DEMOCRATIC AND INCLUSIVE LEARNING COMMUNITY

Information and teaching materials for teachers and principals

Resource book for trainers

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Council of Europe

Contents

INTRODUCTION

E quality, fairness and participation are the core principles of inclusion. This basic assumption is important, since in the professional discussion of recent years, the term "inclusion" is used very often and in very different ways. In the literature, the terms integration and inclusion are not uniformly filled with content. In order to achieve successful inclusion, it is not sufficient to simply integrate a pupil with special educational needs into the regular class. This manual with the title 'Inside -Insight – Include' is, therefore, based on an understanding of inclusion that is enshrined in the European Convention on Human Rights. With this approach, all people are respected, regardless of, among others, their gender, socio-economic status, disability and migration background. At school, all students should have the same rights and access to regular schools and receive additional learning support to avoid exclusion. As reports have shown[1], Roma, Ashkali and Egyptians living in Kosovo essentially contribute to its diverse society with their distinct traditions and cultures. Nevertheless, the majority of members of the three communities often live at the margins of the society, struggling with high unemployment rates and low educational attainment. Furthermore, members of the Roma, Ashkali and Egyptian communities face barriers that lead to their exclusion from participation in all areas of life. Here, school also fulfils its mission to create a community in which all pupils, regardless of their individual learning and behavioural prerequisites, are treated with the same acceptance and appreciation as a sign of living Culture of Democracy underlined through the implemented and visible relevant (20) competences of the Reference Framework for the Culture of Democracy (RFCDC) by the Council of Europe. A strong concept of inclusion is at the same time an important sign for a living democracy in the everyday life of all people. That is why the frame of reference is given some space in this manual. Inclusion and democracy must not be merely theoretical. In joint work, in joint projects, for example, by actively engaging in the environment, it becomes apparent whether differences in abilities or ways of thinking are really used to find good solutions. Unfortunately, inclusion always includes the opposite: exclusion. One of the terrible daily experiences of many students is bullying. How does it manifest itself? Who does it? Who suffers from it and above all, what can be done preventively or actively against it? This manual also aims to provide space for this by not only suggesting clear ways of recognising it, but also instructions for action.

This manual is not a theory book, but the suggestions and advice are based on knowledge and experience. Therefore, we wish all users every success on the journey towards quality education for all, as called for by the UN 2030 Agenda for Sustainable Development. Goal 4 requires all member countries to "ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all". Everything proposed in this manual goes exactly in this direction.

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1. https://www.osce.org/files/f/documents/6/7/443587_1.pdf

PART A
INCLUSION AND DIVERSITY.
BACKGROUND KNOWLEDGE
AND IMPLEMENTATION

Human diversity in all its facets is both a resource and a challenge for society. The development of the associated potentials requires appropriate knowledge and strategies.

Contemporary school and teaching development requires the willingness to subject one's own school location to a process that analyses attitudes and procedures in dealing with difference and diversity. Based on this, constructive steps need to be taken to design and install a diversity-sensitive school mission statement.

The aim must be to perceive and empower children and young people as individuals with all their needs and possibilities and, thereby, empower them for life in a constantly changing democratic society characterized by diversity.

Four conditions must at least be met in order to speak of successful inclusion (UNESCO, 2005[2]):

► PRESENCE: All children should have the opportunity to attend classes together with their classmates in a mainstream class.

► ACCEPTANCE: All children, with their different, individual characteristics, should be part of the community.

► PARTICIPATION: All children should participate in common activities and lessons.

► ACHIEVEMENT: All children should be able to achieve challenging learning goals, perform well and make progress within their individual capabilities.

School has an educational mission that cannot be content with simply accepting everyone as they are at the moment and rejoicing in this colourful diversity. Diversity, the way it is understood here must be more than an affirmative confirmation that 'everything is so beautifully colourful'. The pedagogical mandate in schools is not to accept certain forms of difference (more precisely: diversity dimensions), but to bring them into line. For example, it should not simply accept that some can read and others cannot but ensure that all pupils learn to read as well as possible. Different situations also require different interventions for the same individual. An inclusive school is a school that takes into account the different individual learning and behavioural prerequisites of its pupils as accurately as possible, and takes them into account with appropriate, specific measures in the concrete teaching situations.

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2. http://www.ibe.unesco.org/sites/default/files/Guidelines_for_Inclusion_UNESCO_2006.pdf

WHAT IS GOOD TO KNOW

THE DIVERSITY-SENSITIVE SCHOOL: THREE DIMENSIONS

The discussion of school inclusion encompasses all areas of school education. In order to maintain clarity and to locate the different levels, it is important to be oriented towards three dimensions. Each of the three dimensions represents a development focus. There are overlaps in terms of content, as the different areas cannot always be clearly delineated from each other.

a) Human resources: Creating inclusive cultures

b) Improvement of teaching and learning: Developing inclusive practices

c) Development of the organization: Establishing inclusive structures
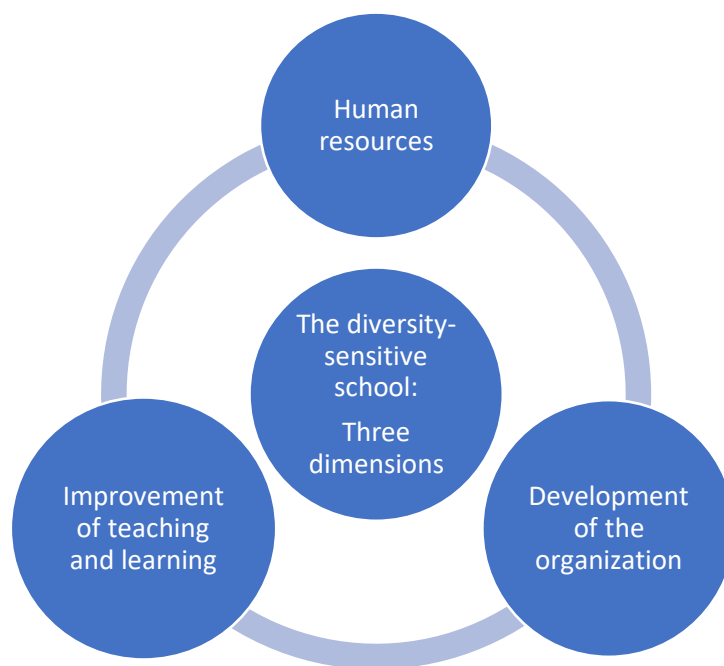
The triangle is illustrating how the three dimensions and three key factors are interrelated.

Human resources: Creating an inclusive culture

This dimension is about building a community that is safe and appreciative, cooperative and stimulating, welcoming and valuing all. Shared inclusive values are developed and made accessible to all school staff, children and young people, parents and guardians, members of school committees, initiatives and groups in the surrounding community, as well as everyone who works in and with the school. The values of inclusive school cultures provide guidance in decisions about structures and daily practices so that the school develops in a continuous holistic process.

Improvement of teaching and learning: Developing inclusive practices

This dimension is about developing learning processes that reflect the inclusive values and structures of the school. This dimension links learning to the local and global experiences of children, young people and adults and includes issues of rights and sustainability. Pupils are encouraged to be active and critical learners. They themselves are seen as a resource for learning together. Adults work together and take responsibility for the shared learning and the learning of all children and young people.

Development of the organization: Establishing inclusive structures

This dimension ensures that inclusion as a guiding principle permeates all levels of a school and involves everyone. Children, young people and school staff are encouraged to actively participate from the outset. The school is encouraged to welcome all children and young people in its catchment area and to minimise the pressure to segregate. This is helped by all activities that enable the school to respond to the diversity of children, young people and adults and to value everyone.

DIVERSITY AND DIFFERENCE IN SCHOOL

In view of complex social developments and the associated progressive differentiation of social reality, dealing with human diversity in all its dimensions in schools takes on a new significance.

Schools have a very special responsibility in this change in society. Every day, children and young people and adults with the most diverse backgrounds, attitudes and personalities come together in them. They interact with each other in an intensive and formative way and learn with and from each other.

In order to deal efficiently with this initial situation and the resulting opportunities, a comprehensive understanding of a sustainable approach to diversity and difference at all levels of school is essential. Contemporary school development processes can no longer be envisaged without including these facts.

A diversity-competent school requires concepts of education that, in addition to fair and non-discriminatory learning, development and evolvement opportunities for all pupils, also focus on teaching that always strives to educate for emphatic, respectful and tolerant coexistence in the social space. The recognition of individual strengths, abilities and progress is central to this.

The autonomy package offers schools the opportunity to develop new pedagogical, organisational and personnel freedom at their locations and to combine different pedagogical approaches in a meaningful way. A purposeful approach to diversity and difference in schools needs exactly that: the possibility to allow dialectical approaches and, based on this, to develop suitable solutions for the relevant school location.

The aim of this thematic room is to present contemporary impulses and approaches for a diversity-conscious pedagogical theory and practice to the people working in schools. It would like to invite them to reinterpret and reweight the priorities of the core school tasks at their own location.

This paper has been written in the belief that schools can shape societal change and be change agents, despite the challenges, by taking a clear position and, thereby, actively participating in shaping positive societal change.

INTEGRATION AND INCLUSION

While the inevitable plurality of society is mostly discussed in the discourse on heterogeneity, the debate on diversity belongs to the discourse on inclusion.

▶ Inclusion recognises diversity in all its forms as a value, sees it as an opportunity and not as a burden or a problem.

▶ Integration in the literal sense means the restoration of a whole from its parts. This implies the idea that there is a normal majority into which a dissenting minority is to be (re)integrated.

Against this background, inclusion can be understood as the constant integration of individuals and groups whose belonging to the norm or the dominant culture of the majority is not or was not a given as it is obviously the case for the Roma, Ashkali and Egyptian community in Kosova. The basic prerequisite is, thus, the ability to "shift the boundaries" of our conceptions of norms.

Integration	Inclusion
Integration of children with specific needs or with a specific ethnic background in mainstream schools	Living and learning together for all children in mainstream schools
Two-group theory	Theory of an equivalent group
Individual-centred approach	Systemic approach

Resources for children with labelling	Resources for systems
Special support for e.g. children with speech difficulties and disabilities	Common and individual learning for all
Special needs teachers as support for children with special or special educational needs	Special needs teachers as support for class teachers, classes, schools
Control by experts	Collegial problem solving in a team

THE SOCIAL AND EDUCATIONAL MISSION OF SCHOOLS

The Basic Law, human rights, and children's rights, as well as the obligation to recognise the UN Convention on the Rights of the Child are just a few examples of legal texts that form a legal basis for preventing discrimination, disadvantage and exclusion of individuals or groups in our society.

The curricula of general education schools also clearly state that schools have an educational mandate to prevent disadvantageous structures, to ensure equal opportunities in society and to educate for self-determination, co-determination and solidarity.

Mutual respect and recognition are important educational goals, especially in the context of society's dealings with diversity, difference, and identity. The perception of democratic opportunities to have a say and participate in the different areas of life and society requires the ability to form factual and value-related judgements and to assume social responsibility. To develop these abilities, self-efficacy as well as self-determined and self-organised learning and independent action are to be promoted to a high degree.

It would go beyond the scope of this topic area to look at the concept of education in detail. There is a very wide gap between an understanding of education that is reduced to a purely formal "training" of young people aimed at the "production" of economically usable human capital and the Humboldtian ideal of education, which aims to educate the individual to become an enlightened citizen of the world.

A teaching staff must be prepared to face and lead this discussion. An elaborated consensus that every teacher can agree to forms the conceptual basis of a school culture, among other things.

A school that feels obliged to fulfil its mission as a whole and to act in the sense of maintaining a free democratic social order must strive for a concept of education that, in addition to qualifying the content, wants to help shape the participatory development of the personality and social competence of its pupils.

A primary concern and goal must, therefore, be to perceive and empower children and young people as individuals with all their needs and at the same time to empower them for life in a constantly changing democratic society characterised by diversity.

This calls for a holistic understanding of education that enables the individual to recognise and develop his or her own potential on all levels, as well as that of others. Empathy and the ability to take on perspective ensure an understanding of the fact that all people, despite any differences, strive for the same things at the core of their being.

AREAS OF TENSION IN SCHOOLS

High expectations are placed on teachers by politics, business, research and parents. In addition to imparting knowledge, they are expected to contribute to the solution of complex social problems.

An increased educational mandate due to a changed student body, the confrontation with curricula overloaded with content and the confrontation with a changed reality in society as a whole with regard to interpersonal interaction present schools with clear challenges and demand new didactic-methodological approaches with regard to dealing with diversity and difference.

In order for a school to remain capable of acting in this situation, it needs contemporary pedagogical attitudes, concepts, structures and an increased readiness for change and commitment.

Given the challenges described, it is understandable that there is a "longing" for clear framework conditions and that a glorifying image of "proper teaching" and "good school" is drawn that is in a glorified past.

The attempt of an education policy to support schools through "clear parameters" is fraught with danger. Aiming for supposedly simple but only short-term structural solutions is tantamount to treating symptoms, which in the long run leaves many school's problems room to grow. Numerous scientific studies prove that an education system based on segregation produces educational losers in the long run and prevents sustainable development processes of educational institutions.

Diversity only an issue for schools in urban areas?

In rural and urban areas, school locations differ with regard to the expression and occurrence of the categories of diversity. This can give the impression that the need to address the issue is not present in rural schools. A contemporary understanding of difference and diversity must relate to all levels of human existence.

In the approach of "flexible differentiation" (see topic area "Differentiation") it becomes clear that even in supposedly homogeneous learning groups, pupils differ significantly from each other in terms of abilities, skills, prior knowledge, interests, readiness and learning profiles. Accordingly, differentiated teaching must take this into account if it is to offer appropriate opportunities to all pupils.

If implemented appropriately, social competence and the independent and autonomous content-related work of the pupils increase and the quality of the "output" rises. In the long run, this relieves the teachers in their daily work, because perceived stress can be reduced by all participants experiencing self-efficacy and a feeling of satisfaction can increase.

Bringing about tangible change in schools requires commitment, vision and patience. Turning away from a selection mindset that categorises, pigeonholes and rejects young people towards a positive and proactive attitude and the recognition of diversity as normality takes one thing above all: time. Deep structures and imprints that have been created over decades are not easy to change. Inclusion is therefore "a never-ending process", if you will, a permanent "open-heart surgery" of a school.

A diversity-sensitive school development process needs corresponding:

- ► Human resources development
- ► Lesson development
- ► Organisational development

In the further course of the theme, the three points are looked at more closely.

SCHOOL AS A REPRODUCTION SITE OF SOCIAL INEQUALITY

A very high percentage of teachers still come from stable middle-class backgrounds. They have generally had positive school experiences of their own in terms of participation and school performance.

Many areas of school and teaching are still based on the idea of an "average norm" of students. Processes are planned and implemented on this basis. There is, therefore, a danger that schools are oriented towards "mediocrity" and that many potentials and needs of the students are overlooked. Consequences can include the subjective experience of exclusion and discrimination, as well as the emergence of disadvantaging structures and barriers to learning.

Teachers need to be aware of how their daily actions can create difference and disadvantage. Only by becoming aware of such dynamics can space for change be created and counteracted in the long term. The skills of self-reflection, self-criticism and perspective-taking are prerequisites for this.

A school that defines equality and equal opportunities as part of the target parameters of its school culture will generate a positive relationship and working climate from which all persons benefit. A multitude of typical school problems and causes of conflict can, thus, be proactively mitigated, counteracted or even prevented altogether.

DIVERSITY, DIFFERENCE AND SCHOOL INCLUSION - THE CLAIM OF INCLUSION

As already mentioned, the discussion about school integration mainly revolves around the question of how children with special physical, mental or social needs can be "integrated" into mainstream classes. This makes it difficult to distance oneself from a deficit-oriented view of the pupils concerned. This kind of discussion about difference and diversity is, thus, very often conveyed on the children with special needs.

The claim of inclusion, on the other hand, is more comprehensive. Inclusive thinking analyses issues of commonality and difference, equality and inequality, and homogeneity and heterogeneity at the systemic level. Inclusion seeks to push the boundaries of our notion of who is defined as part of the norm.

The particularities and needs of all pupils in a learning group must, therefore, be the subject of consideration. This means that the primary focus is on the system, not on the reduction and allocation of differentiating characteristics and categories of the various individuals.

In the long term, individual categories of difference can never adequately describe, let alone define, people in their entirety. However, overcoming categories of difference must not be equated with a complete fading out of differences relevant to teaching and education if individual potentials and talents of all pupils are to be activated and promoted in the best possible way.

It is, therefore, neither about "egalitarianism" nor about fixation on aspects of difference. In the context of an inclusive school, it is about enabling all pupils to learn together in diversity.

For a better understanding of diversity in the school context, a diversity model with three levels of relevance for the school context can help. The aim of the model is to help developing a basic understanding on which inclusive and diversity-sensitive teaching is built.
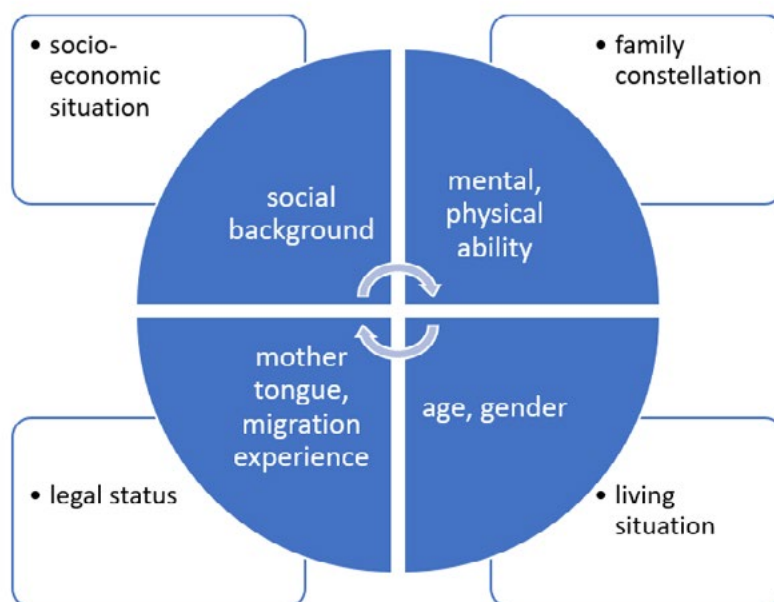
Personal identity: unchanging inner and changing outer dimensions

The model distinguishes between the unchanging "inner" and the changing "outer" dimension of diversity aspects.

