



# FOSTERING A DEMOCRATIC SCHOOL CULTURE AND DIVERSITY IN SCHOOLS

## Curriculum for the training of trainers' course Fostering a Democratic School Culture and Diversity in Schools

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# Curriculum for the training of trainers’ course: Fostering a Democratic School Culture and Diversity in Schools in Kosovo\*

## Contents

Curriculum for the course: Fostering a democratic school culture and diversity in schools	
General curriculum elements .....	6
Curriculum aim and goals .....	6
Target group.....	6
Prerequisites .....	6
Methodology.....	7
Evaluation .....	7
Duration .....	7
Structure of the training programme .....	8
Training modules for Day I.....	9
Agenda of the first training day on Democratic School Culture and Diversity .....	9
1. Opening, introductions, objectives, rules, expectations, programme .....	10
2. Whole-school approach: towards an inclusive and intercultural school.....	17
3. Creating an inclusive classroom - Examples of methods, activities and measures- .....	20
4. Team building and active participation .....	22
Training modules for Day II.....	29
Agenda of the second training day of the programme.....	29
5. Social inclusion .....	21
6. Cooperation with parents and communities .....	24
7. School policies for combating discrimination and exclusion in schools .....	25
8. Involving students in improving social inclusion .....	26
9. Using pop culture for teaching inclusion .....	27
Training modules for DAY III .....	30
Agenda of the third training day of the programme .....	33
10. Building a safe and supportive school environment.....	34
11. Involving the whole school in projects and social events .....	36
12. Peer-to-peer mentoring and learning .....	
13. Review of training and action planning of school development and classroom activities .....	
14. Addressing issues revealed by the analysis of school activities and school visits: lesson plans.....	37

\* This designation is without prejudice to positions on status and is in line with UNSCR 1244 and the ICJ opinion on the Kosovo Declaration of Independence.

<b>Resources for trainers and teachers</b> .....	<b>43</b>
Introduction .....	43
Process of School Development .....	44
Stepladder of School Development .....	45
School development for an inclusive and intercultural school .....	46
Background information .....	46
The school review .....	46
Action planning .....	46
Implementing the action plan.....	47
Monitoring and evaluating the school action plan .....	47
Tools for school review .....	48
Data about our school.....	48
School self-assessment tool .....	48
Planning for social inclusion and intercultural education.....	50
Principles of social inclusion in education .....	53
Statements on social inclusion .....	54
Ten Guidelines for Social Inclusion and Intercultural Education .....	54
Checklist: What information to gather about a newly arrived child? .....	55
Observation sheet for teachers: Looking closely at a newly arrived student.....	55
Role of schools and teachers in reproducing inequalities.....	56
Racism and discrimination .....	58
Project-based learning .....	60
School development strategies for social inclusion.....	62
Repatriation to Kosovo: some definitions and facts .....	63
Roma, Ashkali and Egyptians in Kosovo and abroad .....	63
Case studies about returned children and families .....	64
Social inclusion and education of repatriated children .....	65
Understanding the situation and needs of newly arrived children .....	66
Providing a welcoming environment in school.....	67
The concept of resilience and its relevance for education .....	68
Vulnerable children: understanding symptoms of distress .....	70
Key strategies for providing emotional support and social inclusion at classroom level .....	71
Cooperation between school and parents to provide support .....	72

Cooperative learning.....	72
Promoting language awareness and cultural diversity.....	76
Repatriated children and their linguistic needs.....	76
Intercultural education across the curriculum.....	77
Peer mentoring.....	78
Peer mediation.....	79
Working Together: School, Parents and Community.....	80
Involving parents.....	80
Key themes around parents (including returnees).....	80
Building strong community links.....	81
International examples.....	81
The role of the educational mediator.....	83
Key points for monitoring and evaluation: parental involvement and community support.....	85
Guidelines for monitoring and evaluation.....	87
Key competences for diversity and social inclusion.....	91
<b>Educational activities.....</b>	<b>103</b>
1. Five-Finger Introduction.....	103
2. That's me.....	104
3. Get Acquainted (All Ages).....	105
4. The Story of Your Name (all age levels).....	107
5. Snowballs (All ages).....	108
6. Autobiography Poem (Ages 11 and Up).....	109
7. Back to school back-pack (All Ages).....	110

and Journey through School (10 years and up) .....	111
8. Let's Form Groups (All Ages) .....	112
9. Alphabet Line-up (All Ages).....	113
10. Pair interview (age 10+) .....	114
11. Circle Work (first and second grade).....	115
12. Working together for change (primary level) .....	117
13. The culture of the home .....	118
14. Photo-language (3rd - 6th grade).....	119
15. International songs - Frère Jacques (primary level).....	120
16. A story/fairytale .....	122
Educational activities for teenagers and adults.....	123
"Take a Step Forward" .....	123
"Three Volunteers" .....	126
"The House of My Dreams" .....	127
"Three Cases and Three Standpoints..." .....	130
Analysis of lesson plans.....	131
Evaluation activities .....	138
Barometer .....	138
A letter to myself .....	139
Welcome to Utopia .....	140
Changes in my classroom.....	141
Going Home .....	142
Surprise, remember, and think about more .....	143
Personal development.....	144
Evaluating the workshop.....	145
Evaluation questions.....	146

## General curriculum elements

### Curriculum aim and goals

The training course for teacher trainers is part of the EU/CoE initiative aimed at supporting the education system in Kosovo in their efforts to improve the quality of education by enhancing knowledge and awareness on the concepts, policies, practices and benefits from inclusive education and the benefits of a democratic school culture among teachers, staff, students and local communities. The training course shall enhance the capacity of local teacher trainers in assisting and monitoring democratic and inclusive school development processes.

The trainers shall support a number of pilot schools in their efforts to build a democratic culture through applying anti-discriminatory approaches based on the Council of Europe standards and practices. The trainers are expected to provide assistance to individual schools and local /regional school teams and help them to develop their capacity to build a democratic and inclusive educational environment in order to enhance chances of school success for all children. Thus, the training delivered to pilot schools is aimed at facilitating and supporting the effective integration of children who for various reasons need thoughtful planning and implementation of appropriate learning and teaching arrangements.

The main goals of the training curriculum are to enhance the competences of teacher trainers to facilitate and monitor school development processes. More specifically they shall develop professional competences for

- Supporting schools in actively engaging in school development processes aimed at building a democratic and inclusive school culture and in generating a participatory, democratic and sustainable school development process in their schools;
- Providing methodologies and resources, with a sound theoretical background, and relying on the experience of Council of Europe in this field, which can be of practical use for activities to be organized at school level, and are based on a whole-school approach to school development;
- Raising awareness of teachers on their role and responsibility for the development of all their students, as well as on the importance of addressing issues like discrimination, social inclusion and intercultural understanding;
- Training individual teachers and school teams in responding constructively to the diversity in their classrooms and in creating appropriate classroom setting for the different needs of their pupils; and
- Creating opportunities for active involvement of teachers in a critical reflection on their practices, and
- In exchanges of experiences with peers.

### Target group

The training is designed for teacher trainers working with teachers and educators at all levels of pre-university education. The course will strengthen both, their theoretical knowledge and understanding of democratic school development, and their skills for promoting school and classroom development, parental involvement and local partnerships.

After completing the preparatory course trainers engage in concrete processes of school development. They will be facilitating and monitoring individual school development processes by either delivering local or regional training for groups of school teams from selected pilot schools that are committing themselves to a process of professional development. Their participation should be agreed and supported by the school director and by the school board. It is suggested that each team include both experienced and less experienced teachers.

The group of trainers is expected to engage in a monitoring process that includes training sessions, supervision of assignments and homework, and intermediate support if needed.

The training is aimed at facilitating changes in individual schools. Therefore trainers learn to use methods of formative and summative evaluation. In each stage of school training they shall give assignments and tasks to the school teams to be performed in the period between the trainings. This will allow for a formative evaluation and for adapted responses of the trainers during the whole process.

## Prerequisites

Participating teacher trainers should:

- Be available to participate in the 3 one-day training sessions;
- Be motivated and committed to experiment with new methods of teaching and to implement activities based on the training experience;
- Be motivated to monitor and support challenges stemming from school development processes; and
- Be ready to work as a team and to transfer information and experiences to other colleagues.

## Methodology

The methodology used during the training represents a mixture of:

- Lectures and presentations;
- Interactive exercises, which, for most part, can be replicated or adapted for use with students;
- Group work; and
- Individual work.

Interactive methods and activities which stimulate reflection, cooperation and creativity will be privileged throughout the training. Space is provided in the last training session to respond to specific additional needs of individual schools, in terms of addressing other related topics or going deeper into those already addressed in previous sessions).

## **Evaluation**

A final evaluation of the training will be conducted towards the end of the school year, based on two methods: an individual portfolio reflecting the implementation of training elements in the practice and a colloquium focused on a review of the key concepts and the activities performed at school level.

## **Duration**

The training of trainers is structured in 12 sessions that are delivered as a three-day course and includes 4 sessions each day. In addition they receive monitoring and supervision of their school based activities throughout the school year.



## Structure of the training programme

	Day 1	Day 2	Day 3
<b>Key areas</b>	<b>Guidelines and key areas for democratic and inclusive school development</b>	<b>Strategies for improving social inclusion in schools</b>	<b>Building a democratic school culture</b>
Morning sessions	1.1 Opening and presentation of whole school approach – towards a democratic and inclusive school	2.1 Social inclusion	3.1 Providing a safe and welcoming school environment. Support measures and school-community partnerships
	1.2 Assessment of situation and work on school development plans	2.2 Cooperation with parents and communities	3.2 Involving the whole school in projects and social events
Afternoon sessions	1.3 Overview: methods, activities and measures for enhancing democratic competences	2.3 School policies for combating discrimination and exclusion in schools	3.3 Peer-to-peer mentoring and learning
	1.4 Active participation, team building and self organized learning	2.4 Involving students in improving social inclusion	3.4 Review of training and action planning of school development and classroom activities
Assignments/homework	Collect case studies	Examples of social events	

## **Training modules for Day I: Guidelines and key areas for democratic and inclusive school development**

**Session1. Opening, introduction to training programme and CoE concept of democratic and inclusive school development**

**Session2. The Whole School Approach- towards a democratic and inclusive school**

**Session3. Methods, activities and measures enhancing democratic competences at classroom level**

**Session4. School development planning. Team building and active participation**

## 1. Opening, introduction to training programme and CoE concept of democratic and inclusive school development

**Duration and place in the [programme](#):** 1 h 30 min, Day 1.1 (morning)

### **Objectives:**

1. Situate the training programme in the framework of the project and in the context of the previous work of the CoE;
2. Understand the basic elements of the training programme: objectives, structure, links between training and implementation in pilot schools;
3. Express expectations regarding the training programme; and
4. Clarify key elements concerning relationships and communication procedures during the training.

### **Resources needed:**

- Computer, beamer, screen;
- PowerPoint presentation [Opening](#);
- Post-its and a place to display them.

### **Description of the module:**

This session has **four** distinct parts, which could be moderated by different trainers.

**Part 1** includes welcome addresses and the introduction of the trainers. If official guests are attending, they will be given the floor to address the participants.

1. Brief self-presentations in plenary (about 1 min/person)

Each participant will mention:

- Name, institution;
  - Years of training experience;
  - Preferred training areas; and
  - Previously attended similar or related trainings or projects related to the topics of the training;
2. Approaching the topic in small group work (15 min)
  3. Small group discussion and agreement on some common preferences and shared

experiences:

- What do you like about your work?
- What are your experiences with diversity and diverse schools?
- What are your experiences with supervision and school monitoring?

Group presentation: present your main finding about your commonalities and shared experiences to the plenary.

**Part 2** introduces the Council of Europe project “Fostering a Democratic School Culture and Diversity” and the training, as well as some of the main assumptions underlying the training concept. After an overview of the overall structure of the training, details will be provided on the role of the trainers and their cooperation with local schools. The fact that trainers are expected to work with pilot schools after the training will increase the attention to training content and will encourage the connection of this content with their work and the specific local context of each school (20min).

**Part 3** focuses on more practical issues, including distribution of training support materials, evaluation procedures, communication procedures, and division in local/regional groups, consultation procedures (20min).

**Part 4** leads into the reflection and discussion of the CoE concept and into the first training part, using the PowerPoint presentation. Participants are invited to clarify their understanding of key terms (such as democratic school, social inclusion, diversity, participation, quality education) and reflect on the relevance of the concept and its potential contributions to school development in Kosovo (40min).

Results are presented on posters.

## 2. The Whole School Approach- towards a democratic and inclusive school

**Duration and place in the [programme](#):** 1 h 30 min, Day 1.2 (morning)

### **Preliminary remarks**

Sessions 2, 3 and 4 address the processes of democratic and inclusive school and classroom development and should build on each other. These modules complement each other by moving from an organizational development perspective to the concrete classroom environment and to practical suggestions for inclusive strategies, methodologies and curricular content.

In session 4 the participants will work on concrete school plans for an inclusive and intercultural school by using the results of the checklists prepared for the training. Additional input will be given by using items that describe central elements of social inclusion and diversity education. By organizing and prioritizing the relevant elements of an inclusive school environment the participants will move from a school review process to a concrete school plan related to key areas for development.

### **Objectives:**

1. Inform and reflect on the concept of a whole-school approach and its benefits;
2. Contextualize and adapt the general/overall concept of school development and school realities; and
3. Integrate a democratic and inclusive perspective into school development plans.

### **Resources needed:**

- Computer, beamer, screen;
- [Cards](#)
- PowerPoint presentation [Whole school approach; and](#)
- Hand-outs [Cyclic stepladder](#) and [School development](#).

### **Working process**

After a presentation of the whole school approach, participants conduct a school assessment exercise by using their professional experiences. Suggested hand-outs are *cyclic stepladder* and *school development*.

After having assessed the situation in respective schools the participants will move on to a forward-looking approach and work on central dimensions of a democratic and inclusive school.

### **Part 1: The whole school approach (15min)**

Presentation and discussion

### **Part 2: Assessment and discussion of a school development process (30 min)**

a) Small group work with 3-4 participants (based on [worksheet](#))

Key questions:

- Where do we stand?
- What are our strengths? What are our challenges?

b) Short presentations of results

### Part 3: A democratic and inclusive school (40 min)

#### Working Process

##### Phase 1:

##### Individual work

- Please read the statements on the [cards](#) in silence.
- Afterwards, there is time to ask questions about content.
- Next, cut out the five cards which you deem most important.
- The rest of the cards with their own statements can be alternatives.

##### Group work

- Arrange yourselves in small groups (3-4 participants).
- Discuss your choices and, as a group, agree upon a total of five cards.
- Order these on a sheet so that the two most important cards are in the centre. The other three you can place elsewhere around the sheet.

##### In the plenum

- Present your group poster and note both central statements on the flipchart.
  - Each participant will receive two sticky dots and will label the most important statements that you have chosen.

##### Phase 2: Inventory

In the small groups, the **condition of the schools** will be assessed using the table given below. The table should be shown as a wall newspaper or projected on the screen (in this phase only the first two columns need to be edited).

##### Our points of focus/priorities:

What we do already at our school:	Experiences we have had with this:	Goals we want to achieve:	Our next steps:	Potential cooperation partners:
School...	Contact partner....			

### **Phase 3: Presenting the evaluation**

Present group results of points one and two of the table in the plenum.

### **Phase 4: Consequences**

With the completion of the remaining columns in the table, the objective will be formulated, concrete steps set and a contact person appointed.

### **Phase 5: Possible Impulses**

- Who does what, when and with whom?
- When will a report be made about the work of the group (business meetings, overall conferences, and parents' evenings)?
- Where do we go from here?
- What support do we need (e.g. advanced training)?



### 3. Building an inclusive classroom: Methods, activities and measures enhancing democratic competences at classroom level

**Duration and place in the [programme](#):** 1 h 30 min, Day 1.3 (afternoon)

**Objectives:**

1. Provide an overview about approaches, curricula and methodologies for classroom development;
2. Inform about (inter-) active learning strategies and cooperative learning and discussion of practicability; and
3. Improve the practical skills of participants for diversity management at classroom level.

**Resources needed:**

- Hand-out practical [exercises](#)

**Description of the module:**

This module aims at providing practical skills for democratic inclusive classroom management. The participants will get detailed information about key strategies and examples of good practice as well as training on active and cooperative methods. In this session the emphasis will be on experiential learning and on planning for practical implementation. We will work on case studies and prepare a small curriculum for fostering social inclusion and intercultural learning.

During this session the needs of returned children will be addressed and the participants will be invited to identify inclusive strategies that may support their repatriation.

**Working process:**

1. Warming-up: “History of my name” (see appendix);
2. Presentation of practical [exercises; and](#)
3. Individual work: producing small activities for circle time, beginning of school year, social events, and lessons.

## 4. School development planning. Team building and active participation

**Duration and place in the [programme](#):** 1 h 30 min, Day 1.4 (afternoon)

**Objectives:**

1. Consolidate the understanding of a school development process aiming at integrating a democratic and inclusive approach;
2. Raise awareness of the importance of good team cooperation for the success of the planning process and for the implementation of the plan.

**Resources needed:**

- Flipchart, paper, markers;
- Hand-out [Roles in the group](#); and
- Hand-out [Group tasks](#).

**Description of the module:**

**Part 1 (10 min):** The trainer starts by recalling the key elements presented in the previous sessions, emphasizing that now, after the presentation of several examples of activities, and considering the previous experience of participants and the specificities of their local context, they can have a better understanding of the types of measures and activities they could include in a development plan of their school aiming at make it more inclusive and successful for all children.

**Part 2 (40 min):** In school groups, participants perform the following tasks:

- a. Distribute roles (for instance: principal, teacher, pupil, moderator, person in charge of observing communication and teamwork). This is done based on the hand-outs received. The trainer checks if instructions are understood and provides clarifications if needed.
- b. Make a draft plan on how to organize the process at school level, considering the following questions:
  - Who will be involved?
  - How to communicate?
  - Where and when should the planning be done?
  - What is necessary to prepare the process?
  - What elements need to be taken into account during the process?
  - What risks should be avoided?
- c. Prepare and agree together on the presentation of the plan to the colleagues from the other schools

**Part 3 (40 min):** Discussion on teamwork: how to ensure good team atmosphere and team productivity. Each responsible with the observation of the communication and teamwork will share with all participants their observations and will make comments. Participants are asked to comment from their perspective. The trainer writes down some key conclusions on factors facilitating and blocking teamwork.

## **Roles in the group**

All participants in the group have in the same time the role of discussing the issues related to the group task and perform specific roles in the group. The specific roles are the following:

### **1. Moderator**

Your role is to moderate the discussion, making sure that everybody gets the chance to speak, that all opinions are discussed and analyzed, that decisions are made in a democratic way and that deviations from the task are avoided. In order to ensure a balanced participation you may need to address additional questions to some participants and to interrupt others and ask them to make shorter interventions. At the end of the group session, you could summarize the key issues to be presented to the other colleagues and get feedback on this from group members.

### **2. Person in charge of observing communication and teamwork**

Your role is to observe how members of the group communicate and work as a team. Is the moderator performing successfully the role assigned? Is the communication process balanced or is someone talking more than others? Are some opinions ignored? If there are disagreements, how are they managed? Are group members supporting each other in performing the task?

### **3. Principal**

Your role is to think about the proposals formulated and identify risks in their implementation. You should reflect for example about how you as the school director, a representative of municipal directorate of education, or a leader of the parents would react to the proposals. You should also think constructively how to avoid or limit the risks identified.

### **4. Teacher**

Your role is to think about your motivations, your work load, your pedagogical views and your teaching objectives. Considering the questions to address, you should alert the team if your needs are not respected.

### **5. Pupil**

Your role is to think about your needs, learning expectations, interests and motivations, considering the questions to address, you should alert the team if your needs are not respected.

### **6. Team leader**

Your role is to write on flipchart the key ideas resulting from the interventions of group members, when they are formulated. This will help keep track of what is being discussed, avoid useless repetitions and advance in achieving the task.

### **Group Tasks**

Considering what has been presented in this module and in the previous module and considering the local context in your school, the task of your group is to elaborate a draft plan on how to organize the school development process at school level. For this, you can consider the following questions:

- Who will be involved?
- How will you communicate with colleagues?
- Where and when should the planning be done?
- What is necessary to prepare the process?
- What elements need to be taken into account during the process?
- What risks should be avoided?

## **Training modules for Day II**

### **Strategies for improving social inclusion in schools**

**Session 2.1 Social inclusion**

**Session 2.2 Cooperation with parents and communities**

**Session 2.3 School policies for combating discrimination and exclusion in schools**

**Session 2.4 Involving students in improving social inclusion**

**Additional Session 2.5 Using pop culture for teaching inclusion**

## Session 2.1 Social inclusion

Duration and place in the program: 1h30, Day 2 (morning)

### Structure of the session

The session consists of two distinct parts that complement each other.

**Part I “Understanding Social Inclusion”** provides a conceptual framework and highlights key dimensions of social inclusion (30 min).

**Part II “Inclusive schools”** addresses the three areas of Inclusive schools according to Index of Inclusion: CULTURE/POLICIES/PRACTICES (1h).

