Preventing Early School Leaving Through Inclusive Strategies

Manual for multipliers in further training for teachers

Erasmus+

PEARLS

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All materials can be downloaded from:
https://www.pearls-erasmus.eu

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Introduction

Preventing Early School Leaving Through Inclusive Strategies – PEARLS - is an ERASMUS+ project funded by the European Commission. Its main aims are the development of a teacher training course, and the development of the PEARLS toolkit, i.e. the instructions and materials on which the course is based. This toolkit can be used in turn by other experienced trainers to conduct the course on their own, thus reaching a wider audience. It entails three modules, which will be explained in more detail below. The materials were developed by a project team from nine educational institutions from five countries. The toolkit has been tested, modified and translated into six languages.

The political background of this project

The fairy tale of „purity" is becoming increasingly widespread in contemporary Europe, as stories and images of "homogeneous" nations and "natural" families are being disseminated. Certain groups and parties are trying to define new rules for belonging, (e.g. to a certain nation or to Europe) by using social Darwinist explanations, according to which some people are valuable and other are worthless. This violates constitutional agreements, the Charter of Fundamental Rights of the EU, and many other democratic conventions. In Hungary, for instance, the right wing party Jobbik gained 20% of the votes in 2014 through the use of racist propaganda against Roma and others. Similar developments can be observed in many other European countries.[1] Fanatics and populists are fighting against the ability of human beings to value diversity. They seem to feel threatened by the mishmash of origins, religions, practices and habits, physicalities and sexualities in which we live – and have always lived.

Diversity and Inclusion

"Diversity" is one of the central concepts of the PEARLS project. All pupils should have the freedom and the possibility to develop their own personalities. When a child belongs to a certain group (e.g. a religion, a national minority such as the Roma, a community with a history of migration, etc.), this group has to a certain extent played a formative role in the child's life. At the same time, the child should also be perceived as an individual. Not all expressions and behaviours of pupils can be explained with reference to the groups to which they belong. If we treat pupils as no more than representatives of their communities, and project our clichéd preconceptions onto them, as if they were puppets tied to the cultural or religious groups to which they (presumably) belong, then we do not afford them the chance to develop their unique personalities.

We think that in each class and each school there should be respect for diverse and multiple ways of belonging, as well as for individual uniqueness. We consider this an important precondition for pupils to be motivated to learn.

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1 For example Ukip in the UK; Front National in France, PiS in Poland, NPD and AfD in Germany, HČSP in Croatia, Golden Dawn in Greece, the Sweden Democrats, etc.

John Hattie, a prominent researcher on education, found in a meta-study that as much as 30% – an extraordinarily high percentage – of students' learning success can be attributed to the influence of teachers, as compared to other factors such as social milieu and peer group.[2] We are aware of the immense work load and high demands placed on teachers by different parties (parents, municipalities, ministries etc.), because the majority of people in our project team are themselves teachers.

In the training course we favour exchange of experiences and good practices between participants. We hope that our input will inspire teachers to reflect upon their attitudes and their teaching practice. Thus some of them might contribute and take small steps towards implementing more inclusion in European schools.

By "inclusion" we understand the creation of equal conditions for individuals and groups who have difficulty accessing resources and opportunities available to the majority of society. Certain groups have a much lower chance of finishing school with good grades than others. Studies show, for instance, that drop-out rates are far above average among pupils from communities with a migration background and from minority groups like the Roma.

Early School Leaving

 The EU's official definition of "early school leaving" refers to "those young people who leave education and training with only lower secondary education or less, and who are no longer in education and training". In statistical terms, European ESL rates are measured as the percentage of 18-24-year-olds with only lower secondary education or less, and no longer in education or training.[3]

In this publication, "early school leaving" is used to mean all forms of leaving education and training before completing the upper secondary level.

The factors that may contribute to ESL are manifold.

At the level of individual pupils, it can be linked to health-related, personal or emotional difficulties, and often has to do with the socioeconomic background of the pupil's family. At the institutional level, an unhealthy school climate, bullying or poor relationships between pupils and teachers may trigger ESL. Pupils who do not feel a sense of ownership of their education and are not given a voice in the school may lose interest and become at risk of ESL (ibid: 11).

Structurally, inflexible education pathways, early tracking or high retention rates may also contribute to high ESL rates (ibid: 9).

The PEARLS project seeks to prevent ESL through measures that are interventional – e.g. PEARLS support measures such as the mentor programme in Budapest, and the empowerment of parents (see: https://www.pearls-erasmus.eu) – and preventative – e.g. the 6-day teacher training course. We have structured the course into three modules.

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2 Hattie, John A. C. (2012): Visible Learning for Teachers: Maximizing Impact on Learning. Oxford

3 European Commission (2013): Reducing Early School Leaving. Key Messages and Policy Support. Final Report of the Thematic Working Group Early School Leaving. Brussels, p. 6

1. INCLUSION OF ROMA PUPILS

As the biggest minority group in Europe, Roma face immense hatred, humiliation and discrimination. Structural problems such as unacceptable housing conditions in all EU countries are obstacles to Roma children's education. An awareness and understanding of structural and historical factors will make it possible for participants to form new pictures and narratives about the Roma, to counteract and replace commonly held stereotypes. The overall aim is to enable teachers to engage in resource-orientated work with Roma children.

2. HANDLING HETEROGENEITY/DIVERSITY IN CLASS

In this module, teachers learn about the importance of providing fair learning opportunities for each child, irrespective of their individual expression of identity. Acknowledging diversity is pedagogically important, as it helps teachers and the whole class accept and deal constructively with it, and cope with any resulting challenges. A special section is devoted to dealing with such challenges: what kinds of behaviour and convictions are not acceptable?

3. SCHOOLS AS LEARNING ENVIRONMENTS

In this module, participants discover that schools as institutions are not "neutral", but can also contribute to exclusion and discrimination. Moreover, they learn how to involve other stakeholders (parents, community representatives, etc.) as part of an action plan, implemented at home, to make their respective schools more inclusive.

We are certainly aware of the fact that large-scale solutions to early school leaving would require crucial political changes, e.g. addressing poverty and unemployment. This we also communicate to our participants.

We hope that the course will provide useful ideas and background material which some participants may be able to pass on to their colleagues and pupils.

The PEARLS TEAM

The PEARLS Project Team

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Section Lebenskunde

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Tekirdağ Romans Aid and Solidarity
Association

Turkey

Mustafa Necati Primary School

Turkey

Association "Gipsy Eye"

Romania

Cozmesti Primary School

Romania

Education and Teacher Training Agency

Croatia

Inclusion of Roma pupils

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INTRODUCTION

The overall aim of this module is to question the ideas we might have about the Roma. We will take a close look at myths and legends as well as stigmatizing images. The aim is to get a better understanding of the biggest minority in Europe and to see things in a more differentiated way. For course participants, this constitutes a first step in supporting the fight against prejudice and building paths towards equal opportunities for Roma children.

Some introductory facts about the Roma

The Roma originated from North West India, as evidenced by the relation of Romani (the language of the Roma) to Sanskrit. By the end of the 15th century, the Sinti and Roma had also been mentioned in the records of almost every European country.

The term Roma is commonly used in EU policy documents and discussions, although it encompasses diverse groups that include Travellers (U.K.), Manouches, Gitans (France, Spain), Ashkali (Albania), Sinti (Western and Central Europe), Boyash and Romungro (Hungary). For all these groups there is another term which most Roma consider as discriminatory, namely "Gypsy". This also applies to its equivalents in other languages.

Even though Roma communities in different countries share a common language ("Romani" or "Romanes"), flag and anthem, their respective histories – and hence their current circumstances – are not identical. So a comparison between Roma from France (Manouche, Gitans, etc) and from Romania (Ursari, Caldarari, Aurari, Ciurari) may reveal significant differences in terms of social circumstances, education, and so forth. Even within the same country, the situation of a Roma family in one area can be very different from that of a family living in another region.

Unfortunately, all Roma in Europe have one thing in common to this day, namely having to deal with discrimination, humiliation and hatred. Centuries ago, antiziganism (i.e. hostility, discrimination and hatred directed against the Roma) had a strong religious component. Members of this minority were often stigmatized as "pagans" or accused of being in league with the devil. Under National Socialist rule in Germany (1933-1945), approximately 500.000 Roma were murdered in death camps and so-called concentration camps; the aim being complete genocide. For many years, members of Roma communities fought for recognition of this atrocity. The German government finally recognized the genocide in 1985, in part through payment of material 'compensation'. Even though there are many laws in European countries that protect the rights of the Roma, and several projects that try to improve their situation, anti-Roma prejudice remains widespread and deep-seated.

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UNIT		TITLE OF SUB-UNIT	OBJECTIVE/S	DURA-TION
		Introduction	Description of the subject and general information about the Roma. Creating a comfortable atmosphere among partici-pants.	15 min.
1		Sar San? Con san?) (How are you? Who are you?	Creating awareness of the ac-tions that participants can take in order to prevent early school leaving (ESL)	3h 20
	1.1	Teachers report their experi-ences/findings		1h 30 min.
	1.2	Future prospects of an imag-inary Roma and non-Roma student		30 min.
	1.3	SWOT analysis of successful high school completion by a Roma pupil		1h 20 min.
2		Katar SAN? (WHERE are you from?)	Raising awareness about the Roma housing situation and obtaining valid information	2h
	2.1	Research		1h 45 min.
	2.2	Impact on children's education		1h 15 min.
3		Proud to be Roma	Examples of Roma who have finished high school etc. and embrace their cultural identity Counteracting the assumption (incl. by Roma pupils them-selves) that being Roma is a barrier to education	1 h 30 min.
	3.1	Role models		30 min.
	3.2	Steps to implement at home to improve the educational situation of Roma pupils		1h
			Total (approx.) 7h	

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Aims:	• Fostering the ability to question common stereotypes, and educating teachers (and, as secondary target group, the pupils of these teachers) on the situation of Roma people. • Valuing and appreciating Roma culture, so that teachers understand that the problem lies not with someone's being Roma, but with anti-Roma discriminatory behaviour. • Providing opportunities for teachers to reflect upon their own attitude and behaviour in terms of equal treatment. • Supporting teachers in creating an atmosphere of comfort and belonging for pupils.
Target group:	teachers, youth workers and pedagogical staff
Room:	A big room with space to move around; chairs and tables that can be moved
Materials:	Laptops, projector, internet, flip chart and markers
Time:	7h (less if trainers focus on certain aspects and leave certain units out)

UNIT 1	SAN? CON SAN? (HOW ARE YOU? WHO ARE YOU?)
Introduction:	In this unit the teachers have the chance to get to know their Roma pupils better. When a child comes late to school every day or does not come at all, there is a reason for it. To know the reasons is the first step in order to react adequately, on an individual level and on an institutional level.
Objectives:	• Support the teacher understanding their Roma pupils, their strengths and their difficulties/weaknesses and how to deal with them • Discover key factors leading to early school leaving • Creating awareness for actions that teachers can take in order to prevent ESL
Time:	3h 20 min.

UNIT 1.1	TEACHERS REPORT ON THEIR EXPERIENCES/ THEIR FINDINGS
Introduction:	Before teachers attend the course they will be asked to collect some information about the local Roma inhabitants in their town or region.
Procedure before the course:	Teachers will get an e-mail, at least four weeks before the course starts with the table and the text underneath. Teachers who do not have Roma pupils in their class, will do a small research about. Roma inhabitants in their neighbourhood. Whereas teachers with Roma students should find out more about them and their families.

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TABLE 1

a) If you do not work directly with Roma pupils: What do you know about Roma in your city/region – in general (questions 1-2). b) If you work directly with Roma children please refer to their situation (questions 1 – 4).	
1. What kind of living conditions do the Roma families have? What do they do for a living? For how long do they live in the region? Do they have traditions, if yes, which?	
2. Do they speak Romanes? To which particular Roma group do they belong? (E.g Calderash, lovari, Askali?) How do they call themselves? 2. Please see annex 3.1 on Roma groups.	
3. How good are the Roma pupils in school? If they have difficulties in class or with access to education, please name them.	
4. What is the educational level of the parents? How do the parents support their children with schooling?	