One is born into the inner categories and these cannot be changed or can only be changed with difficulty. The external categories can be changed by the individual himself or through interaction with his environment.

A diversity-sensitive understanding of education and corresponding teaching, therefore, has the task of strengthening and enabling. Learners should be able to take responsibility for themselves in the external dimension and to change what can and should be changed.

With personality at the centre, the aim is to illustrate that a person's personality development is a self-active process that is constantly flowing and never complete. People consciously decide for and against affiliations and patterns of identification. The diversity model invites us to understand personality as an individual combination of affiliations that has emerged.

The individual combination of affiliations, identifications and resulting imprints and preferences makes learners unique. Commonalities as well as differences are often only given situationally or contextually, so that both commonalities and differences can always be found between learners.

WHAT IS GOOD TO REFLECT UPON

THE NEED TO CONFRONT ONE'S OWN SELF

Dealing with one's own biography is of particular importance for people in educational practice fields. Understanding current actions against the background of one's own life story and recognising their overall context is a way of finding one's identity.

Accepting and understanding one's own life-history allows an emphatic attitude towards oneself to develop. This offers enormous potential for personal growth and development, e.g. by developing new skills and perspectives for action.

Beyond the recognition of individual history, biographical self-reflection enables an understanding of social (framework) conditions along one's own experiences. Through this understanding of social contexts in the context of one's own life situations, the ability to adopt an understanding perspective in relation to others can be considerably improved.

Reflection questions:

- ▶ What is my norm?
- ▶ What do I orient myself by?
- ▶ How do I look at differences?
- ▶ How do I behave in the face of difference?
- ▶ What attraction does difference have for me?
- ▶ Is difference a threat to me?
- ▶ How capable of differentiation am I?
- ▶ What is my position on diversity? How do I manage to deal with the "impossible plurality"? Can I see and exploit the potential in it?
- ▶ What are my personal values and to what extent do my ideas of what is right/wrong, good/bad, normal/abnormal influence my view of pupils and colleagues?
- ▶ With which glasses do I look at my pupils/colleagues/the school management/the parents?

ATTITUDE, HUMAN IMAGE AND UNDERSTANDING OF THE PROFESSION

Living inclusion requires that schools:

Enjoy diversity, recognize it, value it and are sensitive to categorization. Inclusion is not just about a specific group of children and young people, but about all learners. This means that schools:

- ▶ Consistently focus on removing barriers to learning and participation. Inclusion means participation in the cognitive, social and cultural spheres. Inclusion is based on the right of all children to learning gains.
- ▶ Say goodbye to the belief in the long-term effectiveness of homogeneous learning groups.

- ▶ Start thinking from the students' strengths and helping to strengthen their personality. Building a positive self-concept creates self-confidence and resilience.

- ▶ Enable meaningful participation through empowerment, self-determination and co-determination.

- ▶ Democracy on a daily basis and are aware of their responsibility towards an evolving society in which all voices are heard.

- ▶ Consciously make social issues the subject of lessons and thus enable discussions, the adoption of perspectives and the ability of pupils to show solidarity.

- ▶ Are willing to work in multi-professional teams and in the network.

Reflection questions:

- ▶ What is my attitude towards diversity? How do I manage to deal with it? Can I see the potential in it and exploit it?

- ▶ What are my personal values and to what extent do my ideas of what is right/wrong, good/bad, normal/abnormal influence my view of pupils and colleagues?

- ▶ What norms and ideas of normality do I base my pedagogical work on?

- ▶ Which ideal image, which ideas of a pupil do I have in mind? Do I orient myself towards "average pupils"?

- ▶ How do I deal with the fact that the school itself produces difference? What is my attitude towards it?

- ▶ What do I see as the most important aspects of my role as a teacher?

- ▶ What was the prevailing image of the child in the course of my education? How might this image differ from a contemporary view of pupils and their educational needs?

- ▶ What competences do pupils need to be able to participate in an increasingly complex society?

- ▶ What formulations or rituals that focus on students' strengths and sense of achievement are part of the everyday life of the classroom?

- ▶ How do I/we deal with diversity in the staff room?

- ▶ What forms of cooperation with parents and external professionals are already taking place?

PEDAGOGICAL RELATIONSHIP LEVEL

A reliable relationship based on mutual trust is the ideal "breeding ground" for successful pedagogical processes. At the same time, the relationship between teachers and students is characterised by the dilemma of hierarchical imbalance, e.g. through the prescribing of structures and content, as well as the power to impose sanctions by giving grades and setting limits. Reflecting on these multidimensional power inequalities and dealing with them responsibly is a particular challenge that teachers face when they strive for a level of horizontal respect in their relationship with students.

Horizontal respect arises on the basis of perceived equality. It is expressed in the fact that one treats one's counterpart as equal in principle and, therefore, always takes their wishes and definition of truth into account in one's own actions. This understanding of respect is distinct from "vertical respect" which is based on hierarchical structures and, thus, perceived difference.

Reflection questions:

- ▶ Do we have a consistent student-friendly relationship level?

- ▶ Do we focus on trust-building measures such as transparency, encouragement and acceptance?

- ▶ Or do we primarily focus on performance and control?

- ▶ Are we a human friendly school with a positive learning climate?

- ▶ What is horizontal respect in my daily practice?

- ▶ When do I reach the limits to my horizontal respect?

- ▶ How do our students experience hierarchical imbalance?

FIVE PRINCIPLES FOR DIVERSITY-SENSITIVE TEACHING IN INCLUSIVE MAINSTREAM SCHOOLS

Inclusive and diversity-sensitive teaching could be seen in the following five principles as a supporting 'checklist' for the teachers' reflection:

a. Diversity competences and strategies of teachers:
Understanding the dialectic of difference and equality forms the basis for the development of teachers' action strategies and competences.

b. Analysis of teaching and learning conditions:
A pedagogical learning diagnosis always focuses on the mutual conditions between pupils, teaching and learning conditions and must always influence the design of teaching.

c. Joint problem solving:
In inclusive schools, teachers with different specific qualifications work in team structures that enable joint responsibilities at the instructional level.

Inclusion also means that the boundaries not only between categories of difference, but also between subject disciplines, subjects and expert knowledge should be critically reflected and made permeable wherever possible.

d. Adaptive and supportive learning climate:
The analysis of teaching-learning conditions in the learning community leads to individualised learning in the community. A different understanding of the teacher's role and the expansion of teaching methods is the prerequisite for successful implementation away from pure instruction, towards moderation and learning support.

e. Focus on the learning community:
Good learning is tied to a structure that refuses to select children according to performance, social origin, ethnocultural affiliation, disability and other individual characteristics and wants to ensure equal opportunities for everyone.

Reflection questions:

► Which diversity aspects do I focus on as a priority?

► Which aspects of diversity do I perceive as opportunities and enrichment and which as obstacles and problems?

► Which diversity aspects have not yet played a role in my teaching?

► What changes have I already introduced so that individualization processes and differentiation offerings can succeed well?

► Which materials and forms of learning have proven successful in terms of individualization and differentiation?

► How can I implement other learning methods in the classroom?

► What choices and decisions do the children have regarding the organization of their time?

► How can we allow students time to learn at their own pace?

► How can I concretely contribute to developing a learning culture of mutual support?

► Which (learning) settings require particularly high social skills?

► How can I break up rigid time constraints in favour of a flexible daily schedule?

► What time resources can be gained through teacher cooperation?

ACCEPTING DIVERSITY –- ENABLING PARTICIPATION – SHAPING IDENTITY (PRACTICE)

Schools have the task of educating their students to become responsible citizens, in addition to providing them with the necessary qualifications. For young people to develop an understanding of democracy and, as a consequence, to understand, respect and recognise our constitution and the basic democratic order, positive experiences of inclusive every day approaches are required in terms of social participation. Students must experience that their opinion is heard and carries weight.

Therefore, the following two questions must be asked:

► How often do these ideals and values really become tangible for pupils in the context of everyday school life?

► What do schools offer the next generation in terms of the development of self-determination and solidarity?

Participation is lived involvement and participation in society, based on the knowledge of being able and allowed to actively contribute. The comprehensive experience of participation is, thus, the key to the development of tolerance, cooperation and identification with persons, groups and systems.

The following table shows an overview of possible goals, contents and measures of diversity-sensitive teaching and school development.

Reflection questions:

► Do the students, teachers and staff experience the school as a safe, fear-free space where they can feel comfortable?

► How is discrimination and conflict dealt with?

► Is there an appreciative attitude towards different political, religious or youth cultural attitudes?

► What projects and activities help pupils to experience similarities and commonalities?

► Are there functioning representative bodies at the school?

► Do teachers see themselves as "lonely warriors" or as a team?

► Is there a school mission statement or programme?

► Can the pupils express their abilities on special occasions (sports festivals, theatre performances, photo and art exhibitions, etc.)?

► Which festivals can all children celebrate together?

► What opportunities do the pupils have to help design the classrooms?

► How does the school reflect the diversity of the people who spend time there?

► Are all colleagues equal and is responsibility shared?

► What measures convey to parents that they are welcome at school?

► What services and family support services for parents and children do I know about?

► In what form do I make use of cultural offers in the vicinity of the school? What criteria do I use to select them?

HOW TO PLAN WELL: SIX STEPS TO INCLUSIVE LESSON PLANNING

INTRODUCTION

Inclusive teaching requires special planning and preparation. The key to success is to analyse your students' learning processes and make them the starting point for your planning. By documenting the learning process and reflecting on it, you link directly to the students' level of achievement when you plan again. This allows you to support each child at the appropriate level. Learn here how to plan, prepare and reflect on inclusive lessons in six steps.

Inclusive lesson planning focuses even more on the individual pupil. The aim is that they increasingly experience themselves as responsible for their learning process, set their own goals and recognise that their learning is purposeful.

In order to achieve learning growth, each learner must be able to link to his or her personal previous experiences, thought patterns and ideas. In this way, they gain new insights and expand their knowledge. As a teacher, you set the course for successful learning. In this way, you plan your inclusive lessons step by step, taking into account the needs of all pupils:

STEP 1: ACCEPT THE REALITY OF HETEROGENEITY

The term heterogeneity has its origin in the Greek adjective heterogenés, which is composed of the words heteros (= different) and gennáo (= to create, generate). In the pedagogical context, heterogeneity means the diversity of pupils with regard to one or more characteristics. Heterogeneous learning groups, therefore, refer to nothing more than a group of pupils with different characteristics.

Each pupil is unique in his or her own way. If you look at a class, the children differ in many individual characteristics. Make sure that your planning takes the characteristics into account:

▶ Knowledge base: Pupils come to school with different knowledge and learning requirements. Their heterogeneous ability is reflected in what they are taught and how they work.

▶ Interests: Heterogeneity can be found in the children's interests. One child has excellent maths skills, but has large gaps in vocabulary and grammar. The other is interested in art, but cannot find access to historical topics.

▶ Learning pathways: Pupils can access a topic or summarise work results in different ways. Their learning paths are different.

▶ Learning and working behaviour: There are different types of learners. Some pupils have a great talent for organisation, work in a goal-oriented way and manage their working time correctly. Others have less stamina and concentration: they dawdle, get distracted quickly or lose the courage to continue working.

▶ Cultural and social background: The children also differ in their social background. Thus, in heterogeneous learning groups, a wide variety of cultures with different religious views, languages, traditions and lifestyles come together.

▶ Experiences: Every pupil comes to school with an individual life experience and life story.

▶ Motivation: Pupils also have different levels of motivation to learn. Some enjoy learning, others are more likely to experience learning frustration instead of learning pleasure.

The various dimensions of heterogeneity show one thing above all: the diversity of the children has a decisive influence on what happens in class. Every day anew, teachers have to face the challenge of meeting the needs of the children. Each individual pupil must be supported according to his or her abilities. But this is not an easy task - after all, no one should be over- or under-challenged. The consequence for lesson preparation is, therefore, a variety of learning opportunities are available and enable learners to enter the learning process through different paths.

STEP 2: DIAGNOSTICS IN THE CLASSROOM

In Step 1, you are particularly challenged in your personal observation and interpretation skills. Learning level assessments at the beginning and during the school year provide information about the performance level of each individual pupil. Also, attach importance to systematic pupil observation. A simple grid with enough space for notes, which you can quickly have at hand, is a good idea.

The following questions are helpful in process-oriented pupil observation:

- ▶ What are the strengths of the student?
- ▶ What does the student already know at the moment?
- ▶ What should be the next step in his learning development?
- ▶ With which senses/media does the pupil learn most easily?
- ▶ What tools/support does he need for this?

STEP 3: DOCUMENTATION OF LEARNING DEVELOPMENT

It requires good time management if you want to conduct systematic, meaningful pupil observation in addition to teaching. This is where you can benefit from team teaching: Discuss this aspect in detail with your multi-professional team, or seek support from the year level team. Learning development plans are best developed together. As a rule, you will receive development goals for the areas: subject-related skills, methodological and self-competence as well as behaviour.

At first, it seems daunting to go through the enormous effort of creating a development plan for each individual student. However, do not forget the organisational and emotional relief it brings when your students learn independently and successfully at their personal level of achievement.

STEP 4: SETTING GOALS TOGETHER

In self-directed learning in inclusive education, it is of enormous importance to involve the students themselves in setting and reflecting on goals. This is a learning process for you as a teacher and for the students themselves. It is essential to have face-to-face conversations. Students who know what they want to find out, recognise and understand in the coming lessons usually work in a goal-oriented and motivated way. Make sure that goals remain small and manageable. Your students will only experience themselves as self-efficient if they see agreed goals as achievable.

STEP 5: REFLECT ON LEARNING PROCESSES

It is important for inclusive teaching that the pupil plans his or her learning project together with you. The basis for this is your diagnostic findings and what has been achieved so far. Introduce the pupils to this independent learning step by step. The child must know what exactly he/she is supposed to learn and with which material he/she can achieve this. They will certainly need support in this.

Work plans that are designed by the hour, day and later by the week are preferable. Already when formulating the learning goal, it is crucial that the pupil is given indications of what he/she has to do in order to achieve the results:

- ▶ unfavourable: Ana is supposed to master the basic arithmetic "multiplication" in mathematics.
- ▶ favourable: Ana formulates her goal herself: *"I want to know the four times table."*

1. I practice the four times table.

2. I am learning the four times table by heart.

3. I practice mixed colouring tasks (from math book page 27).

The more involved your student is in the planning, the easier it will be for them to work independently. This also includes well-structured material and an organised classroom. To be able to learn independently, Ana needs to know:

▶ Which material is meant?

▶ Where can I find the material?

▶ What do I do if another child is already working with it?

▶ How do I work with the material?

▶ How do I check my results?

▶ Where do I tidy it up again?

Example of a learning development plan

Name of Student: Ana   Period: January - March

Subject	Competence	Goal	Materials	Reflexion
Mother tongue	read fluently	Ana should read simple words fluently without hesitation	Reading Book 'The Sunny Day' Pages 6 - 10 Reading Game No. 3 Reading Cards No. 1	March 25: Ana reads 11 out of 20 (previously 4 out of 20) words without error, without hesitation. Supporting advice: To improve steadily, add 2 additional exercises every week.
Math	multiplication	Ana should be able to master the two- and four-times table.	Multiplication table 2: Learning cards from box 2 Math book pages 16 - 21 Training handouts 4 - 8	March 28: Ana is solving the two times table without mistake also randomly.
			Multiplication table 4: Learning cards from box 4 Math book pages 24 - 26 Training handouts 12 - 15	March 28: Since Ana mixes up results from two- and four-times table, she still needs to practise the four times table separately. Additional training materials needed.

STEP 6: DOCUMENTATION OF THE LEARNING OUTCOMES

Learning diaries, logbooks and portfolios are particularly suitable for documenting the individual learning processes of pupils and for regularly taking stock. These focus on learning goals achieved and support the student in self-reflection. At the end of open learning phases, you should have a reflection session with your pupils. The children briefly present the goal they have been working on, how close they have come to achieving the goal today, how they achieved it and how the work will continue. Also address work and social behaviour.

Practice tip: A stone, an eraser and a feather can be used to symbolically represent how difficult today's task was. A pupil can also use it to describe an improvement more easily: *"At first the minus tasks were hard again stone, but now it's only as hard as the eraser."* For reflection, practice sentence blocks with the students to help them put thoughts into words.