### Objectives:

1. To understand the concept of social inclusion and consequences of exclusion on society, groups and individuals
2. Explore the understanding of Inclusive schools & inclusive education.
3. To identify national policies and strategies that support inclusive education

### Resources needed:

- Computer, beamer, screen;
- Flip chart paper, post it, markers
- PowerPoint presentation Social Inclusion & Inclusive Schools
- Hand-outs – Definitions of Social Inclusion
- Worksheet - Check list – Inclusive school culture, policies and practices
- Worksheet - [Guidelines for social inclusion](#)

### Description of Part 1: “Understanding Social Inclusion”

#### Step 1:

Working in small groups 3-5 trainees:

discuss what social inclusion means to you each group writes 5 words or short phrases on post its and post it on the flip chart (10 min)

#### Step 2:

PPT presentation on social inclusion & consequences of exclusion (10 min)

#### Step 3:

Discussion based on comparison of the definition with the words/phrases on flip chart (10 min)

### Description of Part 2: “Inclusive schools”

#### Step 1:

PPT presentation on Inclusive schools & Index of Inclusion dimensions (10 min)

**Step 2:**

Working in small groups (4 groups) 2 groups get worksheets on Check list – Inclusive school culture, policies and practices & 2 Worksheet - [Guidelines for social inclusion](#) and are asked to examine those from guiding questions on national polices (15 min)

**Step 3:**

Groups report to the plenary - discussion and reflection round (20min)

Poster with the list of national policies that support inclusive education/school

## Session 2. 2 Cooperation with parents and communities

Duration and place in the program: 1h30, Day 2 (morning)

### Structure of the session

The session consists of a lecture and practical work.

**Part I “Benefits of mutual cooperation for inclusiveness of a school”** provides research and practical evidence on benefits of cooperation (20 min).

**Part II “Examples of meaningful cooperation with parents and communities”** showcases real life examples of cooperation (1h10)

### Objectives:

1. To introduce the benefits of mutual cooperation between school, parents and local community.
2. To explore methods and tools for involving local actors in school life.
3. Identify examples of meaningful cooperation

### Resources needed:

- Computer, beamer, screen;
- Flip chart paper, post it, markers
- PowerPoint presentation Benefits of cooperation for Inclusive Schools
- Hand out – Community involvement cases
- Worksheet - Check list – Community cooperation based on Sustainability principles

### Description of Part I “Benefits of mutual cooperation for inclusiveness of a school”

Lecture with ppt presentation on Benefits of community and parent communication (15 min)  
Q&A clarifications (5 min)

### Description of Part II “Examples of meaningful cooperation with parents and communities”

Working in small groups 3 – 5 trainees

Each group receives a hand out of description of good practices on cooperation:  
Discussion in the group guided by following questions:

What mechanisms could be used to involve different groups for cooperating in such practices?  
Does our school have the resources for it?  
What needs to change at school level to enable such cooperation?

Posters based on discussion presented to the whole groups



(30 min)

**Individual work**

Work sheet Checklist for Community cooperation based on Sustainability principles  
Choose 2-5 indicators from the checklist that you can provide examples for in your school  
Present to the whole group

(30 min)

Feedback from mentors on the provided examples

(10 min)

## Session 2.3 School polices for combating discrimination and exclusion in schools

Duration and place in the program: 1h30, Day 2 (afternoon)

### Structure of the session

The session consists of a presentation on school policies, analyses of existing school policies and procedures for using the Individual Learning Plans

**Part I “Designing, implementing and monitoring school polices”** provides information on what school polices are how they are developed and monitored (20 min).

**Part II “Analyses of Existing school polices”** such as SDP, anti-bullying polices, codes of conduct (40 min)

**Part III “Using Individual Learning Plans”** procedure for developing and using and monitoring ILPs (30 min)

### Objectives:

1. Develop skills to design and monitor school polices
2. To explore existing school polices
3. To familiarize with the procedure for using ILP and benefits of ILPs for the students and school culture

### Resources needed:

- Computer, beamer, screen;
- Flip chart paper, post it, markers
- PowerPoint presentation “School polices: what, why, how, for whom?”
- Hand out – Examples of School Polices (SDPs from Kosovo schools “Regional Inclusive Education Project” , other Kosovo schools SDPs; examples of school anti-bullying polices & codes of conduct
- Worksheet - 3Rs Framework – tool to support school self-assessment in view of sustainability principles
- Hand out – Administrative Instruction for Using Individual Learning Plans, Ministry of Education Science and Technology, Republic of Kosovo

### Description of Part I “Designing, implementing and monitoring school polices”

Lecture with ppt presentation “School polices: what, why, how, for whom? (15 min)  
Q&A clarifications (5 min)

### Description of Part II “Analyses of Existing School polices”

Working in small groups

Each group will be given a different school policy and will evaluate it based on one of the tools Guidelines for Social Inclusion & Index of Inclusion Indicators, 3R Framework (25min)

Each group will prepare a presentation on how they would monitor or improve the policies they have analysed and present it to the whole group. (15 min)

### **Description of Part III “Using Individual Learning Plans”**

The interactive session will be used to find out how familiar trainees are with the ILP procedure, how and whether they use it in their everyday work and to promote the use of ILPs

Participants will individually prepare a list of challenges and obstacles in using ILPs

Group discussion in how the challenges and obstacles may be overcome

## Session 2.4 Involving students in improving social inclusion

Duration and place in the program: 1h30, Day 2 (afternoon)

### Structure of the session

The session consists of a roleplaying session and brainstorming session for developing ideas for involving students in improving social inclusion at school and community level

**Part I “Hogwarts School the world of Harry Potter”** raising awareness of students on inclusion issues (45 min).

**Part II “Developing ideas for involving students in activities for improving school inclusion”** such as volunteering in communities, participating in school governance, peer to peer support in learning (45 min)

### Objectives:

1. Develop skills for using different methods for raising awareness of students on issues of social inclusion
2. To explore possible activities and methods for involving students in improving inclusive culture in the school and community

### Resources needed:

- Computer, beamer, screen;
- Flip chart paper, post it, markers
- Hand out – The role playing instructions & scenario
- Cards for role playing
- Video / screen / speakers

### Description of Part I “Hogwarts School the world of Harry Potter”

Role playing game based on Harry Potter (45 min)

Different scenarios possible the trainer adapts the game according to the group of trainees

The game teaches about - coexistence of different groups in the society, solidarity, negotiation and raises awareness of students and teachers on the issues of social inclusion

### Description of Part II “Developing ideas for involving students in activities for improving school inclusion”

Working in 3 - 5 groups depending on a number of trainees

Each group will get a different topic on which to develop their idea for involving students (30 min)  
Presenting the idea to the whole group (15 min)

## Additional Session 2.5 Using pop culture for teaching inclusion

Evening of Day II or other evening of the training

Duration: 1-2h

Showcasing different ideas on using pop culture for teaching about social inclusion issues to students

**Resources (other than ones included in full program are attached to this doc )**

**Training modules for Day III**  
**Building a democratic and inclusive school culture**

**Session3.1 Building a safe and supportive school environment**

**Session3. 2: Involving the whole school in projects and social events**

**Session3.3. Peer mentoring and peer learning**

**Session 3.4: Review of training and action planning of school development and classroom activities**

**Additional Session 3.5 Review of school development plans**

## Session 3.1 Building a safe and supportive school environment for all children- Case study on integration of repatriated children

**Duration and place in the [programme](#):** 2h15, Day 3.1 (morning)

### **Structure of the session**

This intensive session consists of two distinct parts that are closely related to each other.

**Part I “Building a safe and inclusive school environment”** provides a conceptual framework and highlights key dimensions of a democratic school culture (1h).

#### **Short break**

**Part II “The integration of repatriated children into Kosovo schools”** addresses a specific educational challenge which can be met by a democratic and inclusive school culture as a precondition for successful integration (1h).

### **Objectives:**

1. To explore the concept of “school culture” and its various dimensions.
2. Introduce the concept of educational resilience and reflecting on its implications for teaching and learning;
3. To understand the importance of a safe and supportive environment as a precondition for fostering motivation for learning and school achievement and for improving social relations among children.
4. To identify specific needs and strategies related to the whole school and to classroom management practices which can satisfy these needs;
4. To understand the needs of returnee children and the responsibilities of schools to respond to their specific conditions and needs.

### **Resources needed:**

- Computer, beamer, screen;
- Hand-outs [Resilience](#), [Worksheet on repatriated children](#);
- PowerPoint presentation [Resilience and education](#); Worksheet [Guidelines for social inclusion](#)
- [Observation sheet](#), [Checklist newly arrived children](#); and
- Materials prepared by participants.

### **Description of Part 1: Dimensions of a democratic school culture- conceptual framework and practical implications.**

#### **Step 1: Two short presentations building the conceptual framework**

- a) Making school a safe and supportive space  
PowerPoint presentation done by the trainer (10 min).

b) The concept of educational resilience and its implications for schools  
PowerPoint presentation done by the trainer (10 min).

**Step 2: Discussion and reflection round (20min)**

Impulses for reflection:

- Identify elements that influence school climate and learning atmosphere?
- How can teachers contribute to a positive school culture?
- How can schools become child friendly environments?

Results of the discussion are presented on posters.

**Step 3: Areas for improving our school culture (small group work; 20min)**

- Analysis of school environments and classroom settings
- Planning of welcoming and supportive environments;
- Exploring opportunities for parental involvement and local partnerships;
- Presentation of results.

**Description of Part 2: Social inclusion of repatriated children (case study)**

In small groups of 2-3 participants, each participant presents the case study prepared and discusses it with the other group members.

When all participants have presented, the group will identify:

- Key specific needs of newly arrived children and the barriers they face;
- Adapted classroom management practices which can contribute in responding to these needs;
- Main strengths and resources which newly arrived children bring with them; and
- Methods to make the best use of these resources for the benefit of all children and of class cohesion.

A representative of each group will share the key results and two common tables are produced based on the presentation:

Specific needs	Ways to address

Strengths	Ways to use



Conclusions should relate to

the importance of teachers' careful observation, to the reflection which strategies correspond best to the context in Kosovo schools; the need to take action, not expect only the child to adapt and the fact that there are always useful resources that children are bringing, not just barriers and needs.

### 3.3. Involving the whole school in projects and social events on diversity

**Duration and place in the [programme](#):** 1 h 30 min, Day 3.2 (morning)

**Objectives:**

1. Provide an overview about approaches, curricula and methodologies for diversity education;
2. Learn about intercultural education at classroom level and as a cross-cutting perspective
3. Improve the practical skills of participants for celebrating diversity through projects and social events

**Resources needed:**

- Computer, beamer, screen;
- Worksheet 1 [Promoting language awareness and cultural diversity](#);
- Worksheet 3 [Intercultural education across the curriculum; and](#)
- [Examples of lessons and projects](#)
- PowerPoint presentation.

**Description of the module:**

This module aims at providing practical skills for inclusive classroom management and for whole school events. The participants will receive information about key strategies and examples of good practice. In this session the emphasis will be on curriculum development and on planning for practical implementation. We will work on themes and prepare small curricular units and projects for fostering social inclusion and intercultural learning.

Trainers are invited to contribute with examples of good practice.

**Working process:**

**Step 1: Stocktaking- intercultural and inclusive education at school (45 min)**

**Introduction:** The session opens with a brainstorming activity "Exploring diversity in our schools".

The examples collected by participants are categorized and listed on the screen.

It is important to draw attention to those differences that often seem underestimated. If gender issues do not come up, the trainer will emphasize this line of difference and explain the need for mainstreaming gender perspectives in schools?

The trainer asks the participants to share their experiences and to discuss effective strategies for improving relationships among pupils and school staff and parents. Recommended practices are listed on a poster (20min).

## **Step 2: New strategies: Cross-curricular teaching and learning activities**

In a next step the trainer reminds the participants that a transversal intercultural approach is the most effective way to promote inclusion and positive intercultural relations (as opposed to isolated intercultural activities) and that schools can promote non-discrimination through projects and social events.

Participants will be reminded the activities presented in the first training and will be given hand-outs with other suggested activities.

In small groups of 3-4 participants, trainers will reflect on how they can integrate an intercultural dimension in to educational activities related to subject areas

Each group will prepare suggestions for ways to integrate the intercultural approach in activities related to specific curriculum topics from their practice (20 min)

### **Part 3: Our diverse and inclusive school: planning of projects and social events**

The group collects ideas for projects and social events. The trainer stresses the importance of a whole school approach and the importance of reaching out to parents and the wider community.

The group engages in reviewing of existing examples and planning of an example. Preferably they draw on their experiences with schools and check if projects have met the requirements set up for active involvement of all stakeholders (20min).Then they decide on a topic.

Suggested discussion points:

- Brainstorming ideas
- Decision on a project (relevance of topic, objectives, benefits, outcomes)
- Feasibility (investments, duration; scope)
- Setting up a project team
- Involvement of parents and other stakeholders
- Implementation
- Publicity and visibility of project

### **Part 4: Brief presentation and discussion of results**

- The participants present the results of their project reviews and explain their decisions.
- They present their suggestions
- They collect examples of good practice.

### 3.3 Peer mentoring and peer learning

**Duration and place in the [programme](#):** 1 h 30 min, Day 3.3 (afternoon)

**Objectives:**

1. Introduce the peer mentoring and peer mediation; and
2. Develop skills for setting-up and managing peer mentoring and peer mediation skills at school level.

**Resources needed:**

- Computer, beamer, screen; and
- PowerPoint presentations [Peer mentoring](#) and [peer mediation](#).

**Description of the module:**

**Part 1: Presentation with slides made by the trainer and clarification questions (5 min)**

**Part 2: Role-plays (40 min)**

- a) Role play of peer mentoring relationship (20 min)

In pairs, participants play the role of two children involved in a peer mentoring relationship for five minutes and then they switch the position and play again for the following five minutes.

Alternatively, participants can simulate a mentoring relationship in which one is a mentor teacher and the other is a teacher receiving mentoring.

In a whole-group discussion, the trainer:

- Asks participants how they felt in each role, and if the fact of being in the other position helped them after they switched position with the partner; and
- Underlines the key points regarding what makes a peer mentoring relationship work well.

- b) Role play on peer mediation (20 min)

In groups of three, participants play a simple situation of mediation indicated by the trainer. After five minutes they change positions, so that each of them gets to play the role of the peer mediator.

In a whole-group discussion, the trainer:

- Asks participants how they felt in the role of peer mediator and in the other role, and if the fact of being in the other position helped them after they switched position; and
- Underlines the key points regarding what makes a peer mediation process work well.

**Part 3: Setting-up and managing a peer mentoring and a peer mediation system in school (45 min)**

Participants are divided in groups of two.

The small groups will make plans for setting-up a peer mentoring system in an imaginary Kosovo school (15 min). The groups present.

Key ideas and benefits are underlined by the trainer in a plenary discussion (15min)

The next round is dedicated to experiences with mediators. Again small groups present. Key ideas are underlined by the trainer in the discussion (15 min).

In this part the trainers will discuss the idea of establishing a network of teachers who could disseminate their good practices and cooperate with colleagues. A list of potential contributions will be established.

### 3.4 Summary: Review of school development plans and classroom activities

**Duration and place in the [programme](#):** 1 h 30 min, Day 3.4 (afternoon)

**Objectives:**

1. Situate the third part of the training in the framework of the programme and in the context of the previous work;
2. Recap key elements of the previous days;
3. Review the tasks after the second training, feedback and discussion; a
4. Clarify key strategies for social inclusion

**Resources needed:**

- Computer, beamer, screen;
- PowerPoint presentations [Opening](#) and [School development planning](#);
- Materials prepared by participants; and
- Training materials from previous sessions.

**Description of the module:**

This session has three distinct parts, which could be moderated by different trainers.

**Part 1 (20 min)** is a brief review of some key educational strategies presented during the two previous days.

The participants are asked to review in mixed small groups the various approaches presented, including:

- a) Opportunities for social interaction in the classroom and in the school;
- b) Group work activities: basic arrangements and composition of groups;
- c) Project-based learning;
- d) Integrating returned children; and
- e) Intercultural activities.

After reviewing they will discuss their preferences and the practicability of various strategies in their respective school realities.

The trainer could emphasize the importance of family background, relationships and social support and refer to the concepts of protective factors and adverse factors.

**Part 2** (30min) focuses on the future work as school facilitators. It refers to the preparation of the homework the participating schools will be expected to prepare:

- The updated school development plan based on the understanding of the whole school approach to social inclusion and on the adaptation of this development concept to the specific local context of each school and of participants' daily work; and
- An activity aiming at improving the cooperation with parents.

The trainers will support each school team when going through the following two phases:

Phase 1: Presentation of the updated school development plans, as well as preparations made for its implementation since the previous training session, as well as of the activities regarding parents and of relevant educational activities implemented.

Phase 2: Feedback and suggestions from colleagues and trainers. The discussion on the plans will be made based on the document [Guiding questions for school self-assessment](#).

A final general discussion will focus on mutual learning and on pointing out the most important conclusions resulting from the presentations and on what needs to be done for an effective and sustainable school development process.

**Part 3** (30min) The last 20 minutes of the third day could be used for informing trainers about their work and for evaluation.

The work which trainers have to do in school training session includes:

- a. Cooperation with teachers, staff and with school director to set up and revise the school plan;
- b. Preparation of a portfolio of educational activities and classroom management strategies designed or adapted based on examples presented in training and applied in practice with the classes they teach to (minimum 3 activities per teacher)
- c. Monitoring of ongoing process; and
- d. Preparation of social events.

Evaluation will be done by using:

- An evaluation , including both feedback ; and
- A brief interactive evaluation exercise

Participants express their opinions on different aspects of the training, including:

- Programme;
- Training methods;
- Cooperation with colleagues;
- Own contribution;
- Logistics; and
- Overall project.

The training will end with a round of final comments: one phrase for which participants should choose one of the following beginnings:

- I will...
- I want...
- I hope ...
- I need...
- I...



## Additional session 3.5. Review of school development plans

**Duration and place in the programme:** 1 h 15 min, Day 3.5

### Objectives:

1. Situating the third part of the training in the framework of the programme and in the context of the previous work
2. Recapitulating key elements of the previous training
3. Reviewing the school development plans, feedback and discussion
4. Clarifying key strategies concerning the social inclusion of specific children

Resources needed:

- Computer, beamer, screen;
- PowerPoint presentations [Opening](#);
- Hand-outs [School self-assessment tool](#), [School development planning](#); and
- Materials prepared by participants.

### Description of the module:

This session has three distinct parts which could be moderated by different trainers.

**Part 1** includes welcome addresses, a warming-up activity, and also includes a presentation of the training programme for part II, its objectives, as well as some of the main elements behind the training approach. The overview of the training sessions will be provided by using the PowerPoint presentation.

### Suggested warming-up activity: "Rotation circle" (20 min)

Procedure:

The group will form an inner and an outer circle and stand face-to-face and in pairs.

Participants are asked to discuss statements or questions given by the trainer.

After a brief discussion the outer circle moves and participants talk to another person.

The activity is finished when all the members of the group have talked to each other.

List of statements and comments:

- How do you feel about spending your weekend for training?
- Did you encounter any situations in your classroom which made you think of our training?

- How did you handle them?
- Did our training somehow influence your communication with RAE children?
- Did you try any of the activities from the manual? And what was your experience?
- What do you remember from the first training?
- What is a school development plan and what do you think about this concept?

- Can you define the term “discrimination”?
- Can you give some examples from your experience how teachers’ expectations may influence the performance of pupils?
- Would you send your children to your school?

Short debriefing in plenary: clarifications, sharing of insights (5 min)

**Part 2** focuses on the review of the homework the participants were expected to prepare:

- Assess the situation in their school based on the questionnaires distributed in the previous training; and
- Develop a draft school development plan based on the understanding of the whole school approach to social inclusion and on the adaptation of this development concept to the specific local context of each school and of participants’ daily work.

**In Part 3** each school team will go through the following phases:

Phase 1: Brief presentation of the findings from questionnaires, followed, if necessary, by clarification questions from colleagues and trainers.

Phase 2: Presentation of the draft school development plans and receiving feedback and suggestions from colleagues and trainers. The discussion on the plans will be made based on the document [School self-assessment tool](#).

When all schools finalised phase 2, the following phases start:

Phase 3: Review of school development plans based on the feedback received, in school teams.

Phase 4: Presentation of what has been changed in the plans.

This way, each team can benefit both from the direct feedback received from colleagues and trainers and by listening to the plans proposed by other schools.

