional learning approach and playful learning methods. The four chapters can be summarized as follows:

Chapter One: Citizenship

This chapter reflects on the different aspects of citizenship and how they are related to active and experiential education/formation of citizenship. Chapter one focuses on the basic terminology and promotion of citizenship on a practical level throughout educational activities.

Chapter Two: Human Rights

The second chapter focuses on how to connect human rights to natural necessities and daily practices. It raises awareness of negative stereotypes and how they affect the perception of other people. This chapter also aims at working on a common goal despite different preconditions, while having an empathic approach based on an understanding of human dignity and equity.

Chapter Three: Difference, Diversity and Pluralism

This chapter includes definitions of the concepts of difference, diversity, pluralism, inclusion, and the components of society. It concentrates on knowing and understanding the processes and structures that have an impact on the way we meet and treat each other in social contexts.

Chapter Four: Dialogue, Interconnections and Communication

The fourth chapter introduces participants to the concepts and practices of dialogue, with emphasis on the characteristics of dialogue in relation to citizenship and education, nonviolence and its relation to dialogue and peace as well as the connection between dialogue, empathy, and nonviolence.

Dr. Renee Hattar

Head of the Scientific Committee of the Project

How to Use This Manual?



Trainer's Role

- The trainer should be prepared well before the workshop using session schedules, activity schedules, and the curriculum, as well as reading and reflecting on all matters related to the main topic that will be discussed.
- The trainer should make sure that all of the necessary logistical requirements for the sessions are available in terms of equipment, tools, and previously prepared activity sheets.
- The manual should not be used in the presence of the participants and should not be read directly from it. It is intended for prior preparation.
- The trainer should follow the guidelines listed in the manual in terms of sequence, sessions, themes, activities, and time duration as they were all designed within specific objectives.

Manual Terminology

Session Objectives: Activity sessions were designed according to a set of objectives, with the intention that each activity achieves a goal or set of goals. Objectives were divided into three types; knowledge-focused objectives, skill-related objectives, and behavior and values objectives.

- **Knowledge Objectives:** Objectives related to the conceptual and cognitive framework which participants can acquire during workshops.
- **Skills Objectives:** Objectives related to the skills and tools acquired that will enable participants to translate these skills into practices. That is, the participants will acquire new tools or skills that can be applied in their lives in order to have a practical impact.
- **Behavioral Objectives and Values:** Objectives related to the participants' attitudes, in which by acquiring new knowledge and skills, may change their attitudes towards matters and issues related to the manual's overall objectives, and thus the change in attitude may lead to a change in behavior.

- **Session Table:** This covers the themes and activities that each session includes. The session schedule also contains the method that should be followed for each activity, along with the time needed to carry it out. It has been divided in this form to ensure that all activities and their objectives are successfully covered.

Needed Tools: Materials and logistics needed to implement the session. It must be prepared before the session begins.

Session Implementation: When implementing the session, you will find that there is a detailed schedule for each activity with its implementation method, the time needed to implement it, and detailed guidelines. This is a description of what was included in the overall session schedule.

Curriculum Annex: This includes the curriculum that the trainer refers to in order to obtain information on the topic, themes, and activities. You may notice that some topics have been discussed extensively in terms of information. The aim is to provide the trainer with as much information as possible about the presented topics. However, trainers should learn more through self-educating and conducting in-depth research on various topics.



Chapter One

Citizenship

Session Number: 1-4




Duration:

90 minutes

Session Objectives:

At the end of this session, participants will be able to:



Knowledge Objectives	<ol style="list-style-type: none">1- Know the basic terminology of citizenship and be able to promote citizenship on a practical level in educational activities.2- Reflect on different aspects of citizenship and how they are related to active and experiential education/formation for citizenship.3- Understand and be able to engage in dialogue about specific values and skills related to citizenship.
Skills Objectives	<ol style="list-style-type: none">1- Examine a part of citizenship practices.2- Connect the concept of citizenship to practices, rights, and duties.3- Create practices to support universal citizenship.4- Use own values and characteristics to promote active citizenship.
Behavioral Objectives and Values	<ol style="list-style-type: none">1- Express support for the concept of universal citizenship and its practices.2- Respect the rights of others.3- Show interest in active citizenship in terms of practices, rights, and duties.