- ► *"I learned today …"*
- ► *"Hard for me was …"*
- ► *"Easy for me is …"*
- ► *"Next time I want to do … better."*

PART B
RFCDC BY THE COUNCIL OF EUROPE

REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE

Volume 1 — Context, concepts and model

REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE

Volume 2 — Descriptors of competences for democratic culture

REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE

Volume 3 — Guidance for implementation
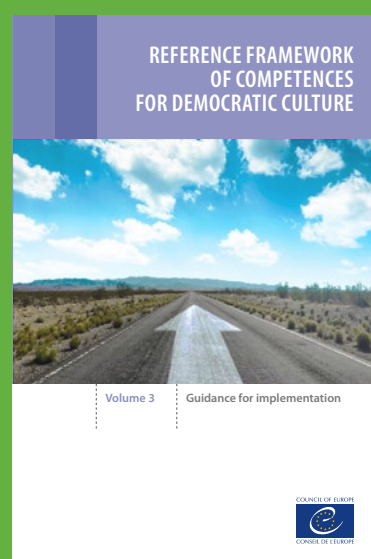
BACKGROUND INFORMATION

THE COUNCIL OF EUROPE: A SHORT HISTORY OF AN IMPORTANT INSTITUTION

The Council of Europe, with its HQ based in Strasbourg, France, was founded in 1949 and is the oldest inter-governmental organisation in Europe with the largest number of members. Its core themes are the protection and promotion of human rights, democracy and the rule of law. It currently has 47 member states with a total population of over 800 million people.

The Council of Europe is a forum for debate on general European issues. It develops intergovernmental agree-ments binding under international law, such as the European Convention on Human Rights ("ECHR"), with the aim of preserving common heritage and promoting economic and social progress.

One of the most important conventions of the Council of Europe is the ECHR which allows individuals who are victims of a violation of the ECHR to lodge an application with the European Court of Human Rights in Strasbourg. Victims of a violation of the rights and guarantees set out in the Convention or one of its Protocols can lodge a complaint with the ECHR. The violation must have been committed by a state bound by the Convention.

In addition to the European Court of Human Rights, the Council of Europe has the following bodies:

▶ the Committee of Ministers, consisting of the Ministers of Foreign Affairs of the 47 member States

▶ the Parliamentary Assembly, whose members are appointed by the national parliaments

▶ the Congress of Local and Regional Authorities, which is composed of representatives of local and regional authorities in the Member States

▶ the Conference of International Non-Governmental Organisations, which is composed of delegates from those organisations which meet the Council of Europe's accreditation criteria

The Council of Europe Office in Pristina ("Office") began, therefore, its cooperation activities in the areas of human rights, rule of law and democracy in 1999. Since then, the Office has continuously facilitated the delivery of significant programmes of support towards the realisation of Council of Europe standards in practice for all people, assisting key institutions in the process of their democratic reforms.

Driven by a commitment to addressing local needs, ensuring value-added contributions, and reinforcing partnerships, the Office actively coordinates efforts with all relevant local and international actors in the field.

The cooperation has so far focused on building the capacities of judges and prosecutors on the ECHR standards, supporting effective civil society engagement, supporting efforts of central and local authorities in ensuring quality inclusive education, promoting cultural diversity, providing expert support to legislative development, reinforcing independent institutions such as the Ombudsperson Institution, strengthening the role of the media and working to counteract economic crime and corruption, and elections monitoring.

Education for Democratic Citizenship: a new way to understand responsibility and rights

Following the end of the Cold War, several processes of modernisation which had shaped our history for a long time suddenly began to accelerate and intensify. These events and changes taking place across Europe have challenged the traditional model of citizenship:

The globalisation of free trade and competitive market economies has brought a higher level of welfare to many people across the world, but not to all. The gaps of unequal distribution between rich and poor have widened, both within and between communities, threatening social cohesion and solidarity among people.

Competition drives enterprises to permanently increase their productivity and lower their costs of production. This has given rise to a permanent process of innovation, directly affecting products, technology and jobs, and indirectly affecting our whole way of life.

Economic growth has led to increased welfare, but also to an increased consumption of natural resources. Rising CO_2 emissions make it increasingly difficult and costly to avert, or to adapt to, climate change.

New information and communication technologies have provided new ways to increase productivity, to exchange and obtain information, and to deliver entertainment, alongside many other things. We live in a media culture, and media literacy – how to use the new media both for producing and receiving messages – is becoming an elementary skill like reading and writing.

Due to economic growth and the achievements of modern medicine, the population in many European countries is ageing, while growing in the world as a whole. Both developments pose serious problems for the 21st century.

Modern societies are typically secular, pluralist societies. Migration across Europe has contributed to this development. Pluralist societies are more dynamic and productive, but also are more demanding in terms of social cohesion in order to integrate people with different beliefs, values, interests, and social and ethnic backgrounds.

Democracy offers us the best chances to meet these challenges, as any attempt to solve these and other problems through authoritarian rule will fail to take the complex reality of, among others, society, economy, environment and conflict resolution into account on a national, let alone a supranational level. On the other hand, democracy stands and falls with the pledge of equal participation. The more complex our world and the challenges that define our future become, the more difficult it is for the "ordinary citizen" to understand and take part in decision making. Mistrust of traditional political institutions, forms of governance and political leaders are rooted in the feeling of being left out and not listened to. Democracy and human rights are precarious projects, and their survival depends on whether their heritage can be passed on to the younger generation.

In the face of challenges such as these, it has become clear that new forms of citizenship are required: citizens should not only be informed and understand their formal responsibilities as citizens, but should also be active; able and willing to contribute to the life of their community, their country and the wider world, actively participating in ways that express their individuality, and helping to solve problems. Mounting challenges require strong societies with competent – and therefore adequately educated – leaders and citizens. In addition, families are the centres in which children experience what living together means on a daily basis. Until now, families have existed in many forms and circumstances, and all under different types of political system. It must be stressed that bringing up children in a democratic society should have a clear goal: teaching children and young people to exercise their rights and carry their share of joint responsibilities.

COMPETENCES FOR A CULTURE OF DEMOCRACY

Democracy as a constitutional structure of the state

First and foremost, democracy is something on paper, written into the constitution. In a democracy, the constitution is understood as the central legal document of a state. It regulates the basic organizational structure of the state, the territorial structure of the state, and the internal relationship within the state. It also records the relationship between citizens and the state, and what rights and responsibilities apply to them. State powers constituted in this way are bound by the constitution as the supreme norm and their power over the norm is limited. In democratic states, the constitution-making power emanates from the people of the state. Constitutions usually also contain state tasks and state objectives; these are often found in a preamble. Core democratic goals are freedom, equality, justice, security and welfare, which includes the recognition of human and civil rights, popular sovereignty through elections, parliamentarism, parliamentary control of power and the separation of powers. For citizens to be able to exercise their political rights and duties, the state must guarantee them basic social security.

Having a just constitution in which all the central elements of democratic coexistence are formulated is undoubtedly an important basis for an open society. However, the experience of many citizens around the world shows that what is written on paper is not always reflected in real life. What do articles of the constitution mean for living together (democracy as a form of society) and the everyday life of the individual (democracy as a form of life) if they are not implemented in real life?
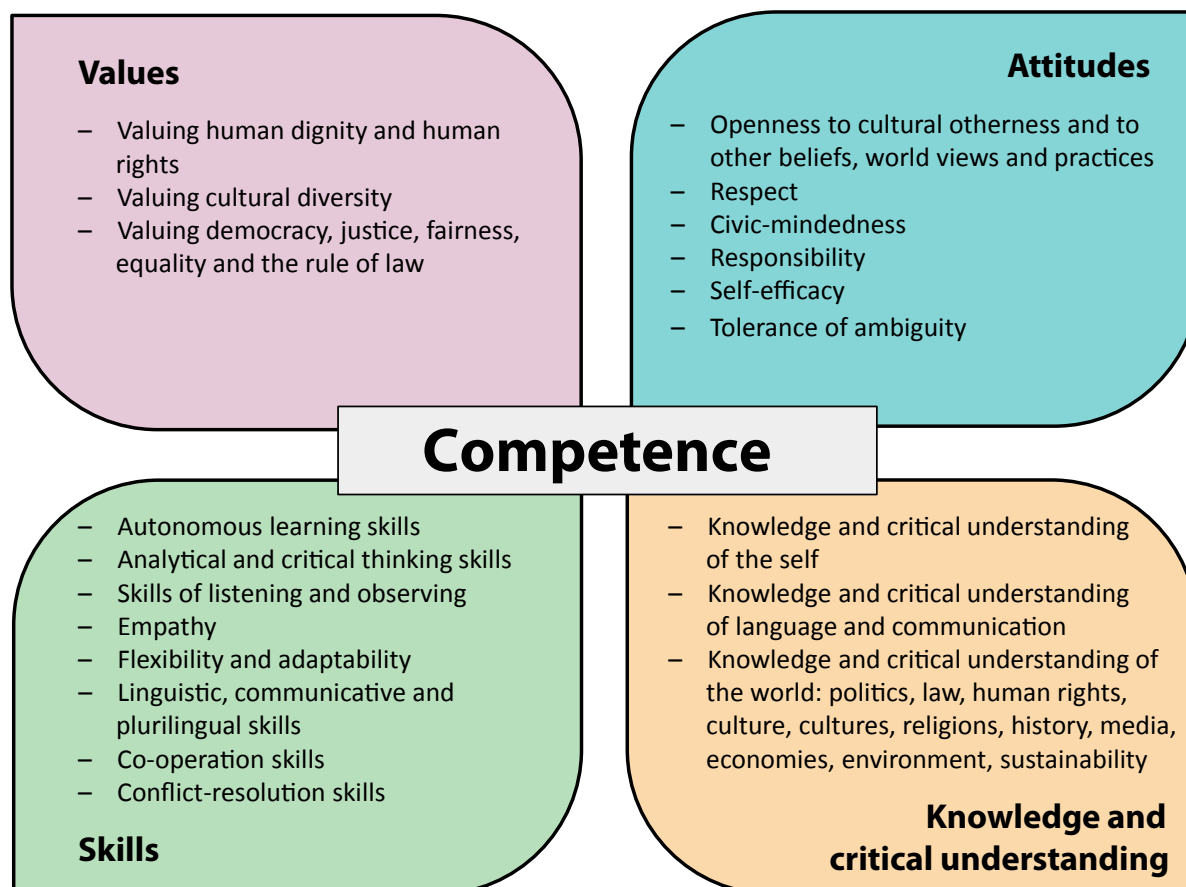
Democracy as a sign of the community-culture

Democracy is much more than just a constitution. Democracy also includes a social dimension: Democracy is in other words a form of society. The emergence of "young" European democracies and increasing globalization, which has affected the borders of existing states, have shown that democracy is not limited to a legal system. Only social anchoring and the transmission of democratic principles enable the functioning of political democratic systems. This can be called the daily culture of democracy. This understanding requires a strong civil society in which pluralism and social difference can exist and conflicts are settled peacefully. Economic competition, carried out under fair conditions, should also be possible in such a democratic civil society. A free and diverse public, supported by broad civic engagement, is another prerequisite for democratic societies. From the perspective of political cultural research, a third understanding of democracy was geared towards everyday life, towards the culture of social coexistence. In recent years, educational psychology, philosophy and political education have taken up this approach by asking about the individual and socio-moral foundations of the political understanding of democracy: How can democracy be made tangible, and how can such experiences grow?

This is about the micro-level of democratic culture, for example in each family or in the neighbourhood. It is seen as the basis of democratic political engagement and democratic societies in general. According to this point of view, anyone who grows up in an environment characterized by tolerance and fairness understands diversity of lifestyles as an opportunity, is educated in solidarity and self-organization, and is prepared to act democratically within society and to participate democratically in the political system.

The Council of Europe developed the Reference Framework of Competences for Democratic Culture. The model with the 20 competences, developed within the scope of the Council of Europe Democracy Projects, describes how the values of democracy are implemented in schools and in everyday life. In every learning situation, some of these elements are visible. In every classroom many of them are already being implemented, but we as teachers are often not aware of them ourselves.

The democracy 'butterfly' with 20 competences

Values
- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Competence

Skills
- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Knowledge and critical understanding
- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

The competence model of the Reference Framework of Competences for Democratic Culture (RFCDC), listing the 20 competences that individuals require in order to function as democratically and interculturally competent citizens. Often referred to as the "butterfly", the model was developed by the ad hoc expert group for the RFCDC and was adopted by European Ministers of Education in April 2016. The model, the descriptors of competences and the guidance for implementation together constitute the RFCDC.

A democratic culture relies on citizens having the values, attitudes, skills, knowledge and critical understanding described in the competence model above. Accordingly, the framework provides detailed descriptors for each of the 20 competences. These are written mostly for teachers and students to understand and implement democratic practices in the classroom and school buildings.

Competence descriptors are statements describing observable behaviours that show when a person has achieved a certain level of a particular competence. This is important for the development of a democracy, because when we see competences and descriptors being applied in family life, we know that society is not just democratic on paper, but that democratic actions and results are observable in reality. The family is an important training place for this: children experience democracy in action as a part of their normal daily routine.

This manual 'Inside – Insight - Include' provides you not only with the competences and descriptors, but also with a 'competence garden' (see last page of this manual). You and all other key players can make use of this poster to develop a democracy-profile of your class, your school, your staff etc.

Democracy, as it is commonly interpreted, means a form of governance by or on behalf of the people. A principal feature of such governance is to be responsive to the views of the majority. For this reason, democracy cannot operate in the absence of institutions that ensure the inclusion of adult citizens, the organisation of regular, contested, free and fair elections, majority rule, and government accountability. However, while democracy cannot exist without democratic institutions and laws, these institutions themselves cannot function unless citizens practice a culture of democracy and hold democratic values and attitudes. Among other things, these include: a commitment to public deliberation, a willingness to express one's own opinions and to listen to the opinions of others, a conviction that differences of opinion and conflicts must be resolved peacefully, a commitment to decisions being made by majorities, a commitment to the protection of minorities and their rights, a recognition that majority rule cannot abolish minority rights, and a commitment to the rule of law.

Democracy also requires citizens' commitment to participate actively in the public realm. If citizens do not adhere to these values, attitudes and practices, then democratic institutions are unable to function. In culturally diverse societies, democratic processes and institutions require intercultural dialogue.

A fundamental principle of democracy is that those affected by political decisions can express their views when decisions are being made, and that these views are taken into account by decision-makers. Intercultural dialogue is, first and foremost, the most important means through which citizens can express their views to fellow citizens with different cultural affiliations. It is, secondly, the means through which decision-makers can understand the views of all citizens, taking into consideration their various self-ascribed cultural affiliations. In culturally diverse societies, intercultural dialogue is, thus, crucial for ensuring that all citizens are equally capable of participating in public discussions and decision-making processes. Democracy and intercultural dialogue are complementary in culturally diverse societies.

Values are general beliefs that individuals hold about the goals people should strive for in their lives. They motivate action and also serve as guiding principles on how to act. Values transcend specific actions and contexts, and they have a normative prescriptive quality about what ought to be done or thought across a range of situations. Values offer standards or criteria for: evaluating actions, both one's own and those of other people; justifying opinions, attitudes and behaviours; decision making; planning behaviour and attempting to influence others.

An **attitude** is the overall mental orientation which an individual adopts towards someone or something (for example, a person, a group, an institution, an issue, an event or a symbol). Attitudes usually consist of four components: a belief or opinion about the object of the attitude, an emotion or feeling towards the object, an evaluation (either positive or negative) of the object, and a tendency to behave in a particular way towards that object.

A **skill** is the capacity for carrying out complex, well-organised patterns of either thinking or behaviour in an adaptive manner in order to achieve a particular end goal. There are eight sets of skills that are important for a culture of democracy, as listed on the following pages.

Knowledge is the body of information that is possessed by a person, while understanding is the comprehension and appreciation of meanings. The term "critical understanding" is used to emphasize the need for the

comprehension and appreciation of meanings in the context of democratic processes and intercultural dialogue to involve active reflection on and critical evaluation of that which is being understood and interpreted (as opposed to automatic, habitual and unreflective interpretation).

Underneath all four dimensions (values, attitudes, skills, knowledge and critical understanding), the Council of Europe has developed descriptors which help to describe the observable democratic actions. These are developed mainly for school purposes, but can also be relevant and important in the daily life of a family.

As an example, we can look at competence 13 (empathy). There are 6 descriptors which show the actions displayed in a family member who maintains a sense of empathy in their daily life:

► Can recognise when a companion needs his or her help.

► Expresses sympathy for the bad things that he or she has seen happen to other people.

► Tries to understand his or her friends better by imagining how things look from their perspective.

► Takes other people's feelings into account when making decisions.

► Expresses the view that, when he or she thinks about people in other countries, he or she shares their joys and sorrows.

► Accurately identifies the feelings of others, even when they do not want to show them.

It is important here to note that the elements of the Reference Framework of Competences for Democratic Culture (RFCDC) are not just actions parents or educators should expect from children or youth. They should also be observed the other way round: If adults themselves do not commit to growing and learning to become better democratic citizens (failures are not only allowed, but considered a normal part of the learning process), then the process of teaching them should not even be started.

To aid the personal learning process and as a proposal to adapt them into everyday family life, the 135 descriptors shall be displayed in the following chapter.