## Resources for trainers and teachers

### Introduction

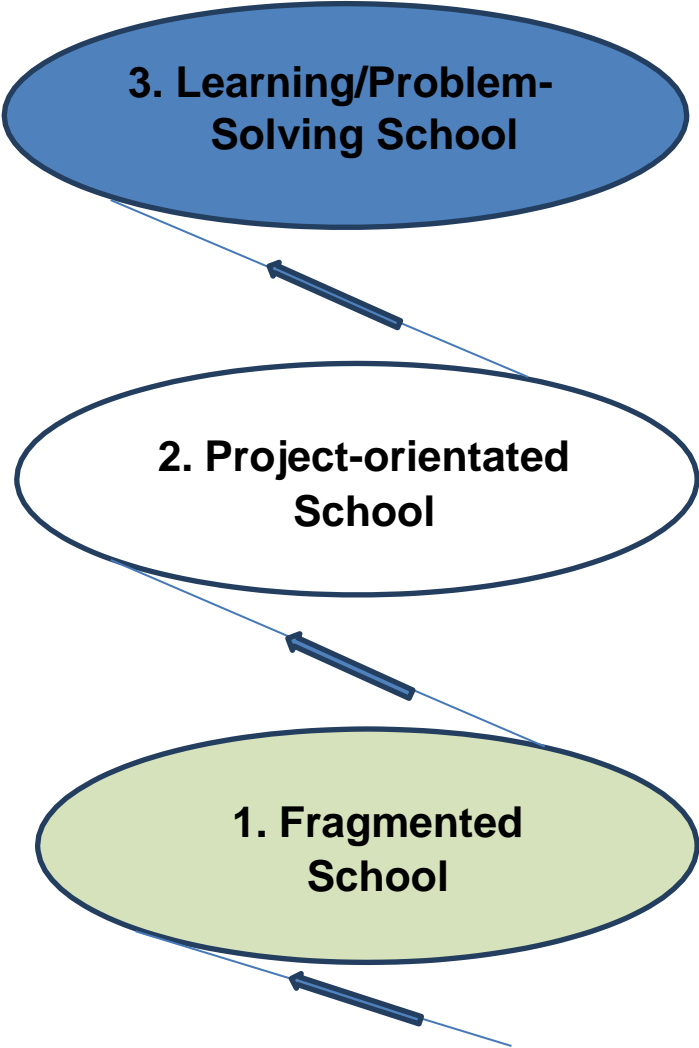
This is a collection of resources of different kinds aiming to teachers attending the training in making their school more inclusive and more effective in managing diversity. They include some background documents about key concepts and issues, instruments useful for the assessment of the situation in the school and for engaging with colleagues in a sustainable and democratic school development process, as well as suggestions for educational activities which can be used with students of various ages, or with fellow teachers.

These resources should be seen not as recipes to reproduce but as a source of inspiration for the production of locally adapted materials based on past experience and on the needs identified in schools.

Some of the activities included are part of the training, while others can be used in relation to the homework given after each training session.

One of the methods planned for the evaluation of the course participants is based on a portfolio reflecting activities implemented in the schools and based on the training content. These resources are directly useful also from this perspective.

Process of School Development



Dalin & Rolff (2000), Rolff (1991)

## Stepladder of School Development

### Problem-solving School/Learning School

- Fully developed and self-evolving School
- Team-style cooperation on all levels
- Regular goal clarification
- Arrangement and implementation of programs
- Professional personnel development and self-control

### Project School

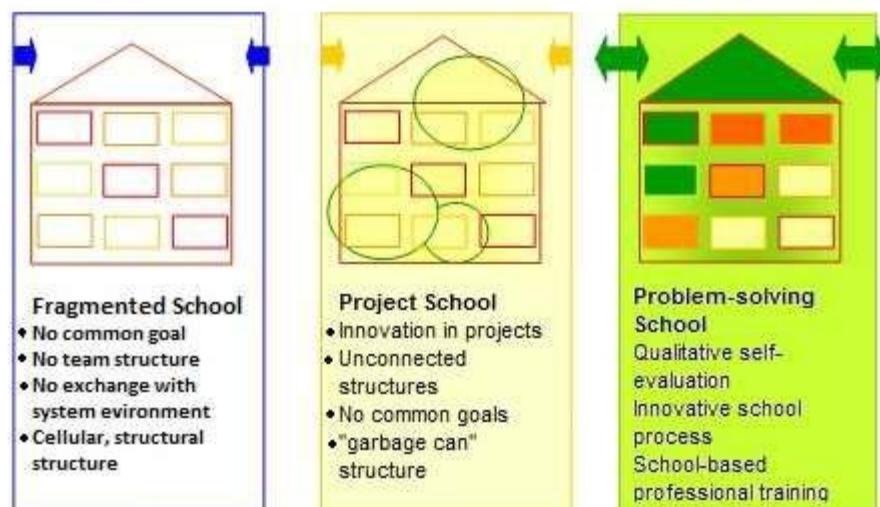
- School with innovation exercises in the form of single projects
- Good work relationships
- Group-work only within projects
- No coordinated goal-system
- Sporadic outer relationships

### Fragmented School

- Normal school with management and loosely coupled classes
- Good work relationships
- No team-style cooperation in close work divisions
- No chosen goal concept and consistent program
- Random outer relationships

*Dalin/Rolff (1990) + Rolff (1991)*

## School as Organisation(vgl. Rolff 1991)



## School development planning for becoming a democratic and inclusive school

### Background information

Planning for an inclusive school can be incorporated in school development planning work, which is already underway in schools. Each school community will be at a different stage in the school development planning process and will also have different conceptions of the most appropriate way of developing an inclusive and intercultural school. These differences will affect the ways in which each school community engages in the planning process. It is suggested that there are four main stages that might be considered by schools:

- Review of current practice and provision;
- Designing a plan;
- Program of implementation; and
- Evaluation.

These stages form a cyclical process, which continually underpin the work of the school. There are many approaches to school development planning, and it is important that the school community adopts an approach that suits its particular situation. However, it can sometimes be difficult to know where to start. The following guidelines may give some ideas about how a school might approach school planning from an intercultural perspective. The planning process should assist all the members of the school community in developing an inclusive and intercultural school that addresses the needs of all its children. The planning process should include the following:

- Conducting a school review using an inclusive and intercultural perspective;
- Developing a school mission, policy and action plan;
- Implementing the school plan; and
- Monitoring and evaluating the action plan.

### The school review

As an initial step in the school planning process it is useful to engage in a review of where the school is positioned at the moment in relation to being inclusive and intercultural. To this end the school community could engage in an intercultural school review. The school self-assessment tool could be used for this review.

### Action planning

The school may choose to respond to the need to develop an inclusive school culture by beginning with an action plan. The advantages of using the action plan as a tool for a whole school approach are that representatives of the whole school community may be involved in different elements of the process, that the school can work on a number of areas at the same time as different groups can work on a variety of tasks, and that the plan can focus on making things happen quickly. Some schools may have had their own action plans in place already, and may, therefore, be ready for a broader planning approach.

Some of the key components of the action plan are:

- Outlining the roles and responsibilities of the various personnel in relation to the actions;

- Defining priorities;



- Identifying necessary resources;
- Setting targets and success criteria;
- Specifying a time-frame; and
- Putting procedures for monitoring and evaluation into place.

### **Implementing the action plan**

Having developed an action plan, the members of the school community will engage in the process of implementation. The identification of roles, targets, success criteria, and a timeframe using the action plan model, will facilitate the school in turning policies into practice. Priority areas will be dealt with first, with the school culture becoming increasingly inclusive as work in these areas progresses and other areas of intercultural work are focused on. It may happen that, in the course of the implementation, new issues will arise and require attention. Implementation must, therefore, be flexible to respond to changing circumstances while remaining true to the mission and policies, which incorporate the school's intercultural perspective.

### **Monitoring and evaluating the school action plan**

The action plan should include a procedure for monitoring, reviewing, and evaluating by a given date. Successful implementation should contribute towards:

- Promoting greater awareness of social inclusion and intercultural issues;
- Promoting a supportive and inclusive learning environment which will foster the development of the self-esteem of all children; and
- Breaking down stereotypes and celebrating diversity.

As the school planning process is cyclical, this evaluating will inform a further phase review, planning, and implementation.

## Tools for school review

### Data about our school

#### *Demographic data (students and teachers)*

- How many pupils are registered at your school?
- How many of them are Roma, Ashkali or Egyptian students?
- How many returned children are at your school?
- How many returned children are in each class?
- If there is a learning centre for Roma, Ashkali and Egyptian students, how do you assess the cooperation between the centre and the school?
- Has your student body changed in recent years due to immigration or repatriation?
- Are there teachers at your school from other ethnic backgrounds?

#### *Attendance and drop-out*

- How many returned students or Roma, Ashkali or Egyptian students have irregular attendance?
- Do you know the estimated number of Roma, Ashkali or Egyptian school-age children not going to school?
- How many returned students or Roma, Ashkali or Egyptian students have dropped out of school over the last four years?

#### *Results in school*

- Average grade of all students at school level
- Average grade of Roma, Ashkali and Egyptian students
- How many Roma, Ashkali or Egyptian students follow studies through to high-school level?

#### *Involvement of parents*

- How many parents usually come to parents' meetings?
- How often do you hold meetings with parents?
- How many parents of Roma, Ashkali and Egyptian students are part of the Parents' Council?

#### *Social Inclusion*

- Could you give some positive examples of interaction between Albanian and Serbian students in the classroom or during extracurricular activities?
- Did you observe any tensions?
- Would students meet with Roma, Ashkali or Egyptian students outside of school?

#### *Teacher Training*

- How many teachers in your school received training on issues related to the improvement of education for Roma, Ashkali or Egyptian students?

### School self-assessment tool

Key school documents and their communication	1	What elements in key school policy documents include a focus on helping each child towards achieving his or her full potential and developing a positive self-concept?
	2	How are principles of equality and diversity, with an explicit inclusive and intercultural perspective reflected in key school policy documents?

	3	How are the ideas above communicated publicly in ways understandable and accessible to all children and parents?
Physical Environment	4	Where are the cultures and languages of ethnic groups of Kosovo and the school represented in pictures, multilingual signs, notices and other elements in the school's physical environment?
Social Environment	5	What routines are in place for welcoming new children, for assisting them in becoming part of the school and for ensuring that their culture is affirmed in the environment?
	6	What procedures are in place for ensuring that the capabilities and needs of new children are recognised?
	7	What ways are used to make school and classroom routines and expectations understood by all children?
	8	What procedures are in place for dealing with discrimination and violence?
	9	What measures are in place to prevent and address drop-out?
	10	How are special events planned to be as inclusive as possible of all the ethnic groups in the school?
	11	How is recognition given to important festivals and special days of all the cultures in the school?
	12	How are members of minority ethnic groups affirmed in a positive sense of their identity?
	13	How consideration is given to ensuring appropriate language and behaviour in the interactions between teachers and children?
	14	What supportive environment is created for learners with limited knowledge of teaching language?
Educational activities and resources	15	How is an intercultural approach reflected in the teaching practice at various subjects?
	16	In what co-operative learning activities are children involved so that they recognise and benefit from each other's strengths?
	17	How is the offer of extra-curricular activities supporting positive interactions and cooperation between students?
	18	What method is used for assessing the appropriateness of images and messages contained in school texts and other resources?
Involvement of parents	19	What measures are planned for ensuring the involvement of parents, including minority parents, in school activities?
Cooperation	20	What measures are planned for cooperation with educational mediators, with learning centres, NGOs and other local stakeholders?

## Planning for social inclusion and diversity education

### Working Process

#### Phase 1

- Please read the statements on the cards in silence;
- Afterwards, there is time to ask questions about content;
- Next, cut out the five cards which you deem most important;
- The rest of the cards with their own statements can be alternatives; and
- Then arrange yourselves in small groups (5-7 participants).

#### Group work

- Discuss your choices and, as a group, agree upon a total of five cards; and
- Order these on a sheet so that the two most important cards are in the centre. The other three you can place elsewhere around the sheet.

#### In the plenum

- Present your group poster and note down both central statements on the flipchart.
  - Each participant will receive two sticky dots and will label the most important statements that you have chosen.

#### Phase 2: Inventory

In the small groups, the **condition of the schools** will be assessed using the table given below. The table should be shown on a flipchart or projected on the wall – in this phase only the first two columns need to be edited.

#### Our points of focus/priorities:

What we do already at our school:	Experiences we have had with this:	Goals we want to achieve:	Our next steps:	Potential cooperation partners:
School...	Contact partner...			

### Phase 3: Presenting the evaluation

Presentation of the group results of points one and two of the table in the plenum.

### Phase 4: Consequences

With the completion of the remaining columns in the table, the objective will be formulated, concrete steps set, and a contact person appointed.

### Phase 5: Possible Impulses

- Who does what, when and with whom?
- When will a report be made about the work of the group (business meetings, overall conferences, and parents' evenings)?
- Where do we go from here?
- What support do we need (e.g. advanced training)?

### Items relating to "Social Inclusion and Diversity Education in our Schools"

The teaching follows the individual learning objectives of the students.	Our school would like all children to have good starting chances.	We consider the situation of disadvantaged children and try to support them.	We have regular contact with parents.
The teaching staff appreciate and respect the language competences that children bring with them to school.	Language comparisons have a firm place in school teaching.	Elements of family cultures and languages are visible and audible in the school.	The teaching of minority languages is closely linked with mainstream teaching (literature, festivals, religion...).
We promote cooperation between children of different ethnic background.	Our school participates in European partnership programs and uses these for intercultural learning.	The school is open to the district and the city. It uses networking with other establishments for quality development.	Individual learning progress is observed, documented and strongly considered as a reference for the "norm".
A support system is established for "new" children with migration backgrounds and still limited knowledge of the teaching language.	Parents with immigration backgrounds will be continuously involved in pedagogical affairs with their intercultural and linguistic skills.	Our school is known as a place of intercultural learning.	The intercultural orientation of our school is a mark of quality and will be made known through public work.
The basis of our school	The intercultural	At our school there is	International contacts

development is a continuous improvement process, in which the entire school community is involved.	development of our school requires advanced training.	an open dialogue and conflict culture, wherein common values are strived towards and critical opinions are allowed.	enable a change of perspective and represent the building blocks of our school's development.
Intercultural opening means first and foremost openness and critical skills in dealing with others.	The intercultural experience training strengthens the pupils/teaching staff/parents and promotes empathy and perspective change.	The critical analysis of our routines and traditions in the cooperation with children and parents of minority ethnicities and disadvantages has first priority in our school.	External consultation is essential for the development of the school.
The school is well connected to other communal/regional intercultural groups and institutions.	At our school there is a comprehensive support concept that seeks to enhance the children's strength.	The observation and support of the individual learning development of each child is the basis of our pedagogical work.	We consider the parents and children from minority backgrounds as individuals and not as stereotypical representations of their culture.
Returned children receive particular attention and support.	We have democratic policies which are known to the pupils, staff and parents.	We actively encourage Roma, Ashkali and Egyptian children.	Romani may be spoken at our school.
Parents with migration backgrounds are not spoken about, but are spoken with.	To be able to competently deal with diversity, action skills are needed from all.	We often are enriched through different lifestyles, cultures, religions and languages.	Dealing with diversity is not always easy and sometimes leads to conflicts which we must apprehend.
Linguistic and cultural variety is normal in our school.	We aim for non-violent dealings with conflict and clashes of interest.	We encounter other cultural orientations with curiosity, openness and understanding.	Intercultural education is a central task of our school. It is aimed at all children and parents, including monolingual families.
Partners and organisations from outside the school contribute to successful language development.	Successful language development requires close and goal-orientated cooperation with the pre-school.	A good transition with the receiving school is important for educational success.	In our organisation the parents, also those with migration backgrounds, are important partners and will be continuously involved.
Conflicts are not	Everyone has	The language	Language

suppressed, but rather openly discussed and dealt with.	prejudices, fears and acquired attitudes. We make ourselves aware of these and are critical of them.	development of bilingual children is integral and is made up of guided and unguided phases.	development of bilingual children requires the involvement of the parents.
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### Principles of social inclusion in education

- Education is for all children irrespective of their ethnicity. Since the world is becoming increasingly diverse, we need to prepare children for that world. Intercultural education is an important part of every child's educational experience whether the child is in a school which is characterised by ethnic diversity or in a predominantly mono-ethnic school, or whether the child is from the dominant or a minority culture.
- Social inclusion is for all children irrespective of their age. Recognising that diversity is normal in humans is something that is appropriate to all ages. Many of the skills, attitudes and capacities that will be crucial to the child later in life will begin to be developed at a young age.
- Language and culture are identified as a fundamental component of intercultural education. While it is important to give a child accurate information and to challenge stereotypes and misconceptions, developing the child's intercultural capacity is more effective if it is done through talking with the child about his/her thoughts rather than simply telling him/her the "right and wrong" of the situation.
- Education happens naturally through the "hidden curriculum" of the social and visual world within which the child lives. While it is possible and necessary to include intercultural ideas in the taught "formal curriculum", the images and resources that surround the child are also crucial. In exploring the hidden curriculum it is important to note that what is absent can be as important as what is present.
- Education is concerned with ethnicity and culture and not simply with skin colour. Although skin colour may often be the basis for discrimination, intercultural education should be equally concerned with discrimination against all ethnic groups.

## Statements on social inclusion

Education for social inclusion is aiming to:

- Foster conditions conducive to pluralism in society;
- Raise children's awareness of their own culture and attune them to the fact that there are other ways of behaving and other value systems;
- Develop respect for life-styles different from their own so that children can understand and appreciate each other;
- Foster a commitment to equality;
- Enable children to make informed choices about, and take action on, issues of prejudice and discrimination;
- Appreciate and value similarities and differences; and
- Enable all children to speak for themselves and articulate their cultures and histories.

## Ten Guidelines for Social Inclusion and Diversity Education

1. Education is for all children.
2. Diversity education is embedded in knowledge and understanding, skills and capacities, attitudes and values.
3. Intercultural education and social inclusion are integrated with all subjects and with the general life of the school.
4. Intercultural education requires a real-world focus.
5. Language is central to developing intercultural competences.
6. The process of social inclusion takes time.
7. The school context is important in facilitating learning and integration.
8. Schools should reflect the diversity of their pupils.
9. All children should be treated with respect.
10. Cooperation between local schools and the wider community may bridge the gap between schools and minority parents.

**Discuss the meaning and implications of these guidelines. Which are the most challenging ones?**



## Checklist: What information to gather about a newly arrived child?

- How is the child called by the parents and friends?
- What language competences does the child have, and what is his or her level of proficiency in each language (understanding, speaking, writing)?
- How does one say some key phrases in the child's first language, such as a greeting, "please/thank you", "join in", "stop", "well done/very good", etc.?
- What is the child's religion, how is it practiced and has this any implications for school and classroom planning?
- Are there any cultural practices that might affect classroom interaction? Are there actions deemed inappropriate or rude in the child's home culture but which may not cause offense to members of the dominant ethnic group or vice versa?
- What elements of the background of the child represent valuable assets and can be used for further learning (e.g. extracurricular activities taken in host country, ability to play a music instrument, places visited, ICT skills, etc.).

## Observation sheet for teachers: Looking closely at a newly arrived student

Write a case study on a newly arrived student in your school setting. Information should include:

- a.) Background information on the child's prior learning and experiences;
- b.) Information on the child's accomplishments/achievements and progress;
- c.) Information on some of the barriers encountered by the child and how he/she is surmounting them;
- d.) The child's own perspective; and
- e.) Suggested areas/approaches for further interventions to support the child's integration and achievement.

## Role of schools and teachers in reproducing inequalities

### 1. School is reproducing social inequalities

The image school likes to have of itself is a place of equality which offers equal opportunities and opens up to all children chances for a good life, based on individual merit

In reality, as proven by statistics, the school is often a place where social inequalities are reproduced and sometimes enhanced, with children from disadvantaged groups provided with fewer opportunities than their peers.

The mechanisms of this phenomenon are hard to point out in most cases and it is also not fair to put the blame on school for existing social inequalities. However, by promoting inclusion and by paying special attention to children from disadvantaged families, schools can contribute to offering better chances for all children.

### 2. Involuntary influence of teachers

Several studies have pointed out that, without wanting it and without being aware of it, the behaviour and attitudes of teachers have a great impact on the school results but also on the way children and young people perceive themselves and their life in the future.

#### 2.1. Distribution of attention

A factor playing a key role in this context is the way teachers distribute their attention towards children during the teaching process. Teachers asked about this stated that they pay more or less the same degree of attention to all children but analysis of micro-behaviour during teaching proves the contrary: research data shows that teachers tend to pay more attention (eye contact, dialogue, mentioning names, asking questions, etc.) to children they consider to be “good students”. Reciprocally, children considered low performers are given less attention.

Children who get attention are encouraged and stimulated, thus supported to perform well (virtuous circle), while children who do not get teacher’s attention often get to think about themselves that they are not important, that they are inferior and build a low self-esteem (vicious circle).

#### 2.2. Expectations influence achievement: Pygmalion and Golem effects

Expectation of achievement is another important factor influencing school results. Children about which teachers show expectations of good results actually perform better than children with the same background level but to which teachers show that they expect low results.

**Pygmalion effect:** High expectations lead to better performance (research shows that if teachers were led to expect enhanced performance from children, then the children's performance was enhanced).

**Golem effect:** Lower expectations lead to poorer performance by the individual.

#### 2.3. Consequences of categorisation and labelling

Sometimes teachers separate students in groups, based on their performance. They do that with good intentions, to be able to respond better to the needs of the students: students in the group of high performers can advance quicker and go deeper in the subject matter and do not need to wait for the

others, while the low performers can get learning activities at their level and additional support to progress. However, this pedagogical strategy has unwanted negative effects on the children labelled as low performers. Instead of mobilising their efforts to catch up and rise to the level of their peers with better results, they often have the tendency to internalise the idea that they are not able to perform well and get demotivated.

#### 2.4. Stereotype threat

Research has proven that people who belong to a negatively stereotyped group, particularly in a situation of evaluation become anxious about their performance and feel at risk of confirming the negative stereotypes about their social group. For example, if the stereotype of a minority group includes the image that they perform worse in school than majority children, then, if at an exam minority children are reminded that they belong to that group, this will result in lower performances.

