



# Heritage Interpretation for Migrant Inclusion in Schools

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Crossing Borders – IE Spring Event 2017 – Prague

# Migration: a hot issue

- Refugees of war
- Refugees of desperation and hopelessness
- Political refugees
- Highly qualified job migrants
- Low skill labour migration
  
- Locals between Welcome Culture and open hostility
- Problems with parts 2<sup>nd</sup> and 3<sup>rd</sup> generation: parallel societies and radicalisation

# A personal experience





# On the market square



# Expectations

Migrants are supposed to show:

- Curiosity and openness towards the host society
- Understanding of and respect for the host society
- Tolerance towards difference and plurality
- Gratefulness

Migrants (sometimes/often) experience:

- ignorance, disrespect and discrimination

# The EU is founded on...

“...on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities.

These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.”

(Article 2 of the Treaty on European Union)

# Problems: host society (some)

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These values are common to the Member States in a society in which **pluralism**, **non-discrimination**, **tolerance**, **justice**, **solidarity** and equality between women and men prevail.”

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# Problems: immigrants (some)

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# The challenge

- For successful inclusion **we need to integrate both**, migrants and locals, in modern European societies
- Those who subscribe to European values live in liberal, international cultural milieus
- Where do traditional local cultures and migrant cultures meet?
- Rather not in national parks
- Rather not in museums



Erasmus+  
Strategic project

Redkite  
Environment

Wroclaw

Uni Freiburg  
Waldkirch

CESFOR

Anzio

Kerkaya

# Value education

What does not work:

- Sermonizing and moralising
- Learning from history?

**“Sadly, men are so stupid that they rather do not learn from history; they only learn from stories which they experienced themselves.”**

**Christopher Clark**

author of “The Sleepwalkers: How Europe Went to War in 1914”



# Heritage Interpretation for Migrant Inclusion in Schools

## The core idea

- All go to schools
- All feel – somehow – connected with the place where they live
- All need a deeper connection with European, or universal(?) values
- We want to address European values at local level in mixed groups of students

# How can students learn from history through stories they experience themselves?

- Students develop an interpretive story about local heritage
- They will investigate how they can connect the heritage theme with values
- Mixed groups explore the theme and the values from different perspectives
- They work together for a common product: a heritage trail or event

# Inherited identities and interpretation

- Conditioning by socio-cultural milieus:  
family, relatives, school, peers, friends
- Inherited language, narratives, beliefs
- Inherited traditions, habits and identities
  
- Interpretation:  
meaningful contexts relevant for all students
- New perspectives provoke discussion and  
**reflective thinking questioning**  
**preconceived beliefs**

# Historic stakeholders' perspectives

- Change point of view:  
different persons or groups **in history**
  - those with power
  - average people
  - minorities
  - marginalised
  - immigrants
  - emigrants
- Empathy – without obvious link to own identity



# Value perspectives

- Value conflicts between historic groups and their beliefs
- Value conflicts within a historic group
- Value conflicts **within a historic individual**
  
- Discuss more sensibly about their own perspectives
- Experience other valid points of view

# Teachers as project facilitators: Planning phase

- Preselect local heritage sites
- Assess and select a range of relevant themes
- Make relevant facts available for students
- Prepare site visits
- Arrange student interviews with experts
- Preselect appropriate media



# Teachers as project facilitators: Implementation phase

- Facilitate selection of themes, stops and content
- Facilitate critical use of sources
- Assist with narrative structure
- Assist with media production (or preparation of event)



# International activities

- Project meetings → exchange of ideas, experiences and approaches
- Teacher training and mentoring
- Evaluation of pilot implementation
  - Achievements – positive examples
  - Problems and solutions
  - Transferability
- Guidelines for schools





# Interpretation complements classroom

## Classroom

- teacher and media
- historical facts and dates
- knowledge of most important events
- **ideal-typical examples**

## Heritage Interpretation

- first-hand experience
- sense of realness  
it happened *here*
- empathy
- real world has many shades and colours
- **multiple perspectives**

**It's more about the process  
for the students**

**than the final product  
for the audience**

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