Please prepare a very brief power point or other presentation. If you are a group of teachers from one school, please do it together. The presentation should last max. (!) 10 minutes. Please feel free to bring photos, video, maps, articles or any other information on Roma from your working environment.

Procedure during the course:

- Each group presents its findings. The trainer makes sure that 10 minutes will be respected and he*she notes difficulties mentioned by teachers.

- The other teachers are encouraged to note questions/comments on cards, one topic – one card, so cards can be clustered afterwards.

- Afterwards a common discussion takes place – alongside the evolved topics, moderated by a trainer, who has much knowledge about different Roma groups and experiences with working together with Roma groups.

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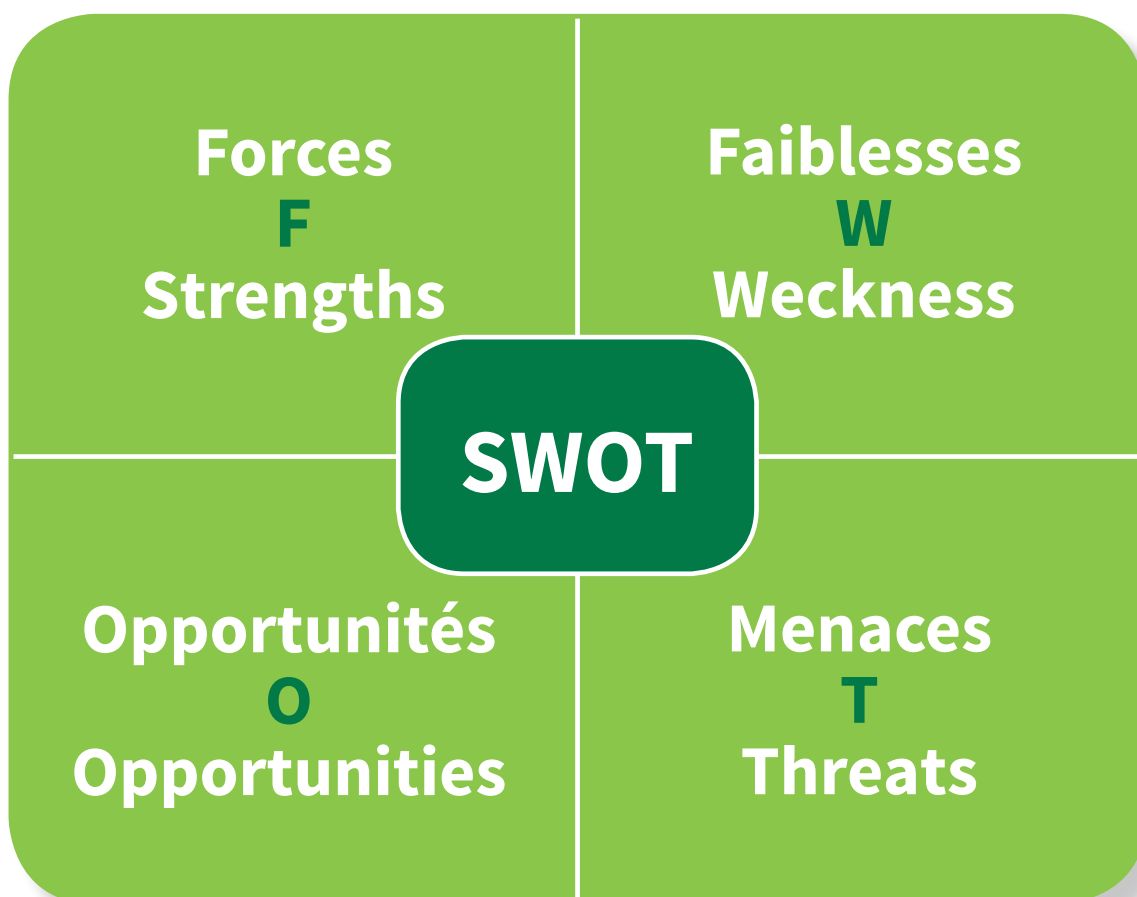|	
Time:	10 min. presentation per group plus 5 min. buffer time – 15 min. per group. 30 min. for the discussion on several evolved topics after the presentations. In total: 1.30h (for 4 groups)
Evaluation/hints for the trainer:	At home the teachers prepare a small power point presentation, in which they insert difficulties of Roma pupils related to education. In the discussion after the group presentations it is crucial, that the trainer also points at positive aspects, in order to motivate and empower teachers: Positive examples, little success stories or small victories will encourage them to continue. You might use questions like these: What is a very happy moment you shared with the children? Please describe a situation in which you could support a pupil? What was the success? When you think of a difficult situation (in class or regarding the private situation of a child) – which persons helped you (e.g. by giving advice; by helping in a practical way) in order to find a solution or to improve the situation?

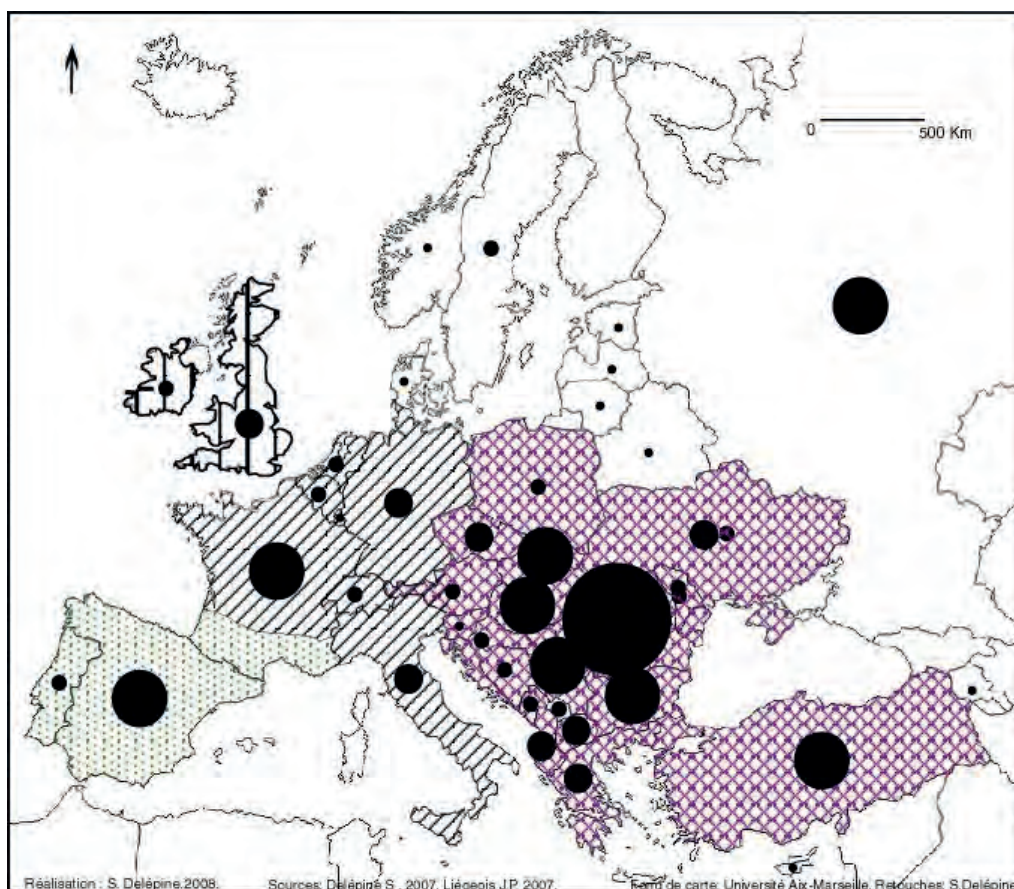| UNIT 1.2	FUTURE PROSPECTS OF AN IMAGINARY ROMA AND NON-ROMA STUDENT
Aims:	• Change of perspective: The teacher steps into the shoes of a child, in order to see things from a different ankle • Possible stereotypes about Roma and also about the "typical" appearances and roles of boys and girls will be addressed in the discussion in Part B.2. The way of writing for example he*she refers to persons who do not fit or do not want to fit in either the male or the female category.
Materials:	• flip chart, A3 papers, pencils, colored pencils On paper or at a flip chart this is visible for the participants: The description of the child should entail the following: • Name • Gender • Holiday he*she dreams about • Preferred book/s • Preferred music • Religion/no religion • What is he*she good at (everybody is good at something: cycling, telling jokes, music, running, a certain school subject etc.)? • What friends does he*she have • What does he*she wants to be when he*she has grown up? • Other things that teachers would like to add.
Time:	• 30 min.
Procedure:	• Teachers build groups, at least two participants in one group, ideally 4 teachers are one group. • Teachers will be asked to draw a silhouette of a child on an A3 paper. • On a flip chart paper or in power point folio the below aspects (name etc.) are visible for everybody. According to these aspects, each small group develops a portrait of an "imaginary" pupil coming from a Roma community or from a non Roma community. Each group chooses only one portrait. • The trainer ensures that there is the same number of Roma and non Roma pupil's portraits.

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UNIT 1.3	SWOT ANALYSIS OF SUCCESSFUL HIGH SCHOOL COMPLETION BY A ROMA PUPIL
Introduction:	After the participants finished the portraits, they will be asked to make a SWOT analysis for the imaginary pupil's objective of finishing high school. A SWOT analysis groups key pieces of information into two main categories: *(A) Internal factors – the strengths and weaknesses internal to the pupil: self-confidence, cognitive skills, talents, inhibitions* *(B) External factors – the opportunities and threats presented by the environment external to the pupil, for example the situation they are live in: family, neighborhood, district, housing situation, encouragement by others, discrimination etc.* Hint for the trainer: Opinions are relative. The analysis displays the internal factors as strengths or as weaknesses depending on their effect on the respective objective. What may represent a strength with regard to one objective may not be relevant for another objective. Example: If a participant imagines a pupil to be a good singer or dancer, then this can be considered internally as a strength, because it is likely that the pupil gets self-esteem from this activity. With regard to external factors the skills in singing/dancing are relevant if the pupil envisages a career in the show business. Whereas: If he*she wants to become an engineer other skills are required in the first place.
Time:	1h 20 min.
Objectives:	• Getting to know obstacles for many pupils from Roma communities and other disadvantaged backgrounds to finish school • Exchange between participants about how to assist and encourage Roma pupils to finish high school.

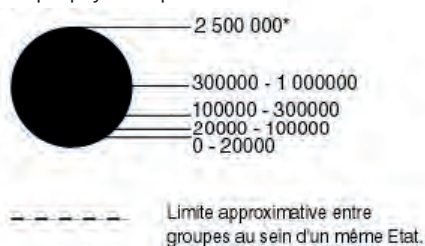|	
Procedure:	1. Each group presents the portraits to the others in the plenary; here the time frame for each group is 10 minutes. 2. Discussion with the group about the results. Do all children have the same opportunities, same strengths, competencies, support? 3. Most of the pupils who are regularly discriminated against, develop reactions and special skills and competences in order to resist and to overcome barriers. What skills and competences could that be? 4. Do you know examples of pupils from a Roma community who were successful at school? What are the factors for success? 5. Conclusion: What can a) each of us and b) the school as an institution do to improve the situation of the children?
Hints:	Questions 4 and 5: These will be discussed in depth in unit 3. There teachers will also be ask to set up action plans for their school in order to support Roma pupils. Therefore question 5 can remain at a brainstorming level. In order to make teachers expressing their thoughts, opinions and feelings the trainer has to create an atmosphere in which everybody feels comfortable.
Materials:	Work sheet SWOT-Analysis
Time:	1h 20 min.
Evaluation:	During the discussion the trainer should pay attention that a total deficit-perspective will be avoided. Like the questions above indicate: Pupils of Roma origin have strengths, talents and power. This should be also part of the discussion. At the same time Roma persons (children and adults) belong to a group which is highly stigmatized and discriminated against.