#### 2.5. What can be done?

- Teachers should become aware of the risks of unintended consequences of their behaviours and attitudes.
- Teachers should avoid:
  - o Uneven distribution of attention among children;
  - o Transmitting low expectations, categorising and labelling children as low performers; and
  - o Emphasizing group belonging of minority children in a situation of examination.
- Teachers can have a positive impact on the development and on the school performance of children belonging to disadvantaged minorities by:
  - o Showing special attention to children with low self-esteem;
  - o Generating situations in which the (real) qualities of minority children are recognised publicly and in which they feel valued and appreciated;
  - o Transmit high expectations and trust in the capacity of all children to succeed and when they fail, make it clear to them that with proper effort and support they can succeed;
  - o Use methods through which children with various skills, abilities and preferences work together and learn from each other; and
  - o Emphasise the similarities and the potential of all children to obtain good results in a situation of examination.

## Racism and discrimination

### *Nobody is racist but racism exists*

In general, people tend to like and treat in a more favourable way those that belong to the same group as them and dislike and treat in a less favourable way those who belong to other groups.

The classical approach understands racism as the belief that a particular race or ethnic group is superior or inferior to another, that a person's social and moral traits are predetermined by his or her inborn biological characteristics.

General society norms, based on the recognition of equality of rights and potential of all human beings, reject this type of open racism.

However, studies done over the past few decades show that there are other forms of racism manifested in more subtle ways even in democratic societies.

These subtle forms of racism manifest in people who reject old-style racism and believe in egalitarian principles but still express prejudice indirectly, through:

- Opposition to policies that help disadvantaged minorities;
- Considering that disadvantaged minorities are making unfair demands or receiving too many resources; and
- Personal aversion towards people belonging to minorities and avoidance of direct contacts with members of minority groups target of racism.

### *Direct, indirect and structural discrimination*

Direct discrimination means treating somebody in an unfavourable way because of belonging to a certain group. Direct ethnic discrimination occurs when members of a specific ethnic group are treated worse than other groups or are prohibited or limited access to certain benefits other groups enjoy.

Indirect discrimination refers to measures, policies, rules, etc. which are meant to be applied in the same way to all persons but they are formulated in such a way that they disadvantage members of specific groups. For example, asking all students to do homework on computer will disadvantage those students who do not have access to a computer.

A third type of discrimination is structural discrimination, sometimes referred to as systemic discrimination. This includes a complex set of rules and practices which disadvantage less empowered groups while serving at the same time to advantage the dominant groups. Thus, there are patterns of interaction among groups within society, often hard to point out, which generate or maintain exclusion or an inferior status in society of certain groups in relation to others.

School policies, rules and practices should be designed in such a way to forbid and prevent direct and indirect discrimination and to contribute to reducing structural discrimination.

## Project-based learning

The new Curriculum Framework for Pre-university Education focuses on the development of competences and is based on several principles, like the promotion of inclusion, integrated and coherent teaching and learning, and a learning-centred approach. Project work, or learning through projects is mentioned as one of the recommended teaching methods and it is emphasized that it is the only method which in the same time contributes to the acquiring of knowledge, skills and attitudes. It is also very appropriate for a cross-curricular approach and for addressing the cross-cutting issues specified in the Framework Curriculum.

Project learning is usually structured in a sequence of steps, distributed over several weeks with:

1. Choice of a topic of study or of an open question and plan the work;
2. Collection of information, organising the information collected and making decisions
3. Realising a product;
4. Presenting the product; and
5. Reflecting on the learning experience.

These steps can be done by students individually, but the process is much more effective if students work together as a class or in small groups. In this case, regardless of the topic chosen and besides acquiring knowledge and skills about the respective topic, students develop:

- Intellectual and critical thinking skills (related to understanding, processing and organising information);
- Cooperation skills; and
- Communication skills (oral, written, public speaking, etc.).

In many cases, the process also enhances artistic expression, ICT skills and language competence.

The role of the teacher in a project learning process is very different from the role a teacher has in classical learning methods. The teacher is not the one having a block of knowledge to pass on to students, but a facilitator of the learning process. Students follow instructions given by teacher about the steps to go through but in terms of content decision should remain largely with the students. The main instrument of the teacher is the question, not the answer. Teacher should stimulate students to cooperate, support each other, give each other feedback and reflect on what they discover, as well as on their interactions.

The way the examples below will be implemented may vary depending on the age level and preferences of students, as well as on the local context.

### Example 1: Water

1. The topic: identify the various perspectives one can have on water and plan the following steps:
  - Water as seen by science (chemistry, physics, mathematics, geography, etc.);
  - Water in literature and history; and
  - Access to clean water as a human right.
2. Collection and organisation of information:
  - In groups, students access various sources of information (books, internet, local experts, water supply services, people in the community, text on bottles of water, etc.); and
  - Together, students select and categorise the information collected.

3. Realising a product: an exhibition in the school or in a public place in the community on the occasion of World Water Day (tasks distributed among children based on their skills and preferences).
4. Presenting the product: an event is organised to open and present publicly the exhibition.
5. Reflection on the learning experience: back in the classroom, students reflect together on the whole process and on what they have learned in various situations, on what knowledge, skills and attitudes they developed.

#### Example 2: Addressing a local community issue

1. The topic: Talk with adults, discussions among students and analysis of the media to identify a local community issue to be studied.
2. Collection and organisation of information:
  - In groups, students access various sources of information (members of the local community affected by the issue, local institutions, books, internet, local experts, civil society organisations, etc.); and
  - Together, students select and categorise the information collected and agree on what solution they suggest for the respective issue.
3. Realising a product: Producing a portfolio and an electronic presentation with the following structure:
  - Description of the issue, why is it important, who is affected, who is responsible;
  - Analysis of 2-3 possible solutions;
  - Description of the solution proposed by the class; and
  - Advocacy plan on how to influence the authorities responsible to adopt the solution proposed by the class.
4. Presenting the product: a public presentation organised by students with adult guests to present their proposal.
5. Reflection on the learning experience: back in the classroom, students reflect together on the whole process and on what they have learned in various situations, on what knowledge, skills and attitudes they developed.

## School development strategies for social inclusion

Investing time in developing good social inclusion policies is almost certainly time well spent, anticipating and preventing problems later. Schools should consider the following promising social inclusion strategies:

- Ensuring that all relevant staff are informed that they will be receiving a new pupil;
- Ensuring that each child is interviewed to assess their past educational experiences and future needs, and that this information is accurately recorded and forwarded to all relevant teaching and support staff;
- Ensuring that parents/carers are shown around the school and that school practices are discussed;
- Ensuring that, wherever possible, there is an interpreter or bilingual classroom assistant when the child starts;
- Providing training and information for all school staff involved about the background of the children;
- Ensuring that the pupil's progress is reassessed after a specified period, for example half a term, and that there are monitoring procedures in place;
- Ensuring that there are opportunities for pupils who are not coping to be supported by mentoring;
- Ensuring that essential information is translated and bilingual classroom;
- Assistants or interpreters are used for school admission interviews, assessments, meetings and parents' evenings;
- Organising social events such as a coffee morning for parents/carers who are new to the locality (parents cafés);
- Inviting parents/carers to help in the school's activities - many have skills that can usefully be employed in schools;
- Recruiting staff such as Roma mediators and teachers from minority communities. Such intercultural staff could be shared between neighbouring schools that have only a few asylum seeking or refugee pupils;
- All schools must have a member of staff with overall responsibility for child protection. It is essential that they are aware of the needs of minority children; and
- As many repatriated families experience multiple social needs, schools need to develop good links with community organizations and other agencies.



## Repatriation to Kosovo: some definitions and facts

### **Terminology: voluntary repatriation versus forced return**

The term “forced return” is used to describe “the return of persons who have not granted their consent, and who may be subjected to the use of force in connection to their departure”.

The term “voluntary return” is used to describe the return of refugees and persons holding a temporary or permanent residence permit who, after reviewing all available information about the conditions in his/her country of origin, decide to leave the host country and go home.

The notion of “voluntary return”, however, is often slightly misleading. While there are some who truly want to return, the majority of voluntary returns are not “voluntary” in the literal sense of “acting of one’s own free will”. In most cases, families face the choice of either returning “voluntarily” (with the promise of some reintegration assistance) or expect anytime to be picked up by police forces in the middle of the night, given one hour to pack their belongings, put on a plane and deported by force.

Repatriated families or individuals have returned from other countries to Kosovo either voluntarily or by force.

## Case studies about returned children and families

### *The Mujolli Family*

The family of Florim and Feride Mujolli from Fushe Kosove was forcefully repatriated to Kosovo after living for nearly twenty years in Germany. They have six children - the oldest is 18 and the youngest is 2. The Mujolli family had a normal life in Germany and respected the local laws, they had jobs and children attended German schools.

Life continued as normal until 17 March 2010, when the German Police entered their house at 6:00am and asked them to leave immediately. According to the oldest daughter, Hamide, the police forced them into cars while still in their pajamas. This all happened while Florim was at work. After three weeks he decided to return voluntarily and join the family in Kosovo.

Before migrating to Germany, the Mujolli family lived in the village Maxhunaj of Vushtrri, where they owned land and houses, but now their property is destroyed. The Mujolli family is now obliged to rent a house in Fushe Kosove, with no income and no job opportunities. In addition, the Mujolli family cannot register their children in Kosovo as they lack the correct documents – their children were born in Germany. Accordingly, none of the children are attending school in Kosovo.

*Interviewed by RADC on 21 September 2010, Fushe Kosove.*

### *The Berisha family*

After spending nearly twenty years in Germany, the Berisha family was forcefully repatriated to Kosovo in December 2009. Since then, due to the lack of educational documentation, five of their children are unable to attend public schooling in Kosovo. Children also face language difficulties as they have been born and raised in German-speaking environments. Many repatriated families complain about lacking documents, which they were unable to gather in Germany before an unexpected or unwanted repatriation.

### *Case Studies collected by teachers*

Child 1 is a ten-year-old Albanian boy who is considered large for his age. He has been at the school since he was five although his attendance has been erratic, particularly in the past year. He is reluctant to engage with most aspects of school work, particularly that which involves reading and writing. He appears to be socially isolated within the classroom and has few friends. He often disrupts teaching sessions and distracts other children working on his table. He has been known to be verbally aggressive to staff and other pupils though he rarely resorts to physical force.

Child 2 is a five-year-old Roma who is new to the school. He is causing concern for his apparent inability to concentrate and focus on any task. He frequently disrupts class activities, doesn't respond to instructions and is often accused by other children of hurting them. His grasp of school teaching language is fairly limited. Despite two attempts, the child's parents have not yet responded to the school's request for a meeting.

Child 3 is a nine-year-old Serbian boy who has returned from Germany with his family. He has been at the school for three months. In this time, he does not appear to have made any friends and is very quiet in class. He rarely follows instructions and spends most of his time drawing or daydreaming. He appears to be very reluctant to talk about his previous experiences or home life, despite the school having brought in an interpreter on one occasion.

Child 4 is a seven-year-old Roma child who persistently engages in attention-seeking behaviour, often interrupting whole-class teaching sessions and demanding one-on-one attention. She appears to be well-integrated within the class and has a wide circle of friends. However, she seems to prefer adult company and is often reluctant to leave the teacher's side.

Child 5 is an eight-year-old Turkish boy who is at an early stage of learning the teaching language and has been at the school for two years. Although he has quickly acquired social language and is well-integrated on the playground, he seems much more reluctant to attempt to use his newly acquired language skills within the classroom context. He frequently chooses to work in his home language with the other speaker in the class. He has recently become increasingly defensive and says that he has no interest in learning school language or in doing well at school.

Child 6 is an eight-year-old Roma girl who started at the school two years ago. Her attendance is generally very good and both parents regularly attend meetings at school and talk to her teacher. While her behaviour in class is generally good, she frequently has problems at break and lunchtimes and this is particularly centred on a small group of three other non-Roma girls. This can result in aggressive outbursts which can affect the whole classroom situation.

### **Social inclusion and education of repatriated children**

Integrating repatriated young people and children into the mainstream education system remains one of the greatest obstacles of public schooling in Kosovo. A UNICEF Report "Integration Subject to Conditions" (2010) states that "while most children had attended school regularly in Germany, once they returned to Kosovo, three quarters dropped-out from school, mainly due to poverty, language barriers and the lack of school certificates from Germany. In such difficult educational conditions, there is the risk that many deported children and young people will attempt to return to their host country through organized crime networks, where the only prospect awaiting them is the status of an 'illegal'".

During the process of forced repatriation, Roma, Ashkali and Egyptian people are exposed to several human rights violations, including psychological pressure to leave the host country, short notice to leave the country, disrespectful behaviour of the police, and insufficient support and assistance after returning to Kosovo. For example, in Germany Roma, Ashkali and Egyptian families experience problems even before being repatriated forcefully, including difficulty in receiving social assistance, benefiting from health services, attending schooling, and finding jobs. As asserted in a UNICEF report, "the best interests of [these] children have not so far been considered a priority, despite the fact that [...] almost two-thirds of [them] were born and have grown up in Germany". While most repatriated children arrive in Kosovo with one or both parents, some do not. They may arrive with friends or relatives, or they may arrive as unaccompanied children and are taken care of by institutional caregivers.

Upon returning to Kosovo, Roma, Ashkali and Egyptian forced returnees face a new stage of difficulties due to limited living space and shortage of resources, while the continuous return of Roma, Ashkali

and Egyptian refugees increases the number of dependants on social assistance, which is already very high among Roma, Ashkali and Egyptian communities in Kosovo. It can be assumed that in this regard approximately 50,000 refugees considered to be repatriated will fall under social assistance with a monthly support of €35 and €65 per family, irrespective of the number of children. It is widely acknowledged that a family, even in Kosovo, cannot survive with this extremely low income. Such harsh circumstances propel Roma, Ashkali and Egyptian returnees and their communities into a vicious circle of poverty and further marginalization, while disadvantaged groups such as women and children may find themselves trapped into forced labour and marriages and trafficking. Integrating Roma, Ashkali and Egyptian forced repatriated young people and children into the mainstream education system remains one of the greatest obstacles of public schooling in Kosovo.

## Understanding the situation and needs of newly arrived children

List of statements

- Returned/repatriated pupils may come from different countries, such as...
- They may have a wide range of educational and social needs as some of them...
- Have an interrupted education in their host countries;
- 
- Some have had negative experiences in their host countries when being forced to return to Kosovo;
- 
- For a certain number this may affect their ability to learn and rebuild their lives;
- 
- Have suffered a drop in their standard of living and other major changes in their lives;
- 
- May have parents who are in emotional and economic distress; or
- 
- Speak little or no Albanian/Serbian on arrival in Kosovo.

*Work in pairs:*

*Please compare your personal observations of pupils with the experiences and conditions listed above.*

*Do you have any suggestions how to support these children in schools?*

*Where do you see opportunities for support and where are the limits?*

## Providing a welcoming environment in school

Immediate enrolment and regular attendance at school is highly desirable for repatriated children and particular attention needs to be paid to minority children. Children should be offered a school place as soon as possible after return even if the official documents are incomplete.

Some children come from countries where the education system is different. Schools may have been differently organised and the style of teaching may be more interactive and collaborative. The range of subjects taught in a child's host country might also be different.

Once children have a school place, the initial meeting and interview with parents/carers and their children is a time for good relationships to be established. Parents/carers should be made to feel they can trust the school and be able to provide key educational information about the child in confidence. It is reasonable to ask parents/caregivers about languages spoken at home, past schooling and about their relationship to the child. Families can also be asked if they are in receipt of benefits or social support.

Group work assignments:

1. Design a map of your school for new children and parents;
2. Develop a set of questions for a first meeting with parents;
3. Create a friendly classroom together with your pupils with signs in different languages, paintings etc.; and
4. Prepare a storyboard with your pupils about your community, village etc.

## The concept of resilience and its relevance for education

Resilience is a psychological concept describing the ability of individuals to cope with traumatic experiences, such as violence, abuse, war, flight or bereavement. After a traumatic experience such as displacement and loss of stability, it is normal to manifest strong emotional reactions, but with time these usually lessen. Children's reactions to such events vary vastly in both the short and long term. Some children regain strength rather soon, others are not strong enough to cope.

Many factors influence psychological well-being. The duration and intensity of trauma, the child's age, the child's personality and character, the quality of childcare and the experiences in a new country all affect how the child will come to terms with being an asylum seeker and refugee. Certain adverse or risk factors make it more likely that problems will arise. Other protective factors help guard a child against long term psychological distress.

It is useful for teachers to think about *adverse and protective factors* when working with repatriated children. Schools and teachers who wish to promote well-being should try to maximise the protective factors in a child's life and minimise the adverse factors, as much as they have control over them, helping to make it less likely that a child will suffer long term psychological stress.

The overview below identifies the most important protective factors that may contribute to emotional recovery and resilience. These supportive conditions provided from families and schools could complement each other. If family conditions remain adverse, the role of schools as a supportive environment seems to be rather important.

*Protective factors include:*

- Having parents/carers and/ or a family network who can give their children attention and good quality childcare;
- Having access to other people, particularly from their own community, who give friendship and support;
- Some understanding about the reasons for leaving their home country. Obviously younger children may have an incomplete understanding of such stressful experiences and be more vulnerable. Children who are able to integrate their experience are less likely to suffer long-term distress, and those with high self-esteem are more likely to overcome traumatic events;
- Being able to maintain some links with their former host land;
- Remembering good things about life in the former country;
- Being happy in a new school, making friends and being able to achieve at school;
- Feeling optimistic about the future and about making progress are important protective factors;
- Being able to talk about stressful events and thus gain control over them;
- Being able to ask for help when things go wrong;
- Having a hobby or interest to pursue; and
- Having plans for their future.

### **Family - protective factors**

1. Adequate physical care;
2. Safe direct physical environment;
3. Affective atmosphere;
4. Supporting, flexible childrearing structure;
5. Adequate examples by parents;
6. Interest; and
7. Stability.

### **Education - protective factors**

1. Safe wider physical environment;
2. Respect;
3. Social network;
4. Quality education;
5. Friendships and contact with peers;
6. Adequate examples in society;
7. Stability in life circumstances; and
8. Perspectives of a good future.

## Vulnerable children: understanding symptoms of distress

Children who arrive in Kosovo with an interrupted prior education are a most vulnerable group in danger of depression, low achievement and early drop-out. Besides living in an environment they are not familiar with, children with interrupted prior education may feel frustrated or inadequate because of their inability to read, write or complete some tasks, their lack opportunity to continue learn, and are unfamiliar with the school facilities and classroom equipment.

Another vulnerable group is formed by those children whose experiences of displacement and deprivation prevent them from settling into a new school. Such children may manifest disturbed behaviour. It is important to be aware of some of the past experiences of repatriated minority children.

Such experiences may include:

- Loss of a familiar school environment, of material belongings and familiar surroundings;
- Negative incidents with local authorities and border police;
- Hostility in the new homeland;
- Material deprivation in their new homes; and
- Being with people who do not understand or know about their experiences.

Distress that children are facing can manifest in various ways, including:

- Acting out stressful events or problems in their thoughts and in their play and drawings. Playing out such events enables them to develop understanding of these events and gain control over difficult emotions. When children play out violent or traumatic events time and time again it indicates that they are not getting over the experience;
- Physical symptoms;
- Nightmares and disturbed sleep;
- Crying and feeling overwhelming sadness;
- Being nervous or fearful of certain things such as loud noises;
- Being unable to form relationships with other children, perhaps being too sad and withdrawn to want to play, or unable to trust other children. A newly arrived child might also not understand what other children are doing. These children may be isolated because they are rejected by other children, who see them as different or because of their disturbed behaviour; and
- Having difficulty relating to adults because they mistrust them. Sometimes children keep away from adults because they fear loss: they are reluctant to show affection to a significant adult lest that person disappear.



## Key strategies for providing emotional support and social inclusion at classroom level

Teachers' competences should include knowledge and understanding of child development and awareness of the needs of children, as well as a basic knowledge about intervention strategies.

Some main pedagogical interventions are found here:

**Awareness of symptoms.** The team of teachers in a school will need to examine its whole school policies for care of pupils experiencing psychological problems. Providing emotional support for these children is an integral part of a school's policy and cannot be considered in isolation from matters such as providing a welcoming environment, good home/school liaison and support. It is important for teachers to be observant and to know when children are distressed. Only then can appropriate support be given. Manifestations of some of the following behaviour may indicate that a child is deeply distressed:

- Losing interest and energy or being very withdrawn and taking little interest in surroundings;
- Being aggressive or feeling very angry. Children can manifest aggressive behaviour for a number of reasons. Some children copy the violence they have seen around them. Young children may be unable to put their feelings into words so they use violence as an outlet. Traumatic experiences can also make children feel tense and irritable, and they may lose their temper easily;
- Lacking concentration and feeling restless. Children who are worried or unhappy often find it difficult to concentrate on their work. They may daydream, become withdrawn or restless; or
- Feeling very irritable.

**Training.** In-service training should aim to increase teachers' knowledge about children's background, and to develop their listening and communication skills. Specialist organisations such as Terre des Hommes offer in-service training. Some teachers may also want to consider validated counselling courses.

**Counselling.** A small number of repatriated children will need more intervention. Some schools offer individual or group counselling to children who have suffered abuse or stressful experiences, usually facilitated by teachers who have obtained counselling qualifications or by other professionals. However not all societies have the same attitude towards counselling services and some families may view counselling as inappropriate.

**Talking to children.** Many schools have well-planned inclusive strategies and one of the most important things a teacher can do is to talk to distressed children, listen to what they say and take their communication seriously. To do so, the teacher or mentor has to make a regular time to be free.