All 135 Descriptors: How democratic competences appear

VALUES

1. Valuing human dignity and human rights

   1   Argues that human rights should always be protected and respected

   2   Argues that specific rights of children should be respected and protected by society

   3   Defends the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment

   4   Argues that all public institutions should respect, protect and implement human rights

   5   Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else

   6   Expresses the view that all laws should be consistent with international human rights norms and standards

2. Valuing cultural diversity

   7   Promotes the view that we should be tolerant of the different beliefs that are held by others in society

   8   Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be "different" from one another

   9   Expresses the view that cultural diversity within a society should be positively valued and appreciated

  10   Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations

  11   Argues that intercultural dialogue should be used to develop respect and a culture of "living together"

3. Valuing democracy, justice, fairness, equality and the rule of law

  12   Argues that schools should teach students about democracy and how to act as a democratic citizen

  13   Expresses the view that all citizens should be treated equally and impartially under the law

14 Argues that laws should always be fairly applied and enforced

15 Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud

16 Expresses the view that, whenever a public official exercises power, he or she should not misuse that power and cross the boundaries of their legal authority

17 Expresses support for the view that courts of law should be accessible to everyone so that people are not denied the opportunity to take a case to court because it is too expensive, troublesome or complicated to do so

18 Expresses support for the view that those to whom legislative power is entrusted should be subject to the law and to appropriate constitutional oversight

19 Expresses the view that information on public policies and their implementation should be made available to the public

20 Argues that there should be effective remedies against the actions of public authorities which infringe upon civil rights

ATTITUDES

4. Openness to cultural otherness

21 Shows interest in learning about people's beliefs, values, traditions and world views

22 Expresses interest in travelling to other countries

23 Expresses curiosity about other beliefs and interpretations and other cultural orientations and affiliations

24 Expresses an appreciation of the opportunity to have experiences of other cultures

25 Seeks and welcomes opportunities for encountering people with different values, customs, and behaviour

26 Seeks contact with other people in order to learn about their culture

5. Respect

27 Gives space to others to express themselves

28 Expresses respect for other people as equal human beings

29 Treats all people with respect regardless of their cultural background

30 Expresses respect towards people who are of a different socio- economic status from himself/herself

31 Expresses respect for religious differences

32 Expresses respect for people who hold different political opinions from himself/herself

6. Civic mindedness

33 Expresses a willingness to co-operate and work with others

34 Collaborates with other people for common interest causes

35 Expresses commitment to not being a bystander when the dignity and rights of others are violated

36 Discusses what can be done to help make the community a better place

37 Exercises the obligations and responsibilities of active citizenship at either the local, national or global level

38 Takes action to stay informed about civic issues

7. Responsibility

39 Shows that he or she accepts responsibility for his or her actions

40 If he or she hurts someone's feelings, he or she apologises

41 Submits required work on time

42 Shows that he or she takes responsibility for own mistakes

43 Consistently meets commitments to others

8. Self-efficacy

44 Expresses a belief in his or her own ability to understand issues

45 Expresses the belief that he or she can carry out activities that he or she has planned

46 Expresses a belief in his or her own ability to navigate obstacles when pursuing a goal

47 If he or she wants to change, he or she expresses confidence that he or she can do it

48 Shows that he or she feels secure in his or her abilities to meet life's challenges

49 Shows confidence that he or she knows how to handle unforeseen situations due to his or her resourcefulness

9. Tolerance of ambiguity

50 Engages well with other people who have a variety of different points of view

51 Shows that he or she can suspend judgments about other people temporarily

52 Is comfortable in unfamiliar situations

53 Deals with uncertainty in a positive and constructive manner

54 Works well in unpredictable circumstances

55 Expresses a desire to have his or her own ideas and values challenged

56 Enjoys the challenge of tackling ambiguous problems

57 Expresses enjoyment of tackling situations that are complicated

SKILLS

10. Autonomous learning skills

58 Shows ability to identify resources for learning (e.g., people, books, Internet)

59 Seeks clarification of new information from other people when needed

60 Can learn about new topics with minimal supervision

61 Can assess the quality of his or her own work

62 Can select the most reliable sources of information or advice from the range available

63 Shows ability to monitor, define, prioritise and complete tasks without direct oversight

11. Analytical and critical thinking skills

64 Can identify similarities and differences between new information and what is already known

65 Uses evidence to support his or her opinions

66 Can assess the risks associated with different options

67 Shows that he or she thinks about whether the information he or she uses is correct

68 Can identify any discrepancies or inconsistencies or divergences in materials being analysed

69 Can use explicit and specifiable criteria, principles or values to make judgments

12. Skills of listening and observing

70 Listens carefully to differing opinions

71 Listens attentively to other people

72 Watches speakers' gestures and general body language to help figure out the meaning of what they are saying

73 Can listen effectively in order to decipher another person's meanings and intentions

74 Pays attention to what other people imply but do not say

75 Notices how people with other cultural affiliations react in different ways to the same situation

13. Empathy

76 Can recognise when a companion needs his or her help

77 Expresses sympathy for the bad things that he or she has seen happen to other people

78 Tries to understand his or her friends better by imagining how things look from their perspective

79 Takes other people's feelings into account when making decisions

80 Expresses the view that, when he or she thinks about people in other countries, he or she shares their joys and sorrows

81 Accurately identifies the feelings of others, even when they do not want to show them

14. Flexibility and adaptability

82 Modifies his or her opinions if he or she is shown through rational argument that this is required

83 Can change the decisions that he or she has made if the consequences of those decisions show that this is required

84 Adapts to new situations by using a new skill

85 Adapts to new situations by applying knowledge in a different way

86 Adopts the sociocultural conventions of other cultural target groups when interacting with members of those groups

87 Can modify his or her own behaviour to make it appropriate to other cultures

15. Linguistic, communicative and plurilingual skills

88 Can express his or her thoughts on a problem

89 Asks speakers to repeat what they have said if it wasn't clear to them

90 Asks questions that show his or her understanding of other people's positions

91 Can adopt different ways of expressing politeness in another language

92 Can mediate linguistically in intercultural exchanges by translating, interpreting or explaining

93 Can successfully avoid or resolve intercultural misunderstandings

16. Co-operation skills

94 Builds positive relationships with other people in a group

95 When working as a member of a group, does his or her share of the group's work

96 Works to build consensus to achieve group goals

97 When working as a member of a group, keeps others informed about any relevant or useful information

98 Generates enthusiasm among group members for accomplishing shared goals

99 When working with others, supports other people despite differences in points of view

17. Conflict-resolution skills

100 Can communicate with conflicting parties in a respectful manner

101 Can identify options for resolving conflicts

102 Can assist others to resolve conflicts by enhancing their understanding of the available options

103 Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns

104 Regularly initiates communication to help solve interpersonal conflicts

105 Can deal effectively with other people's emotional stress, anxiety and insecurity in situations involving conflict

KNOWLEDGE AND CRITICAL UNDERSTANDING

18. Knowledge and critical understanding of the self

106 Can describe his or her own motivations

107 Can describe the ways in which his or her thoughts and emotions influence his or her behaviour

108 Can reflect critically on his or her own values and beliefs

109 Can self-reflect critically from a number of different perspectives

110 Can reflect critically on his or her own prejudices and stereotypes and what lies behind them

111 Can reflect critically on his or her own emotions and feelings in a wide range of situations

19. Knowledge and critical understanding of language and communication

112 Can explain how tone of voice, eye contact and body language can aid communication

113 Can describe the social impact and effects on others of different communication styles

114 Can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (e.g. in greetings, forms of address, use of expletives)

115 Can explain why people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective

116 Can reflect critically on the different communicative conventions that are employed in at least one other social group or culture

20. Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment, and sustainability)

117 Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights, and responsibilities

118 Can explain why everybody has a responsibility to respect the human rights of others

119 Can describe basic cultural practices (e.g., eating habits, greeting practices, ways of addressing people, politeness) in one other culture

120 Can reflect critically on how his or her own world view is just one of many world views

121 Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption

122 Can reflect critically on the risks associated with environmental damage

123 Can explain the universal, inalienable, and indivisible nature of human rights

124 Can reflect critically on the relationship between human rights, democracy, peace, and security in a globalised world

125 Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses

126 Can explain the dangers of generalising from individual behaviour to an entire culture

127 Can reflect critically on religious symbols, religious rituals, and the religious uses of language

128 Can describe the effects that propaganda has in the contemporary world

129 Can explain how people can guard and protect themselves against propaganda

130 Can describe the diverse ways in which citizens can influence policy

131 Can reflect critically on the evolving nature of the human rights framework and the ongoing development of human rights in different regions of the world

132 Can explain why there are no cultural groups that have fixed inherent characteristics

133 Can explain why all religious groups are constantly evolving and changing

134 Can reflect critically on how histories are often presented and taught from an ethnocentric point of view

135 Can explain national economies and how economic and financial processes affect the functioning of society

HOW TO USE THE COMPETENCE MODEL

For teacher's self-reflection

Being a "democratic teacher" requires more than just being good at one's subject. It requires, among others, the ability to listen to learners, colleagues and parents, openness for the cultural affiliations and practices they bring into the educational process and empathy, and a sense of responsibility for the well-being and empowerment of all learners. This is one of the aims of the CDC: assisting teachers in becoming more democratic. A teacher's self-reflection tool is, therefore, developed to support teachers and student teachers in developing their democratic professional ethos and competences. Via the following link, you can access it directly and find your own way in your own working tempo: https://trt.intercultural.ro/

The purpose of this tool is to accompany teachers and education professionals in this process and in their work with the Council of Europe's Reference Framework of Competences for Democratic Culture (RFCDC). It can be used as a starter to get acquainted with the RFCDC, but can also be seen as a very general companion to self-reflection on teaching and democratic competences. This tool can guide you and structure your journey of exploring and developing your role and practice as a teacher, while allowing you to decide how much time and effort you wish to spend on it.

The different parts in the self-reflection tool:

▶ Discovering the model of competences for democratic culture

▶ Warming up: familiarising yourself with observation, reflection and self-reflection on CDC

▶ The modules: reflective modules following the focus themes of the Council of Europe's project "Free to Speak, Safe to Learn – Democratic Schools for All". The modules can be done in any order; each module is a separate, independent unit.

Some possible entry points and ways of using the self-reflection tool:

▶ **You are very familiar with the RFCDC:**

– You can start with personal reflections in the Warming-up section or directly choose a thematic module that interests you.

▶ **You are somewhat familiar with the RFCDC but not sure about some aspects**:

– You can take the quiz. If you get a perfect score, you can do as indicated above. If not, you may want to read the RFCDC in brief and then take the quiz again

▶ **You are now discovering the RFCDC**:

– depending on your preferred learning and working style, you can choose one of the options described below (but you can also build a path through the tool in your own way)

If someone prefers to have the concepts clear first, they might start with reading the RFCDC, then take the quiz and then move to the other sections.

If one prefers to do something, explore something practical and get to conceptual clarifications only when and if needed, then he/she selects any thematic module and, when they identify the need, they go to the RFCDC in brief and clarify the relevant concepts.

If one prefers to reflect first on themselves and then think about concepts and/or practice, they start with the warming-up section.

Competence model for planning

Teachers can organise a wide variety of pedagogical approaches that are suitable for the development of CDC and, thus, help create more enjoyable and safe learning environments while addressing violent, discriminatory and anti-democratic structures within classroom settings. Through planning, pursuing the development of CDC among learners and evaluating their activities, teachers as facilitators of learning will focus on the principles of the Framework and enact pedagogical approaches and methods that encourage learners to become actively involved in experience, discovery, challenge, analysis, comparison, reflection and co-operation. They reconsider their role in the classroom to better address learners as whole persons and engage children with their head, heart and hands and develop practices which are best suited to developing learners' autonomy and responsibility in the matter of competence for a democratic culture.

To answer an often-heard question right at the beginning: The development of CDC can be understood both explicitly, as a topic, and implicitly, as a transversal concern integrated into the overall teaching and learning processes taking place in schools within a framework of shared responsibility. The pedagogical approaches integrated into the CDC and outlined below are, as experienced educators will know, not only apt for the development of CDC but they also help create more enjoyable and safe learning environments and find ways to address violent, discriminatory and anti-democratic structures within settings.

How to organise the learning process

The following questions can guide reflection on how to organise the learning processes:

To what extent would you say your teaching contributes towards learners becoming active citizens/ respecting human rights?
How often do your students have an opportunity to express their own ideas/ listen to different views, discuss their differences in class?
How often are questions relevant to human rights, democratic citizenship, justice, equality or the rule of law raised in the classes you teach?
How is your current practice facilitating the development of intellectual, personal and social resources that will enable learners to participate as active citizens?
How are you providing time for learners to work with each other to strengthen their understanding, as well as practice social skills, thus, fostering both individual and social processes and outcomes?
How often do you include practical activities and experiential approaches?
Do you effectively bring learners' previous experience into your teaching?

Planning principals

Planning and pursuing the development of CDC among learners is important for all facilitators of learning. Being aware of some will help the teachers, as facilitators to include opportunities for:

Experience. An appropriate way of developing attitudes of respect and openness, as well as empathy, is by providing opportunities for learning through experience, which can be either real or imagined; learners are able to experience these attitudes through, for example, games, activities, traditional media and social media, face-to-face interaction with others or through correspondence.
Comparison. Learners can benefit from exposure to "difference". Learners often compare what is unfamiliar with what is familiar and evaluate the unfamiliar as "bizarre", as "worse" or even as "uncivilised". Teachers need to be aware of this kind of comparison of value and replace it with comparison for understanding, which involves seeing similarities and differences in a non-judgmental manner and taking the perspective of the other. Learners reflect on and are engaged in a conscious comparison of their own values and attitudes with different ones in order to become more aware of how they construct reality.
Analysis. Behind similarities and differences there are explanations for practices, thoughts, values and beliefs. Facilitators can support their learners in the analysis of what may lie beneath what they can see others doing and saying. This can be achieved, for example, by careful discussion and analysis, through inquiry-based methods, of written or audio/video sources.
Reflection. Comparison, analysis and experience need to be accompanied by time and space for reflection and the development of critical awareness and understanding. Facilitators, especially in non-formal and formal education, need to ensure that such time and space is provided in a deliberate and planned way.
Action. Reflection can and should be the basis for taking action, for engagement with others through dialogue and for becoming involved in co-operative activities with others. Facilitators may take the responsibility for encouraging and even managing co-operative action, for example in making improvements in the social and physical environment through "whole-school" approaches or school partnerships.

The competence model for teaching evaluation

Observe democratic culture in class through competences and matching descriptors

▶ Understand all 20 competences and the 135 descriptors.

▶ Analyze the class by using the competences and descriptors: which are used, shown, trained?

▶ Try to watch the time between classes, the breaks, the side discussions. Which competences and descriptors are visible?

▶ Fill out the list with the competences you have observed and note down when each one was visible during the lesson.

Competence and matching descriptors seen (choose from the 20 competences of the 'butterfly'). Competences are never isolated. They come in clusters!	Learning situation during which competence/ descriptors were applied or trained.

PART C
A SEVERE FORM OF DAILY EXCLUSION: BULLYING

INTRODUCTION: BULLYING – AN IMPORTANT TOPIC EVERYWHERE

Bullying is not a new phenomenon. It is widespread in many schools, although it should not be confused with short-lived conflicts, arguments, aggressive confrontations or exclusions among children and adults. Bullying can affect a range of situations such as:

► A teacher speaks disparagingly about a pupil in front of the class because he/she doesn't keep up or is always sick.

► Or classmates whisper, giggle or drop insulting remarks when a particular student speaks up.

► There are girls in a 7th grade class teasing a foreign classmate because of his/her appearance and bad language.

► Boys from a fourth-grade class lie in wait for a shy, somewhat lanky fellow pupil on the way to school and extort money or clothes from him.

► There is a mother who is ostracized at parents' meetings with mocking looks from other parents and the teacher.

► Colleagues in the staff room turn away and stop talking when a certain colleague comes in.

Often adults are at a loss or look the other way, while the victims, whether children or adults, blame themselves and increasingly become socially isolated. Teachers are usually surprised when they are approached about bullying in a class. This is because the bullying often happens too subtly and mostly outside of class, during breaks or on the way to school.

The longer bullying goes on, the more difficult it is to find a solution and the more certain it is that the children or adults concerned will be physically or emotionally affected. One should mention here a very specific form of exclusion and mobbing, which is more and more discussed under the term Antigypism. Antigypism is the specific racism towards Roma, Sinti, Travellers and others who are stigmatized as 'gypsies' in the public imagination. Although the term is finding increasing institutional recognition, there is as yet no common understanding of its nature and implications. Antigypism is often used in a narrow sense to indicate anti-Roma attitudes or the expression of negative stereotypes in the public sphere in schools or via hate speech. However, Antigypism gives rise to a much wider spectrum of discriminatory expressions and practices, including many implicit or hidden manifestations. Antigypism is not only about what is being said, but also about what is being done and what is not being done.

In the following short chapters, the most important background information is presented first. This is followed by brief and clear indications of possible courses of action. At the beginning, however, an important phenomenon should not be concealed. What if it is not the classmates but the teacher who is the perpetrator of bullying?

AND WHAT WHEN THE BULLY IS THE TEACHER?

After the abolition of corporal punishment, teachers still use violence against students in schools. The methods have become more subtle: Verbal attacks, cynicism, insults and defamation serve as substitutes for the cane. Teacher violence is a taboo subject. Politicians, teachers and parents keep quiet about the issue. That is wrong! Students who have no one to help them are fair game for bullying teachers.

No teacher goes to school in the morning with the firm intention of tormenting pupils. Only a few persuaders advocate violence in the classroom. Teachers are under enormous pressure at school and often feel overwhelmed. When students are too unruly, many of them don't know how to help themselves and grab the students. Are teachers, therefore, the real victims of the school system? No! They have freely chosen their profession and can stand up for their own interests as responsible citizens. Children, on the other hand, have to go to school. They are at the mercy of their teachers.

Violence in the classroom has many faces: teachers ignore torment and remain inactive even when violence breaks out**.** Some teachers pick on students for months, deliberately exposing them to ridicule from fellow students. Sometimes teachers revert to age-old patterns of head-butting and kicking the backside of students, making students stand in the corner for hours, or banning students from the toilet until they wet themselves.