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Forces **F** **Strengths**	**Faiblesses** **W** **Weckness**
	SWOT	
Opportunités **O** **Opportunities**	**Menaces** **T** **Threats**

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ANNEX FOR 3.1 ROMA GROUPS:

A. Nombre estimé de Roms dans chaque pays européen

B. Principaux groupes Roms en Europe

2 500 000*

300000 - 1 000000
100000 - 300000
20000 - 100000
0 - 20000

Limite approximative entre groupes au sein d'un même Etat.

Groupe Rom

Groupe Kalo (Gitans)

Groupe Sinto

Travellers et Romanichels du Royaume-Uni

A. Estimated number of Roma per EU-Country

B. Main Roma groups in Europe

Réalisation : S. Delépine.2008.   Sources: Delépine S . 2007. Liégeois J.P. 2007.   Fond de carte: Université Aix-Marseille. Retouches: S.Delépine

* La proportionalité n'est pas respectée. Le cercle de la Roumanie aurait recouvert l'ensemble de la carte. Toutefois la taille des cercles est doublée pour chaque classe de façon proportionnelle.

Taking into account the geographic areas and the population, we can define three main groups:

1. Eastern Roma, mainly represented Kalderaš/Čurari/Lovari-related groups

2. Central European Roma: Sinti and Romanitchel families;

3. Calé (Spanish and Portuguese Roma).

As well as some autonomous groups that cannot be included in any of the above:

Khoraxané, Boyaš, Carpathian Roma, Kaale, Southern-Italian Roma, Balkan Roma, Greek Roma, Armenian Lom, etc.

UNIT 2	KATAR SAN? (WHERE ARE YOU FROM?)
Introduction:	In Romania as well in all other countries the socio-economic situation and therefore the living conditions between Roma groups and within ONE Roma group are different. From country to country, region to region there are differences regarding the place where Roma settle down or were forced to live. There are districts and towns where Roma have the same comfort like their non-Roma neighbors. In other parts the situation can be like this: There are streets without electricity, asphalt or current water – here Roma people live resp. have to live. And just around the corner the streets have the infrastructure – non-Roma people live here. In order to find reasons for these disparities we propose a research oriented approach. In a small groups the participants will carry out researches on different topics.
Aims:	• Participants get to know historical facts which influence today's situation of Roma people. • To raise awareness about housing situations of Roma people and to get differentiated information on this. Learn how this influences early school leaving. • To promote empathy towards Roma people and other groups and individuals in disadvantaged circumstances.
Group size:	minimum 12 and max 36 persons
Time:	ca. 2h
Procedure:	Provide articles from newspapers, books and journals as well as computers with internet access. There should be enough space which includes desks and tables where participants can conduct their research.

UNIT 2.1	RESEARCH
Aims:	Participants conduct brief researches for a better understanding of living conditions of different Roma families and communities in different countries.
Time:	45 min.
Group size:	minimum 12 and max 36 persons
Procedure:	Please split the team into 6 groups (depending on the total number; two participants minimum per group). The groups should consist of participants from the same country. Each group is asked to read and briefly discuss one or two of the below topics, e.g. slavery and/or Roma activism. All topics are related to Romania. The task for participants is to find similar examples in their own country/region. Please encourage them to do a research on reliable internet resources, in books, (use the attached bibliography), in newspapers etc. in order to find out more about a topic. At the end the participants should share their findings with the others in the forum. This can either be done on a flip chart or with a brief power point.

GROUP 1: SLAVERY: BREAKING THE CHAINS

The first recorded sale of Roma slaves was in Romania in 1385. Later, in 1445, Prince Vlad Dracul of Walachia is believed to have kidnapped 12,000 Roma from Bulgaria and put them to slave labor. The very first anti-Roma laws were passed in Switzerland in 1471, and in the same year 17,000 Roma were transported into Moldavia for slave labor by Stephan the Great.

The Code of Basil the Wolf of Moldavia, dated 1654, contained references to the treatment of slaves, including the death penalty in the case of the rape of a white woman by a Roma.

Nevertheless, by 1800 the Ottoman court had managed to make the laws more stringent, and in 1818 incorporated into the Walachia Criminal code the following laws: "Gypsies are born slaves," "Anyone born of a mother who is a slave, is also a slave," "Any owner has the right to sell or give away his slaves," and "Any Roma without an owner is the property of the Prince."

By the middle of the 19th century, economic and social changes were beginning to affect the Romanian principalities. Moldavia and Walachia were keen to be regarded as a part of the new Europe, and took France as its model. And in France, slavery was increasingly being seen as a barbaric and inhumane anachronism.

"For sale, a prime lot of Gypsy slaves, to be sold by auction at the Monastery of St.Elias, 8 May 1852, consisting of 18 men, 10 boys, 7 women and 3 girls: in fine condition." Wallachia.

From: Hancock, Ian (1989): The Pariah Syndrome. An account of gypsy slavery and persecution.

On September 25th, 1848, students demonstrated publicly in Bucharest and tore up a copy of the statutes relating to slavery.

Following the unrest, the Moldavian General Assembly voted unanimously for abolition, and the bill was passed on December 23rd, 1855. The Wallachian Assembly did likewise in February 1856. Complete legal freedom came in 1864, when Prince Alexandru Ioan Cuza, ruler of the now-united principalities, restored the Roma to the estates they had worked on, not as slaves but as free people. From: Roma community marks 150 years of freedom.

Bucharest Daily News - February 21, 2006 by Denisa Maruntoiu
http://roconsulboston.com/pages/infopages/culture/roma150yrs Last access: 28.3.2017

GROUP 2: COMMUNISM

From the year 1948, when Communism established itself fully in Romania, the Roma no longer appear in official documents of political nature. They were not included in the list of "co-inhabiting nationalities". Until 1989, the Roma were refused this status in Socialist Romania. Consequently, the Roma were not represented as an ethnic group at the level of the Party and state administration; there were no institutions to promote their collective interests and to deal specifically with the problems of this minority, within the limits of the totalitarian Communist State, of course. In the end of the 1960s, when a new form of representation for minorities was introduced, no national council of workers of Roma nationality was created, as was the case for the Hungarians, Germans and other minorities.

As a rule, due to the precarious nature of their qualifications, the Roma were forced to perform unskilled and poorly paid work. At the end of the process of wide-ranging social and occupational transformation that took place in Romania during the years of Communism, the Roma found themselves on the lowest rung in society. Sociological research carried in recent years shows that, as we shall see, most Roma employed in industry or in other branches of the economy practised unskilled or semi-skilled professions. The old occupational distinction between the Roma and the rest of the population disappeared, but a paucity or absence of professional training were characteristic of a large part of the Roma population, with all the consequences that follow from this (poverty, unemployment etc.)

Roma women in the textile Factory "Tricodava" in Romania, 1976
Source: https://urbanroma.wordpress.com/fotografii/#jp-carousel-37
Last access 21.3.2017

One transformation that affected this population alone was the sedentarisation of the Roma who still practised nomadism in one form or another. At the beginning of the 1960s, the authorities went about settling the nomadic Roma in fixed settlements. The results were not, however, those expected. Even if they were provided with houses, they continued to live for a time in a tent pitched in the yard, with the house used as a stable for the horses. In summer they continued to wander the country practising their traditional crafts or peddling their wares. In 1977, the authorities estimated the number of nomadic and semi-nomadic Roma to be around 65,000 persons. The sedentarisation of these Roma took place at the end of the 1970s and the beginning of the 1980s, when all of them were settled in fixed settlements and houses. Local authorities were obliged to provide them with dwellings and to guarantee them jobs. Some families were moved from counties with many nomads (Mures, Alba and others) into other counties […]. The operation was directed from the centre and implemented by the local authorities and the militia. Consequently, the Roma caravans that had previously travelled from village to village disappeared from the landscape of the country. It can be stated that today the nomadic way of life has virtually ceased to exist.

Extract from: ACHIM, Viorel (1998): The Roma in Romanian History. Budapest. The electronic version from 2013 can be found here: http://books.openedition.org/ceup/1532

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GROUP 3: POST COMMUNISM POGROMS

It was a classic case of mob justice. Out of a desire for revenge for the death of one of their own, the mob, which included women and children, took the law into its own hands and decided to 'solve' the village's 'Roma problem' once and for all. 'We are proud of what we did,' said Maria and Ion, an elderly couple who stood with the others and watched the flames

Source: http://baabel.suprapus.ro/2013/07/ivan-trut-er-h-a-d-a-r-e-n-i-20-de-ani/ Last access: 28.3.2017

Source: http://www.errc.org/roma-rights-journal/ roma-rights-1-2010-implementation-of-judg-ments/3613/3 Last access: 21.3.2017

and heard the screams. 'On reflection, though, it would have been better if we had burnt more of the people, not just the houses.'

It is impossible not to double- take on hearing such remarks. Maria and Ion are hardly neo-Nazi extremists or members of some organised terrorist group. They have three daughters, and six grandchildren. Like most of the villagers of Hadareni, they are the salt of the earth. When it comes to Roma, however, there is a vast blind spot in their moral universe. From: Bridge, Adrian: The Independent newspaper 18.10. 1993

Text:
http://www.independent.co.uk/news/world/romanians-vent-old-hatreds-against-gypsies-the-villagers-of-hadareni-are-defiant-about-their-murder-1511734.html   Last access: 1.2.2017

GROUP 4: ROMA ACTIVISM: IT'S NEVER TOO LATE TO ACT

Most Roma are entrenched locally - local groups, local issues. From time-to-time in the course of the 1990s, we have found ways to mobilise nationally. For example, in Romania during the serious mob violence episodes in the early 1990s, we managed to build national Romani unity. In spite of initial resistance by Roma to recognise that what goes on in the next village matters, Roma acted in solidarity with those Roma who were attacked around the country. We also managed to react as a cohesive group when the Ministry of Foreign Affairs in Romania tried to impose the name "Tigan" on Roma in the mid-1990s. We reacted with a common voice and made it clearly known that the ministry had no right to name us.

Nicolae Gheorghe
Source: http://www.theromanielders.org/elders/2/5/
Last access 21.3.2017

Text: http://www.errc.org/article/in-search-of-a-new-deal-for-roma-errc-interview-with-nicolae-gheorghe/1284 Last access 2.2.2017

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GROUP 5: ROMA HOUSING SITUATION
FIGURES RELATED TO ROMANIA 2014*

- 13% of Roma do not have electricity vs. 2% of non-Roma

- A big part of Roma's houses are made with straw and clay, a lot of houses are not connected to potable water, drainage system and gas.

- 35% of Roma households don't have any facilities to collect the solid waste, in comparison with 20% of non-Roma households situated in the same region.

- One third of Roma households don't have a contract for their house, so they cannot get an insurance

- The state allocates comparable little money to Roma communities and institutions for Roma (e.g. schools), thus the buildings are often in a very bad condition, there is a shortage on staff and in fact a lack of services (incl. health)

Offical data from Analiza socio-economica pentru programarea fondurilor europene 2014-2020, GLT Afaceri Sociale și Incluziune Socială, Comitetul Consultativ Tematic Ocupare, incluziune socială și servicii sociale, MMFPSPV, București, iunie 2013, pp. 22-25

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GROUP 6: EARLY MARRIAGES AMONG ROMA

EARLY MARRIAGES

The school-age daughter of a Romanian Roma has married a 15-year-old bridegroom.