**Play.** Those who work with younger children can use play with individuals and small groups of children to make sense of their experiences, explore issues such as fear and trust and help newly-arrived children settle in.

**Autobiography and creative writing.** Children can be encouraged to write about themselves, their home country and present circumstances, keep a diary or make a scrapbook or picture book about themselves. Such autobiographical techniques are frequently used with asylum seeking and refugee children and help develop understanding of complex events and feelings. Younger children can use paints and crayons to draw about themselves, and work with an adult to write down captions to their drawings.

**Art and drama** can be utilised in the same ways as creative writing and play to enable children to express themselves and develop understanding of complex events and feelings. Primary school teachers, art teachers and care workers can be trained to use art with disturbed and vulnerable children in ways that help them settle.

**Other useful techniques** include:

- Self-portraits;
- Mask production and discussion of facial feature and feelings;
- The Desert Island: Children work in groups of four or five around a large sheet of paper; they are told to paint the items they would wish to bring if they would need to stay together on a desert island. There is space for painting personal items as well as communal space for children to paint together. The activity is a good prompt for talk.

Discussion points:

- What can you use for your work?
- How would you try to support a child in distress?
- Give examples of interventions for different grades and age groups.

## Cooperation between school and parents to provide support

**Key strategies for working with parents.** If a child experiences difficulties at school it is essential to develop good communications with parents and other key carers. Sometimes parents and children's problems may be closely interlinked. Leaving their home country often disrupts family relationships: children may lose parents or key carers. More frequently, children lose the attention of their parents, who may be so preoccupied by basic survival and their own problems that they cannot give young children the attention they need. Where parents are emotionally absent, it is important to ensure that they receive social support.

Ensuring that children and families have **access to social and community support**. For many children, isolation and lack of support are significant risk factors. If children are experiencing difficulties at school, teachers should check that they and their families have the support of community groups, after-school clubs, access to playgroups, befriending schemes and language classes.

## Cooperative learning

**Cooperative learning** is a way of learning in a group. Cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

1. Positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

2. Individual and group accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
3. Face-to-face positive interaction. Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.
4. Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
5. Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Only learning activities which include all the five elements above qualify as cooperative learning.

Cooperative learning is a group work, but not all work in groups is a cooperative learning. It differs from the group work in several aspects:

- Groups are heterogeneous;
- All the participants are actively involved;
- Individual accountability is guaranteed;
- Face-to-face interaction (all the group members can see and hear each other);
- Intentional development of social skills; and
- Evaluation of the process and the outcome.

Cooperative learning demands the fulfilment of all these principles.

Cooperation improves the quality of social relationships, the ability to adapt oneself to a group, facilitates the social and intellectual development of the personality. Cooperative learning tasks are aimed not only at the result of the work, but also at the process and social skills that stimulates academic education. Taking into account that cooperative learning develops social and academic skills equally, it can be concluded that it contributes to the social and cognitive development of the individual.

The teacher who applies cooperative learning forms such an educational environment that develops the skills to cooperate, summarise and analyse the information, the skills to put forward and prove the hypothesis, evaluate the process and the outcome of personal and group members' work. In organising and managing the cooperative group, the role of the teacher changes. The teacher is not anymore the only source of the information. The responsibility is shared with the students. The teacher learns not to intervene in the group work without need, but is actively observing the process and organising its evaluation.

Using cooperative learning, the teacher is responsible for the group work on three levels:

1. Problem solving;
2. Group management; and
3. Processing the relationships.

Cooperative learning gives a possibility for students to be creative and develop their critical thinking skills, be tolerant and accept differences. Moreover, learning through collaboration raises students' self-esteem and generates positive attitudes towards self, peers, teachers, school and education.

Cooperative learning can be used successfully with the students of different ages starting from the pre-school to adult education. The level of the task difficulty and research problems depends on the students' age and interests, but, basically, the way and mode of learning remain the same.

Cooperative learning corresponds to the current policy of the education in Kosovo and its aim is to develop all-round personality, socialization and to educate the citizens that are able to live and work in a democratic society. Cooperative learning is more and more used in different educational institutions, e.g. professional, pre-service, in-service education and various re-qualification courses.

The use of cooperative learning brings important benefits for both learning and classroom climate. Some of these benefits are:

- Increased motivation to learn and active involvement of students in learning. Each member has opportunities to contribute in small groups. Students are apt to take more ownership of their material and to think critically about related issues when they work as a team;
- More opportunities for personal feedback. Because there are more exchanges among students in small groups, students receive more personal feedback about their ideas and responses. This feedback is often not possible in large-group instruction, in which one or two students exchange ideas and the rest of the class listens;
- Acknowledgment of individual differences. When questions are raised, different students will have a variety of responses. Each of these can help the group create a product that reflects a wide range of perspectives and is thus more complete and comprehensive;
- A positive attitude towards diversity. Students learn to work with all types of people. During small-group interactions, they find many opportunities to reflect upon and reply to the diverse responses fellow learners bring to the questions raised. Small groups also allow students to add their perspectives to an issue based on their cultural differences. This exchange inevitably helps students to better understand other cultures and points of view; and
- Improvement in interpersonal and group relations. Students learn to relate to their peers and other learners as they work together in group enterprises. This can be especially helpful for students who have difficulty with social skills, for newly arrived students or for students belonging to minorities. They can benefit from structured interactions with others and the others can overcome their prejudices through this process.

There are also risks to take into account when designing and implementing cooperative learning activities:

- "Good students "do the work" and "poor students" do not really learn;
- "Good students" lose time waiting for the "poor students" while they could have advanced quicker;
- The work in group actually excludes and demotivates minority students, shy students or students with lower language skills; and
- Failure or low group achievement can lead to worse interpersonal and intergroup relations in a mixed class.

The keys to avoid these risks are:

- Define the tasks clearly and explain also that working together is an element which will be considered, besides the actual outcome, in the individual assessment of each student;
- Avoid labelling children and stimulate team spirit in the class;
- Be careful with the distribution in groups. For most tasks heterogeneous groups work well if there is a clear and balanced distribution of roles in the group, based on the strengths of each

member (sharing strengths). However, for some learning tasks, you can consider homogeneous groups but be clear that this is not cooperative learning;

- Supervise the group and provide support when needed;
- Ensure that in care of risk of failure, the group is put back on track and all members contribute; and
- Keep the size of the groups between three and five persons.

## Promoting language awareness and cultural diversity

### Key methods at all ages of schooling

Children should be encouraged to celebrate their home language. There should be labels and signs in relevant languages. Teaching all the children about the various languages of the children in the group helps to celebrate multilingualism by:

- Letting children teach staff and other children learn some words in their different languages, including Roma language;
- Making labels and signs in relevant languages;
- Learning a few words in relevant languages, particularly greetings;
- Encouraging parents to come in and read stories or teach songs;
- Encouraging communication such as hellos and good-byes;
- Telling children folk-tales from various countries and different ethnic groups; and
- Celebrating various holidays, for example Muslim, Christian and Jewish festivals as well Roma holidays.

Creative expression:

The following activities may be useful:

- A treasure basket containing materials of different textures or objects that make different noises can be used to encourage such play. Also useful are small toys, figures and other objects that facilitate the telling of stories, and puppets, props and clothes for role-play;
- Drama, including, the use of miniature figures and mask-making which allows children to play out feelings and 'conflicts';
- Opportunities for free play, allow children to use play to interpret stressful events that have taken place in their lives;
- Using stories, followed by discussion, acting and play.

## Repatriated children and their linguistic needs

Some pupils arrived in Kosovo speaking little or no Albanian or Serbian. Rapid second language acquisition is a key element to their successful integration into the education system and the wider community.

These children's linguistic backgrounds may be very varied. Some may speak Romani, and will have had little or no contact with the Albanian or Serbian language. Some will have received little or no prior education and may not be literate in their home language.

The following are considered effective practice to help a child learn a new language:

- Making sure they are greeted in every lesson;
- Making sure pupils know the names of their teachers and support staff and that they have the opportunity to write down their names;
- Sitting the pupil next to friendly members of the class, preferably those who speak the same language and can translate if something is not understood;

- Having beginners taught some useful basic phrases; and
- Asking pupils for the home language equivalents of Albanian or Serbian words.

## Diversity education across the curriculum

This document includes various suggestions of educational activities schools can use across the curriculum to raise awareness about cultural diversity.

In addition, small projects can be added to the basic curriculum. The arts, history and language teaching offer many opportunities.

*Projects* might include for example work on stories and testimonies; writing stories and accounts of migrations; interviewing and making presentations about relevant issues. History projects can deal with the growth of multi-ethnic Kosovo; or local history projects and oral history on returnees and refugees.

In Civic Education pupils can develop their civic competence and their speaking and listening skills by role-play and debate about relevant issues, presenting information, negotiation. Pupils can be given texts to read such as newspapers articles, autobiographies, diaries, letters and leaflets.

## Peer mentoring

A peer mentoring school programme is a framework established in school and supported by the school in which volunteer students provide assistance to colleagues of smaller age or colleagues facing various barriers which prevent them from being successful in school (e.g. lack of family support and learning conditions and resources, language issues, arrival from another school with different requirements, etc.).

Engaging in peer mentoring brings benefits for both the mentor and the person receiving support.

For students benefitting from mentor's support, the effects include:

- Improved attitudes towards school and peers;
- Feelings of competency and self-efficacy;
- Better grades and academic achievement; and
- Pro-social behaviour and attitudes.

For mentors, improvements have been reported with:

- Connectedness to school;
- Self-esteem;
- Empathy and moral reasoning;
- Intrapersonal communication and conflict resolution skills; and
- Relationships with parents.

The mentoring is mainly about a relationship, although this usually goes through concrete activities like homework support, joint visits to cultural or educational places outside school, support in school, even during lessons, etc. Participants in the programme may also be offered opportunities to engage together in joint group activities (such as community volunteering programmes, organising a community event, etc).

In effective mentoring programmes mentors receive training (inside the school, from a teacher or a senior mentor, or outside of school, in an NGO or a learning centre) and also benefit from regular meetings to provide each other support in overcoming challenges. Usually one teacher takes the role of programme coordinator.

Clear ethical rules should be put at the basis of the work of mentors and the school should have transparent and fair procedures for recruiting, training and supporting mentors, as well as for identifying beneficiaries and matching them with the mentors.

Risks to avoid in peer mentoring programmes:

- Mentors and mentees may not fully understand their roles. Mentees may not understand how a mentor can help them reach their goals, may feel ashamed or intimidated for being in the programme or perceive the enrolment in the program as a form of punishment;
- Peer mentors can sometimes provide negative role models. Therefore, the recruitment of mentor should take this into account and regular monitoring and supervision will reduce risks; and
- Peer mentoring relationships may experience difficulties and might need external support to

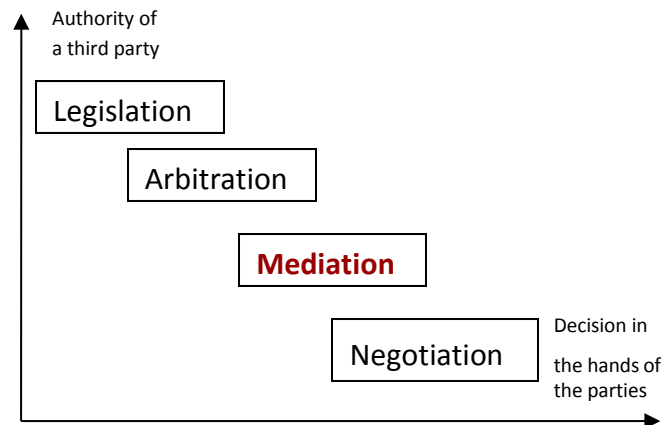


overcome them.

## Peer mediation

Mediation is a conflict management strategy which has the following characteristics:

- The parties in conflict request or agree with the intervention of a third party, the mediator, with the role to support in finding a mutually satisfactory solution to disagreements; and
- The role of the mediator is not to propose solutions but to assist parties in engaging in dialogue and in reaching an agreement.



The mediation process includes usually the following steps:

- Prepare the mediation;
- Explain rules and principles to respect by parties and mediator during mediation:
  - o Aiming at a mutually acceptable solution;
  - o Mediator is impartial as much as possible;
  - o Equal opportunity and time to talk;
  - o Keep calm, no name calling;
  - o No interruptions; and
  - o Confidentiality, except danger to others or to themselves or any forms of abuse on present or past.
- Ask parties to express their positions, needs and interests;
- Give feedback, paraphrase, ask questions to ensure clarity;
- Ask parties to propose realistic solutions;
- Support parties in finding common ground, by analysing solutions and picking the option which is best for both;
- Make sure both parties understood what the solution means and accepts it.
- Mark the agreement; and
- Discuss follow-up if necessary.

In school-based peer mediation programmes conflicts and disagreements between students are addressed through mediation performed by student mediators. They act as volunteers, receive training from a teacher responsible for the programme and respect the principles of mediation (e.g. propose but not impose their intervention, keep impartial, etc.).

Therefore, an effective peer mediation programme should consider:

- Recruiting and training student mediators;
- Programme promotion so all students know how it works and how they can benefit;
- Providing support to student mediators in performing their role; and
- Good monitoring and ensuring the quality of the process.

## Working Together: School, Parents and Community

### Involving parents

Establishing strong links with parents is an essential part of supporting the education of minority pupils. The most successful of schools that work with these pupils are those that foster a high level of parental participation. Such school usually have good links with community initiatives, learning centres and local projects, including minority community groups.

Parents play a crucial role in the education of their children. They are a child's key educator and know them better than anyone else. There is a wealth of research evidence that shows that children do better when there is a close working partnership between home and school. The involvement of parents and their relationship to a school is crucial for improving school attendance and completion of education.

Parental involvement is thus a key factor in pupils' achievement and this is the case across all ethnic groups.

Research identifies that:

- Parental involvement has a significant effect on pupil achievement throughout the years of schooling;
- A father's interest in a child's schooling is strongly linked to positive educational outcomes;
- Educational failure is increased by a lack of parental interest in schooling; and
- Many parents want to be more involved in their children's education.

Some parents, however, have few links with their child's school. Some schools also report that it is difficult to develop links with a pupil's home. It is worth considering some of the reasons for such problems:

- Past experiences in the host country may make these parents suspicious of authority and wary of contact with schools; and
- Parents may be unfamiliar with the education system, and events such as parents/carers meetings are unfamiliar.

A school that has developed strong links with minority and repatriated families has welcoming climate that:

- Makes all parents feel that they are wanted and have a positive role to play;
- Shows parents that they can always make their feelings and opinions known to staff, and that these will be dealt with respectfully and seriously;
- Demonstrates that parents/carers' linguistic, cultural and religious backgrounds are valued and respected; and
- Shows that the school is part of the community it serves.

### Key themes around ethnic minority parents (including returnees)

1. Recognising diversity within and across ethnic groups. A starting point for encouraging more minority parental and community involvement is recognising there are different communities with different experiences. Individuals from within and across different communities should also not be viewed in ways that label or stereotype them.

2. Challenging racism and negative perceptions. Some school practitioners may make

assumptions about parents on the basis of their background, and these can be unfairly

judgmental. Negative perceptions need to be challenged.

3. Addressing barriers. Minority parents and children may face a range of economic and social and practical barriers to being involved in schools

4. Empowering parents. Minority parents should be invited to meet teachers and see the school.

### Building strong community links

It is important that schools develop good links with community organisations in their locality. If a school wishes to improve the involvement of minority parents in its activities, it can ask the relevant community groups to respond to the school's overtures. Roma community groups can sometimes provide interpreters to mediate in an emergency. They can also be invited to speak to pupils or be involved in activities and cultural or awareness-raising projects. Schools can research and list local community organizations and individual returnees who could be invited in to help.

Among the services offered by community groups and organizations are:

- Advice on welfare rights and housing;
- Language classes, employment training and careers advice;
- Supplementary schools for children, cultural-educational activities, sports;
- Youth activities;
- Senior citizens activities;
- Women groups;
- Cultural events and outings; and
- Production of newsletters and information.

### International examples

One *German* local authority has been able to secure statutory funding for ten *German language classes for parents*. All of the classes are based in the schools their children attend and run in school hours during term time. Most parents who attend these classes are Roma refugees. In the same schools *peer mentors* from various ethnic groups cooperate individually with younger pupils. They work as tutors or invite them to out-of-school-activities, do homework with them or help translations.

A large secondary school in *Sweden* with a high proportion of refugee children decided to promote parent attendance at parent's evenings. It was found that few Turkish and Kurdish parents attended these meetings. After this, the school took on a trilingual *classroom assistant* who spoke Kurdish and Turkish. His services were used at parents' evenings and to translate letters to the home. Parental attendance at school events, by both mothers and fathers, improved after this.

A *London* school with a large number of Kosovan children provided a *room for parents* to meet. A refugee community organisation and a community school teaching Albanian have grown out of the parents' meetings.

A *German* school established a *coffee place where mothers/parents could meet*. Roma mediators organized info meetings and volunteers offered literacy classes. School attendance of children

became more stable, and children and mothers enjoyed after school activities in this café.

**Assignments:**

Please discuss in small groups the following issues:

1. Could similar projects be implemented in your school?
2. Discuss other social projects together with minority parents/educators; and
3. Discuss the idea of peer mentoring in your schools.

## The role of the educational mediator

Ethnic minority educational mediators have a key role in many schools in supporting the involvement of parents, carers and communities.

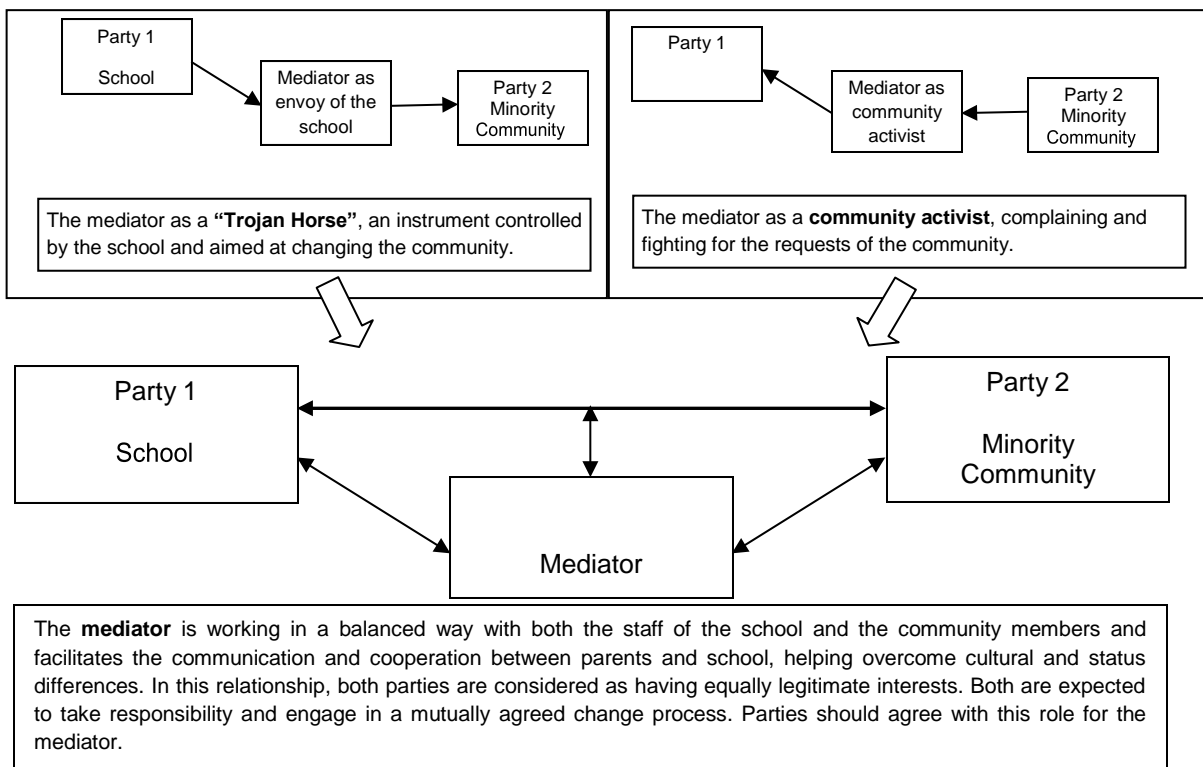
Their work includes:

- Ensuring there is a welcoming school ethos;
- Advising on a range of ways to make sure that parents and carers from diverse backgrounds are listened to and consulted about their needs; and
- Developing strategies to ensure that parents understand the school’s approach to teaching and learning.

The role of mediators is also related to:

- Encouraging parents to support their children’s learning;
- Identifying ways for parents to contribute to the life of the school;
- Developing links between school and community;
- Ensuring that parents know that home languages have an important role in children’s learning; and
- Ensuring that the school values bilingual skills.

The desirable position of the mediator is represented in the lower part of the diagram below. The upper part presents two misuses of the mediator, often found in practice







## Monitoring and evaluating the school development process

### Key points for monitoring and evaluation: active learning, parental involvement and community support

#### *Active learning*

Active learning involves learning in collaboration with others. Learning within a community of learners enables the child to construct his/her own knowledge, to explore issues from multiple perspectives, and then to review and reflect on his/ her discussions with peers. The curriculum notes that, through this process of active learning, children are more likely to internalize what they have learned and be able to apply it in their day-to-day lives and in everyday situations. In other words, the way the child acquires knowledge affects the degree to which that knowledge becomes useful or not useful to the child. This makes active learning crucial to learning the meaning of responsible citizenship.