If parents raise an uproar against such practices, teachers and school administrators often play down the mistreatment. It is an isolated incident, a joke, an unfortunate remark, an understandable overreaction. Assaults occur above all in the supposedly safe environment of primary schools. Parents are advised to talk to the teacher concerned as soon as possible. If this does not help, they should involve the head teacher, the school administration and the parents' representative. With luck, a solution can be found: the teacher completes a course of treatment and training in non-violent communication or anti-aggression training. However, things usually turn out differently. Out of misunderstood esprit de corps, colleagues, headteachers and authorities stonewall. They play down accusations and defame the victim as the trigger. Parents are helpless in this situation. That is why it is often recommended to set up an external ombudsman's office to mediate impartially between the parties. Independently of this, a strike can bring the school administration to its senses: Affected children and parents stand outside the school the next day with the press. School authorities hate publicity, so the case usually settles within a week. In serious cases, experts recommend filing criminal charges. However, a criminal case can drag on for years and has the potential to destroy the existence of all parties: nerves, time and finances. The rigid hierarchy in schools, outdated structures and ways of acting that would be unthinkable in real life leave pupils, parents and teachers with feelings of endless helplessness and anger.

> **Conclusion: Bullying by teachers is omnipresent in schools. To put an end to it, authorities and school headmasters must help affected pupils and sick colleagues, instead of covering up assaults.**

BACKGROUND INFORMATION ON THE TOPIC OF BULLYING FOR EDUCATORS

What is bullying?

Bullying comes from the English "to mob" and means to harass.

> **Five features characterise typical bullying situations**:
> 1. A conflict has become entrenched.
> 2. The person attacked (rarely several) is outnumbered. The attacks are systematic and frequent (e.g., weekly).
> 3. Attacks happen over a longer period of time (3-4 months or longer).
> 4. The person being bullied has hardly any possibility to escape the situation on their own.
> 5. The purpose of the attacks is often exclusion from the (work) team or the class community.

In order to be able to speak of bullying, several characteristics must be detectable at the same time.

Bullying is often misinterpreted and used in everyday conflicts. This can mean that bullying is no longer taken seriously enough. This means that the term mobbing is very often used in everyday life for normal conflict situations, but not every harassment or unpleasant attack can be called mobbing.

What are the differences between bullying and conflict?

To distinguish bullying from conflict, one must be aware of some fundamental differences. Since there are parallels, the transition between conflict and bullying is fluid. The following clues can, therefore, help to clarify the situation:

Bullying:

▶ Acts of bullying are **usually not directly visible to adults,** as they are often carried out in hiding. For the pupils, this is usually easily recognisable.

► Only when **the actors feel sure** that the adults will no longer intervene, or even feel supported by the adults' statements to the person concerned, do they openly and visibly bully.

► Bullying **is not about the actors finding a solution**. A solution would jeopardise status (such as power, security, recognition) and there would be a risk of losing a position of strength and superiority.

► The attacks continue despite the withdrawal or lack of resistance of those affected. The actors seek **constant confirmation** that they are superior.

Conflicts:

► Conflicts are usually **settled openly** between the parties to the conflict.

► The focus of the conflict is a **concrete problem**.

► Conflicts, which are becoming more and more acute, also show **aggressive attacks in public areas** such as the schoolyard.

► In conflicts (as in bullying) abuse of power can also be important. However, when the goal is achieved, no further attacks need to follow.

► Conflicts are usually **finished after they have been settled**. The end does not necessarily have to be constructive. In conflicts there is often the typical picture of loser and winner but there is usually no further escalation, at least over a period of time.

How can bullying arise?

The trigger for bullying to occur is complex. For example, a difficult, intertwined or disturbed group or class climate can be an important breeding ground for bullying. Under- or over- loaded pupils or problems with self-esteem can also be triggers.

Actors look for vulnerabilities in potential victims or for their physical, psychological or social differences. Once such 'reasons' have been found, the harassment can begin. If the actors realise at this stage that

no one is doing anything about the harassment, they feel safe and encouraged to take further action.

Bullying does not occur in every similar situation. For this, there need to be reasons for the negative behaviour of actors:

► They have never really learned how to deal with conflicts.

► They vent frustration about it.

► They have a desire for recognition in the class or group.

► They hide and compensate for their own fear of getting into such situations or showing weaknesses of themselves.

► They pass on injustice they have experienced to others (e.g., violence or rejection in the family).

► Boredom and the search for change.

► The desire to have power and control over everything.

► Latent or open approaches to racism, homophobia etc.

► They have their own experiences as victims of bullying.

Bullying can affect anyone regardless of self-confidence, age, gender, status, etc.

Who is (more likely) to be a victim of bullying?

Experience has shown that there are some characteristics that make children and young people more likely to become victims of bullying. However, one must remain cautious with this.

> **Victims of bullying:**
>
> ► … are sensitive and rather quiet personalities.
>
> ► … tend to be over-adapted and insecure.
>
> ► … often react explosively, aggressively and with little flexibility.
>
> ► … tend to be physically weaker.
>
> ► … have low self-esteem.
>
> ► … show avoidant behaviour (avoid conflicts).
>
> ► … have characteristics that deviate from the "norm" in the class (e.g., impairments, skin colour, appearance, clothing).
>
> ► … are new to the class.
>
> ► … are particularly hard-working or so-called nerds.
>
> ► … own (electronic devices) or do (play an instrument) something special, which can lead to envy.

What are the typical 9 phases of bullying?

The typical phases of bullying:

1. Conflict

A new conflict can become a trigger for a bullying process in an atmosphere of mistrust. Sometimes, people who have newly joined a group are more prone to start a conflict. They disturb the unstable balance, especially when they shake unwritten laws, want to introduce new ideas or simply "do something different". Often, those involved are not aware that a bullying process is underway because negative feelings or conflicts are not addressed and clarified. In any case, victims of bullying can rarely describe exactly when the bullying against them started.

2. Hostilities

The result is hostility in the form of spite towards certain people, often critical, innovative people. They now become scapegoats on whom frustrations are vented or who one simply wants to prevent from changing something about the "tried and tested" conditions, especially when influence and power are at stake. The original conflicts are pushed into the background. Parties are formed, victims and perpetrators are given their roles. Myths about the victim are created under the motto: "If it weren't for W., we could work better, faster."

3. Defence

For victims of such attacks, which are usually very subtle and inconspicuous, motivation decreases and the fear of making mistakes increases. Normally, the person affected fights back. They demand to be talked to, to be listened to and to oppose incorrect accusations. In bullying situations, however, the right to be heard is denied or resistance is interpreted negatively.

4. Assaults

The next phase is characterised by right and power encroachment. Nobody wants to work with the bullied person. She is no longer accepted and respected.

5. Insecurity

As a result, the victim becomes visibly more insecure, makes mistakes and stands out. This can manifest itself in carelessness, concentration or articulation problems. Others withdraw and do things by the book, refusing to take on more extensive tasks.

6. Exclusion

The poor condition of the victim, which has arisen as a result of bullying, serves to justify further exclusionary actions. As the victim's mistakes increasingly disrupt the usual routines, the person being bullied is perceived more and more as a nuisance.

7. Health

The social isolation, the constant accusations and rejections put a strain on the victim's health and can even lead to serious illness. The risk of accidents increases, work performance decreases and absenteeism increases.

8. Misdiagnoses

In this situation, too, a victim of bullying often finds no understanding, let alone help. Due to a lack of knowledge of the background, medical and psychological misdiagnoses are made.

9. Expulsion

The last phase is finally exclusion from school or home. In extreme cases, victims of bullying try to solve their hopeless situation with violence against others or themselves, up to and including suicide. Even if it is recognised that a child is the victim of bullying at school or in the home, it is not uncommon that the victim has to change class, school or home and not the perpetrators.

What are the five most common forms of bullying?

> **Action spaces**:
>
> Bullying usually takes place in the classroom in the schoolyard, in the stairwell, in the living area, as well as in publicly accessible toilets.
>
> More and more bullying takes place in the virtual space.

Bullying can occur in different ways, and the different forms always combine. In order to facilitate recognition, five different forms are presented here in isolation:

1. Physical bullying

Physical bullying manifests itself, for example, in:

- ▶ beating
- ▶ pinching
- ▶ pushing
- ▶ further aggressive activities

This often takes place in the presence of others. This way, the actors can reinforce themselves and feel safe. Even if it is not obvious, activities like stretching the leg out, "accidentally" kicking the table or similar can be signs that a preliminary stage of bullying or already bullying itself is underway.

2. Verbal bullying

Verbal bullying is understood to mean insults in particular.

Examples of this are:

- ▶ Physical characteristics
- ▶ Sexual orientation like homosexuality
- ▶ Habits like tics
- ▶ Skin colour
- ▶ Origin
- ▶ Language barriers

When the actors are confronted, the statements are often dismissed as a joke. Nevertheless, this form is very painful for many and can create complexes that attack the self-esteem and thereby leading to great insecurities for the victims.

3. Sexual bullying

This is when children and young people make sexist or misogynistic comments. It also includes inappropriate touching such as touching the buttocks, breasts or pubic area.

4. Social bullying

Social bullying is a form that is very common.

Examples are:

- ► In school sports, the child or young person is always the last to be selected for the team.
- ► The child or young person is not invited to parties such as birthday parties.
- ► In social networks, photos, videos or even gossips are posted again and again, but the child or young person never appears in them.
- ► In group work, the child or young person is always asked last.
- ► No one wants to sit next to the child or teenager on the school bus.
- ► In the camp, no one wants to share a room with the child or young person.
  This can lead to great fears of rejection. This form of bullying can happen very systematically and is often not noticed enough by adults.

5. Cyber-bullying

Cyber bullying is the harassment, offending and coercion of people using various media (social networks, WhatsApp, etc.) and can include sending inappropriate videos or photos that show something inappropriate about a person.

The criteria that apply to cyber-bullying are the same as for direct bullying. However, they differ in the following points:

- ► The Internet is very large and, therefore, it is difficult to keep track of everything. Content, photos and rumours spread extremely quickly.
- ► The actors can be from your circle of friends, school or close environment but they can also be unknown.
- ► What is special about cyber-bullying is that when bullying happens via the electronic device, it takes little courage for the actors and no major engagement with the victim. Therefore, the barrier to cyber-bullying is much lower.
- ► It often turns out that what starts in the playground is continued online. Therefore, the victims usually already know the actors from school, from the home or from the club.

The difficult thing about cyber-bullying is that it continues uninterrupted. The attack can take place around the clock. In contrast, direct bullying stops when the victim no longer faces the actors, for example at home

What are the different roles in bullying?

In school classes or in groups, there are different roles that are taken in bullying.

The roles can be played by several people at the same time. This means that there are usually several assistants, audience members, etc.

The actor

The actors not only put pressure on their "victims" but also on other members of the class/group. For example, they threaten to exclude others if they do not participate or they even take sides with the victim. They make sure that there is always enough material to laugh at or insult the victim.

The assistant

The assistant or follower is the person who stands behind and supports the actor. Many actors specify what is to be done next, what action is to follow next for the "victims". In many cases, the assistants carry out the actions for the actors. The assistant is therefore often the "puppet" of the actor.

The amplifier

They stay out of the various actions against the victim a lot, but they take on an important role as they encourage the actors through applause, cheering and other supportive gestures.

In this way they clearly show their position and also know not to become a victim themselves, because they have taken a side.

The person affected by bullying or the bullying victim

The person is humiliated a lot, is at the mercy of the attacks and loses independence through the ongoing process. How the person reacts to this varies, some withdraw more and more, others develop strong aggression and others refuse to go to school more and more. As a result, they often stand out at school. This leads to them feeling helpless and completely at the mercy of those who carry out the bullying. As a result, many of those affected call in sick more and more often, which can lead to an absolute refusal to go to school.

The defender

In the beginning, the defenders support the victims of bullying when they are attacked. However, when the actions towards the victim of bullying come to a head and they realise that they receive too little to no support from fellow students or adults, they withdraw more and more and make sure that they themselves do not become a victim of bullying.

The spectator

They do not want to stand out and increasingly stay out of the conflict. They often act this way because they do not know what they can do about it. In particular, they make sure that they do not become a victim either and, therefore, tend to keep a low profile.

In the course of the bullying process it also often happens that they see the problem/cause with the victim and less with the actors.

What are possible signals that indicate bullying and their impact?

Because bullying is mostly covert, it is not very visible to adults at the beginning. However, certain behaviour can be signs that bullying is going on. Possible signals that can be observed:

Behavioural changes

The victim of bullying withdraws, is hardly cheerful any more, quiet, depressed, anxious, tearful.

The victim of bullying is aggressive, gets angry even at "little things". She expresses herself verbally and psychologically aggressively without wanting to say why.

Power drop

The bullying victim's performance drops for no apparent reason, the grades get increasingly worse. There are also more problems with homework or it is no longer done at all.

Isolation/demarcation

The bullied person is more and more isolated, starts to express more that he/she would rather work alone. Others turn away from the child or young person concerned. The victim of bullying is also alone a lot during the break. Even in class, the child or young person hardly speaks up.

Avoidance behaviour

The victim is usually the last person to come into the classroom or schoolyard. On excursions they are often sick or regularly forget their sports kit in order not to have to go to gym class. It is also common that they want to change class seemingly for no reason.

Seeking safety/protection

Children or adolescents who are being bullied increasingly seek the proximity of adults. During breaks, they prefer to be with teachers or to be accompanied to school. In the residential group, they prefer to sit with adults, help the adults or take on additional special tasks, for example. If this is not possible, they hide in the toilet.

Adaptation attempts

Some try to fit in by giving gifts to others, playing the class clown, or obviously laughing at other people's jokes. They hope to connect with their peers. No matter what happens, often the same one is blamed.

Missing and damaged school supplies

It is increasingly observed that school supplies of the bullying victims are suddenly broken or damaged or even missing.

Absenteeism and truancy

The affected children or young people want to go to school less and less. They say that they no longer feel like going to school. For unspecific reasons, they increasingly call in sick. They avoid camps or excursions if they can.

Physical and psychological reactions

Concentration problems are visible, the ability to learn decreases and a lack of drive is increasingly noticeable. Psychosomatic reactions such as loss of appetite, nausea or sleep disorders occur. This can lead to anxiety disorders or depression. In worse cases, self-harm can occur.

Possible long-term effects:

> ► The psychosomatic effects, such as depression or anxiety disorders, can extend into adulthood.
>
> ► Due to the lack of self-esteem due to bullying, it can have a great impact on the person's character.
>
> ► Due to the possible drop in performance, it is difficult to make the connection to jobs.
>
> ► Criminal acts can occur in the perpetrators due to a lack of awareness of justice.

TAKING ACTION ON THE TOPIC OF BULLYING

Prevention

Prevention 1: Strengthen class and group climate

Social quality

It is important to create a climate that is free of fear. It is central that mutual acceptance and well-being are particularly promoted.

Bullying causes a deterioration in the quality of relationships in the class or group. Not only does the victim suffer, but it is also a difficult situation for the independent bystanders. Through the exercise of power by the actors, the class climate is accompanied by the fear of becoming a victim.

Common attitude

It is important that everyone pulls together (teachers, class assistants, school support staff, etc.), that they see the urgency together and agree that social behaviour needs to be improved.

Common values

> ► Mutually clarify values and normative attitudes.
>
> ► Lay the foundations for both bullying and violence prevention and intervention.
>
> ► Adopt a constructive and solution-oriented attitude in dealing with conflicts, aggression and bullying.

Binding themes and goals

Common rules and goals are agreed upon within the class (prevention of violence). It is important that the adults involved check this again and again and remain persistent. The point is that preventive work is done, that a good climate is created, that there is respect for others, that well-being can be experienced and, thus, positive relationship building is possible.

Activities

> ► Activities for the long-term realisation of the goals are defined and planned.

► Relationship building is practised so that everyone can deal with difficult situations.

► The repertoire for conflict management is constantly being expanded.

Prevention 2: New authority means team presence

Team presence conveys security (watchful care):

Through inter-group and inter-class networking among the teachers and social educators, the children and young people can be approached with a great deal of attention and sensitivity. Thanks to the well-networked system, situations can be reacted to and optimally coordinated.

► *Team presence as a safety net*: Children and young people notice when adults talk together about the different issues, have a common attitude towards violence and bullying. This provides security. They notice that they are not alone in situations, but that adults are there and care together.

► *Team presence as an anchor*: If everyone keeps each other informed, actions can be constantly coordinated. In this way, the children and young people realise that they are a community.

► *Team presence as a lighthouse*: Team presence sends a far-reaching message: *we are there to save you from the storm.*

Such teams should be made up of the different people in the institution, but also parents, relatives, etc. This sends the message that everyone wants to work together to achieve the goals. If the whole institution shows vigilant concern, the children and young people can also learn to take responsibility for each other in this model.

Prevention 3: New authority means mobilising children and young people

When children and young people report their observations and experiences of violence and bullying, they contribute a lot to a good class atmosphere. When they are younger, they do so much more often; as they get older, this becomes more and more difficult, as they do not want to be seen as traitors.

It is important that adults take the responsibility to convey to children and young people that it is not the norm of the institution to prohibit so-called snitching.

► An environment is not violent just like that but is made by silent acquiescence of many different people.

► When you keep violence and bullying a secret, we create breeding ground for it.

► There is a difference between a child or young person saying (squeal), for example, that the person next to the bank has written off, and someone saying (moral courage) that verbal or physical violence is being used. If the body or soul is injured, it must be possible to report this.

This message can be integrated into the institution with a code of conduct or convention. The code clarifies how to deal with each other.

The focus is on developing together how we interact with each other, rather than prescribing a catalogue of rules and prohibitions.

Prevention 4: Coping with and preventing violence

Prevention as a permanent task against violence

Prevention against violence is an **ongoing task** and must be at all times continued. However, it is important that prevention is dynamically adapted to social developments.

Therefore, coping with violence must be embedded into everyday life. Short-term programmes and measures against violence can be helpful and complementary, but they are not sufficient.