Ana-Maria Cioaba, whose age has been reported as either 12 or 14, stormed off at one point during the ceremony at Sibiu in central Romania, shouting at reporters to leave her alone. But she was persuaded to return by her family and went through with the wedding to Birita Mihai, himself from a wealthy Roma family.

Reports say Ana-Maria had been promised as his bride when she was aged seven, for the price of 500 gold coins. Correspondents say the wedding is technically illegal under Romanian law, where girls must be at least 16.

But the practice of school-age marriages remains common in the Roma community, and the Romanian authorities normally turn a blind eye.

"What marriage?"
Ana-Maria Cioaba after ceremony

Ana-Maria's father, Florin Cioaba, is one of a handful of self-proclaimed Roma kings in Romania.

Observers said the young bride looked sad and sullen during the ceremony.

"Sometimes the Roma traditions are very hard, even unfair"
Luminita Cioaba Bride's aunt

"She has been crying all day, but the marriage ceremony will go ahead with or without her," said a family adviser, Dana Cherendea, after the bride had stormed out, and hinted that the girl might receive a beating for her defiance.

"Ana-Maria did not have any say over this marriage. It is something that was decided when she was seven," her aunt Luminita Cioaba, told AFP news agency.

"Sometimes the Roma traditions are very hard, even unfair," she added.

A cousin of Ana-Maria said some Roma women were beginning to reject the custom of arranged marriages.

"I don't want to marry, I am choosy and I have refused several marriage partners my parents presented to me," said 17-year-old Gabriela Mihai.

Ana-Maria herself appeared to reject the marriage.

"What marriage?" she said after the ceremony, as her 12 bridesmaids chanted, "Out with Birita!"

The ceremony was being followed by a three-day party for 400 guests. The feast included 12 suckling pigs and thousands of bottles of wine.

"This is a happy day for the royal household - my youngest daughter is getting married," said Mr Cioaba.

News article BBC Roma king's daughter is sad child bride, Monday, 29 September, 2003
http://news.bbc.co.uk/2/hi/europe/3148364.stm Last access: 5.3.2017
(In the article the word "Gypsy" was used, the PEARLS project group replaced it by "Roma").

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Background information for the trainer

- The above mentioned case went through several media in different European countries. Dominant majority society's imaginations about Roma are being matched perfectly in the article. To get the full picture it is however necessary to take a closer look. In the publication "Are the Rights of the Child Negotiable?" (see below) you will find very important additional information towards the above case and towards the issue of early marriages. It is good to familiarize yourself with it, because from our experiences participants will convey a lot of their stereotypes/prejudice against Roma in this unit.

- The authors of "Are the Rights of the Child Negotiable?" argue for a differentiated view: "Multiple discrimination and Roma women's different experiences than Roma men's lead to the need to evaluate their situation, taking into consideration a series of particular characteristics such as: geographic origin, family type, age, educational level, family and economic status, number of pregnancies and births, etc."(Bitu/Morteanu 2010, p. 21)

- And they also state that the historical perspective is important:
  "The participants [of a round table] underlined the importance of presenting the early marriage phenomenon from its historic perspective and the way it evolved in the European and Romanian society throughout time. It is important to place it in history in order to understand the phenomenon not only from the exclusivist, purely ethnical perspective of Roma communities, but how it affected different communities throughout time." (Bitu/Morteanu 2010, p. 118)

Bitu, Nicoleta; Morteanu, Crina (2010): Are the Rights of the Child Negotiable? The Case of Early Marriages within Roma Communities in Romania. Bucharest

http://www.unicef.org/romania/Early_marriages_Romani_CRISS.pdf Last access: 2.2.2017

UNIT 2.2	IMPACT ON CHILDREN'S EDUCATION
Introduction:	After having addressed certain factors for the often poor living and socio-economic conditions of Roma in Europe, this unit will focus at the educational situation of Roma pupils.
Aims:	• Participants get to know historical facts which influence today's situation of Roma people. • To raise awareness about housing situations of Roma people and to get differentiated information on this. Learn how this influences early school leaving. • To promote empathy towards Roma people and other groups and individuals in disadvantaged circumstances.
Time:	15 min. individual work: 30 min. group work 30 min. presenting findings in the plenary Total: 1h 15 min.

Procedure:	In order to go deeper into possible solutions against early school leaving among Roma pupils, the trainer shows the following questions (flip chart or power point). It is up to the trainer to change to add questions or to leave out others. • How does the past influence the present of the Roma children? • How do these conditions (findings from C.1) affect the children? • Is the situation in Romania similar to other countries? • How important is it to have parents involved in the educational process of the child? • How can we support the parents in these situations? • What measure should be taken in order for children to have access to education and to finish high school? Participants get 15 minutes for individual work, they note answers to the questions in key words. Then they note three things, which pupils need in their opinion in order to improve their educational situation. Afterwards the teachers get together in small groups and discuss this: **What can participants themselves do at their schools in order to improve the situation?** **They are being asked to put down three measures which they can implement, together with their colleagues and headmaster.**
Variation:	After having explained the overall objectives of this unit, but before showing the questions, the trainer can show the movie called "Lead India – The Tree". It shows how apparently desperate situations can be overcome, when many people step in. *https://www.youtube.com/watch?v=GPeeZ6viNgY Last access: 1.2.2017*

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UNIT 3	PROUD TO BE ROMA
Introduction:	What can teachers do to improve the educational situation of Roma pupils in their classes respective in their local surrounding – means: taking into account the sphere beyond school. Are teachers the only actors? How can parents, Roma or non Roma can be involved in the educational process? How can other partners/institutions/municipalities become involved?
Group size:	• 10 - 24 participants
Aims:	• Offering true stories of Roma people who successfully graduated from high school • Teachers encourage pupils to embrace their cultural identity • Counteracting the assumption (incl. by Roma pupils themselves) that being Roma is a barrier to education • Supporting teachers in finding local level solutions for improving Roma children's educational results • Teachers develop a small pool of good practices and ideas, for them and their colleagues to be used at their school
Time:	1h 30 min

UNIT 3.1	ROLE MODELS
Time:	• 15 min. for finding role models and answers to the questions/display of the portrait of the person • 5 min. for presenting each role model in the plenary (e.g. 3 groups – 15 minutes). • In total: 30 min.

Procedure:	Two participants from the same country (could be also 3 or more persons from the same country) form a small group. They conduct a small research on the internet and on the material provided during the course (books, newspaper articles) on people from Roma communities of their resp. country. The task is to find out more about people who successfully finished high school or went to university or have a profession or a special talent that could be of interest for young people.

If participants are not able to find someone they could use role model examples from annex 3.2. Guidance questions (not all of them might be answered in the end):

• What does the person say about hindrances/boundaries in his*her life?

• What were the key factors for the success in school/in life of the very person?

• Were persons/institutions mentioned who gave support? Who/which? In which way? |

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CROATIA_BENJAMIN IGNAC

Growing up in a Roma settlement has definitely had an impact on my perception of the world. At the beginning we did not have running water and electricity, not to mention "luxuries" such as computers, a reliable car, toys, money, family trips.

The majority society hold many prejudice and indirectly manages your future. The Roma community is trying to root you and dictate what kind of person you have to become. Taken this and the poor living conditions, it is easy to give up and feel like you are stuck and cannot move on, because everyone is against you (inside and outside the Roma community). Throughout my primary school I got what Roma rarely get – an opportunity. The enthusiasm combined with the support of the school director, B. Susec, and the teachers, pushed me forward to achieve more. Teacher A. Srnec was my first geography mentor – a science that I have chosen for my professional future. I participated in the national competitions in geography every year. The fact that I, a Roma person, was, for five consecutive years, on the list of the best geographers in Croatia, has given me a tremendous strength. I also took part in other competitions, e.g. German language. When you come from a community where people tell you what you can and what you cannot be, these successes are the key moments that transform you. You start to believe that you can chose, to a certain extent, your own way of living.

In 2007 I enrolled into Josip Slavenski Grammar School in Cakovec as the first and only Roma person at that time. My classmates and I had a very good time there. I lived in a boarding school, also together with other Roma students. Although my Croatian and my Roma friends circle did not overlap, I was in the middle, I became a link. And I began to see the world from different angles.

I got a full scholarship of the United World College (UWC) in Norway, where I completed my high school. There I learned English, so now I speak 4 languages fluently (Croatian, German, Romani, English). UWC was one of the most transformative and enlightening experiences in my life and a springboard for a better future. After Norway, I was awarded a scholarship to study in the United States at the University of Oklahoma. In June 2016, I finished my undergraduate study with honours.

I received an offer for temporary work at NASA on a research project. This is the coolest job I have ever had and I really learned a lot, for which I am extremely grateful.

As far as everyday life is concerned, Roma in America do not receive the same treatment as in Europe. The population of America is mixed and although everyday racism exists, the American society is trying to treat their minorities with an enlightened touch of respect at the interpersonal level (the status of Roma in Europe resemble more to the caste system in India). During my stay, my Roma identity was no longer a burden to me and it no longer controlled my life the way it did in Croatia. I proudly introduced myself as a Rom.

Benjamin Ignac

FUTURE PLANS

I got a job at the European Roma Rights Centre (ERRC). This organization is an international NGO that is engaged in combating anti-Roma racism in European countries. The ERRC has a consultative status with the Council of Europe. I hope that it will enable my further progress in the general direction of advocacy of Roma development in Europe. After ERRC, I intend to continue my studies, probably in Sweden. I wish to use geography and science as a means of helping young people like myself. I definitely see myself return to Croatia after I complete my professional training.

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ROMANIA_ CATALINA OLTEANU

Catalina Olteanu, 28, from Giurgiu county in Romania is a project coordinator at the Impreuna Agency for Community Development . Her job is to visit schools, encourage Roma children to understand the value of a good education and inspire them to follow the examples of positive role models from the Roma community. So far Catalina has visited more than 100 schools throughout Romania and is convinced things are changing. "I can see it in the eyes of the children, something is happening," Catalina says. "I show a film featuring interviews with about 10 people who have been successful. They are actors, musicians, singers, social workers, teachers or work in other professions. All of them are Roma and they share stories about their life and experiences, how they got successful and how their children can follow their example. It is the first time many of the children have seen a Roma priest or Roma doctor. They are not used to seeing such role models. There are a lot of negative ideas about Roma people in Romania and we want to show young people it doesn't have to be that way." Catalina, who was born into a poor Roma family and lived with her grandparents in a community without running water and other amenities can identify with the children she mentors. "I understand their problems. I walked 3km to school and I faced the same kinds of discrimination they do. But, although my family was poor they realised the importance of education and encouraged me to work hard." Initially, Catalina wanted to be a lawyer but being a Roma girl from a poor family she couldn't afford it so she became a teacher of Romani and Spanish, graduating from the Faculty of Foreign Languages at Bucharest University. "The Roma situation is changing in a positive way. A lot of Roma people go to other countries, see wonderful things happening there, and come back to Romania with a desire for change. My work in schools, promoting positive Roma role-models, is part of that movement for change."

HUNGARY_ ANDRÁS FARKAS

András Farkas, 24, from Ajka, Hungary is head of a student association which helps poor Roma people. Born into a family with six brothers and one sister he and his siblings were instilled with a desire to succeed by their hardworking parents. They encouraged their children to find a skill or trade with which to improve their opportunities in life. "My father was a mineworker for 30 years and my mother had a job in a factory. Now, all my brothers are skilled craftsmen working as a welder, metal worker, turner or carpenter," said András, who studies singing at Franz Liszt Music Academy in Budapest as a tenor. While three of his brothers work in Germany and three have jobs at home in Ajka, András has his sights set on an international career as an opera singer. "I would like to become a famous opera singer at the Opera House in Hungary," said András, who wants to use his talent to give a voice to the Roma people and set an example, on how they can break away from the stereotyped images which are so often negative. Since last year András has been at the forefront of an initiative among his fellow students to help disadvantaged children. "I lead the Student Union at university where I study. I work with 13 other students as a group to help young people. Our most important activity is that we organise a summer camp every year in Budapest for disadvantaged children," said András, who hopes that within 10 years he will be a father of three children himself. "It's important to me that our association continues to work well and succeeds in helping as many people as possible. "I enjoy learning from the wide variety of people I meet and I like being able to help them. My hope is that by being successful, and showing a good example with my volunteering, I can inspire more people to get involved and to assist in improving the situation of Roma in Hungary."