Active learning:

- Engages children physically, cognitively, and emotionally;
- Promotes action, as children learn to recognize their own capacity and self-efficacy;
- Places children at the centre of the learning process through ensuring that the content is relevant to their own lives and is engaging for them; and
- Requires an atmosphere of trust and support in order to ensure that children do engage and feel secure in expressing their own view or in trying out new skills.

#### *The involvement of parents and the wider community*

Parental involvement is crucial to a child's success in school. The involvement of parents in the formal education of their children complements and acknowledges their central role in the child's development. Parents may feel reluctant to approach their child's school. In particular, this may be an issue for parents from minority ethnic groups, or parents whose first language is not that of the school. In order to improve school contact with all parents and the wider community, schools might consider

Exploring ways of addressing parental fears and concerns can start from the following recommendations:

- Providing opportunities for informal meetings of staff and parents and establishing parent-teacher contact that offers opportunities to discuss and understand each other's points of view;
- Providing information to parents in a way which takes account of the existence of a diversity of literacy levels as well as cultural and linguistic diversity, for example parent-teacher meetings, inviting parents in to the school for special events, etc.;
- Inviting parents to become involved in extra-curricular activities or intercultural events;
- Identifying opportunities where parents and other members of the community can support the school, for example language support, translation, homework clubs, etc.; and

- Developing strategies to involve the wider community in an intercultural approach, for example inviting individuals or community groups that may have a particular area of expertise.

### *The role of all the members of the community of the school*

It is important that all the members of the school community (children, parents, teachers, support staff and management) are included in the process of creating a school that values cultural diversity and are involved in the collective responsibility of developing and maintaining an inclusive and intercultural school.

One of the underlying principles of successful school development planning is good communication between all members of the school community. It is important, therefore, that everyone involved has the opportunity to have his/her views heard, and feels a sense of involvement in the process of change.

## Guidelines for monitoring and evaluation

The implementation of a school plan should include procedures for monitoring, reviewing and evaluating by a given date.

The process of monitoring and evaluating should include:

- Individual reflection;
- Team or group sessions; and
- Meetings of all stakeholders.

Formative evaluation should be seen as a way to support the effective and efficient implementation of the school development process.

After having developed an action plan, the members of the school community will engage in the process of implementation.

Successful implementation should contribute towards:

- Promoting a greater awareness of social inclusion and intercultural education;
- Helping all children to integrate into school;
- Promoting a supportive and inclusive learning environment;
- Including parents and the wider community; and
- Building coalitions between teachers, pupils, parents and external stakeholders in order to reduce dropout or underachievement.

The clarification of tasks, goals, success factors and indicators, and a timeframe will help the school to transform the planning gradually into good practice.

It is important to identify priority areas, which will help the school culture to become more inclusive and intercultural, as work in these areas is progressing.

**As the school development process is cyclical**, the process of evaluation will inform a further step of planning and implementation. It may happen, that in the process of implementation that new challenges arise and need attention. Implementation must be flexible to respond to new issues and changing circumstances while remaining true to the mission of social inclusion.

### How do I organise a participatory evaluation process?

After months of work it is time to stop and look back at what has been done and at what has been achieved, as well as to look at how the current situation is. This is the evaluation. It's like pushing the rewind button of a video player to see again the movie of what happened and like looking in a mirror to see how you (as a group of stakeholders) look now.

Among the key stakeholders you might consider involving are:

- All teachers who attended training;
- School director;
- Representatives of parents, including minority parents;
- Representative of the Municipal Directorate of Education;
- Local NGO or learning centre; and
- Roma mediator.

Considering your specific work context, you might choose to involve only some of the above or add other stakeholders.

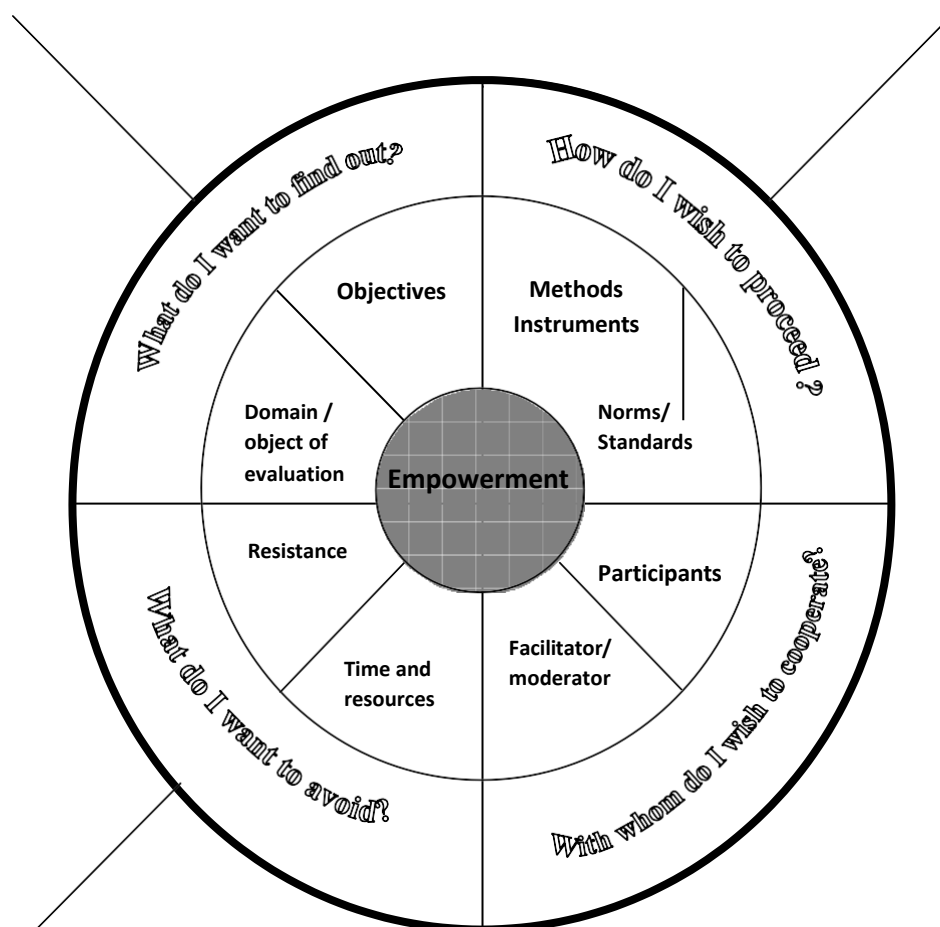
The goal of the evaluation is improvement of work and cooperation in the future.

The purpose of evaluation:

- Is not...
  - o To find out who has done a good job and who hasn't;
  - o To identify who is guilty for not achieving the results expected; or
  - o To prove that everything is perfect and that you did a great job.
- Is...
  - o To review activities and identify what worked well and what did not work well;
  - o To reflect on what has been done and learn from successes and failures; and
  - o To measure the effects of the work and set the basis for the planning of the next cycle of activity.

Evaluation is a process that needs to be **planned and prepared**. Its goals are best achieved if it is a **participatory process** in which various relevant stakeholders are actively involved.

The diagram below can help to structure the planning of evaluation. It also shows how this process can generate empowerment of the team of teachers actively engaged in the process and motivate them to continue the work.



You should do the planning of evaluation together, as a team. You may want to convene **a meeting with several key stakeholders**, people who know the situation, the work done and who have been involved in the planning process. Together, you should find answers to the following questions:

What is going to be evaluated?

There will be two elements to look at: the activities in the school development plan and impact of these activities on the school, the children and on the cooperation with parents. You might also want to look at more specific issues such as the school attendance of Roma/Ashkali/Egyptian children, the cooperation with the learning centre, extracurricular activities, attendance of parents at school activities, school results of minority or returned children, relations and attitudes in school between children, etc.

What are the objectives of the evaluation?

Here you should define more precisely what you want from the evaluation, based on the general statements on the purpose of evaluation mentioned above.

What methods and instruments will be used to collect information?

You will need to collect facts (what has been done), figures (numbers, percentages, etc.), and opinions/perceptions/attitudes, from various stakeholders in the community and institution(s). Where do you get this information from? How? Who can contribute? You might decide to define a few questions which you ask parents and have a member of the team make an overview or summary of the answers, etc.

What norms and standards need to be taken into account?

There are some elements that you need to take into account when you plan this process: for example, legal requirements, administrative procedures of the education system, limitations of access to some personal data, etc. In some cases, for example, in order to ask children questions, you need the agreement of the parents.

Who is going to be involved in the evaluation process?

A very important decision is about whom you are going to invite to take part in the evaluation meeting. It is important not to involve too many people, but to have a group representing the main categories of stakeholders.

Who is going to be the facilitator of the process?

The evaluation meeting needs someone to act as facilitator or moderator, to make sure that everybody gets to speak, that no one is monopolising the discussion, that the attitude is positive and constructive, that the interventions are not deviating from the subject, etc. This can be one of the members of the team, but it can also be someone else you trust, possibly someone from an NGO you are working with.

What resources and how much time will be necessary and how can we increase efficiency?

List what you need for collecting the information and for the evaluation meeting (meeting room, etc.). Estimate how much time will be needed to prepare the meeting (collect and organise the information) and how long the meeting should be.

What types of resistance we might expect and how to overcome resistance?

Knowing the people you invite and the topic of the discussion, think about what can go wrong, what opposition you might get in the group and how you can counter this.

Once the plan is ready, you need to make sure that it will be implemented and that within a reasonable time you will have the information collected and organised and that everything is prepared for the evaluation meeting.

When information is ready, you convene the evaluation meeting, according with the plan defined during the evaluation planning meeting. The participants will be the people who participated directly in activities related to the school development plan but also others.

The facilitator of the meeting will start by specifying the object and objectives of the evaluation, that all the discussions in the group will remain confidential, that they are expected to produce a better understanding and a constructive analysis of the work done and of the current situation, and that each person should focus on his/her own area of responsibility and not on blaming others. All opinions will be listened and will be considered important if they are formulated respectfully and constructively.

Then the information gathered is reviewed and discussed by the group, taking into account both facts and opinions. Conclusions will then be formulated, pointing out what has improved, what worked well, what did not work well and what are the priority topics on which to focus in the future.

The group will then also decide what information from the discussions will be communicated to others outside the group. Once this is decided, the group will identify the best ways to communicate the results to those that might be concerned.

By using such an approach, as a team, you will:

- Get a more clear picture of the results of the work done; and
- Build additional support both within the school and from partner institutions or NGOs.

## Key competences for diversity and social inclusion<sup>1</sup>

Knowledge and understanding	Communication and relationships	Management and teaching
Competence 1 Knowledge and understanding of the political, legal and structural context of socio-cultural diversity	Competence 7 Initiating and sustaining positive communication with pupils, parents and colleagues from different socio-cultural backgrounds	Competence 13 Addressing socio-cultural diversity in curriculum and institutional development
Competence 2 Knowledge about international frameworks and understanding of the key principles that relate to socio-cultural diversity education	Competence 8 Recognising and responding to the communicative and cultural aspects of language(s) used in school	Competence 14 Establishing a participatory, inclusive and safe learning environment
Competence 3 Knowledge about different dimensions of diversity, eg. ethnicity, gender, special needs and understanding their implications in school settings	Competence 9 Creating open-mindedness and respect in the school community	Competence 15 Selecting and modifying teaching methods for the learning needs of pupils
Competence 4 Knowledge of the range of teaching approaches, methods and materials for responding to diversity	Competence 10 Motivating and stimulating all pupils to engage in learning individually and in co-operation with others	Competence 16 Critically evaluating diversity within teaching materials, eg. textbooks, videos, media
Competence 5 Skills of inquiry into different socio-cultural issues	Competence 11 Involving all parents in school activities and collective decision-making	Competence 17 Using of a variety of approaches to culturally sensitive teaching and assessment
Competence 6 Reflection on one's own identity and engagement with diversity	Competence 12 Dealing with conflicts and violence to prevent marginalization and school failure	Competence 18 Systematic reflection on and evaluation of own practice and its impact on students



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<sup>1</sup> This document is an extract of the 3<sup>rd</sup> publication of the Council of Europe “Policies and practices for teaching sociocultural diversity - A framework of teacher competences for engaging with diversity”.

## Educational activities

### 1. Five-Finger Introduction

**Group Size:** any size (students will do individual work first)

**Timeframe:** 20 minutes (time will depend on the number of questions you decide to use)

**Equipment Required:** Slide with team formation directions

**Space Required:** Classroom

**Activity Description:**

- Each person traces their hand onto a piece of paper.
- The teacher asks 5 questions, one at a time, the answers to be placed in the fingers, starting with the thumb. (See list of possible questions in the activities above.)
- Once completed, all students get up from their seats and walk quietly about classroom until they hear a signal from the teacher.
- At this point the students pair up with the person closest to them and share the information recorded on their “hand”.

**Suggested Reflection Questions:**

**Content (Cognitive Learning)**

- What did you learn about your partner?
- What are the most common things you shared?
- How else might we use a 5 Finger organizer?

**Social Skills (Social Learning)**

- Why is it important to face your teammate when talking to him or her?
- How does it make you feel when a person is listening to you?
- How would you feel if you were talking and the person did not listen?

**Personal Learning**

- How did you feel when you got up and walked around?
- Why is it important to get to know every student in the classroom?
- What unique qualities are you proud of as a result of this activity?


## 2. That's me

	That's my first name:
	That's my age:
	That's my height:
I speak these languages: That's what I'm good at: That's my favorite food: That's what makes me happy: That's my favorite place: That's what I like to play: That's my favorite cartoon character: That's what I would like to learn: That's what I would like to teach my teachers: That's what I want to be: That's my biggest wish.	



## Ky jam unë

	Emri im është:
	Kaq vjërç jam unë:
	Kaq i gjatë jam unë:
Këto gjuhë flas unë: Këtë mund të bëj unë mirë: Ky është ushimi im i preferuar: Kjo më bën mua të lumtur: Ky është vendi im i preferuar: Kjo është loja ime e preferuar: Ky është personazhi im i preferuar vizatimor: Këtë gjë dua unë të mësoj: Këtë dëshiroj unë t'ju sjell mësuësve të mi: Kjo/ Ky dëshiroj unë të bëhem: Kjo është dëshira ime më e madhe.	



### 3. Get Acquainted (All Ages)

**Group Size:** any size

**Timeframe:** 20 minutes

**Equipment Required:** Get Acquainted sheet, pencil or pen

**Space Required:** classroom

**Activity Description:** See the Get Acquainted Sheet for a sample record sheet. The number of questions and their content can be modified for the age of the students. Pictures can be used for younger students.

#### Get Acquainted Sheet

Names and faces go together soon after you have met your classmates but you know very little about your friends if you know only their names.

Find out about your classmates by completing the blanks below with the names of your classmates. Try to find a different person for each description.

Find a classmate...

- Who has blue eyes?
- Who has two brothers?
- Who has travelled to another country?
- Whose parent is a teacher?
- Who likes to play football?
- Whose favourite TV show is the same as yours?
- Who has more than 1 pet?
- Who likes to read?
- Who loves music?
- Who likes pizza?
- Whose favourite colour is purple?
- Who has a birthday in September?
- Who loves computers?
- Who lives more than one km from school?
- Who is the only child in the family?
- Who rides a bus to school?
- Who is a good artist?
- Who can speak another language?
- Who has two great-grandparents?

Make up another description and find classmates who will fit in.

### **Suggested Reflection Questions:**

#### **Content (cognitive learning)**

- What did you discover about your classmate?
- Why is it important to get to know other students in the class?

#### **Social Skills (social learning)**

- How did you know others were listening well when you spoke?
- How did this activity help our class get better acquainted?
- What skills did your team use to make this activity successful?

#### **Personal Learning**

- What were you feeling when you were speaking or listening?
- What qualities about yourself did you discover?
- What did you enjoy most about this activity?

## 4. The Story of Your Name (all age levels)

**Group Size:** any size

**Timeframe:** 10 minutes

**Equipment Required:** Get Acquainted sheet, pencil or pen

**Space Required:** classroom

**Activity Description:** Where does your name come from? Share the story of where your name comes from and what your name means. Everyone's name has a surprisingly interesting origin. This helps to build intercultural respect and understanding.

What's in a name? More than we often realize. This is an interesting, novel way for people to introduce themselves to others, especially in ethnically diverse groups.

1. You can prepare the lesson by inviting the pupils to ask their parents about the meaning of their names and why they had chosen this name;
2. Ensure that an appropriate group atmosphere is established in which people have already done some initial warm-up activities and name games;
3. Ask participants to turn to a partner and explain what your name means (if anything) and where it comes from;
4. Most people reveal a surprising amount of interesting information about where their name comes from and what it means;
5. The greater the ethnic and cultural diversity in the group, the better this exercise tends to work; and
6. Can be specifically used to help build intercultural respect and understanding or to more generally help develop self-identity and open respect and sharing.

Optional: Ask each person to introduce his/her parent to the larger group and to explain what his/her name means and where it comes from.

### **Suggested Reflection Questions:**

#### **Content (Cognitive Learning)**

- What did you discover about your classmate?

#### **Social Skills (Social Learning)**

- How did you know others were listening well when you spoke?

#### **Personal Learning**

- What were you feeling when you were speaking or listening?
- What did you enjoy about this activity?

## 5. Snowballs (All ages)

**Group Size:** any size

**Timeframe:** 10 minutes

**Equipment Required:** Sheet of paper, pencil or pen

**Space Required:** classroom

### **Activity Description:**

Give everyone a white sheet of paper. Their name is written in the middle of the paper and the sheet is divided into three sections. In section 1 have them write one thing they are excited about, in section 2 one thing they are nervous about and finally in section 3 one thing they would like to learn. (They can draw a picture if they aren't able to write yet.)

Wad up the paper and have half the class throw their snowballs. The other half of the class picks up a snowball and reads the information. Next, they have to find whom it belongs to. This allows for a greeting and further discussion of the information.

This is great for getting to know each other and seeing what their fears and expectations really are. At the end of the year, it's usually what they remember most.

### **Suggested Reflection Questions:**

#### **Content (Cognitive Learning)**

- Why is it important for team members to share information about themselves?
- Are there other good questions we could ask?

#### **Social Skills (Social Learning)**

- How did you know others were listening well when you spoke?

#### **Personal Learning**

- What were you feeling when you were speaking or listening?
- What did you enjoy most about this activity?

## 6. Autobiography Poem (Ages 11 and Up)

**Group Size:** any size

**Timeframe:** 30 minutes

**Equipment Required:** Paper, pencil or pen, the 10 lines of information that will need to be included

**Space Required:** classroom

### Activity Description:

On the first day of school tell your student that their first assignment will be to write a poem. You will hear moans and groans at this ping, especially since you might have a math class. Tell them it will be easiest poem they have ever written because it will be about them.

- The first line is their name.
- The second line is three words that describe themselves.
- The third line is three things they like.
- The fourth line is three things they don't like.
- The fifth line is three movies they have seen (it could be books they have read, but movies usually get a better response).
- The sixth line is things they are looking forward to.
- The seventh line is three things they like about school.
- The eighth line is what goals they have.
- The ninth line is a place they would like to visit.
- The tenth line is their last name.

You could adjust any of these lines to suit your classes.

Remind your students to keep it appropriate in content. Collect poems. The next day you can read them and have students guess which poem goes which person. When you read the poems aloud, omit the first and last lines.

### Suggested Reflection Questions:

#### Content (Cognitive Learning)

- Why is it important for team members to share information about themselves?
- Are there other good ideas that could have been included?

#### Personal Learning

- What did you enjoy most about this activity?
- How did you feel sharing this information?



## 7. Back to school back-pack (All Ages)

**Group Size:** any size

**Timeframe:** 10 minutes

**Equipment Required:** Backpack with “things about you”

**Space Required:** classroom open area or students at desks

**Activity Description:** Introduce yourself to your class by bringing a backpack to school. In it put several things that tell something about you: favourite book, a picture of your family, something you value, a picture you have painted, etc.

After the students have arrived, have them sit together on the floor to get to know each other. Start with yourself by pulling one item out at a time and discussing how it relates to you. Make sure that students can handle the items so that you can pass them around. When you are done, go around the circle and have each student share one thing about his or herself.

Some teachers send the backpack home each day until everyone has had a day. The student selected to carry the backpack home returns with 2 or 3 things and gets to share with the class.

**Suggested reflection questions:**

**Content (Cognitive Learning)**

- Why is it important for team members to share information about themselves?
- What did you learn?
- What questions would you like to ask me?

**Social Skills (Social Learning)**

- Why is listening an important skill?

**Personal Learning**

- What did you enjoy most about this activity?

## 8. Journey through School (10 years and up)

**Group Size:** any size

**Timeframe:** 30 minutes

**Equipment Required:** Large paper (A4, A3), markers

**Space Required:** classroom open area or students at desks

### **Activity Description:**

1. Assemble teams of 4.
2. Give each student a piece of paper and crayons or markers and have him or her draw a visual illustration of “my schooling to now” a road that has twists and turns, hills and valleys. Include “road signs”, “place names” and labels of events, people, places and things.
3. Invite each student to share his or her “Journey through School” with his or her teammates.
4. Ask the students to give respectful and active listening to each speaker. Encourage teammates to ask questions after each presentation to draw out more details and express their mutual feelings or concerns.