Session's Table:

#	Activity	Method	Time
1-	Citizenship Map	Individual work, discussion, brief presentation, brainstorming.	25 minutes
2-	A Trip around the World	Working groups, drawing, brainstorming, discussion, brief presentation.	45 minutes
3-	Values, Descriptions and Citizenship Education	Individual work, working groups, brainstorming, discussion, brief presentation.	20 minutes

References:



- Beck, Ulrich. (2009). *Risk Society. Towards a New Modernity*. Sage Publications
- Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. 1991 ASHE-ERIC Higher Education Reports. ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183.
- Delli, M. (2016). Civic engagement. APA. Org. American Psychological Association.
- Harmin, M., & Toth, M. (2006). *Inspiring active learning: A complete handbook for today's teachers*. ASCD.
- Heater, D. (2004). *A brief history of citizenship*. NYU Press.
- Honohan, I., Neill, V. W., & Schwedler, H. U. (2007). Civic republicanism and the multicultural city. *Migration and Cultural Inclusion in the European City*, 63-73.
- Kemp, P. (2010) *Citizen of the World: The Cosmopolitan Ideal for the Twenty-First Century* (Contemporary Studies in Philosophy and the Human Sciences). Amherst, N.Y. : Humanity Books.
- Korsgaard, O. (2002) The Struggle regarding Citizenship. In: *Learning for Democratic Citizenship*, O. Korsgaard, S. Walters & R. Andersen (Eds.) The Danish University of Education.
- Marshall, T. H., & Bottomore, T. B. (1992). *Citizenship and social class* (Vol. 2). London: Pluto Press.
- Cohen, J., & Nussbaum, M. C. (1996). *For love of country: Debating the limits of patriotism*. Beacon Press.
- Osler, A. (2001). Learning for active citizenship in Europe: rights, identities and inclusion. *Learning for democratics citizenship*.
- Sigurdsson, L. (2007). Medborgerskab mellem religion, kultur og politik in: *Medborgerskab – et nyt dannelsesideal?*. Religionspædagogisk Forlag.



Chapter Two

Human Rights

Session Number: 2-4




Duration:

150 minutes

Session Objectives:

At the end of this session, participants will be able to:



Knowledge Objectives	<ol style="list-style-type: none">1- Be aware of negative stereotypes and how they affect the perception of other people.2- Work on a common goal despite different preconditions.3- Have an empathic approach based on an understanding of human dignity and equity.
Skills Objectives	<ol style="list-style-type: none">1- Connect human rights to natural necessities and daily practices.2- Apply human rights to all human groups.3- Evaluate the negative results of discrimination and non-observance of ethics of Human Rights.
Behavioral Objectives and Values	<ol style="list-style-type: none">1- Cooperate in recognizing human rights.2- Respond to non-discrimination in human rights.3- Observe the ethics of human rights.

Session's Table:

#	Activity	Method	Time
1-	City of Rights	Gallery tour, working groups, discussion, brief presentation.	minutes 60
2-	Non-Discrimination and Equal Treatment	Joint activity, brief presentation, working groups, discussion, individual work.	minutes 90

Needed Tools:

- Session printouts.
- Copy sheets, a scissor, pencils, one piece of paper for every student.

References:



- Bruner, Jerome Seymour (1996). *The Culture of Education*. Cambridge, Harvard University Press.
- Eriksen, T. H., Sørheim, T. A., Goldschmidt, D., & Salamon, K. L. G. (2004). *Kulturforskelle: Kulturmøder i praksis*. Kbh: Munksgaard Danmark.
- Monteiro, A. Reis (2014). *Ethics of Human Rights*. Springer International Publishing.
- Assembly, U. G. (1948). Universal declaration of human rights. *UN General Assembly*.
- Women, U. N. (1979). Convention on the elimination of all forms of discrimination against women (CEDAW). *UN Women*.
- Unicef. (1989). Convention on the Rights of the Child.
- UNESCO (2001). *Universal Declaration on Cultural Diversity*.