For other biographies of Roma people please check "Young Roma Success Stories":

http://ec.europa.eu/justice/discrimination/files/roma-stories-romania_en.pdf Last access: 01.02.17

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GERMANY_SIMONA

I am from Iasi, Romania, and have been living in Dresden, Germany since 2002.

I fell in love with a German musician when I was on tour in Germany with my family band. We married 2003. At that time I could not speak much German, but I learned on my own and of course with my husband. Our first son was born in the same year.

2005, I started my training as a foreign language assistant. While being in that training, my second son was born 2007 and 2008 our third son. Only few months later I successfully absolved also the second training and became a foreign language secretary.

I was a mother and housewife till 2011, then I started working in the billing agency of a pharmacy in Dresden

Looking back, the first years in Germany were really tough, there were so many challenges. Right know I consider myself to be a successful person. I learned in Germany to stand up for my being Roma and to prove that I have the power to achieve what I want. It is here in Germany that I had the chance to prove my talents and my abilities. My employer appreciates my work a lot.

I always wanted to have a family and children in the first place, as well as to ensure that they have the best possible education. All three of them go to school regularly and are successful football players.

Simona in Dresden/Germany

Hints for the trainer:

Examples show that support and enthusiasm from teachers can play a major role for Roma students to be motivated. At the same time the PEARLS consortium is aware that improvements at structural level in all EU member states are still to be done. Poverty and high unemployment rates among (young) people can only be tackled by allocating large amounts of money and reasonable long term programmes. This might include a re-organisation of the EU as such. What the EU does so far can be seen here: EU and Roma.

http://ec.europa.eu/justice/discrimination/roma/index_en.htm Last access: 2.2.2017

UNIT 3.2	STEPS TO IMPLEMENT AT HOME TO IMPROVE THE EDUCATIONAL SITUATION OF ROMA PUPILS
Procedure	The participants just presented stories of Roma people who are in the one or the other way successful. Then a common exchange of opinions and experiences will take place in the plenary. Questions to be addressed: 1. In the plenary: What should a school provide, as an institution, in order to give pupils from Roma communities a sense of belonging? 2. In a small group with participants from the same country: Think about what you can do in your class, your village, neighborhood in order to improve the educational situation of Roma students? Which other actors could potentially be your allies? How can this be done? The members of a small group collect ideas for each aspect and present the findings later in the plenary.
Time:	• 20 minutes for plenary session (1) • 40 minutes in small groups incl. presentation to the big group (2) • 1 h in total (at least)

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Hints for the trainer	**In this section you will find recommendations on how to sustain regular meetings with parents.** Before the first personal meetings, the teacher should familiarize himself*herself with the local Roma community resp. communities: e.g. their social situation(s), traditions, religions and other information that has influence on their children's educational situation. • Please prepare the meeting in an informal way, provide coffee/tea. Rather sitting in a circle than the teacher sitting in a "boss" position. Invite parents of one child at a time for the first meeting. Talk about how you will communicate in the future in order to create a clear and transparent situation. Create a relation of trust with the parents by keeping them informed about the educational process of their children in a constructive way. • At a second meeting you can invite all Roma parents at once. Sometimes parents will have difficulties in speaking in public, please make sure everyone speaks up, encourage them by explaining how important is for everyone to participate. • At a third meeting you can also invite other actors, e.g. representatives from a Roma organization; responsible and reliable persons from the municipality, "Roma role models" who have successfully finished high school. • Prepare yourself to deal with conflicts of various kinds (parents-parents, parents-local authority etc.) and do not let the meeting become a mere zone of solving conflicts. Ask the persons involved to arrange other places and time for that, be able to name institutions which deal with the topics. It goes without saying that for conflicts between your colleagues/you and the parents time and modalities to deal with them need to be allocated.

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VIDEOS ABOUT ROMA

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"Talk Show about Roma children – What will they become when they grow up?" from 2011 (5min 20s). Romanian majority perception on Roma children's future.
https://www.youtube.com/watch?v=4iXdTHESO8Y Last access: 1.2.2017

"The Struggle for Survival of the Roma People: Europe's Most Hated" from 2014 (17min 38s). The results of the recent European elections (2014) confirmed a distinct shift to the Right in Austria, Denmark, France and the UK. Certain parties with anti-immigration policies were very successful. This has influence on Roma e.g. from Romania who try to make a living in the UK. *https://www.youtube.com/watch?v=ALdlphTYdi4 Last access: 1.2.2017*

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Handling heterogeneity – diversity competence in class

INTRODUCTION

From their inception, nations have been internally diverse. People living in the same nation state have always spoken different languages; some having lived in the area for many generations and others having arrived much later. Likewise, religions and belief systems have always varied within the same state.

But there are powerful images and narratives that may make us think that nations have always been "pure" and homogeneous, or that they should be nowadays.

Each class in school is similarly diverse, even if it seems homogeneous at first sight. Let us imagine a class in a rural area in southern Germany. All of the children are white and most of their parents are employed. If we look closer, however, we discover that the children do differ from one another. Although the area has a Catholic majority, some pupils are Protestants. A small number of students come from highly educated families. Most have well-to-do parents, but some are from families with very little money. Factors such as these may be advantageous or disadvantageous to individual children, depending on situation and setting.

Moreover, each child's identity consists of not only one but many diverse aspects, such as gender, social class, religion, language, ethnic/national/regional/social/cultural origin, age, sexual orientation, physical and mental ability, personality, etc.

As an example, let us consider a child who is older than the others in the class. She is a girl, but does not behave like most of the other girls. She is also not Catholic. Consequently, this child experiences conscious and unconscious disadvantages and discrimination from classmates and/or teachers. This kind of thing happens because of societal values, norms and power structures which implicitly guide our thought and behaviour, and lead us to automatically categorize that which we encounter into "good" or "allowed" on one hand, and "bad", "strange behaviour" or "not allowed" on the other. The concept of diversity, however, draws our attention to grey zones, (seeming) contradictions and new categories. It allows people to define themselves, rather than being defined by others. So if we look closely and ask our students how they define themselves, we find self-definitions like "Lebanese-German" in Germany, or "Turkish" in Turkey (from a child whose parents migrated from Nigeria), or "transgender", etc. Or we find children who do not want their "true" identity to be known to others, because they are afraid of discrimination. Such could be the case of a Roma child in a class of mostly non-Roma pupils (as one would find in all European countries) or an Alevi child in a class of mostly Sunnis.

In other words, there are differences among our pupils, even if we are not aware of those differences. And all of these children, of course, have the same rights and deserve fair treatment. Respect for diversity comes down to respect for human rights. It is about valuing all human beings, with their different expressions of identity.

Hence, **diversity competence for teachers** is the pedagogical objective of this module.

Diversity competence is a social competence with many layers. Firstly, teachers learn to be aware of and acknowledge differences among students. This acknowledgement is of peda-

gogical importance, as it helps teachers and the whole class accept, value and deal constructively with diversity, and to cope with its challenges.

The second layer is an attempt on the part of teachers to provide fair and just learning opportunities for all children, irrespective of their individual expressions of identity. The word "attempt" is used deliberately, because the authors know that this might not be easy to implement, and we are aware of the high demands already placed on teachers. Nonetheless, attempts to provide fair opportunities are extremely valuable, despite mistakes that may occur in the process.

The reason why such attempts are so valuable is that teachers play a very significant role with respect to their pupils. On one hand, teachers can contribute to pupils' dropping out of school. This has to do with unconscious attitudes and behaviour, e.g. stereotyping. Being singled out or excluded from school life and its demands can often lead to early school leaving. As stated in the introduction above, teachers' behaviour is one of many contributing factors.

On the other hand, teachers can have an immensely positive, supportive and motivating influence on pupils. The influence of a teacher on a student's learning success is estimated at 30%, as compared to other factors such as social background and peer group (see Hattie, John A., 2011). In other words, teachers' behaviour and the way their lessons are conducted are extremely significant factors influencing pupils' learning success.

The importance of the teacher's role becomes even more apparent when we consider the bullying, fighting and verbal abuse that takes place in schools. Studies show that observers are negatively affected by merely witnessing their fellow pupils subjected to insults, exclusion, structural or personal disadvantages and discrimination. Thus, discrimination has a much broader negative impact than might be assumed: while excluded pupils have to deal with devaluation and all its potential effects, students who are indirectly involved suffer negative effects too. For example, they might experience pressure to adapt and conform to norms, coupled with the (unconscious) fear of losing their "privilege" of belonging to the accepted majority group. Consequently, they might join the aggressors in insulting others.

Hence, "Handling Heterogeneity in Class" sustainably benefits ALL teachers and pupils, in that they gain a deeper understanding of the complex dynamics between social power structures and prejudice.

The most important objectives for teachers in this module are:

Being aware of discrimination at different levels (individual, institutional, ideological). Fostering acceptance of contradictions, or tolerance of ambiguity[4], as one possible means of reducing stereotyping.

Other topics are:

- How to react individually to discriminatory incidents in class
- A systematic approach towards

a) discriminatory incidents among students

b) aggression against teachers

Boundaries:

How do we resolve clashes between competing worldviews?

What are the attitudes and behaviours we can and cannot accept?

(See unit 6 conclusion)

Objectives for pupils (the indirect target group of this module)

- Preparing pupils to face real life and feel safe, comfortable and accepted in a rapidly changing, highly diverse environment.

- In general: Enabling teachers to support all children in perceiving themselves as valuable, active members of the class and of society, through

  - developing and valuing their individual personality and competences, such as their command of their first language (which is a precondition for learning additional languages) and other (social) resources.

  - strengthening their "tolerance of ambiguity", their courage to stand up for their own opinion, and an attitude of solidarity coupled with an awareness of discriminatory structures.

  - strengthening their awareness of children's rights as a basic instrument of equality within a society.

In general: Enabling teachers to raise pupils' capability of using dialogue as a tool for mutual understanding of differences and respectful exchange of views between individuals.

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4 Tolerance – or intolerance – of ambiguity affects our behaviour towards other people. There are two key aspects to ambiguity in personal interactions as we understand it. Firstly, the personality or the actions of another person is perceived as different from our own. Secondly, we may be confused by certain events, situations and/or behaviour. The social competence of high tolerance of ambiguity enables us to NOT feel threatened by such feelings of confusion and perceived differences or "otherness", and to respond instead with acknowledgement and self-confidence

HANDLING HETEROGENEITY IN CLASS – IN A NUTSHELL	
Reference group:	Teachers and pedagogical staff. But many activities are also suitable for children from 10 years.
Room:	Enough space to move; tables and chairs which can be moved
Materials:	Laptop, projector, internet, flip chart and markers, pictures and tasks for single exercises (see units), role-cards, flip chart paper and markers, coloured paper, masking tape
Time:	6 – 7 hours (breaks not included)
Content and Procedure:	The entire module is designed around interactive input, based on self-reflective practical exercises. It moves beyond mere theoretical discussion, in that participants reveal and analyze their own experiences, emotions and unconscious thinking patterns and strategies of action. The idea behind it is to facilitate learning that is more holistic, personal and experiential – and thus more sustainable. The way the units are conceptualized, participants gain a deeper understanding, step by step, of discriminatory structures and their impact on the social climate in schools and pupils' learning success – and finally draw concrete and practical pedagogical conclusions.
Variations:	1. Depending on how well you already know the group, how familiar the group is with the topics and how experienced you are with creating safe learning spaces for challenging exercises, single units can be left out or the sequence of units changed. 2. If necessary, input on diversity could be presented as a separate unit before starting with the exercise units.