### **Suggested Reflection Questions:**

#### **Content (Cognitive Learning)**

- Why is it important to be able to draw a “Life Map”?
- How were the maps in your team the same?

#### **Social skills (Social Learning)**

- How could you tell that your team members were being good listeners when others shared their “Life Maps”?
- How did team members help each other during this activity?

#### **Personal Learning**

- How did you feel as you made your life map/as you shared with your team?
- What did you learn about yourself?
- How are you a unique and special individual?

## 9. Let's Form Groups (All Ages)

**Group Size:** any size

**Timeframe:** 20 minutes or as much time as you can spare

**Equipment Required:** Slide with team formation directions

**Space Required:** classroom

### **Activity Description:**

This is a game about forming and reforming groups as quickly as possible. The teacher will direct the group to form smaller groups, based upon some criteria verbalized to the group, at a signal. The goal is to get as many people to introduce themselves to as many other people as possible. It is not designed to see how fast or successfully the group can accomplish the teacher's directive. The teacher needs to give the group enough time to get into teams and then introduce themselves to one another if the team activity calls for it. It is important to keep the pace of the activity rather fast.

Examples:

1. Get into a group of three and introduce yourself.
2. Get into a different group of five people and introduce yourself.
3. Get into a group of 2 people who have shirts that are the "same" colours and introduce yourself.
4. Get into a group of 3 people who have the "same" or similar interests and introduce yourself.
5. Get into a group of people whose names have the same vowel come first in their first name and share your first names.
6. Get into a group of 4 people who were born in the same season (fall, winter, spring, summer).
7. In your season group, arrange yourselves by birth date (month and day).
8. Think of the last digit of your telephone number and get with every person who has the same last digit.
9. Find another person who lives about the same distance from school as you.

### **Suggested Reflection Questions:**

#### **Content (Cognitive Learning)**

- Why is it important to get into your groups quickly?
- Why is it important to get to know other students in the class?

#### **Social Skills (Social Learning)**

- How did this activity help our class get better acquainted?
- What are some benefits of working with others rather than alone?

#### **Personal Learning**

- What were you feeling when you were speaking or listening?
- What did you enjoy most about this activity?

## 10. Alphabet Line-up (All Ages)

**Group Size:** class

**Timeframe:** 5-10 minutes

**Equipment Required:** None

**Space Required:** perimeter of classroom

### Activity Description:

1. Children line up so first names/last names are in alphabetical order.
2. Form random groups of any size by counting off. Example questions to discuss while in a line up (try to develop questions that are interesting relate to lesson objectives and will be “taken to heart” by students):
  - a. What is your favourite place in the whole world? Why?
  - b. If you had to give up a favourite food, which would be the most difficult to give up?
  - c. What is one food you would never want to taste again?
  - d. If you won a lottery ticket and had a million dollars, what would you do with it?
  - e. You’ve been given access to a time machine. Where and when would you travel to?
  - f. If you could be any superhero and have super powers, which one would you like to have and why?
  - g. What award would you love to win and for what achievement?
  - h. If you could transport yourself anywhere instantly, where would you go and why?
  - i. In your opinion, which animal is the best (or the most beautiful) and why?
  - j. What is one item that you really should throw away, but probably never will?
  - k. Growing up, what were your favourite toys to play with as a child?
  - l. \_\_\_\_\_
  - m. \_\_\_\_\_

### And for younger children

- |  |   |
|--|---|
| 1. What is your name (first and last)?     | 12. What is your favourite pizza topping?                                     |
| 2. When is your birthday?                  | 13. What is your favourite hobby?   |
| 3. What is your birthplace?                | 14. What is your favourite holiday?   |
| 4. How many sisters do you have?           | 15. How many languages do you speak?  |
| 5. How many brothers do you have?          | 16. What do you want to be when you grow up?                                  |
| 6. What is your favourite food?            | 17. If you could travel anywhere in the universe, where would you want to go? |
| 7. What is your favourite sport or game?   | 18. How many books did you read last summer?                                  |
| 8. What is your favourite animal?          |   |
| 9. What is your favourite TV show?         |   |
| 10. What is your favourite movie?          |   |
| 11. What is your favourite school subject? |   |

## 11. Pair interview (age 10+)

**Group Size:** any size

**Timeframe:** 20 minutes time will depend on the number of interview questions you decide to use

**Equipment Required:** Overhead with team formation directions

**Space Required:** classroom

### **Activity Description:**

Members get into groups of two and interview one another. Possible questions to use:

1. Who do you think is the most important person who has lived in the past 100 years?
2. What is the best movie you have seen recently?
3. What is the title of the last book you have read?
4. If you could be any animal other than human, what would you be?
5. If you could travel to any place in the world, where would you go?
6. What is your favourite sport?
7. One adjectives to describe me is...
8. The emotion I find most difficult to control is...

### **Suggested Reflection Questions:**

#### **Content (Cognitive Learning)**

- What did you discover about your classmates?
- Why is it difficult to answer some of the questions?

#### **Social Skills (Social Learning)**

- Which social skills did you, as a pair, use to make this activity successful?
- Why is attentive listening important during this activity?

#### **Personal Learning**

- How did you feel about being interviewed?
- What did you learn about yourself from this activity?
- What unique qualities are you proud of as a result of this activity?

## 12. Circle Work (first and second grade)

Sitting in a circle formation encourages good communication and reflects the principles of sharing, equality, inclusiveness, and a sense of caring for each other. Each child is given an opportunity to contribute to the discussion and is encouraged to listen to the viewpoint of others. Circle work is appropriate for all class levels. It is most effective when done frequently. This enables the children to learn how to listen, and how to engage positively with others.

Circle work lends itself particularly to engaging children in critical thinking. It enables the teacher to participate in a dialogue with children and help them to explore various hypotheses and concepts through appropriate questioning. In this way children can learn to refine their ideas, to explore alternatives, and to base decisions on other factors than emotion or a momentary whim.

Some issues that can be explored in circle work are:

- What are your hobbies, interests?
- What are your strengths?
- What are your talents and interests?
- What do you think about...?
- Why do you think people act this way?
- How do you feel when...?

Such activities are important insofar as they:

- Build up a positive, supportive environment in which children can express themselves honestly without fear, and can talk through their ideas and perceptions;
- Emphasise the key role of language in enabling children to come to terms with their world, and in developing an understanding of what they experience and observe;
- Deal with the emotional issues in a safe and age-appropriate way; and
- Enable children to discuss and make sense of real-life situations and to develop empathy for others.

### Example of circle time activity

The children sit in a circle and are asked in turn to complete the sentence, "I am good at...". If a child cannot think of something another child can volunteer a suggestion, or the teacher can say something positive about the child.

Children can volunteer their opinions on other talents that have not been mentioned, for example:

"...is a really good friend."

"...is really good at remembering..."

All the children's names are put in a hat, and his/ her name is chosen, the child describes him/herself using positive statements. Other children should be encouraged to contribute positive statements also, making sure that no hurtful or negative remarks are made.

Each child returns to her/his desk and writes five positive things about himself/herself. The written work can be brought home or become part of a portfolio.

Suggestion for individual and group work: identify and prepare 5 topics for circle work which you can use with your pupils.

In preparing, reflect on the questions below:

1. Which topics may enhance communication between majority and minority children?
2. How do I use visual impulses, like pictures, drawings, things the children may bring?
3. Which topics should be avoided and why?
4. How can you connect these circle activities to your regular teaching content?
5. What solutions do I adopt if my classroom is very small?

### 13. Working together for change (primary level)

Curriculum Area	Theme	Objectives
	Myself and the wider world	Developing citizenship
	Developing cognitive abilities through language	Writing: Clarifying thought through writing Oral language: Developing cognitive abilities through oral language

Level	Grade fifth and sixth but can also be used with children as young as 3-5 years of age
Aims	To help children recognize and understand the role of the individual and various groups in the community.
Approaches and methodologies	<p>Exploring the local community, deciding on appropriate action, writing.</p> <p>Through engaging in the practice of seeking to bring about change, children are placed at the centre of the learning process. Through this process they can learn the skills of appropriate activism (writing a letter, sending a petition, asking questions, etc.), and can learn to deal with the pitfalls along the way (such as being ignored by those in power), as well as developing a sense of self-efficacy through what they achieve.</p> <p>This approach can be taken over a number of lessons.</p>
Methodology	<ol style="list-style-type: none"> <li>1. Ask the children to identify something they would like to change in the local environment. Discuss their answers with them, asking them to identify which ones could realistically be changed and which ones have the highest priority for them.</li> <li>2. Discuss with the children what precisely needs to be changed and how they feel about the current situation. Develop a range of vocabulary that will be useful to them in writing a letter.</li> <li>3. Draw a map of your community.</li> </ol>
Extension activities	<p>Positive change in the children's environment, or the need for change, might be addressed.</p> <p>Children can also explore other forms of activism such as designing posters in art, or exploring songs in music.</p>



## 14. The culture of the home

Curriculum Area	Theme	Objectives
	Myself	Self-identity
	My family and I	My family

Level	First and second classes/all ages
Aims	To help children appreciate cultural diversity through exploring objects from their everyday world.
Resources	<p>Collect a diversity of objects used within the homes of the children:</p> <ul style="list-style-type: none"> <li>• Objects related to hair might include different types of brushes, different combs, scrunches, barrettes, hair clips, hair clippers/shaver;</li> <li>• Objects related to food might include soup or cereal bowls, rice bowls, plates, forks or spoons, chopsticks, a pot, a wok; or</li> <li>• Objects related to work might include a work hat, gloves, a tie, a briefcase.</li> </ul>
Methodology	<ol style="list-style-type: none"> <li>1. Explore the function of each of the range of objects selected.</li> <li>2. Ask children to identify why there is such diversity of different types of combs or food, for example. (Different tools are suitable for different types of hair and enable different styles, different foods grow around the world, etc.).</li> </ol>
Extension activities	<p>Make a diversity of objects available in the play area. This lesson can be adapted to explore other aspects of diversity in the community in which the child lives, such as:</p> <ul style="list-style-type: none"> <li>• Diversity in types of homes;</li> <li>• Diversity in family structure; and</li> <li>• Diversity in favourite foods and the diversity of their origins.</li> </ul>

## 15. Photo-language (3rd - 6th grade)

Curriculum Area	Theme	Objectives
Visual Arts	Drawing	Looking and responding

Level	Third to sixth classes
Aim	To help children see and discuss how visual images can influence their way of seeing people and the world.
Approaches and methodologies	Looking, responding, discussing.
Methodology	<ol style="list-style-type: none"> <li>1. Children choose pictures of people from magazines that are interesting/striking/different. Avoid using celebrities or well-known people, and encourage them to choose a diversity of ages, activities, ethnic groups, situations etc. Have as many pictures as participants and a pen/pencil for each participant.</li> <li>2. Ask the children to sit in a circle of not more than ten people. Ask each child to choose a picture and to talk about it.</li> <li>3. Ask children to describe details. <ul style="list-style-type: none"> <li>• What is special about this photo?</li> <li>• Do you know someone who is similar?</li> </ul> </li> </ol>

## 16. International songs - Frère Jacques (primary level)

Curriculum Area	Theme	Objectives
Music	Performing	Singing

Level	All classes from first to sixth
Aim	To give children an opportunity to experience songs in languages other than the medium of instruction as well as songs in translation.
	Frère Jacques is available in French and English and is also sung in a range of African languages and other languages throughout the world. It is useful for exhibiting a range of different musical concepts. From an intercultural perspective, songs like this can help children to develop an understanding of the normality of diversity.
Methodology	<ol style="list-style-type: none"> <li>1. The teacher prepares a chart with the words of <i>Frère Jacques</i>. Starting with the English and French versions (the versions they are most likely to be familiar with) the teacher sings <i>Frère Jacques</i> for the children. They discuss the song. The teacher puts up a chart with the words. They discuss the meaning of any words in the English version with which they are unfamiliar and identify that the English version is a translation from French. Older children might be able to identify which words are translations of which.</li> <li>2. The teacher sings the song again, while the children listen to see if they can identify the tempo.</li> <li>3. The children sing the song, with attention to posture, mouth shape and breath control. The teacher maintains communication with the children throughout. At a later stage, other versions of the song, such as the Xhosa or Zulu versions, can be taught. While children will find the words unusual, the familiarity of the melody will aid them.</li> <li>4. For all children, <i>Frère Jacques</i> can be used for singing rounds.</li> </ol>

French
Frère Jacques, Frère Jacques, Dormez-vous? Dormez-vous? Sonnez les matines, Sonnez les matines Ding Dang Dong, Ding Dang Dong

Xhosa
Utata uJacob, Utata uJacob Usalele, Usalele Mamela intsimbi iyakhala, Mamela intsimbi iyakhala Dieng dong del, Dieng dong del

English

Are you sleeping? Are you sleeping?  
Brother John, Brother John?  
Morning bells are ringing, Morning bells are  
ringing  
Ding Ding Dong, Ding Ding Dong

Zulu

Baba Jacob, Baba Jacob  
Usalela, Usalela  
Amasilongo esonto ayakhala  
Amasilongo esonto ayakhala  
Ding dong del, Ding dong del

## 17. A story/fairytale

Curriculum Area	Theme	Objectives
Circle Time	Myself and the wider world	Multi-perspectivity
Language	Developing cognitive abilities through language	Oral language: Developing cognitive abilities through oral language

Level	Third to sixth classes
Aims	To enable children to discuss a story and predict alternative events and outcomes from the perspective of different characters.
Approaches and methodologies	<p>Responding to characters in story, expressing conflicts of opinion, arguing a case or a position.</p> <p>Understanding, recognizing and dealing with perspectives and bias are the key ideas in intercultural education. They will help children to recognize and overcome stereotyping and are important skills in engaging in conflict resolution tasks such as negotiating solutions and developing win-win situations. More generally, they are an important part of developing a capacity for critical thinking.</p>
Methodology	<ol style="list-style-type: none"> <li>1. Tell the story of your choice</li> <li>2. Elicit responses from the children, developing recall and thinking skills</li> <li>3. Let them tell the story from another person's perspective. <ul style="list-style-type: none"> <li>• Children in all classes can begin to identify alternative versions of the story.</li> <li>• Older children can be asked to identify some things that both sides might agree happened and some things that one side claimed did not happen. For example, the troll might deny he threatened the goats.</li> </ul> </li> </ol>

## Educational activities for teenagers and adults

### “Take a Step Forward”

This is an activity adapted to the context of Kosovo, from COMPASS – a manual for Human Rights Education with young people, published by the Council of Europe.

Objectives:

- Promote empathy with others who are different and face prejudice and discrimination;
- Raise awareness of discrimination and inequality of opportunities in society; and
- Foster an understanding of possible personal consequences of belonging to certain minorities or cultural groups.

Procedure:

The participants are split into two groups of twenty people. Each participant is handed a role card randomly. They are asked not to show it to anyone else and to think about the life of the person mentioned on the card.

In order to help the participants get into their role, the facilitator reads the following questions, giving participants time to reflect:

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like now? Where do you socialize? What do you do in the morning, afternoon and evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do in your holidays?
- What excites you and what are you afraid of?

Next, the participants are asked to line up beside each other (as if on a starting line) and the facilitator explains to the participants that while a series of statements will be presented, they should only take a step forward if they can answer yes to the statement. Otherwise, they should stay where they are and not move.

The statements are read out one by one, and participants are given time to move. At the end participants are invited to take note of their final position and are given a couple of minutes to come out of character before debriefing in the plenary.

Debriefing:

The participants are asked about what happened and how they feel about the activity, and then go on to talk about the issues raised and what they learnt.

- How did people feel stepping forward?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being

ignored?

- Can they guess each other's roles? (They can reveal their roles during this part of the discussion.)
- How easy or difficult was it to play the different roles? How did they imagine the person they were playing?
- Does the exercise mirror society in some way? How?
- Which human rights were at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?

### Role Cards

You are an unmarried mother and you don't have a job.	You are a 10-year-old returnee from Sweden.
You are the daughter of the director of a bank in Pristina. You study economics at university.	You are the son of an Italian restaurant owner who recently moved to Kosovo.
You are a female lawyer in Kosovo.	You are the daughter of the American ambassador in Pristina.
You are a girl living with your parents who are devout Muslims.	You are a 14-year-old Roma girl returned from Berlin.
You are a 17-year-old Roma girl who never finished primary school.	You are a primary school teacher and divorced with 3 kids.
You are an unmarried, young Ashkali and you are pregnant.	You are the leader of a Roma organization.
You are an unemployed school teacher.	You are a football player from a family Kosovo Egyptians.
You are a middle-aged Kosovar man who worked in construction and was recently fired.	You are a mentally disabled young woman and living in a special ward.
You are a young Ashkali woman with a high school scholarship.	You are a 27-year-old Roma who has nowhere to live.
You are the son of a professor at Pristina University.	You are the 19-year-old son of a Kosovo farmer in an isolated village in the mountains.
You are 18, disabled and in a wheel chair.	You are a Serbian teacher in Kosovo.

What first steps could be taken to address the inequalities in society?

### Situations and Events

1. You have never encountered any serious financial difficulty.
2. You have decent housing with a telephone line and television.
3. You feel your language, religion and culture are respected in the society you live in.
4. You feel that your opinion on social and political issues matter and your views are listened to.
5. Other people consult you about different issues.
6. You have the chance to continue your education if you want to.
7. You have adequate social and medical protection for your needs.
8. You feel that your role in society is not inferior to others'.
9. You have never felt discriminated against because of your origin.
10. You can go away on holiday once a year.



11. You have an interesting life and feel positive about your future.
12. You feel you can study and follow the profession of your choice.
13. You are not afraid of being harassed or attacked in the streets, or in the media.
14. You can vote in national and local elections.
15. You feel that you have been given the same opportunities as other people.
16. You can easily find a job if you want to.
17. You are not afraid for the future of your children.
18. You can buy new clothes at least once every three months.
19. You can fall in love with the person of your choice.
20. You feel that your competence is appreciated and respected in the society you live in.

## “Three Volunteers”

### Short description

The leadership team asks three volunteering participants to leave the room. They get no further information. The other participants receive materials with which they create a symbol that they define as a group. The leadership team asks them to arrange further materials which the group should share, for example particular gestures or code words. The group sits on the chairs, arranged in a circle and begins to discuss an appointed topic. They use their encoded language. The leadership team invites the three volunteers back into the room and tells them to integrate with the rest of the group. After about 20 minutes the exercise will end and the discussion will begin.

### At a glance

Category:	Interactive
Age:	10 years +
Group size:	10-20 People
Area:	Room without restriction of movement, open circle of chairs
Time:	1.2-2 Hours
Material:	Creative materials as required to create group symbol e.g. glue, scissors, paper, colouring pens
Features:	can be varied, has a polarizing effect
Key issues:	Tolerance, power, discrimination, exclusion, equality

### Aims:

- Experience how you can find yourself in a minority position within a majority;
- Understand the consequences that group pressure can have on a person’s behaviour;
- Know how minorities behave in situations from which they are ostracized;
- Develop empathy for the problems of minorities;
- Experience how fun it can be to be part of a group and to use codes that others do not understand;
- Develop awareness of dealing with power;
- Understand opposite dependencies in relationships between minorities and majorities;
- Get to know correlations between simulated and real discrimination; and
- Understand that minorities find ostracism more hurtful than majorities can imagine.

## **“The House of My Dreams”**

### *Objectives*

- Stimulate exchanges of experiences and communication between participants.
- Identify specific needs and communication strategies which can help to solve conflicts.
- Discuss classroom situations where the activity can be used for setting ground rules.
- Understand the concept of mediation and the role of school mediators.
- Identify opportunities for cooperation with Roma mediators.

### *Materials*

- Pencils and sheets of paper in different sizes
- Presentation about conflicts and mediation

### *Description*

#### **Part I. “The house of my dream” (15 min)**

In small mixed groups of 4-5 participants, each participant is invited to draw his/her ideal house and to use the whole sheet of paper for the drawing. Then in each group the participants present their drawings to each other and explain their wishes and dreams to the other group members.

#### **Part II: “Sharing resources” (25 min)**

Each group receives a smaller sheet of paper and the facilitator asks each group to cooperate and to arrange their individual houses on this terrain. When the participants discover the lack of sufficient space they have to find solutions. After 15 minutes they present their common results.

During the debriefing the facilitator will focus on the following issues:

- Individual needs and ways to handle conflicts;
- Constructive conflict resolution strategies; and
- Methods to make the best use of these resources for the benefit of all.

#### **Part III: “Mediation” (30 min)**

In a next step the facilitator puts two groups randomly together. Again they receive a sheet of paper and are invited to move in together on this small terrain. From each group, one member is designated to act as mediator. Mediators are supposed to work together to support the two groups in finding a mutually satisfactory solution.

After completing the task the groups present their results.

The debriefing should relate to:

- The importance of consensus and agreements based on respect for basic needs;
- Processes of negotiation and compromising;
- The need to take individual action, not expect only the others to adapt; and
- The fact that communication and interaction are always useful resources for finding

solutions.

## Conflicts

There are several types of reactions to a conflict situation:

**Avoidance**: I ignore or refuse to acknowledge the existence of conflict.

As a result, "I lose - you lose," because nothing can be done about it.

**Accommodation**: I do what you want in order to satisfy your needs or wants.

As a result, "I lose - you win," because I had to give up what I wanted or needed.

**Competition**: Either you or I will win, but not both of us. This is a form of fighting.

As a result, "I win - you lose," because only one can win.