Chapter Three

Difference, Diversity, and Pluralism

Session Number: 3-4



Duration:

135 minutes

Session Objectives:

At the end of this session, participants will be able to:



Knowledge Objectives	<ol style="list-style-type: none">1. Define difference.2. Define diversity.3. Define various kinds of pluralism.4. Identify the components of society.5. Know and understand the processes and structures that have an impact on the way we meet and treat each other in social contexts.6. Define inclusion.
Skills Objectives	<ol style="list-style-type: none">1. Promote respect for and appreciation of differences as a common human value.2. Direct individuals to respect the social and cultural diversity in our human societies through daily practices.3. Approach and compare differences, diversity, and pluralism.4. Describe the components of society and employ inclusion in a positive sense in terms of psychological and social skills.5. Obtain skills to navigate through a multicultural/ differentiated classroom and community.6. Analyze own practice with classes, groups, and the local community.
Behavioral Objectives and Values	Understand that pluralism is like mosaic made of different pieces and colors.

Session's Table:

#	Activity	Method	Time
1-	Identity Domino	Individual work, working groups, brainstorming, discussion, brief presentation.	90 minutes
2-	Conversation Islands	Dialogue in groups.	45 minutes

References:



- Pluralism. Cambridge Dictionary Online. Retrieved from <https://dictionary.cambridge.org/dictionary/english/pluralism>.
- Gundelach, P. (Ed.). (2002). *Danskernes værdier 1981-1999*. Hans Reitzel.
- Lipps, T. (1883). *Grundtatsachen des Sellenlebens*. M. Cohen.
- Parakh, Bikhu (2000): *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Houndmills: Palgrave
- UNESCO (2001). *Universal Declaration on Cultural Diversity*.
- Warburg, M. (1992). Andre guder: et religionssociologisk perspektiv. In H. Krag, & M. Warburg (Eds.), *Minoriteter: en grundbog : fjorten synsvinkler på minoritetsstudier* (pp. 37-59). Spektrum.



Chapter Four

Dialogue, Interconnections, and Communication

Session Number: 4-4



Duration:
120 minutes

Session Objectives:

At the end of this session, participants will be able to:



Knowledge Objectives	<ol style="list-style-type: none">1. Define dialogue.2. Identify the elements of a successful dialogue.3. Distinguish between dialogue and discussion.4. Define intercultural dialogue.5. Know and understand the characteristics of dialogue in relation to citizenship and education.6. Define nonviolence and its relation to dialogue and peace.7. Connect dialogue to empathy and nonviolence.8. Relate conflict resolution to dialogue.9. Participate in spreading a culture of peace.
Skills objectives	<ol style="list-style-type: none">1. Initiate and facilitate dialogical activities as part of citizenship education and the empowerment of different groups.2. Draw the foundations for a successful dialogue.3. Notice the effect of the concept of dialogue on life and relationships as a requirement for communication.4. Promote the concept of dialogue and human communication and linking it to achieving peace.5. Link peace and empathy and their relationship to dialogue.
Behavioral Objectives and Values	Understand the influence of dialogue, communication, and empathy throughout the participants' lives.

Session's Table:

#	Activity	Method	Time
1-	Changing Corners, Changing Perspective.	Movement, dialogue, reflection.	minutes 70
2-	Silent Theater.	Movement activity, discussion.	minutes 30

References:



- Galtung, J (2000). *Conflict transformation by peaceful means: The Transcend method*. UN.
- Halverson, J. R. (2013). *Muslim Nonviolence*. Oxford University Press.
- López Martínez, M. (2004). Enciclopedia de paz y conflictos. *Granada. Universidad de Granada*.
- Mesas, A. A. (2004). Regulación de conflictos y sentimientos. *Manual de paz y conflictos*, 201-222.
- Vindeløv, V. (2011) *Reflexive Mediation with a Sustainable Perspective*. DJØF Publishing.
- Yankelovich, D. (1999). *The Magic of Dialogue: The Art of Turning Transactions into Successful Relationships*.

Authors (in alphabetical order)



Amani Jouza, consultant, trainer, and coach with more than 13 years of thorough experience in program and education management, curriculum design, professional development, training, and student support. Amani has coached and supported more than 300 talented and gifted students with interpersonal and life skills to become positive change-makers; designed and developed training manuals and materials and delivered more than 120 workshops and training activities across the MENA region on Leadership, Entrepreneurship, Neuroplasticity, Interpersonal Skills, and Life Skills & SEL. She became the first certified Universal Design for Learning (UDL) Trainer in Jordan. She is currently the Interpersonal Development Program Specialist- Jubilee Institute King Hussein Foundation, Relational Needs Coach & Trainer – Ithraa Center.