Violence is due to an interplay of **several influencing factors** that reinforce each other at different levels. What is a big and problematic factor, however, are violent educational practices and glorification of violent acts. The consumption of alcohol or other drugs increases the propensity to violence. The likelihood of a child or young person becoming violent is particularly high when the number of risk factors increases. For this reason, it is important that violence prevention works at different levels.

In order to ensure the sustainability of the rules in the playground or at home, they have to be defined **together.** "What are the rules of the game? How can we have a life together where everyone has their place? How can we shape everyday life together so that everyone feels comfortable?" Such questions can lead to rules that everyone supports because everyone has helped to create them.

Three principles

1. Knowledge about forms of violence: Knowing, naming and creating sensitivity to different forms of violence.

2. Social competence: Developing competence and strategies to deal with violence.

3. Taking responsibility and showing civil courage: I act when I see something, I can take responsibility for myself and for others.

Prevention 5: Developing an anti-bullying convention together

1. One of the most important prerequisites for success is that such a convention is developed in a participatory manner.

   Taking responsibility together - from the youngest child to the head of the institution.

   "Children and young people should be able to participate where it mainly affects them".

   Children and young people:
   ► shape the social coexistence
   ► help shape the common living space
   ► help determine how we treat each other

2. Another aspect is that such a project is well coordinated and that attention is paid to quality and commitment: Carry out planned activities!

3. The project should be thought of in the long term and remain valid over a longer period of time. This way the project becomes sustainable and can have an impact. It is recommended that an official anti-bullying day be held again every year.

Presentation of a charter for sustainable prevention work

1. Living zero tolerance against violence

Create a school culture where violence has no place. Show a clear attitude and reliability.

Everyone can make his/her contribution to a good life together. Everyone is important to us.

2. Recognising diversity/culture of mindfulness

Diversity is an opportunity and an enrichment for everyday life.

We position ourselves clearly that we stand for tolerance and openness.

Everyone has the right to be individual, that's what we stand for.

3. Name and reject discrimination

Adopt and exemplify a straightforward appreciative attitude towards diversity.

Name discriminatory language and point out other unacceptable language.

4. Strengthen educators' self, social and systems competence

Working together on our pedagogical professionalisation with further training on topics such as violence, tolerance, dealing with media and dealing with language.

5. Talking to each other

Networking between children and young people, teachers, social educators, parents and other external support systems. Planning and implementing actions together.

Actively shaping participatory living spaces and living a culture without violence.

Prevention 6: Helpful questions for self-evaluation

1. Preventive action against violence and positive atmosphere

Do we agree in the team on how to deal with violence? Can we create a positive atmosphere?

2. Violence by and between children and young people

How much of a burden is it on myself when violence occurs from one or more children and young people?

3. One's own behaviour in violent situations

Can I recognise and assess the different situations of violence among children and young people, react adequately and intervene if necessary?

4. Self-efficacy

Do I feel able to recognise violence and bullying and intervene appropriately?

5. Role model function

Do the children and young people have enough opportunities to develop social competence together with me?

Am I aware of my role as a role model?

Intervention

Intervention 1: What is important when I have a conversation with a victim of bullying?

A child or young person who is being bullied needs trust. It is important to listen to him/her and realise that the child/young person can talk about what is happening and, thus, regain self-confidence and self-esteem.

Approaches that can help:

- ► How are you? What are you feeling right now? What is going on inside you?
- ► Putting one's own perception into words; "I have noticed that you have been sick a lot in the last few weeks. I often see you alone in your free time. You don't seem as cheerful as usual lately."
- ► Everyone reacts differently in such situations, accept your own reaction.
- ► Gather information; "What has happened so far? What will follow?"
- ► Find out and ask if and what physical and psychological symptoms occur.
- ► Do not play down the situation or blame the child/young person.
- ► Show that it is not the child's / young person's fault that he or she is being bullied.
- ► Support the child/young person to find solutions. "What options do you have?
- ► Strengths in the solution and ideas they have and offer support and help where necessary and desired.

> Select a suitable room for the conversation. It is important to be undisturbed during the conversation, that it is inviting for the child and that he/she feels accepted and taken seriously. Protect the child by not letting the other children know that a conversation about bullying is taking place.

Intervention 2: Have a conversation with bullying actors

> Decide in advance which intervention approach to choose for this situation. Based on the decision, choose approaches for discussion.

Approaches for a conversation when you have a suspicion and are not yet sure:

- ► Talk about the incidents, emphasising the seriousness.
- ► Objectively and calmly tell all I know about it.
- ► Find out why the child or young person is being bullied (if possible, do not blame).
- ► Clearly show that bullying will not be tolerated and do not allow any discussion on this.
- ► Offer assistance for possible behavioural changes.
- ► Show that the teacher, the school pedagogue exchange ideas and work together for transparency.
- ► Do not have a random conversation with the victim. This must be prepared with clear procedures and intervention approaches. Unplanned conversations exacerbate bullying.

Intervention 3: Intervention chain in case of suspected bullying

Zero tolerance against violence - We take responsibility

We stand up for a non-violent school environment. We do not look the other way, we act when we notice something. We take various indications seriously and evaluate them again and again.

Validation - We Check the Suspicions

We take observations seriously and check suspicious situations more closely. Initial discussions are held and clarifications are made.

Intervention planning and joint action

The process is determined jointly. Relevant persons informed and involved. Case manager is appointed.

Review implementation and sustainability

The measures are continuously evaluated within the group and, if necessary, expanded and/or adapted.

Prevention

Even if there is no bullying, further procedures and strategies are agreed upon together.

Intervention 4: Identify form of bullying and motives

> ► Are the bullying criteria met?
>> – Intent to harm
>> – Power imbalance
>> – Repeat aspect
>> – Helplessness
> ► What could be the possible advantages that the actors might have over the victim through their actions?
> ► What form of bullying is used?

> Important: It is important to clarify this, as it is of great importance for the further procedure. The further steps can be decisive based on the possible motive. For example, how do we proceed? What courses of action do we choose?

Once the motive for bullying has been confirmed, it is important to clarify how to proceed.

At this moment it is important that a case manager is appointed.

Intervention 5: What is case management?

Case management comes from the English and means case management, case supervision. It is about one person having responsibility over the case. The person in charge is responsible for the further course of the process.

Seven steps for the process that the case manager takes on:

First step; organise and assemble intervention team

> ► Who is in the intervention team?
> ► When does a meeting take place, who is there?
> ► Take a common approach and accompanying measures

Second step; clarification

> ► Who conducts which conversations with the affected persons? (Actor, victim etc.)
> ► Who talks with parents to parents?
> ► Who keeps the "Bullying Diary"?

Third step; information interface

> ► What information is still missing from the important groups of people?

- ► What other information should be passed on to the relevant groups of people? (Children, young people, professionals, parents)
- ► Clarify: what information may be passed on and what is confidential?
- ► Does the leadership team need to be involved?

Fourth step; clarification of measures

- ► What kind of interventions are reasonable and appropriate?
- ► What additional prevention measures should be run in parallel?
- ► Are there any violations of the legal framework? Do the police have to be called in?

Fifth step; implementation of the intervention

- ► What effort is generated for the implementation of the intervention? (Time, duration, personnel etc.)
- ► How can these resources be made available for the effort?
- ► How is the protection of the victim ensured?

Sixth step; evaluation

- ► Were the measures feasible?
- ► Can changes be detected? If so, which ones?
- ► What are the next steps?

Seventh step; documentation

- ► Were the relevant steps documented?
- ► Completes the documentation.

Intervention 6: What is important for interdisciplinary cooperation in the intervention team?

- ► Case management is determined. The responsibility remains with this person at all times, unless other arrangements are made.
- ► Common basic attitude and goal are clarified and defined.
- ► All professionals know the young person/child well and work with him or her.
- ► The cooperation is voluntary and on good-will.
- ► The focus of the conversation is the problem. The approach is solution oriented.
- ► One's own behaviour is reflected upon again and again. Am I still on the right path? Am I guided by emotions? Is the cooperation successful?
    - ► Is further support needed? Through external support, such as case supervision?

Intervention 7: Bullying protocol

Observation protocol on bullying:

Class/Group:

Observer:

Day of observation:

Perception of the climate:

☐ Very good ☐ Good ☐ Medium ☐ Poor ☐ Very poor

Comments:

Stories, observations or information from third parties (children, parents, staff, etc.):

What has happened?

Who has seen it?

Actions or statements by children and young people:

Who said what to whom?

This was observed:

☐ Physical violence ☐ Psychological violence ☐ Verbal violence ☐ Disrespectful behaviour

☐ Sexist or gender-based statements ☐ Homophobic statements ☐ Sexualised statements

More observations: _____

Comments:

Intervention 8: What tips can I give to the children and young people?

▶ If they feel bullied a lot on the way to school, tell them that you will accompany them. Or try to find a solution that they go to school with another child/teenager.

▶ Trying to avoid the actors until the problem is addressed.

▶ Also try to ignore statements and pretend not to hear them.

▶ Making statements like "oh, if that's what you mean" can be irritating for the other person.

▶ Be careful and mindful of yourself. Saying sentences to yourself like: "this is their problem, not mine" or "I am important to myself".

▶ Try not to hit back but get help from older children and young people or even adults.

▶ You are always allowed to get help. Don't be ashamed of it.

▶ Try to face the actor with as much self-confidence as possible and say in clear words: "I don't want that" and then calmly walk away.

▶ Practise mindfulness exercises such as special breathing techniques to calm oneself in stressful situations.

Important: Not all advice is right in all situations. Try to look for solutions and strategies for action together.

Intervention 9: Flyer for parents

Do you suspect that your child is being bullied?

▶ Address bullying thoughtfully with your child.

▶ Ask questions to find out more about the situation:

– "how are you? How do you feel?"

– "how are things at school?"

– "which children do you like and are you friends with?"

– "are there different groups in the class?"

– "what do you do during the breaks? Who are you with?"

▶ It may be that others frighten your child into not daring to answer questions properly.

▶ In these moments, try to tell your child a story about another child who is constantly being teased and experiencing unkind behaviour.

Do not create pressure that the child should fight back or tell the teacher or social worker. Usually, the child is in a situation of great helplessness and under great pressure from others.

Do not push your child if he or she does not want to tell you anything at that moment. Show him or her that you are there for him or her and stand by. Stand by the child and try to strengthen him or her and show him or her how important their child is, so that he or she can talk openly about what happened.

Children often feel that it is their own fault that they are being bullied and look for the fault in themselves. Your child is not to blame for being bullied.

If the suspicion increases:

- ► Write a diary, about your child's bullying. Important questions to ask: WHAT exactly is happening? WHERE does it happen? WHEN does it happen? And WHO is involved?

- ► Make an appointment with the teacher or social worker to talk about the (possible) bullying and see what happens next.

- ► Observe your child if they get a lot of tummy aches, feel sick a lot or withdraw a lot and are whiny.

- ► Help the child try to find solutions and encourage them. "how can I help you with this?"

Do not contact the parents of the bullying child or the child. This makes the situation much worse in most cases. The tormenting becomes more extreme as they see your child as a traitor.

PART D
EDUCATIONAL ACTIVITIES

EXERCISES AND LESSON PLANS FOR DAILY USE

T he following pages present some very concrete lesson plans that show how the values of inclusion can be integrated into everyday school life. These examples are taken from the website www.living-democracy. com, which was created in broad cooperation with all Council of Europe countries. Many other lesson plans for all school levels can be found on this website. Democracy and human rights should, thus, become part of everyday life, not only as a subject, but above all, as a teaching principle. Learning and Living Democracy is the motto. In other words, inclusion in everyday life is nothing other than living and implemented democracy.

BUILDING UP CLASSROOM ATMOSPHERE

The greatest demands for successful inclusion arise where the most needs to be done and where success first becomes visible: in the classroom. And teachers are primarily responsible for this. More serenity, more friendliness, more solidarity with each other - in other words, a strong sense of togetherness makes for a good class atmosphere. The following lesson plans show good examples on how to build this up.

Matching cards

Educational objectives	This exercise enables students to make contact with others in a non-threatening way.
	Teachers can use this exercise to assess the learning needs and expectations of their student group.
Resources	A set of cards that form pairs.

Procedure:

1. The teacher gives out the cards randomly and asks the students to find their other half.

2. When they have found each other, the students spend 5-10 minutes finding out some basic Information about each other:
   - ► their name
   - ► their family
   - ► where they live
   - ► their favourite animal or pop group or football team or colour, etc.

3. The students return to the plenary. Each student has the opportunity to briefly introduce his/her partner to the rest of the group.

4. The students are seated in a circle of chairs. In order to generate some feedback, the teacher encourages the students to comment on what was new to them or what struck them in particular.

Extension:

This activity can be developed further by asking, at primary school level for example, all those students whose favourite colour is red to get together, so that small discussion groups can be formed.

Materials:

A set of cards on which is written (and or drawn) an object with matching elements like a rose and a thorn.

Each card is torn into two parts (the thorn and the rose etc.). The cards should show writing and pictures which will enable younger students and those with learning difficulties to take full part in the exercise.

rose - thorn	day - night	knife - fork	shoe - sock
light - dark	salt - pepper	pen - paper	table - chair
hot - cold	high - low	strong - weak	up - down
on - off	open - closed	big - small	fast - slow
clean - dirty	rough - smooth	stop - go	start - finish
good - bad	yes - no	friend - enemy	fat - thin

Rights, responsibilities and rules in the classroom

Educational objectives	This activity introduces a "step-by-step" approach to use with students in order to establish democratically agreed rules for their class group. The students experience that their contribution matters and that they have a chance to influence the drafting of the rules. They develop a sense of "ownership" and experience active participation in the setting of the class community as a micro-society.
Resources	Large sheets of paper divided into three equal parts.

Procedure:

1. Using a group-forming "game" (e.g., by handing out matching cards to form groups of jugglers, violinists, etc.) the class is divided into three, six, or nine groups depending on the class size. There should be no more than five students in each group. Each group is either A, B or C.

2. Each group appoints a spokesperson. The teacher asks the groups for brief feedback - how did they choose their spokesperson?

3. Each group has a sheet of paper divided into three. Using the top third of the paper, they record what they believe to be the rights of every individual (including the teacher) in their class. They should record every Suggestion and each Suggestion should be numbered.

4. The students give feedback, guided by the following questions. How well do you think you have completed the task? What were you all doing that helped? What hindered you?

5. The students pass their work on to the next group (A to B, B to C, C to A).

6. Each group considers the list of rights generated by the previous group, guided by the following questions. What responsibilities do we have in order to respect those rights? What do we need to do? How do we need to behave? For example: "Everyone has the right to be heard." - "We have a responsibility to listen."

   Using the same numbers as used in the rights section, the students write down a corresponding responsibility (if they can think of one) in the middle third of the paper.[2]

7. Teacher input: rules for rules.

   ▶ Decide on a few rules that will be prominently displayed in the classroom.

   ▶ They should be positively phrased - DO something rather than DON'T do something.

   ▶ They must be specific and describe the required behaviour, e.g., the right to be heard; we have a *responsibility* to listen; *rule* - remain silent when others are speaking.

8. The students pass their sheet of paper on once again. The groups consider all the Information from the previous two groups and agree on a maximum of five rules. These are written in bold letters on the final third of the paper. This set of rules is detached and stuck on a wall. Each group's spokesperson explains their rules to the whole class.

   Teacher-led discussion. The students identify redundant rules and agree which duplicate(s) can be deleted. Some groups may not be willing to allow their Submission to be deleted, while others may. The students should try to reach a decision that everyone agrees to. Rather than excluding a group's work, duplicates can be retained for further consideration.

9. Voting on the rules. Each student has four tokens to "spend" on the rules that they believe should be included in their classroom. They can cast their vote by allocating their tokens in any way they wish; for example, they may wish to cast all of their votes for one rule or spread them evenly The four rules with the highest number of votes cast become the rules for their classroom. They can be written up, signed by each student and displayed prominently in the classroom.

10. Reflection. What helped/hindered? How did you contribute to the activities? Did you notice anyone else in the class who did things that helped? What did they do?
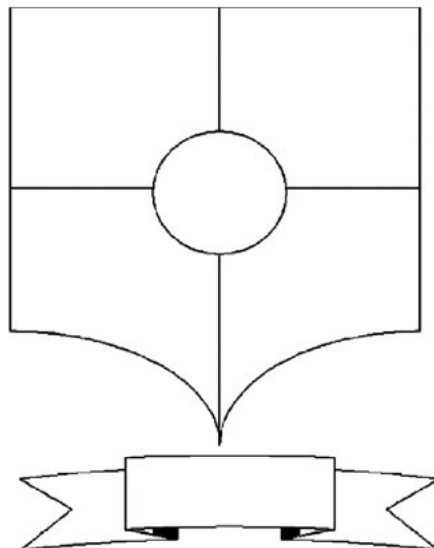
    This is the first opportunity for the class to apply their rules and to reinforce them. The teacher could praise those students who are respecting the rules. If at all possible, the teacher should ignore those who are not, otherwise it provides them with "the limelight" for negative reasons.

Coat of arms

Educational objectives	Enhancement of self-esteem; individuals are encouraged to recognise and celebrate positive aspects of themselves.
	Groups find their common goals.
Note on use	This exercise allows the students to become actively involved very quickly. It is ideal in a newly set up learning group or at the beginning of a training session.
Resources	Coat of arms poster for each group of students, coloured pens or pencils, pictures from magazines, etc.

Procedure:

1. Using a group-forming "game" (e.g., by handing out matching cards to form groups of jugglers, violinists, etc.) the class is divided into three, six, or nine groups depending on the class size. There should be no more than five students in each group. Each group is either A, B or C.

2. The students work in groups of four. Each student is given an outline of a coat of arms, which is divided into four sections and has a scroll beneath it. The parts may already be cut out from a second copy so that they can be glued on the main coat when finished.