**Compromise**: We both give up part of what we wanted or needed to settle the problem.

As a result, "I win some- you win some," because we were both will to give a little.

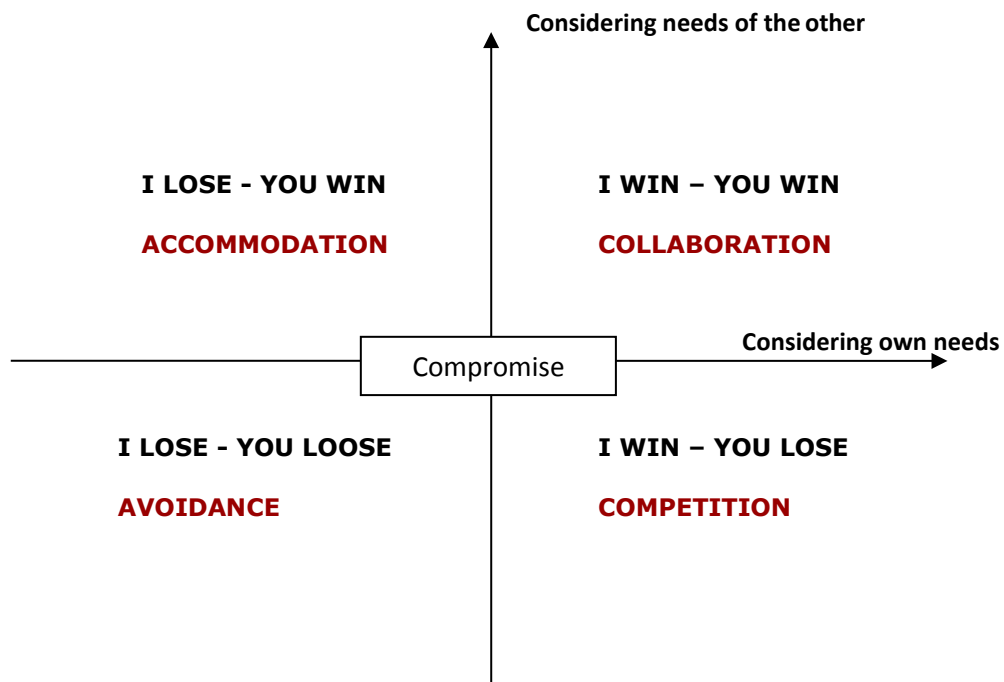
**Collaboration**: You and I work together to find an agreeable solution to the problem.

As a result, "I win - you win," because we were willing to work together.

**Collaboration is the best method for solving all problems!**

Win-win solutions are lasting longer and generate a positive environment.

The diagram below illustrates the positioning of the options described above, considering the way they address the needs of the other party and own needs (compromise is located in the middle):



### **Visible and invisible elements in a conflict**

In any conflict, there are visible and invisible elements. They can be represented as an iceberg. Only positions are often expressed in a visible way, but behind them there are interests and needs.

A key element of the conflict management process is linked to bringing invisible elements to the surface.

### **Mapping conflict**

Any conflict can be analysed by describing positions of the parties involved and by making explicit the fears, interests and needs on each side.



## “Three Cases and Three Standpoints...”

### **Short description**

All participants join together in the centre of the room. On three walls of the room hang posters on which the following standpoints are formulated:

1. Structural and/or direct discrimination)
2. No discrimination
3. Undecided

The leadership team stands against the fourth wall of the room and read out cases of discrimination. Afterwards, the participants will stand against the wall with the standpoint that they personally agree with. After the participants have positioned themselves, the leadership team will ask a person on each side the reasons for their decision. Everyone has only one opportunity to comment, except if they change their decision. Then they will have the opportunity to say why they changed their mind. In this manner, three different cases will be presented. After this the evaluation will begin.

### **At a Glance**

Category:	Critical thinking, analysis
Age:	14 years +
Group size:	10-20 people
Area:	Room without restriction of movement, open circle of chairs
Time:	1.5 to 2.25 Hours
Material:	3 posters with different standpoints, 3 examples of discrimination
Features:	can be independently arranged, not an entrance exercise
Key issues:	Equality, discrimination, equal opportunities.

### **Aims:**

- Explore forms of discrimination and non-discrimination;
- Understand how difficult is it to implement equality of all people before the law;
- Be aware of mechanisms of exclusion and discrimination in the education system;
- Discuss opportunities for change; and
- Compare solutions and suggestions.

## Analysis of lesson plans

### Worksheet Model alternative lesson plans

Model 1: English lesson	
Topic: interpretation of a literary text (a poem)	
Grade 8: around 25 pupils; mixed group	
Classroom: spacious; group work arrangements	
Assignments: text analysis; discussion of content; oral expression of individual opinions	
<p>Classical approach:</p> <p>Teacher asks: who wants to read the poem? Some of the best students offer, one is chosen and reads the whole text.</p> <p>Then the teacher asks a series of questions to support students in understanding the message and content of the poem and then draws the main conclusion which children should retain.</p>	<p>Alternative approach:</p> <p>Each line in the poem is read by a different child. Teacher is attentive to all children and also invites quiet pupils or pupils with disabilities to read out.</p> <p>Teacher corrects errors in pronunciation and asks for repetition when needed but praises all children.</p> <p>Teacher asks children to work in small groups and illustrate with a drawing the lines in the poem they like most. One member of each group briefly describes the drawing. A debriefing is done also about the way children worked together in the groups. Drawings may be displayed in the classroom.</p> <p>In this way, the text is connected with children's life and preferences and language learning becomes a medium for reflection, individualization and sharing of views.</p>

Model 2: Chemistry lesson	
Topic: Understanding of formulas and chemical processes	
Grade 9: around 20 pupils; mixed group	
Classroom: spacious; rows	
<p>Classical approach:</p> <p>Teaching methods are limited to lecture by the teacher, assignments to read from the textbook and questions addressed by teacher to pupils.</p>	<p>Alternative approach:</p> <p>Pupils engage in self-organized learning process; write formulas on the blackboard and invite classmates to answer questions, and then take turns. During the class all pupils get to either ask or answer questions from peers, and many get to write at the board. Some of the questions are easy to answer</p>



	and so all children get to experience success.
Effects: interaction is only between individual pupils and teacher/textbook. Some pupils learn better than others and they will get praise from teacher. The others might get discouraged and stop learning.	Social inclusion strategies: high degree of participation; teacher is supportive and stimulates the process without being in the centre; teacher praises answers. The textbook is a resource in the learning process but not the centre of it. Active participation as a medium for engagement, peer cooperation, and sharing of knowledge. Gender balanced learning process.

Model 3: Albanian Language lesson
Topic: Poem Hymn to the flag, by F. S. Noli
Grade 9: around 20 pupils; mixed group
Classroom: small narrow room, 3 children at a desk normally for 2

<p>Classical approach:</p> <p>Assignments: reading of the poem</p> <p>Follow the textbook questions.</p>	<p>Alternative approach:</p> <p>The poem offers multiple opportunities for cross-curricular connections, for reflecting on cultural diversity and promoting intercultural understanding. Below are just some examples.</p> <p>The <b>biography of the author</b> is a good example of intercultural interactions: he is Albanian, was a Christian Orthodox priest, lived in Bulgaria and in the USA, became poet, writer, activist and later a leading politician in Albania and contributed to its institutional building as a state. A connection can be made with present-day Kosovars who live in other countries but are still emotionally connected with Kosovo and some might chose to return and live here.</p> <p>The poem and the work of the poet in general must be <b>situated in the social and political context</b> of the time when it was written. A discussion about the period of nation-building and literary romanticism of 19th century to early 20th century, which led to the creation of nation-states, replacing a system based on empires, will help pupils understand some of the messages of the poem. A comparison can be made with similar poems from other countries but from the same period (for example, the Marseillaise).</p> <p>References to several <b>past civilisations</b> which impacted South-East Europe in different historical periods are made. Also, references are made to <b>different religions and to religious tolerance</b>.</p>
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	<p>These can be used to make connections with topics studied in history and geography but also with present reality and with traces of the past and elements of religious diversity visible in the present.</p>
<p>Effects:</p> <p>Mechanical memorisation, without real understanding of the content.</p> <p>Exposure to expectations regarding thinking and attitudes (you should think this/you should have this or that attitude, etc.).</p>	<p>Effects:</p> <p>Development of several elements of the competences mentioned in the curricular framework, such as:</p> <ul style="list-style-type: none"> <li>- Critical thinking and ability to compare and understand sources of information;</li> <li>- Understanding and respecting diversity among people;</li> <li>- Value diversity and demonstrate tolerance, respect and inclusive attitudes;</li> <li>- Understating oneself and others; and</li> <li>- Respect for national cultural heritage.</li> </ul>

## Worksheet : Case studies improving lesson plans

Example 1: Albanian language lesson
Topic: Description of persons
Grade 7: mixed group of around 30 children
Classroom: tiny; 5 rows with 3 desks each; two to three children sharing one desk, little space between desks; in last rows only one child.
Assignment: teacher asks pupils to describe in a short written text a classmate and read the text without giving the name. Others have to guess whom the text is about.
<p>Social inclusion strategies:</p> <ul style="list-style-type: none"><li>- Teacher is attentive to all children and also invites pupils in the back to read out;</li><li>- Teacher cares for equal distribution of turns between Albanian and Ashkali children; and</li><li>- Teacher uses the activity to stimulate social interaction and exchange between children with different ethnic background.</li></ul> <p>Challenge:</p> <ul style="list-style-type: none"><li>- Ashkali children choose to describe both Ashkali and Albanian children (showing desire to be accepted, to be equal), while Albanian children describe only Albanian colleagues (unconscious aversive racism).</li></ul>
Alternative approach or proposals to improve and overcome challenges:

Example 2: English lesson
Topic: Letter to a pen pal
Grade 8: around 20 children, mixed group, with some Ashkali children (about a quarter of the class)
Classroom: Although desks are arranged for frontal teaching, there is enough space for group work arrangements (2 children turn to the ones in their back and form a group of 4). Children seem to be familiar with collaborative methods at least at the English lesson. However, when teacher enters the classroom, Ashkali girls are sitting together and one Ashkali boy sits alone in the back.
Assignment: In small groups, writing a letter to an imaginary pen friend, using a worksheet with a model letter. One pupil from each group reads the letter produced.
<p>Social inclusion strategies:</p> <ul style="list-style-type: none"> <li>- Teacher is attentive to all children and also invites the pupil in the back to join a mixed group;</li> <li>- Teacher praises results of group work. Group work is used as a tool for social interaction and exchange;</li> <li>- Distribution in groups is done in such a way as to ensure at least one pupil with very good English language competence in each group and the instructions of the teacher encourage peer learning; and</li> <li>- Teacher uses elements of the model text to introduce elements related to cultural diversity, other countries, pointing out differences but also similarities with the background of his pupils.</li> </ul> <p>Challenge:</p> <p>Because there is a high difference in competence between the Ashkali boy which is usually isolated in the back of the classroom and the other colleagues in his group, he actually is not involved in writing the letter, he is like a spectator to group work, despite the positive attitude of his peers.</p> <p>Alternative approach or proposals to improve and overcome challenges:</p>

Example 3: mathematics lesson
Topic: Geometry; triangles and angles
Grade 8: around 25 pupils; mixed group
Classroom: narrow; pupils sitting in rows, last rows occupied by Ashkali pupils
Teaching methods: reproduction of textbook chapter; questions and answers
Challenges: There is a discussion about types of triangles based on the textbook but no illustration with drawings on the board. Teacher focuses on pupils in the first rows; is not attentive to all children and doesn't check if pupils have pencils etc. Some children seem to be lost and receive no support. There is an Egyptian girl sitting in middle rows with Albanian colleagues but she never offers to answer teacher's questions and is never asked to answer. In the back of the classroom there is one Ashkali boy, alone, without pencils and completely disconnected from the process. Around the middle of the lesson teacher realizes that, gets a colleague to borrow him a pencil and asks him to copy on his notebook the drawings of the lesson from the textbook. The boy starts drawing but is not following what the other children are doing.
Alternative approach or proposals to improve and overcome challenges:

Example 4: history lesson
Topic: Congress of Vienna
Grade 8: around 25 pupils; mixed group
Classroom: narrow; pupils sitting in rows
Assignments: repetition of historical facts; reproduction of textbook chapter; questions and answers
Social inclusion strategies: friendly attitude of the teacher, teacher is attentive to all children and pays attention to minority children. Positive reinforcement and praise of achievements.  Challenges: Teacher-centered learning, focus on knowledge. No organized interaction between pupils during lesson. Learning is based on repetition of facts.
Alternative approach or proposals to improve and overcome challenges:

## Evaluation activities

### Barometer

#### Procedure

Ask participants to stand in a circle.

Each participants is asked to make one brief statement starting with.

“What I want to let you know, or: what I want to tell...”

Those who agree with the statement (in the sense that it applies for them also), will take a step forward, towards the centre of the circle. Those who strongly agree will take two steps. After each statement, all participants come back in the initial circle.

The facilitator may use the statements as a barometer for motivation, obstacles etc.

Short debriefing in plenary:

- Ask participants how they felt, if it was difficult to choose the statement, if they were surprised by the statements of their peers, etc.;
- Allow room for clarifications, both asking questions and answering; and
- Thank participants for what they shared, show that you are listening and inform that you will take into account the input.



## A letter to myself

### *Objectives*

- Reinforce the content of the workshop;
- Come up with new ideas for future activities;
- Encourage reflection weeks after the workshop; and
- Deepen commitment to the changes planned.

### *Materials*

- Paper
- Envelopes

### *Procedure*

The facilitator asks participants to write their home address on an envelope. Then the facilitator asks everyone to write a letter to a friend about the experiences, your insights and outcomes of the workshop. After the participants have finished their letters they put the letter in the envelope with their own address and seal it. The facilitator mails the letters three to five weeks after the workshop. The letters are meant to be reminders of their own commitments, plans and reflections.

### *Methodological hints*

It can be nice, and even more encouraging, when other participants use the occasion to add personal greetings and give delayed feedback. In that case the envelopes should stay open in a box in the middle of the room to the addition of such surprises. At a pre-agreed time, the envelopes should be sealed.

The participants also can split into pairs to discuss the commitments they have made. The facilitator should encourage them to talk about difficulties they expect to face in implementing their ideas and consult with each other about how to overcome them. It can be suggested that pairs agree to telephone or e-mail each other on the day they receive their letters. If they wish, they could use the opportunity to report on progress in realizing their ideas. Of course this should not be obligatory.

## Welcome to Utopia

### *Objectives*

- Imagine future scenarios which provide new solutions for problems concerning discrimination and which create unthought-of strategies towards inclusion;
- Inspire creative present-day solutions;
- Discuss whether social inclusion is a common goal for all participants; and
- Eliminate, in a playful way, the inner limits of thought that prevent us from finding solutions.

### *Procedure*

The participants divide into groups of four to five persons. The facilitator asks each group to design a Utopia concerning the way the problem of different social groups dealt with in the distant future. Each group prepares a presentation to demonstrate to someone not familiar with their Utopia how its members successfully interact regarding the inequality.

After the small groups have worked out their presentations, the whole group gathers in a circle to watch the various scenarios.

The final discussion should centre on how far the proposed Utopias have gone toward finding solutions for current problems involving discrimination, inequality and power.

The following questions may be useful:

- Within the small group, was it easy to come up with a common vision for a Utopia?
- Was it clear what equality could mean in this Utopian situation?
- Which new ways of looking at the connections among language, power and inequality opened up?
- Would the Utopias create new inequalities if they were realized?
- Do we truly want to achieve equality in the end?

At the end of the discussion, the facilitator asks the participants to write down possible solutions for problems concerning the multiplicity of language in their everyday situations or for problems that might have occurred during the workshop. Thus each participant creates a targeted personal action plan. Finally each participant shares one important point from her plan with the whole group.

### *Methodological hints*

Even though this exercise might remain on an idealistic level that is not realizable in the short term, following activities in this guide attempt to make specific connections between these dream worlds and everyday reality. The topics and issues that arise here can be utilized to plan concrete goals and actions in some of these following activities.

## Changes in my classroom

### *Objectives*

- Define the goals participants would like to accomplish in their classrooms; and
- Develop the strategies to achieve these goals

### *Materials*

- Case studies (on children);
- Large sheets of paper (half of the flip chart);
- Slips of different colour paper; and
- One glue stick per group.

### *Procedure*

In introducing the session, the facilitator states that the participants will focus on real cases and reflect on the changes they would like to introduce in their classrooms. They will also use the cases to decide upon measures to accomplish these changes.

Once in small groups, the facilitator defines their tasks. They are to decide what they would like to change in the situation described in the cases. To accomplish that change, they should define no more than three goals to be reached within one year. The goals should be specific and realistic.

The facilitator should ask to develop one or two strategies for social inclusion. Each small group should write their goals on poster paper, one goal per poster. About fifteen minutes can be allotted for this section.

## Going Home

### *Objectives*

- Prepare participants for their return to their classrooms, ensuring that what has been learned during this workshop will be taken with them; and
- Name and prioritize specific actions for implementations during the following six months to one year.

### *Materials*

- 60 slips of green paper;
- 60 small red stickers; and
- 60 small yellow stickers.

### *Procedure*

Introducing the session, the facilitator remarks that this workshop has addressed the phenomena of inequality and exclusion. We have discussed many ideas and have learned several methods to rectify this inequality in our classrooms. In order to make sure that what we have learned here is translated into practice, each participant will determine what she will do in the classroom in the next half year to implement social inclusion strategies.

Each participant receives two or three slips of green paper in order to write down ideas he or she intends to implement. The ideas can be ones which came up at any time during the workshop. Or they can be brand new. What is most important is that they are very concrete and something we intend to do in our work (for example all hand-outs for parents will be printed in Romani).

Thus each paper represents a personal commitment for our future work.

When all have finished writing, they are asked to read their ideas one by one and then post them on the wall in one row at eye level. Similar ideas should be posted near each other.

When all the ideas are posted, the facilitator distributes two red stickers and two yellow stickers to each participant. The group used these stickers to evaluate and prioritize the ideas on the wall. They place the red stickers on the ideas that they are absolutely certain they will use. And they put the yellow stickers on the ideas they might try to use. They do this all at once and without discussion.

When all stickers are placed the facilitator reads out the ideas which received the most red stickers.

## Surprise, remember, think about more

### *Objectives*

- Connect the experiences of the course to one's own context; and
- Link experiences with one's own cultural background.

### *Procedure*

At the end of any activity, the participants are asked to take down notes in their mother tongue concerning three aspects:

- Something that has surprised me;
- Something I find worthy to remember; and
- Something I want to think about more.

All participants are invited to share one or two of the most important aspects.

## Personal development

### *Objectives*

- Visualize personal developments that have occurred during the course of the workshop;
- Highlight differences between the beginning and the end of the workshop; and
- Share with the group central points of personal change.

### *Materials*

- Long rope (nearly wall-to-wall if indoors); and
- Wide selection of visual images: postcards, photographs, illustrations, etc. (at least twice as many as there are participants).

### *Procedure*

Thus activity can be presented anytime from the middle of the course until the end. The facilitator begins by lacing out the rope and explaining that one end represents the beginning of the workshop and the other end represents the present moment. The facilitator then asks participants to reflect upon the personal changes they have undergone during the course of the workshop.

The facilitator places the postcards, photos, illustrations and other visual images face up in the middle of the room. The participants are then asked to choose two postcards: one which symbolizes them at the beginning of the workshop and one which represents their current state of affairs.

One at a time each participant then displays the two choices to the rest of the group, explains why those two images were chosen, and then places one at the “beginning” of the rope and the other at the “present moment”.

## Evaluating the workshop

### *Objectives*

- Evaluate the workshop at different levels;
- Integrate personal and group evaluation; and
- Visualize evaluation through drawing.

### *Materials*

- Writing paper for all;
- Pens or pencils for all; and
- Several coloured markers for each small group.

### *Procedure*

The facilitator introduces to the participants different levels of evaluation that will be of importance:

- The overall goal of the workshop;
- The structure of the workshop;
- The specific activities; and
- The way in which exercises were conducted.

Participants are asked first to reflect individually upon each of these levels and to answer for themselves the following two questions regarding each level. They should take notes as they do so.

- a. What did you like?
- b. What would you do differently?

The large group then divides into groups of four to six people each and exchanges their evaluations. They should focus on the first three levels since these are fundamental to the workshop design itself.

### *Additional activities*

After having enough time to verbally exchange their evaluations in the small groups, the facilitator instructs each group to draw a group picture, perhaps including designs or symbols representing the individuals' answers to questions a and b.

Finally, the whole group presents their drawings with explanations to each other.

## Evaluation questions

The following is a collection of questions that might be asked in evaluating a workshop on the power of language. All of the questions can be used in a traditional questionnaire to be answered in writing. Some also lend themselves to being used in the alternative evaluation methods introduced above.

- How practical for your everyday work were the strategies you learned?
- How well do you think we, as facilitators, contextualized the workshop for you?
- In relation to the course description, do you feel that the workshop raised, met or exceeded your expectations?
- Was the overall design adequate?
- Was the design comprehensive or incoherent? Should it have been one or the other?
- Was the long-term goal to foster social inclusion transparent and clear from the beginning?
- Which exercise will you use? How will you use them?
- What adaptations will you make in the activities you use?

Discussion in plenary: Which questions are the most important ones you still have?

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