Britta Kornholt, Associate Professor at the Department of Teacher Education /University College Copenhagen. Britta is an expert in religion, philosophy, and citizenship education, and has authored publications about cultural diversity, globalization, and hermeneutics. She is involved in and co-develops the program “Playful Learning in Denmark”. She is a lecturer in and co-developer of a new academic field in Denmark, Technology Understanding and Digital Empowerment. Formerly Britta was a Senior Pastor at Lyngby Baptist Church.

Eva Lindhardt, Associate Professor in the Department of Teacher Education, University College Copenhagen. Eva is an expert in and has authored publications about cultural and political citizenship, religion as cultural heritage, human rights and democracy, and religious education. Formerly Eva has been teaching religious studies at the University of Southern Denmark and worked as an advisor at The Danish Institute for Human Rights.

Lakshmi Sigurdsson, Associate professor of citizenship, ethics, religious studies, and human rights at the Department of Teacher Education, University College UCC. She has also been teaching courses in history of Christianity at The University of Copenhagen. Professor Sigurdsson is engaged in the development of citizenship education in Denmark as well as internationally. She has published and co-edited several books and articles on citizenship, culture, religion, values, diversity, and co-existence. She was the co-creator of the international specialization of Didactics of Dialogue and Reconciliation as well as the specialization on Human Rights Education.

Mutasim Mahadeen, has been working for more than 13 years with several organizations internationally, regionally, and locally as an advocacy expert, a civic engagement and political

- López Martínez, M. (2004). Enciclopedia de paz y conflictos. *Granada. Universidad de Granada.*
- Marshall, T. H., & Bottomore, T. B. (1992). *Citizenship and social class* (Vol. 2). London: Pluto Press.
- Mesas, A. A. (2004). Regulación de conflictos y sentimientos. *Manual de paz y conflictos*, 201-222.
- Monteiro, A. R. (2014). *Ethics of human rights*. Springer Science & Business Media.
- Cohen, J., & Nussbaum, M. C. (1996). *For love of country: Debating the limits of patriotism*. Beacon Press.
- Osler, S. (2001) Learning for Active Citizenship in Europe: Rights, Identities, and Inclusion. In: *Learning for Democratic Citizenship*, O. Korsgaard, S. Walters & R. Andersen (Eds.) The Danish University of Education.
- Parakh, Bikhu (2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Houndmills: Palgrave
- Sigurdsson, L. (2007). Medborgerskab mellem religion, kultur og politik in: *Medborgerskab – et nyt dannelsesideal?*. Religionspædagogisk Forlag.
- Assembly, U.G (1948). Universal declaration of human rights. *UN General Assembly*.
- Women, U.N. (1979). Convention on the elimination of all forms of discrimination against Women (CEDAW). *UN Women*.
- Unicef. (1989). Convention on the Rights of the Child
- UNESCO (2001). Universal Declaration on Cultural Diversity.
- Vindeløv, V. (2011) Reflexive Mediation with a Sustainable Perspective. DJØF Publishing.
- Warburg, M. (1992). Andre guder: et religionssociologisk perspektiv. In H. Krag, & M. Warburg (Eds.), *Minoriteter: en grundbog : fjorten synsvinkler på minoritetsstudier* (pp. 37-59). Spektrum.
- Yankelovich, D. (1999). The Magic of Dialogue: The Art of Turning Transactions into Successful Relationships.
- Zosh, J. N., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Hirsh-Pasek, K., ... & Whitebread, D. (2017). *Learning through play: a review of the evidence*. LEGO Fonden.



The Project:

Empowered Trainers Create Resilient Youth and Peaceful Communities (ET) is a project that aims at Preventing Violent Extremism (PVE) in Jordan by improving the well-being of young people, including refugees, through empowering them to spread a culture of peace as active stakeholders and citizens in their communities via the education sector in Jordan. The long-term objective of this project is to empower teachers to play an active role in creating resilient youth and peaceful host communities.

The Royal Institute for Inter-Faith Studies (RIIFS), the University College of Copenhagen (UCC), and Danmission (DM) have jointly designed this project based on many years of experience in training and designing manuals. This project is a continuation of previous projects focusing on training teachers in Jordan through raising their awareness on universal values such as human rights, dialogue, diversity, and citizenship, while providing them with skills and tools in order to teach such values in their classrooms.



novo
nordisk
fonden

This project was funded by the Novo Nordisk Foundation, Denmark and implemented in cooperation with The Danish Arab Partnership Program (DAPP)