3. Task:

   Individual preparation:

   ► take notes answering the following questions:
      – How do you perceive yourself?
      – What do you need?
      – What are you capable of doing?
      – What do you regret when you think about your own life?
   ► draw (or select) a symbol or symbols that represent your notes (colours, coloured paper, magazine pictures, etc.).

   Group work:

   ► explain your symbol(s) to your group members
   ► glue all parts on your coat of arms
   ► find a common symbol for your group (centre), a motto for your ideas (top flag) and a name for your group (bottom flag).

4. The completed coats of arms are presented by a group member to the plenary and are displayed alongside everyone else's on the wall.

A bouquet of flowers

Educational objectives	The objective of the exercise is to support group cohesion and enhance self-esteem.
	The students appreciate that individuals in a group are unique and different, but also contribute to the overall strength of the group.
Resources	A small portrait photograph of the student no bigger than 3 cm
	Square (a drawn self-portrait is possible too).
	Yellow or orange paper cut into round pieces of approximately 6 cm diameter to create the centre of the flower.
	Paper in bright colours cut into the shape of petals, coloured ribbon, if at hand, markers or pencils in several colours, two large sheets of flipchart size paper, glue or other adhesive.

Procedure:

1. Each student has a round piece of paper onto which they stick their photograph.

2. Each student takes six petals and on each writes one or two positive words about:
   - ► what a teacher might say about them
   - ► what a male member of their family might say about them
   - ► what a female member of their family might say about them
   - ► what they say about themselves
   - ► what a friend might say about them
   - ► what somebody else in the room, school or Community might say about them.

3. The student pastes the petals around the edge of the photograph to create a flower head.

4. The teacher or the students arrange each flower head on the display paper.

5. The teacher or the students draws the stems and leaves of each flower to create a bouquet. Attaching a bow of ribbon makes the bouquet look very special!

Extension

Sitting in a circle, the students give their comments. This helps the students to understand the symbolic meaning: the bouquet would lose its beauty if some flowers were missing (community); each flower is different and adds something unique (dignity of person); at the same time, all flowers are similar and therefore, one is as important as the other (equality). The concepts in brackets may be included in classes with older students.

Chinese sticks

Educational objectives	The students are trained in the skills of team players. They experience what it means to have to depend on others, and others having to depend on them (interdependence).
Resources	Chinese sticks or pencils, biros, etc. (approximately 15 cm long).

Procedure:

1. The class is divided into groups of about eight students. The groups are told that they are to cover a certain distance (if possible, the exercise should be done outside the school building).

2. The groups stand in lines, with a distance of about 1 - 1.5 metres between them.

3. The students take their Chinese sticks (or biros, pencils) between the tips of their forefingers. The sticks now link the students together.

4. Now the groups must race to a goal that has been set beforehand, for example the classroom or the other end of the schoolyard. If two students drop their stick, the whole team must return to the starting point and begin again from there. The teams are free to develop the best technique and strategy to move swiftly to the goal without dropping the sticks.

Depending on how difficult the task proves to be for the students, these rules can be applied more or less strictly or adapted to specific needs of disabilities.

Extension

▶ Some students can act as external observers who can comment on the way the groups co-operated with each other.

▶ The activities can be filmed to show different forms of behaviour.

CLARIFYING VALUES

Inclusion is an attitude. An attitude from which actions arise. Certain values determine the attitude of inclusion. Putting the values into practice may not always be easy. Because inclusive attitudes and actions are radical: they go to the roots. They go to the roots of our understanding of humanity, to the roots of our conception of humanity. For teachers, inclusion means translating certain values into action in daily education. It is a commitment to certain values that creates a desire to overcome exclusion and promote inclusion. If inclusion is not linked to values that one deeply believes in, then the pursuit of inclusion may be merely an adaptation to a passing fashion, or an overt compliance with national or local government directives. local government. The following plans show how values education can be implemented in real terms.

The raft game

Educational objectives	The students are introduced to the notion of values and learn how to identify prejudices.
Resources	Cards giving information about characters.

Procedure:

Nine people are adrift on a raft in the open sea. They do not know their exact position. The raft is too small for all of them. Four of them must be thrown into the sea.

Who will they be and why?

Each student receives a card giving some information about the character that she or he is to represent.

This is not only a role-play but also a matter of identifying with a character by finding reasons why he or she deserves to survive more than the others. They must always use the first person -"I". The situation and what is at stake are also indicated on the card. There must be complete silence during this first ten-minute phase.

1. The students work in groups of four to six.

    Each group decides who should be saved according to arguments put forward by each student To increase interaction, each person must not only defend his or her character but should also attack another. A collective decision must, however, be reached within twenty minutes.

2. Each group reports their choices and compares with the other groups.

3. The whole class identifies the values and prejudices that have arisen.

Materials:

Some examples of different characters

A 35-year-old decorator, single, who is active in a political movement.	A Roma who has just come out of prison.
An HIV-positive prostitute.	An old woman, a widow, who is travelling to her native country with her savings in order to see her son again.
A Russian pianist, father of two children.	An English Skinhead who is drunk.
A 15-year-old teenager, winner of an important literature award.	An old famous American baseball player.
An ambassador working for the United Nations.	A young mother who has a broken leg.
A soldier coming back from time off-duty.	

Value Systems

Educational objectives	The students discover that different values are a possible source of conflict.
Resources	Paper and pens, a worksheet containing a list of different values.

Procedure:

A list of 20 values, not in any particular order, is given to each student: social success, love, obedience, security, peace, order, human dignity, feeling good about oneself, equality, respect for others, honesty, family, solidarity, responsibility, justice, tolerance, freedom, competition, health, patriotism.

1.	The students work in pairs.

2.	The teacher asks the students to group the values on the list in three categories. "In the first, put those that seem most important to you; in the second, the least important; and finally, those that are unclassifiable." This work should be done slowly and with thought.

3.	Feedback takes place in groups of alternating pairs, by discussion.

	No hierarchy is preferable to another. No assessment or mark will be given for the activity.

	The teacher should emphasise the difference between simple ideal values and effective values - those that take account of a type of behaviour.

4.	Ask the students to keep their list with their first choices.

Materials:

List of values

Social Success	Love	Obedience
Security	Peace	Order
Human Dignity	Feeling good about oneself	Equality
Respect for others	Honesty	Family
Solidarity	Responsibility	Justice
Tolerance	Freedom	Competition
Health	Patriotism	

Inclusion is not only a good idea but, as mentioned several times, a human right. Inclusion means that no human being may be excluded, marginalised or excluded from society. As a human right, inclusion is directly linked to the rights to freedom, equality and solidarity. Thus, inclusion is both a right in its own right and an important principle without whose application the implementation of human rights remains incomplete. The following lesson plans show by example, how this can be done in an easy way.

The human rights poster

Educational objectives	The students understand the following aspects of human rights: their basic structure (who enjoys a human right - content - means of enforcement); the problem of violating human rights; means of protecting human rights.
	The students practise their reading skills and develop their creative skills.
Resources	Large sheets of paper, A4 size paper in a variety of colours, felt pens, scissors, glue, old magazines and newspapers, pictures and photographs; text of the European Convention on Human Rights or the Universal Declaration of Human Rights (copied from the internet).

Procedure:

1. The students form groups of four.

2. The teacher assigns one article representing a human right to each group. Older students can decide which article they wish to deal with and explain their choice (see step 4).

3. Each group prepares a poster on a human right. The poster consists of the following parts:

    a. the title giving the human right;

    b. the text from the European Convention on Human Rights or the Universal Declaration of Human Rights;

    c. a picture symbolising the human right (e.g. a car may stand for freedom of movement or a closed front door could stand for privacy);

    d. an analysis of the structure of the human right (for advanced classes), referring to:

    – the persons who enjoy this right;

    – the contents (what the right protects or grants);

    – the means of implementation or enforcement;

    e. a symbol (e.g., a wheel for freedom of movement or lips for freedom of expression.

4. The groups present and discuss their posters in class.

Extension

The poster can also contain examples of violations of the human right in question and how it can or should be enforced.

The strings

Educational objectives	The purpose of this exercise is to present a global perspective of our common origin and common home as an introduction to human rights education. All people share the same origin, the same earth and they have the same rights regardless of where they live or in what situation. This exercise visualises large figures to make them more comprehensible for children.
Resources	Two pieces of string, 4.8 and 6.7 metres long, preferably a world map or a globe.

Procedure:

1. The teacher shows the students the 4.8 metre string and lets them guess how long it is. When the students have agreed that it is 4.8 metres long, she asks them how many millimetres this is.

2. 4 800 millimetres can symbolise the history of our earth, since it is supposed to be 4 800 million years old.

3. The teacher goes back to the creation of the planet and goes through the main events of the earth's history, 1 millimetre being 1 million years. How long have human beings been on this earth? She/he shows them the last 1-2 millimetres and compares it to the rest of the string. Maybe human beings are not that important? Perhaps we should be very careful to take care of the planet we live on?

4. The teacher teils the students a little bit about the history of man. As far as we know human beings originated in Africa. In the beginning, we were all Africans! Then man migrated from Africa and eventually populated the whole earth. Today we are many countries and many different groups, speaking many different languages and having different religions and cultures, but originally we were all the same.

5. The teacher shows the students the second string. How long is it? Today we are 6.7 billion people on earth.[4] Thus, 1 millimetre on the string corresponds to 1 million people. She shows the size of some of the larger countries on the string. What is the size of our country? Some people seem to divide the world into "our people" and "foreigners". The string shows us that most people are "foreigners"! But we all share this planet as our home and we have to learn how to live together on it. The countries of the world, through the United Nations Organisation, have decided that even if we are different and live in different places, we all have the same rights.

The human rights tree

Educational objectives	The students develop a conceptual framework to judge human rights.
Resources	Coloured pens, large sheets of paper to put on the wall.

Procedure:

1. The teacher divides the students into small groups of three to five people.

2. He/she asks them to draw a nice tree and call it "our human rights tree". Near the bottom of the tree they should write "human rights".

3. Then the tree should have some main branches with some of the key concepts the students think are, or should be, included in human rights. Around these main branches there can be a number of smaller branches with things they think are connected to the main ones.

4. After a given amount of time, the groups put their drawing on the wall and explain to the others what they have written on it. These posters can be left on the wall for some time. They will serve as decorations and can possibly also be used again during later lessons.

Extension

After having learned about the students' ideas about human rights, one can go on to study human rights or children's rights in more detail and find out to what extent the actual rights correspond with what the students have written.

The balloon ride

Educational objectives	The students become aware of universal values in human rights.
	They understand that some human rights are implicitly contained in others but, within the System of human rights, it makes a difference if specific human rights are protected or not.
	The students understand that human rights are inalienable, and that the arbitrary abolition of human rights borders on dictatorship.
Resources	Pens and paper, preferably large sheets to be put on the wall; list of the rights to be shown prioritised.

Procedure:

1. The teacher manages the game. The students form groups of five to six people. Each group receives a poster and marker pens. The students draw a hot air balloon above the ocean or the local scenery. The sand ballast sacks symbolising ten human rights are stuck on to the poster (see list below).

2. Now the game begins. The students are to imagine themselves travelling with the "human rights balloon". The balloon Starts to sink and the passengers have to drop some ballast to avoid a serious accident

   The task for the students is to prioritise the human rights represented by the ballast sacks. They will use criteria such as the following. Is one right implicitly contained in another? Is one right of particular importance for democracy or our personal needs?

3. However, the balloon keeps sinking and more ballast has to be thrown out at regular intervals. The students have to drop more ballast sacks. After four or five sacks have been thrown overboard the balloon reaches the ground safely.

4. Reflection in the plenary round. Each group presents their list to the whole class/group and explains (some of) their priorities. Then the lists can be compared. Are there many differences? There should also be a debriefing about the work in the groups. Was it difficult to agree? Was it difficult to give priority to some human rights rather than to others? Hopefully it can be agreed that all the human rights listed are important but that people might differ in their priorities if they had to choose.

   In a functioning constitution, the abolition of any of these rights would cause serious damage to democracy. Human rights are natural rights and, therefore, inalienable. The balloon ride was therefore a simulation of a situation that we hope will never happen -the rule of a dictator.

   If the students come to question the rules of the game on these grounds, then its learning objective has been fully achieved.

   It is possible to extend the reflection by examining which of these rights has been included in the country's Constitution, and how these rights are protected.

Materials:

The ballast in the balloon consists of the following rights:

free elections	freedom of property	equality of men and women	a clean and healthy environment	access to healthy food and clean water
the right of education	freedom of thought, conscience/ religion	clothing and housing for all Citizens	private life with-out interference	freedom of movement

Wants and needs

Educational objectives	The students understand the difference between things they want or would like and what they really need.
Resources	Paper, pens, scissors.

Procedure:

1. The teacher asks the students to draw some of the things they think they need on pieces of paper (the teacher may prepare the pieces before the lesson or make the students cut them out themselves). They can make around 8-10 drawings each.

2. When the drawings have been done, the teacher divides the students into groups.

3. Each group then has to agree to put away all but five of the drawings. Only the five most important things should be left on the table. Then the groups explain to each other what they have chosen. Have they all chosen the same?

Extension

The teacher hangs a clothes-line (string) across the classroom and pegs a number of the drawings onto the line. He/she discusses with the class which drawings can be removed, things they do not really need. In the end, there should only be five drawings hanging on the line. Can the students agree on which five?

PERCEIVING OTHERS

Perceiving others the way they are: No inclusion can work without this. We also could understand this as a term more and more used in social settings: empathy. Empathy refers to the ability and willingness to recognise, understand (and empathise with) the sensations, emotions, thoughts, motives and personality traits of another person. A general language term corresponding to this is compassion. Empathy is also commonly counted as the ability to respond appropriately to other people's feelings, for example pity, sadness, pain and helpfulness out of compassion. However, recent brain research suggests that the empathic faculty is clearly distinct from compassion. The basis of empathy is self-awareness - the more open a person is to their own emotions, the better they are at interpreting the emotions of others.

All different all equal

Educational objectives	The students learn to know and accept each other in a group despite differences of any kind. The students discover what they have in common that they were unaware of. The students become aware of attitudes and practices related to difference.
Resources	A piece of chalk or a string to make a line on the ground.

Procedure:

1. The teacher calls out a series of characteristics one by one. As soon as it is mentioned, those who recognise that they have the characteristic cross the line.

   Examples: all those who ...

   ► are wearing jeans

   ► have blue eyes

   ► are older

   ► have visited other countries in Europe

   ► regularly read a newspaper

   ► have been subjected to discrimination

   ► have homosexual friends

   ► have prejudices, etc.

   The students can be asked to suggest characteristics, but the teacher must be aware of what might be sensitive.

2. The students discuss the following issues:

   ► Did anyone find themselves in a group with someone with whom they thought they had nothing in common?

   ► How does it feel to be part of a large group?

   ► How does it feel to be alone?

Variation

As soon as a characteristic is mentioned, students move in the class to form groups composed of people with the same characteristics. They stay together for a moment in order to discuss what they have in common. What they say concerns preferences and behaviour, for example.

True and false

Educational objectives	The students become aware of the stereotypes in their minds and reflect on them critically. They understand that simplifications and stereotypes help us cope with the complexity of the world in which we live.
	The students develop their abilities to make judgments and decisions. In doing so, they are encouraged to develop a critical attitude.
Resources	The classroom must be cleared of desks and chairs. A "true" and a "false" space are defined in opposite corners of the class.

Procedure:

1. The students stand in the middle of the room. The teacher reads a series of true or false Statements about women, men, various nationalities, etc.

   Reacting to each statement, the students go to one corner or the other according to what they believe is true or false.

   The students with no opinion stay in the middle.

2. The teacher invites the students to explain their choices.

   The teacher provides the correct answer. It is essential that this step is never omitted.

3. The students respond to the teacher's input. The teacher encourages them to explain how they have perceived others, particularly if these perceptions have been proved incorrect.

Extension

The students analyse the manner in which the media deal with issues related to minorities, gender, violence, etc. They identify examples of stereotypes, prejudice, superficiality or thorough and investigative journalism. The students try to correct Information that they believe is wrong or incomplete.

First impressions

Educational objectives	The students are able to identify stereotypes and become aware of the diversity of impressions and perceptions that people have of each other and practise active listening and learn respect for others.
Resources	Photographs of people which may evoke different reactions by students are stuck on a large sheet of paper (the teacher should choose characters very different in terms of age, culture, ethnic group, etc.).

Procedure:

1. The students form a circle. The teacher gives each student a sheet of paper.

2. The teacher asks each student to look at his/her photo:
   ► "I see ..."
   ► "I think ..."
   ► "I feel ..."

3. The students write their first impression on the bottom of the page. They fold the bottom of the page so as to hide the text and pass the sheet to the person on their left.

4. This continues until all the sheets have gone quickly round the circle.

5. The students compare their first impressions:
   ► In what ways were your first impressions different or similar?
   ► What struck you as your first impression?
   ► Which aspects did you not take any notice of, and why?
   ► What did the activity show you about yourself?

Extension

The exercise may be done with a very small number of photos, or even just one photo or ethnographic video. Each student may also be asked to write his/her impressions on a piece of paper.

The teacher can give information about other cultures: food, music, family structure, etc.

We are all equal, but some are more equal than others

Educational objectives	The students identify and analyse the reasons and motives for discriminating against others.
	This exercise focuses on how socio-economic factors affect the chances of social success.
Resources	Large thick sheets of paper and marker pens.

Procedure:

1. The teacher divides the students up into groups no larger than six. The groups must be made up of an even number of students. Each group receives a sheet of paper and a marker.