Evaluation:	Evaluation and Feedback (20-30 min.): 1. For the evaluation and feedback round, the participants should try to answer four questions (as a means of consolidating findings and laying the groundwork for a small action plan): What do I want to change? What do I want to start doing? What do I want to stop doing? What do I want to continue doing? 4. Each question should be answered with a marker on a separate piece of coloured paper, so that the pieces of paper with answers to the first question are all the same colour, the pieces of paper with answers to the second question are all the same colour, etc. 5. Using tape, a big cross is marked out on the floor. In each of the resulting four fields, one of the above questions can be seen. The fields each have enough space for all participants' answer sheets. 6. Once the participants have had a few minutes to write down their thoughts, there is a quick round of presentations, one after the other (no discussions at this point). The person speaking moves into the respective field, reads their answer aloud, and then places the piece of paper with the answer in the field. In the end, the fields visually contain all findings and feedback.
Difficulties that may arise:	1. This module may make some participants uncomfortable and meet with (initial) resistance, as the topics are challenging and entail a critical examination of the position of a teacher. This is a normal part of the learning process, but needs to be handled carefully and transparently. 2. There is no explicit introduction for the respective exercises, and it is up to the trainer to introduce them in a manner which is appropriate to the group at hand. Some participants might also not be used to the notion of playing an active role, rather than being passive listeners. But an exchange of all participants' experiences and ideas produces a broader understanding of social structures and gives rise to ideas for new approaches that can be implemented in classes and schools.

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NO.	TITLE OF SUB-UNIT	OBJECTIVE/S	DURA-TION
UNIT 1	I am the only one...	Warm up, getting to know one another, perceiving diversity within the group of participants: finding out what makes me special	15 min.
UNIT 2	Rocket of similarities	Warm up, getting to know one another, perceiving diversity within the group of participants: finding out what I have in common with the others	20 min.
UNIT 3	Tell me doctor, ...	Warm up, getting to know one another, perceiving diversity within the group of participants: finding out what I have in common with the others	20-30 min.
UNIT 4	Monkey business	I see what I already know. How is it possible to have an more open view of the world and people?	10-20 min.
	Coffee BREAK		
UNIT 5	Attributions power of prejudice	Experience the power of attributions and the necessity to be critically aware of them	60 min.
UNIT 6	Conclusion prejudice, perception, power, privilege, discrimination	What does this mean for me and my work? Work out a small action plan	60 - 120 min.
	Lunch BREAK		
UNIT 7	Teaching Units *Hands-on materials*	Getting familiar with and conveying hands-on materials	90 - 120 min.

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UNIT 1	I AM THE ONLY ONE, WHO…
Aims:	• Get to know each other • Perceive diversity within participant-group • Become aware that being 'the only one' can be either a pleasant privilege or a very unpleasant experience of exclusion. A follow-up discussion may touch issues of racism, classism, sexism etc.
Reference group:	Group of children or grown ups, from 10 years
Time:	15 min. (for about 20 persons, depending on size of group)
Room:	Classroom, seminar room
Materials:	Chairs
Procedure:	For this exercise the group sits (or stands) in a circle. • Everybody thinks about something (a habit, an experience, a circumstance, etc.) that he or she thinks, no one else in the room shares. In other words, something, that makes him or her special in this room. • Each person one after another stands up, steps into the center and says convincingly: "I'm the only one who …" (e.g. "… has 3 older sisters", or "… can fix a flat bicycle tire" "… has traveled to a certain place"). • If there is someone else who shares the same thing, he or she joins the person in the center. The first one sits down again, one of the bystanders continues. If no one else shares, the group continues circular.
Variations:	• If a person turns out not being the only one, who… he or she has a second try. • For the evaluation: If you want to continue deeper in the discussion you can add the question: For what persons in society could it feel good or bad, to be the only one, can you think of examples?

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Evaluation and feed-back:	A. Was it easy or difficult to think about something to say? B. How did it feel to step up alone in front of all the others and claim to be the only one? C. How did it feel to be the only one? Or to find out that you are not? And what did this feeling depend on? Why did it feel good or bad?
Difficulties that may arise:	• Especially with younger people, it might be helpful to give a few examples to get ideas for what may make them special (as shown above). • Participants might feel ashamed to claim the favoured statement and may need some encouragement. Any judging comments from other participants, should be stopped immediately.

UNIT 2	ROCKET OF SIMILARITIES
Aims:	Get to know each other Reflect about own position and find out, what I share with the people within the group. Reflect about both exercises in combination and outcomes for group dynamics in society
Target group:	Group of children or adults, from 10 years
Room:	Space for the group to walk around and to build a standing circle.
Time:	20 min. (depending on size of group)

Procedure:	• Explain that the exercise is about finding similarities among the participants. The exercise is called the rocket, because, the groups are growing bigger and bigger, like a rocket is rising higher and higher into the sky. • Participants walk through the room and try to find 1 person they don't know very well. (If the number of participants is uneven, there will be one group of 3 people). • Task: Find three things that both of you (the three of you) have in common. • If necessary, encourage hesitant participants by giving examples and leaving it up to them what personal information they want to share (i.e. having certain travel experiences, family situations, drinking tea or eating pizza, or wearing blue trousers, being in the same room). • When the small groups have found 3 similarities, they stay together and look for another group and find 3 similarities within the new group of 4 persons, and after that 8 persons, etc. until the whole group stands together in a big circle, trying to find 3 similarities.
Evaluation and feed-back:	1. How did it feel to approach someone and start a dialogue? 2. Did you learn anything interesting about anybody else in the group? 3. How does it feel to find out similarities, to have something in common? How can it influence the dynamic within a group? (e.g. getting more familiar with each other, finding out things, that can be surprising, building a stronger connection)

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UNIT 3	TELL ME DOCTOR,...
Aims:	• Realize the different interpretations of one situation • Acknowledge that we are all being influenced by our prejudices and stereotypes learned by internalized social norms, and that we unconsciously categorize and judge people based on their abilities, motivations, personalities, believes, etc. • Learn that prejudice themselves have an important evolutionary function and as a dynamic cannot be banned from our habits, but that we can learn to be aware of them and think twice about our first judgement • Realize some social norms related to gender issues, e.g. professions, beauty standards • Acknowledge that our unintended actions of categorizing and pre-judging people can result in a barrier or in an advantage for others (depending on our relationship – e.g. for my student l it will have big consequences, depending on how I perceive / categorize him or her)
Target group:	Group of teenagers or adults (from 14 years)
Room:	Classroom or seminar room
Materials:	Doctor-comic and tasks, either on poster or via projector on laptop/digital device
Time:	20-30 min. (depending on length of discussion and conclusion)
Procedure:	Participants read the first task without further explanation Show the first task: "Please look at the following picture and read the question below" Show the picture and allocate a few moments for the participants to think. What does the doctor reply? Ask the following question: • "What do you think, which of the 2 persons asks the question and who is the doctor? • "Please explain your opinion." • Ask the participants to indicate with their hands: Who thought that the man was asking the question? Who thought that the woman was asking the question?

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Procedure:	Tell me Doctor, how can I be **slim?** You see, I only eat normal meals, but <u>look</u> at me! What does the doctor reply?

Evaluation and feedback:	1. Why did you think so? Allow participants to explain their interpretations.
	
	  A. Answers might be:
	
	    "Well, I just thought that the woman wants to be slim."
	
	    "Because it is a social phenomenon, that more women than men undertake diets."
	
	    "Because the man sits in the front, holding his glasses, so it looks like he would explain – so he is the doctor". "The woman is asking, because she is standing like she wants to listen and she is exposing her body - so she wants to be slim." , etc.
	
	  B. The woman is the doctor, because she is wearing the doctors' white coat and she is attentively listening to her patient, as her body language indicates". "The man is big, so he wants to be slim", etc.

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Evaluation and feedback:	2. Conclusion: There are many interpretations of the same scene. Interpretations depend on many aspects, like our personal situation as well as internalized social norms (i.e. of beauty and gender) usually allowing us to see only what we have learned to see and hence expect to see. Having preconceived ideas, stereotypes and judgments on people is an unconscious mechanism that is quite normal. Looking at it from an evolutionary and philosophical perspective, the capability of the human brain to automatically develop prejudices enabled us to develop abstract thinking. Hence, we need to acknowledge this phenomenon.
Difficulties that may arise:	• Being confronted with and reflecting one's own internalized prejudice is a challenging learning experience that needs a trustful atmosphere and some encouragement by teachers sharing some of their own prejudices and talking about their learning process. • Also keep in mind, there probably will be participants in the room who have personally experienced sexist discrimination or have been confronted with beauty norms. • In the English version the term doctor stands for male and female. Therefore, when translating, be aware that some languages only use grammatically gendered articles. However, if there's still a generic use of the masculine form (as in German, due to patriarchal structures in language) the example could still be used when translating the generic masculine form.

UNIT 4	MONKEY BUSINESS
Aims:	1. Experience and understand the mechanism of selective perception 2. Realize one's own subjective process of perceiving and judging 3. Understand that our perceptions are being influenced by our expectations and knowledge (including our assumed knowledge like our prejudices and stereotypes) 4. Reflect the consequences of selective perception for our work and everyday life
Target group:	Group of teenagers or grown ups, from 10 years
Room:	Classroom or seminar room
Materials:	The Monkey Business Illusion-shortfilm *https://www.youtube.com/watch?v=IGQmdoK_ZfY* *© Daniel J. Simons* Beamer on laptop/digital device, internet or downloaded file of the short film sequence)
Time:	10-20 min. (depending on time for discussion)
Procedure:	1. Introduce the short film (1:41 mins) and tell the participants that during watching they're supposed to count how many times the players dressed in white pass the ball. 2. The participants watch a short film called "The Monkey Business Illusion". ATTENTION: Stop the film after 0:39 mins to ask for the counted results, then continue the video. Stop again after 1:06 mins 3. Ask the participants: Who saw the gorilla? Participants indicate with hands. Who knew the video? Participants indicate with hands. 4. Continue the video till the end. Last question: Who noticed the curtain change colors? 5. Afterwards, ask the participants to very shortly form a whisper group with their neighbour and to exchange thoughts about the film, its learning outcomes and the connection to actual socio-political situations as well the public media presentation.

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Evaluation and feedback:	We are likely to see what we already have in our minds. We see what we expect and we often overlook what we don't expect. Ask the participants: What does this mean considering our own learned stereotypes and prejudices? Among several possible answers of the participants, the conclusion would be that it is hard to break out of our stereotypes. We tend to find our stereotypes confirmed because we are unconsciously more likely to notice and categorize an action or a situation as "normal" if it fits our stereotypes. Also, we are likely to find explanations, why a behaviour that does not fit our stereotypes is an exception. Therefore, breaking out of our stereotypes and prejudices requires constant word and we have to be aware and careful because with our perception and behaviour we take part in creating realities.

UNIT 5	ATTRIBUTIONS
Aims:	1. Enhance knowledge and experience feelings about internalized prejudices / stereotypes and our selective perception which can lead to have privilege and/or to discrimination. 2. Realize that attributions have nothing to do with the person they are being ascribed to but that these attributions are determined externally. And yet, even by proving judgements wrong over and over, a person who is being ascribed an attribute to cannot only in rare cases change or lose the ascribed attribute 3. Realize the power of attributions in creating (biased) realities and the need to see people beyond their social attributes. 4. Develop alternatives in perspectives and broaden the scopes of action.
Target group:	Teenagers or adults, from 16 years
Room:	Space to create 2 circles of chairs: an inner circle with 8 chairs and an outer circle (not too close) where the rest of the group can sit (5-30 chairs)
Materials:	Chairs, role play cards setting and task written on poster or via projector, 5-8 volunteers who take part in the role play Role-cards: thick paper, coloured, A4 and fold it in the middle to a right angle, like a roof Roles: outsider, expert, boss, darling of the group, loser , smart-ass, scatterbrain, ass-kisser
Time:	60 minutes

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upper half, folded as a shield			
lower half	outsider	expert	boss

Procedure:	1. Introduce the setting, the issue to be discussed and the rules of the role play:
	Setting:
	In your country different ministries joined and offered a reward for best-practice concept in the field of "schools as inclusive learning environments". Your school won the prize of 20.000€. Mainly three colleagues who are involved in support measures for children at risk of early school leaving applied for the prize.
	Issue to be discussed:
	Please discuss in the team what should be done with the prize – 20,000 €.
	Rules:
	a) During the discussion everybody tries to develop ideas and be creative what could be done with that money and present them to the group.
	b) You are not aware of your own role within the team, but you are aware of your team mates roles and you treat them in a way as you imagine people being ascribed the attribution indicated on the card would probably be treated by others.
	c) In the end, when the trainer is handing the word to you, you are allowed to guess the role that was ascribed to you in the team.

2. Find eight participants (if the group is small the role play also works with 5) who are willing to take a seat in the inner circle of chairs and be part of the role play discussion group. The other participants will be silent and discrete observers in this exercise and they are supposed to take notes on its dynamics and its process.

3. The participants seated in the inner circle receive a role card each and it is very important that they don't see their own role. Hence, the trainer will have to handle the cards carefully and the participants will trustfully show their cards to all the others without taking a look at it themselves. This works well if the role-cards are folded in the middle (with the top functioning as a shield to what's written on the role card) and the participant holds the card in front of his*her belly all the time. The roles on the cards can be adapted to the context, here we suggest: outsider, expert, boss, darling of the group, loser, smart-ass (or: know-it-all), scatterbrain (confused), ass-kisser (or: brown-noser).

4. The participants as well as the rest of the group are allowed to take a very discrete and quiet look on the peoples' role cards. If there are any questions of understanding, the trainer could be asked.

5. The trainer carefully lets the discussion run for a couple of minutes, as long as she*he thinks that it is fruitful (regarding the development of dynamics or till the group finds an actual solution), approx. 5-15 minutes.

Evaluation and feedback:	• After the discussion is finished all participants close their role-cards - still without looking at their own roles. The trainer moves from one participant to the next and ask the following questions:
	• How do you feel right now?
	• Do you have any idea about the role you were assigned to in the team?
	• What was your feeling about the group dynamic?
	Note: Those who had difficult roles, like the outsider, should talk first, the boss being last.
	Afterwards the participants can take a look at their role cards:
	Questions to the observing group:
	• What did you observe?
	• Which changes did you notice in the process of the discussion?
	• Were there any persons excluded from the discussion?
	• Who said a lot and who couldn't say anything or hadn't been listened to?
	• Did people try to get out of their roles and did they succeed? Why / Why not?
	Further questions to "the boss":
	• Did you feel you had more power than others?
	• Did you feel any moments when you tried to use that power for stopping excluding dynamics?
	The trainer conducts a physical exercise so that everybody can get rid of their role.
	Discussion on learning outcomes:
	Each time we ascribe attributions to a person we reduce a complex identity of someone to one single aspect. Additionally, attributions are connected to a specific judgment or prejudice that has severe consequences on how a person might be treated in social interactions.
	Strategies of action for people being discriminated against are limited to either fighting against the prejudice or stereotype, which usually has no effect. Or he*she "accepts" the discrimination, which then reinforces the stereotype.
	Actions of solidarity among the discussing 'team colleagues' does usually not occur. The participants can try to find explanations for that.

Variations:	1. If the group is already familiar with each other, this role play activity could also be the starting activity, after units 1 and 2.
	2. If there are fewer people in the active role play and if there's not enough space for the circles, it is possible to "stage" the role play in the front using a semi-circle.
	3. The role play can be adapted to a school or classroom setting. It is also possible to use the same attribution twice within one role play. Especially with teenagers a proper 'letting out of the roles' is important. The trainer can add the questions:
	• How does it feel, if you are being addressed in a certain way again and again, without being able to influence other peoples' opinions?
	• What other commonly used attributes / attributions can you think of? Are they positively or negatively marked? (Mostly they will be negatively attributed).
Difficulties that may arise:	• It is important, that the trainer has a feeling for the group already to assess possible developing group dynamics. Since within the role play real life dynamics will be reproduced the trainer should at all times watch the group dynamics carefully and if necessary intervene. For the distribution of the role-cards, the trainer should not reproduce real life roles within the experiment, that is, an outsider in real life shouldn't be assigned the role play outsider etc.
	• A group that is already sensitized might not want to discriminate against others in the role play. Encourage them to do so anyway here in this safe setting in order to be able to experience the power of discrimination and to analyze and better understand its dynamics afterwards.

UNIT 6	CONCLUSION
Aims:	1. Work out a conclusion and a transfer into school practice: What does this mean for me and my work? 2. Empowering participants
Target group:	Teachers and other staff, from 16 years
Room:	Classroom or seminar room
Materials:	Chairs and tables for group work, worksheet, flipchart paper and markers, individual teaching material examples of participants like school books, tasks or worksheets
Time:	60 - 120 min.
Procedure:	1. Participants will be divided into groups of 3-5 persons. 2. 3 tasks will be given (a, b, c - this could be reduced as well): a) Reflect for yourself briefly on discrimination using the following questions. Please brainstorm on each question ca. 2 minutes (in total 10 min). **Examples of discrimination in school concerning sexism or racism (esp. against Roma students or students with flight experience):** • What situations of discrimination did I observe or hear of? • Is there a system installed in your school – how to systematically deal with these incidents? • In what situations have I (unintentionally) discriminated against students? • In what situations did I experience discrimination or violence (maybe from school staff, parents or students)? • Is there a system installed – see above? Afterwards: Group discussion. Decide what information you would like to share with your group (20 min). b) Today we worked on different concepts like: "prejudice" "perception" "power" "privilege" "discrimination". Brainstorm with your group how all those terms are connected. Create one or two sentences as a statement that includes all of those terms and visualize it (10 min.)

Procedure:	c) Think about the role play attributions and its outcomes. What are the consequences for you and your work? Please discuss your ideas in the group and develop a short concrete action plan with at least 3 little steps (measures). You can use the following support questions: • How can I empower ALL students in their personality? • Where are the boundaries of acceptance and diversity? • How can I empower myself? • How can I represent a broad perspective of heterogeneity in my individual learning materials and learning tasks? Please use your own examples and develop 1-3 measures. (45 min.) 3. Groups present their findings (5-10 min. per group)
Evaluation and feedback:	1. How was the dynamic in the group work? (What was easy or difficult?) 2. How satisfied are you with the group process? (including the outcomes)
Difficulties that may arise:	Not enough time to discuss everything.

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UNIT 7	TEACHING UNITS
UNIT 7.1.	**FOOTBALL HEROINES AND HEROS – THE GENDER QUESTION**
Introduction:	For children to develop as freely as possible according to their skills and interests regardless what gender is being assigned to them, what social background they come from and what skin color they have, they need to feel safe and supported whatever individual choices they make. However, regulations, rules and expectations according to gender are part of everyday social life in school. These social boundaries determine everybody's choices and development and may lead to exclusion and discrimination of pupils who seem to cross these boundaries by non-conforming behaviour. The following unit aims at realizing that society ascribes gender specific attributions on boys and girls as well as at realizing that there are differences in interests and skills for each child regardless of their gender. It also aims at supporting acceptance and appreciation for diversity among the students and thus, helps to create a learning environment that ensures free development of the individual. This unit uses football as an example to learn about and discuss gender stereotypes, gender roles, diversity and equal rights since football has a long history of discriminating and excluding women and yet, there are many women playing football and there's a football world championship for women nowadays.
Aims:	2. Pupils discover and feel empowered to follow their own skills and interests; 2. Pupils realize that that each child has different interests and skills regardless of the resp. gender; 2. Pupils realize that society ascribes gender specific attributions on boys and girls, that determine their own behaviour and actions. But they realize as well that they have a choice whether they want to adapt or not and develop competences in experiencing/expanding their personal scope.
Target group:	2nd to 4th grade (age group 7 – 12 years)
Room:	Classroom or seminar room

Materials:	Picture A and B, each as coloured copy Sheet C – 1 copy, cut out the questions Sheet D – copies according to the number of students Paper, scissors, pens, chalk or tape, magazines
Procedure:	Lesson 1 - Who is Nadine Angerer? Lesson 2 - Football – for boys only? Lesson 3 - Things that I do Lesson 4 - Boys and girls alike? Game. Lesson 5 - Conclusion: Whatever your gender is. Poster.
Time:	Ca. 5 lessons (à 45 min.)

LESSON 1 - WHO IS NADINE ANGERER? (INTRODUCTION)

Teacher asks the pupils:

Who is Nadine Angerer? (Or any other successful national female football player)

Who is Manuel Neuer? (Or any other successful male football player)

These questions should be hung up visibly at 2 different places somewhere in the classroom. The pupils go to the question they know the answer to. Each student gets the chance to answer the questions before the teacher presents the solution. The teacher may then show pictures A and B of these players and give some information on both football players.

Impulses for discussion:

> Why do many people know Manuel Neuer (or name of any other successful male football player) and why don't they know Nadine Angerer (or name of any other successful female football player)?

> Do the girls in your class play football?

> Do you think football is a boys' sport? Give reasons!

LESSON 2 - FOOTBALL - FOR BOYS ONLY?

The pupils read the text on women in football (appendix 2 "Women Wanted To Play Football, Too!")

Then they watch two short interview sequences where girls speak about their passion for and experience of playing football in a football team.
https://clixmix.de/suche/fu%C3%9Fball Last access: 24.02.2017.

These interviews are in German, please look online for similar video clips in the language you need.

Impulses for discussion:

> Why do girls play football?

> Are girls able to play football just as well as boys?

> Are boys and girls allowed to do the same things?

Is there anything that boys/men or girls/women are not allowed to do?

LESSON 3 - THINGS THAT I DO

The pupils fill out the worksheet C "What do you do?" Each pupil draws within the frames what he or she enjoys doing or what he or she does around the house, at school, in their leisure time,… Older kids may additionally write. The pupils are supposed to color the frames according to what activity they think is rather assigned to girls or to boys.

Yellow: if you think this is something that girls do rather than boys

Green: if you think this is something that boys do rather than girls

For evaluation the pupils can interview each other, e.g.: "I ask Luis: What do you do?"

Impulses for discussion:

Is there anything that typically girls do?

Is there anything that typically boys do?

Is that true for all boys/ all girls?

What do you think about it? Why (give reasons)?

What do you like about being a boy/girl? What don't you like about being a boy/girl? Why (give reasons)?

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LESSON 4 - BOYS AND GIRLS ALIKE?
GAME

Push the tables in the classroom aside and divide the room into two parts by a line (chalk or tape). One half means "YES", the other half means "NO".

All pupils stand in a row on the line. The teacher then reads aloud one issue/activity (appendix 4 Worksheet D Activities) after another and the pupils position themselves on one of the sides (either YES or NO). Give them some seconds to decide, then call out: "Yes or No – make a decision now!" Then everybody has to stand on the side they chose.

The teacher can either introduce this exercise as personal experience, asking: "Who of you has ever played football…"

OR

The teacher can introduce this exercise as a call for the students opinions, asking: "Playing football is for boys only!, …"

Objective:

Pupils learn that each person can decide for him*herself what they do or play. General statements ("make-up is only for girls") which include social norms should be questioned – at the same time pupils have the desire to "fit into" a category and don't want to be singled out. A little story from real life: A boy, 8 years old put lip balm from a lipstick on his lips. His friend, a girl of the same age said: "Tim, lipstick is for girls only." He answered: "Lipstick is for lips".