2. He/she asks one half of the groups to draw a caricature of a social winner, the other half a caricature of a loser.

3. The teacher asks the groups to list the characteristics of their model: socio-economic level, profession, sex, ethnic group, leisure activities, choice of clothing, basic outlook, way of life, type of housing, consumer habits.

4. He/she asks the groups to exchange their drawings and interpret them.

5. The drawings are put on the wall. Each group is asked to interpret the drawing they have received to the whole class.

6. The "artists" comment on their intentions. By communicating the ideas behind the drawings and the effect of the drawings on the viewer, the students may be expected to touch on the following questions:

   ► What are the main characteristics of success?

   ► What are the main characteristics of failure?

   ► What are the factors that make the difference between "winners" and "losers"?

   ► Are the people represented from certain groups?

   ► Do all people have the same chances of success, regardless of their social background?

Extension

What are the reasons for discrimination against, and exclusion of, people who are different because of their culture, origin, sexual behaviour, language, etc?

What are the reasons for inequality among humans? Is equality possible, and desirable, or not?

INCLUSION IN PROJECT WORK – EXAMPLES OF ENVIRONMENTAL PROJECTS

INTRODUCTION: ENVIRONMENTAL EDUCATION WITH A LONG HISTORY

Environmental education has a long tradition. The first UNESCO World Conference on Environmental Education took place in Tbilisi in 1977. For some time now, environmental education has also been an integrated part of the curricula. Since its beginnings, environmental education has continuously developed

- ► from problem orientation to resource orientation
- ► from a focus on individual behavioral changes to a focus on societal on possible social solutions to environmentally relevant issues
- ► from pure knowledge transfer to competence promotion.

Environmental education has developed into a complexity-conscious and network-oriented educational task. What is the significance of environmental education today? What are its goals? What contribution contribution to education for sustainable development? How can environmental education projects lead to more inclusion in schools?

Environmental education does not only take place in school. Environmental education is a lifelong process of learning from pre-school to old age. Environmental education happens everywhere in life. In addition to the traditional areas of the formal education system (from kindergarten to university), environmental education also happens informally and in everyday life: during discussions at the family table for birthday dinners (fast food or picnic), during a walk with friends in the forest, when volunteering in an association (e.g. nature and environmental protection organizations, nature conservation organizations, scouts), when visiting extra-curricular places of learning (nature parks, nature conservation centers, museums, exhibitions, etc.) during volunteer work or at the workplace.

Educational perspective: Environmental education has the optimal development of the individual, of social groups and of viable and harmonious societies through their relationship to the (natural) environment. Environmental education also personal development. The aim is to promote a personality that is able to assess problem situations and objectives, to question one's own values, to make decisions and to act, and thus to optimize the network of relationships between the individual, society and the environment. In this perspective, environmental education is inclusive as such by combining cognitive, affective, social, ethical and practical aspects.

Through the application of innovative pedagogical approaches environmental education contributes to the improvement of teaching and learning processes. Environmental education aims to provide an education that is more adapted to the reality of the contemporary world and the needs of today's society.

Here, we propose two ways of implementing some of the goals of environmental education. While the school garden addresses an active and positive form of activity, the second proposal deals with the reaction to negative consequences of human life: the mountains of waste. In both forms, pupils become active and experience themselves as effective and active. They also realise that they need each other and can all contribute. Environmental education is inclusion in action.

A SCHOOL GARDEN: JOY AND WORK FOR ALL

A school garden gives everyone involved a lot of pleasure and allows teachers and pupils to put the books to one side for a few lessons and dig the soil instead. However, the garden also entails many tasks and obligations over several years. Therefore, the teaching staff should first think about whether the school has sufficient capacity to keep a maintain a school garden.

Create conditions for a garden

The first crucial question is whether the school has a suitable plot of land for a newly planted school garden. The area must offer at least enough space for a school class to work in it in small groups. In addition, the site should be easily accessible for physically challenged students and, ideally, leave room for expansion. The garden should be as close to the school building as possible, but at the same time not be visible from the classrooms. Experience has shown that such a view distracts students and makes teaching sluggish.

The search for a suitable area usually goes quite quickly if the headmaster, the caretaker and the parents are also involved. More complicated, however, is the question of whether one or two teachers are willing to take the lead in planning the school garden. Since the garden cycle does not follow the course of a school year, it should be ensured at the planning stage that someone will still take care of the garden during the summer holidays.

Start with the first planning

Once one or two teachers with "green fingers" have been found, the organisation can begin. It depends largely on who will later be involved in the school garden: Is it primarily intended for classroom teaching or is there a special gardening group in the all-day programme? Depending on this, different teachers will have to be involved. But it also makes sense to involve the students from the beginning and ask them about their wishes.

As a first step, the amateur gardeners should make a scaled ground plan of the future garden. This task is a good exercise for pupils, who will certainly enjoy the outdoor lesson. However, it is important that they also consider the differences in height of the plot when taking measurements and pay attention to the existing plants.

On this basis, the concrete planning of the garden project can begin. Here is a short checklist that teachers can use when planning the garden:

Points summarised:

- ► Who works in the school garden? (Which age, classes, teachers, parents etc.?)
- ► Which location is suitable? (Does the school have suitable space?)
- ► Which crops in which form are planned? (hedges, trees, wetland biotopes etc.)
- ► Which bed shapes are planned? (Ground beds, framed beds, raised beds in boxes etc.)
- ► What types of cultivation are possible (mixed cultivation, row cultivation, early cultivation, etc.)?
- ► What infrastructure is needed? (Water, compost bins, resting places etc.)
- ► How should the harvest be processed? (Direct consumption, school kitchen, preserving)
- ► Which subjects should be included? (Art, handicrafts, work lessons etc.)
- ► What do we want to achieve with the school garden? (Project work, holiday care, afternoon activities etc.)

The concrete planning

What the garden looks like depends largely on the needs of the users. Basically, however, the teachers and pupils should find a sensible mix of beds with useful and native ornamental plants as well as lawns and bushes. To ensure that even short children's legs can easily reach the garden beds from all sides, they should have a maximum width of 1-1.2 metres. Around the beds, aisles about 70 centimetres wide should be created where wheelbarrows can move comfortably.

When choosing plants, teachers should also find a sensible mix so that the garden is not overly elaborate.

When all the planning has finally been completed, all that is missing are the right tools. The following basic equipment is recommended:

1   Work gloves

2   Wheelbarrow

3   Bucket

4   Watering can

5   Garden shears

6   Hand hoe (and shovel)

7   Spade

8   Hoe/ Rake/ Rake

9   String and planting sticks

10   Scoop

11   Broom

Since it takes a lot of time and effort to set up the school garden, volunteers should be found from pupils and teachers, who should start the garden at the weekend. To ensure that the garden continues to be looked after, a clear care plan should be drawn up so that the garden is looked after effectively at all times.

Mobile gardening – there is no reason for a 'no'!

Since the garden involves a considerable effort, many schools shy away from it. However, those who neither want to create a new school garden nor do without the gardening experience will find a good alternative in mobile gardening. "Gardening in boxes" is one way in which school classes can cultivate a mobile garden on an area of a few square metres without much effort. In many places, such raised beds have been created, which are a lot of fun and can also be set up on tarred areas.

But it can be even smaller! Young pupils in particular are happy, for example, when they see small plants such as cress or bean sprouts growing on the windowsill of the classroom. This small project is also a first step towards nature-based teaching in which all children are involved.

SERVICE LEARNING FOR A CLEAN ENVIRONMENT: THE CLEAN-UP-DAY

Introduction: Learner centred approach

Service learning is also an effective way to develop the full range of CDC and at the same time include all learners using their abilities as a potential. Service learning gives learners opportunities to connect the knowledge and critical understanding and skills acquired in a classroom setting with meaningful action targeting a real-world issue. Service learning is more than community service. It implies providing a community service in the context of a structured set of steps, in which the teacher plays an important role as organiser and facilitator, while keeping a strong learner-centered approach and empowering learners to make decisions and act on their own will in co-operation with peers.

As service learning is a form of project-based learning, a similar sequence of steps will serve as a reference for the process:

Assessment of community needs and identification of the improvement or change to be envisaged
Preparation of the task to be undertaken by collecting information, identifying, and contacting key community stakeholders, analyzing options to address the issue and planning the intervention
Taking action by engaging in a community service activity which is meaningful for the learners and enhances learning and the development of values, attitudes, skills, and knowledge and critical understanding. The action can be of several types
Presentation of the work and its outcomes to the community and celebration of the achievements
Reflection on the learning experience, preferably throughout the whole process, and evaluation of the work done leading to conclusions and recommendations for improving the effectiveness of future similar activities

Effective service learning has several characteristics which contribute to the development of the full range of values, attitudes, skills, and knowledge and critical understanding included in the CDC model:

▶ civic-mindedness but also responsibility, openness, empathy, observation skills

▶ self-efficacy, analytical and critical thinking skills

▶ tolerance of ambiguity, autonomous learning skills and critical thinking

- ► co-operation and conflict-resolution skills, together with flexibility and adaptability, and communication skills
- ► knowledge and critical understanding of world
- ► openness to cultural otherness, listening skills, linguistic and communicative skills
- ► reflection on values, and knowledge and critical understanding of the self

Effective service learning: Planning a Clean-up-day step by step

Early planning

The basic idea of a Clean-Up-Day is to clean up the region, the village, the neighborhood together with as many school classes as possible and, thus, to set a strong and sustainable example against littering and for a clean environment. To ensure that everything goes smoothly on your action day and that there are no mishaps, there is a lot to think about in advance. These specific tips should help you to organise a successful Clean-Up Day and any accompanying activities.

Draw up a concept for your anti-litter action day before you start with the concrete planning. For example, think about who you want to address with the actions and what goals you want to achieve. To make your Clean-Up Day even more attractive, it is also advisable to organise accompanying activities such as a litter trail, a competition or a low-litter festival.

Write a concept paper

A concept paper helps you not to lose sight of the goal and to keep the focus

- ► Which goals are to be achieved?
- ► What messages should be communicated to the population?
- ► Which target group(s) do you want to reach?
- ► Which measures/actions are used to successfully communicate the messages?
- ► Are there partners (schools, companies, organisations...) that can be involved?
- ► Which communication channels and means are used?
- ► Is there proven material that can be adopted?
- ► How do we divide the village, the neighbourhood, the region into cleaning areas? Which group/class will clean which (see 'List of classes involved')? How about students with disabilities?

Formation of an organising committee. Who does what?

A strong organising committee (including the students) helps to think of everything. It should not be too big, but should meet regularly, exchange information and keep each other informed. It makes sense to develop task lists for each area together.

- ► Leadership Team/Coordinator
- ► Advertising/Media
- ► Infrastructure
- ► Finances/Sponsors
- ► Coordination of participating groups
- ► Coordination actions
- ► Security
- ► Administration (permits/insurance/etc.)
- ► Evaluation

List of classes involved

Maybe not all classes are interested in participating in this day? It may be that the school management decides that the day is compulsory. In this case, it will be important to discuss the decision with all teachers and to clarify how resistance will be dealt with.

Teacher; contact data	Age of students/grade	Number of students	Possible task/cleaning place/roads

Possible partners

Such a day of action should never be done in isolation from the school. Which organisations could cooperate? Who might be interested in showing up to clean together with the pupils? Maybe someone will also finance catering or materials like gloves, waste bags etc

- ▶ Waste incineration
- ▶ Wastewater treatment
- ▶ Recycling plant
- ▶ Landfill
- ▶ Sports clubs
- ▶ Music clubs
- ▶ Well known personalities
- ▶ Companies
- ▶ Restaurants

Security

Before the start of the event, inform all participants about the safety regulations. Make sure that all participants have understood the safety instructions and will behave accordingly.

- ▶ Clarify the emergency telephone numbers
  - – Fire brigade
  - – Police
  - – Doctor
  - – Medical post
- ▶ Clarify the insurance of the participants against accidents.
- ▶ Inform students and colleagues in advance about appropriate clothing and footwear (comfortable clothing, long trousers, closed shoes, wind- and weatherproof equipment).
- ▶ Do not choose obviously dangerous places.

- ▶ Avoid dangerous roads and steep slopes.

- ▶ Be aware of natural hazards.

- ▶ Have risk material (syringes, poisons, dead animals etc.) collected only by professionals.

- ▶ Every Clean-Up group knows the emergency numbers and has a mobile phone with them.

- ▶ Provide appropriate equipment (gloves), buckets, bags, etc.) and containers.

- ▶ Ensure that the collected material is disposed of properly (recycling, waste incineration, hazardous waste).

- ▶ Don't forget to get the parents' consent and inform them at an early stage.

Advertising and media

Actively approach local media and form partnerships. The pupils should take on this work and, thus, additionally learn how media work works. Design information posters with the school classes and have them distributed in the village/neighbourhood.

- ▶ Which media should be contacted?

- ▶ Should there be any reporting in advance?

- ▶ Will media representatives come by during the day of action or will we write reports ourselves?

- ▶ Use Social Media such as Facebook

- ▶ Arrange interviews with participants and leaders

- ▶ Organise a tour with the press from collection point to collection point

- ▶ Communicate your success on the school's homepage etc

- ▶ Community in local newspapers on local radio on local TV etc

Finances

Keep an eye on the costs at all times to avoid unpleasant surprises. Clarify whether companies or private individuals are willing to sponsor the action.

The following costs could be incurred:

- ▶ Materials for waste collection (see list above)

- ▶ Transport of the waste

- ▶ Insurance

- ▶ Catering during the day

- ▶ Advertising/information material (see possible partners)

Evaluation

Evaluate the action day carefully with all participants. This will be an important learning event for the students.

- ▶ Evaluation in the participating school classes

- ▶ Collect feedback from all participating organisation.

- ▶ Write thank you letters.

- ▶ Collect media reports.

- ▶ Invite the organising committee to a meal

- ▶ Plan repetition

- ▶ Inform authorities and parents about the results

PART E
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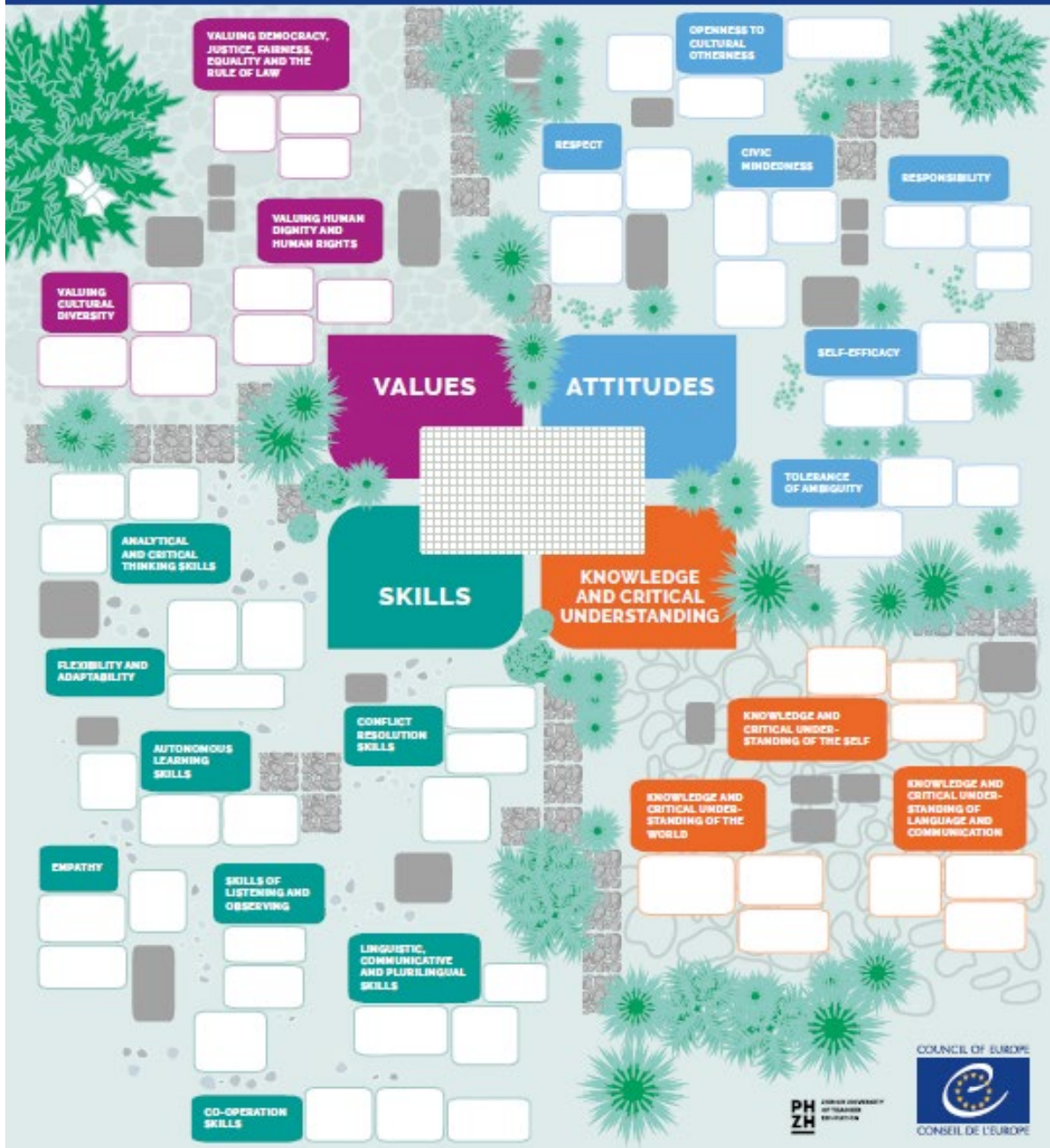
RFCDC Garden Poster

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ENG

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

www.coe.int

The Member States of the European Union have decided to link together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

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