It will be good when the teacher accepts the different opinions of the pupils in the first place. "Difficult" opinions should be discussed.

LESSON 5 - CONCLUSION - WHATEVER YOUR GENDER IS

The pupils create a poster titled: "Whatever Your Gender Is".

Example:

WHATEVER YOUR GENDER IS…

GIRLS CAN…   BOYS CAN…

The pupils will write different activities and character traits of boys and girls on coloured pieces of paper, i.e.: wearing pink shirts, playing football, watching Star Wars, dancing,…They will glue these paper cards to the poster - under either of the two categories GIRLS CAN… / BOYS CAN… 6 pupils can work together on one poster. Later the posters will discussed within the whole class.

The things discussed in the previous lesson will be fixed in written form here. The aim is to make pupils aware, that they can do things regardless of their ascribed gender. And that it is ok, when they would like to do things, which "normally" rather been done by the opposite gender.

Variation:	Instead of writing down activities and character traits, the students may use pictures/illustrations of magazines showing boys and girls in order to create a poster, i.e.: a girl playing football, a man pushing the stroller.
	Please note: By now, the students should have realized that gender is not a boundary to what kids can or cannot do, so that the posters should reflect some non-stereotypical assignations of activities and character traits.
Difficulties that may arise:	Some pupils may grow up in families with very traditional points of view concerning gender. For these students this unit may be a challenge. It is important to point out that there are human rights as well as federal laws protecting the freedom and equality of men and women. Everybody may live his or her life according to their own beliefs and wishes and it is ok to choose a traditional role and a traditional behavior for oneself but it can't be assigned to anyone.
	This unit has a focus on equal rights of boys and girls and on gender putting no boundaries on your abilities and character traits. However, there is no mentioning of transgender or intersexual children who certainly have their own struggles concerning gender norms. The teacher should be sensitive to everyone in the class and adapt this unit if needed, so that all students feel that they are being seen and taken seriously.

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SOURCES AND LINKS:

Appendix 1: Pictures A and B

Appendix 2: Text: Women Wanted To Play Football, Too!

Appendix 3: Worksheet C What do you do?

Appendix 4: Worksheet D Activities

BOOKS (all materials in German, please check in your country what would be suitable)

Höfele, Hartmut E.; Steffe, Susanne (2013): Bunte Fußballwelt. Das Kinder-Fußball-Aktionsbuch: jede Menge Spiele, Geschichten, Infos und Lieder. Aachen

Neumayer, Gabi (2008) Frag doch mal … die Maus! – Fußball. Die Sachbuchreihe. München
Ab 6 Jahren

Bundeszentrale für politische Bildung: Themenblätter für die Grundschule; Grundrechte - Mädchen und Jungen sind gleichberechtigt. (15 großformatige farbige Zeichnungen in A4 bzw. A3 (Spielplatzszene, Küchenszene) mit Mädchen und Jungen bzw. Männern und Frauen in ungewöhnlichen Rollenkonstellationen + Hinweise für Lehrer*innen, kostenlos zu bestellen unter: *http://www.bpb.de/shop/lernen/thema-im-unterricht/36955/grundrechte-maedchen-und-jungen-sind-gleichberechtigt*

Janßen, Ulrich; Steuernagel, Ulla (2005): Die Kinder-Uni. Forscher erklären die Rätsel der Welt. München

Hense, Natalie (2009): Ich hasse Rosa! Berlin

Geschichte mit großen Bildern und wenig Text für 1. bis 4. Klasse über Mädchen und Jungen, die keine typischen Vorlieben haben.

Boie, Kirsten (2002): Kann doch jeder sein, wie er will. Hamburg

Eine Geschichte für 1. bis 4. Klasse über eine Verwechslung

LINKS

Frauennationalmannschaft Nadine Angerer: *http://www.dfb.de/frauen-nationalmannschaft/team/profil?_=r&spieledb_path=%2Fteams%2F27385%2Fnational_player%2F50839 Lastaccess 16.2.2017*

https://www.bpb.de/shop/lernen/filmhefte/34135/kick-it-like-beckham Lastaccess: 20.02.2017

https://de.wikipedia.org/wiki/Frauenfu%C3%9Fball (Geschichte des Frauenfußballs) Lastaccess: 20.02.2017

http://www.geo.de/GEOlino/mensch/fussballweltmeisterschaft-die-kuriose-geschichte-des-frauenfussballs-68754.html (Geschichte des Frauenfußballs, für Kinder verständlich)Lastaccess: 20.02.2017

https://clixmix.de/suche/fu%C3%9Fball Lastaccess: 20.02.2017

http://pixabay.com/ (Bilder von Nadine Angerer und Manuel Neuer) Lastaccess: 20.02.2017

PICTURE A: MANUEL NEUER

PICTURE B: NADINE ANGERER

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WOMEN WANTED TO PLAY FOOTBALL, TOO!

By early 20th century, you could see women playing the game seriously in different parts of Great Britain, France and Canada. The women had to wear skirts and hats during the game.

In 1921, the influential central body of the game set a ban on women for playing football for 50 years. However, in 1930, the first German women's football club was founded. Unfortunately, it was the only women's football club in Germany, so the team always had to play against itself.

Many people were indignant over women playing football. According to their opinion women should not play football. They threw stones against the women's heads and insulted them.

That's why, in 1933, women's football clubs were prohibited in Germany. They said, women who play football lose their "female graze" and offended their "propriety and decency". They were not supposed to display their bodies in sports.

It was not until 1970 that women were allowed to play football in clubs again.

In 1989 the German women's football national team won the European Championship. 2003 and 2007 they were the winners of the World Championship.

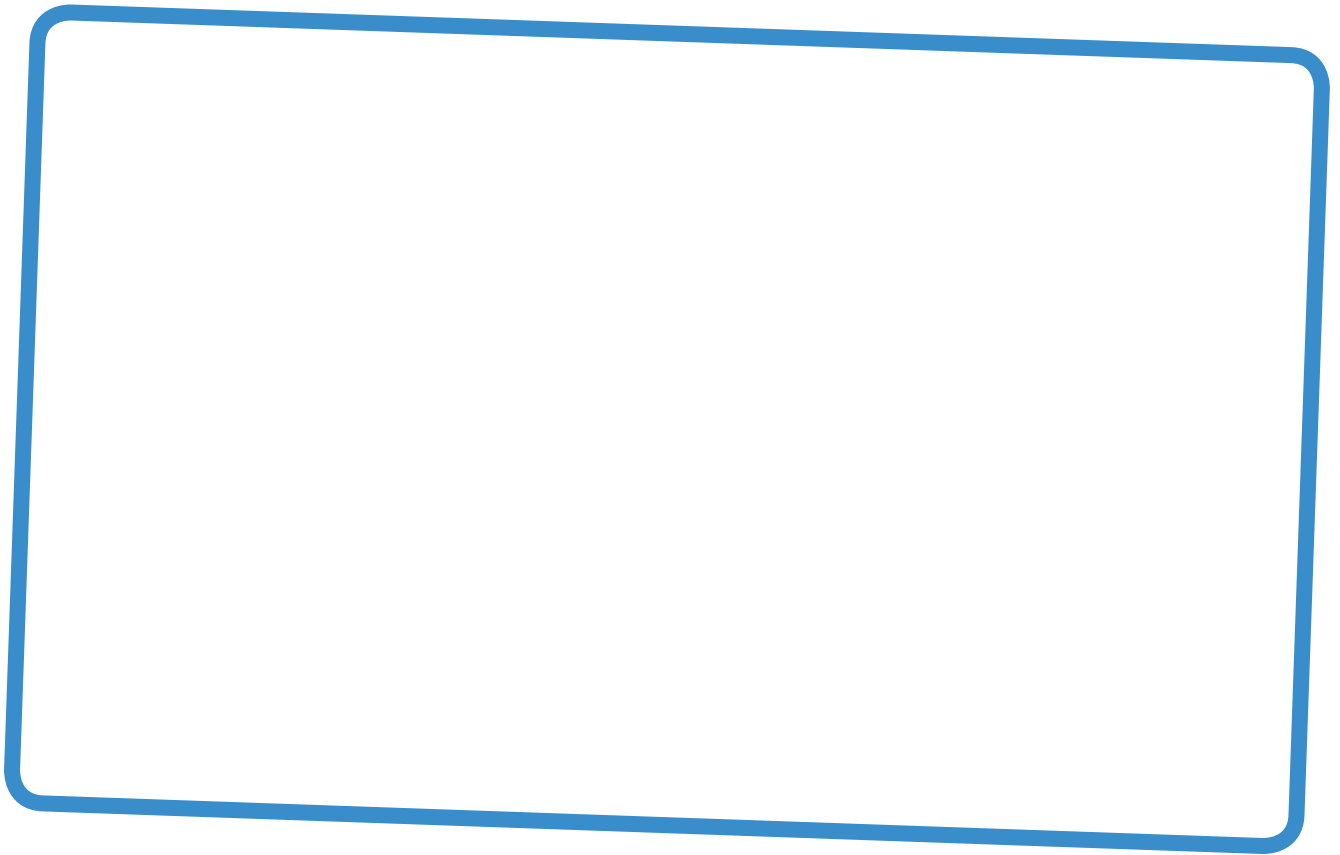What prize did the players get for winning the European Championship in 1989? What do you think?

The players got a coffee set and an ironing board as a prize.

What would Bastian Schweinsteiger say, if he got an ironing board for winning the European Championship?

Fortunately, times have changed. More than 1 million girls and women in Germany are active football players as club members.

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playing soccer	wearing jewelry
long hair	wearing make-up
playing with dolls	playing with toy weapons
playing with LEGO	sewing
climbing trees	helping with the cooking
baking	wearing pink t-shirts
dancing ballet	can become sports trainer (when grown up)
going on space missions	running really fast
Can become the president of the country when grown up	Can take care of the family when grown up.

TEACHING UNITS	
UNIT 7.2	**WELCOME REFUGEES**
Aims:	For many years the number of refugees has been increasing worldwide. More and more refugees try to seek shelter and asylum in central European countries, so it became a viral topic for all of us. There are efforts to create an atmosphere of empathy and a welcome culture on one hand and there is fear and rejection on the other. On top of that the refugee topic is very often scandalized by certain media. Schools should offer a space for giving answers to questions of students as well as strengthen the new arriving children in order to include them into regular schools. It is important that you are very careful if you have children with flight experiences in your classes that you try to avoid situations which might trigger traumatizing experiences. For that reason some parts of this teaching unit are not suitable for children with flight experiences.
	A very good introduction with useful advices for teachers who might get confronted with traumatized children is the "Trauma Picture Book" which can be downloaded in four languages here:
	http://www.susannestein.de/VIA-online/traumabilderbuch.html Last access: 24.2.2017
	The book should not be used in classroom, but it can help to react properly, if you get confronted with re-traumatizing situations.
	If you work especially with children refugees without second language knowledge, we have also added some exercises/ games (see appendix 3).
Target group:	Grade 3-6, age 8-12 years
Room:	Space to create 2 circles of chairs: an inner circle with 8 chairs and an outer circle (not too close) where the rest of the group can sit (5-30 chairs)
Materials:	Papers (A 5), colored pencils
Time:	3 lessons
Procedure:	Lesson 1 - What we all share Lesson 2 - A flight story Lesson 3 - Reasons for leaving your country

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LESSON 1 - WHAT WE ALL SHARE

Pupils will get sheets of thin carton paper (A 5). The task is to find needs and emotions, that all children share (eating, playing, being happy, being sad etc.). Each pupil should at least write three examples and draw a little picture on the sheets (10-15 min). All sheets are collected for a little exhibition on a wall paper (doubled sheets together). No further debate at this point is foreseen, only if there is something the class/group wants to talk about.

For eliciting the knowledge of the pupils you should begin with an open question round and note keywords, then the pupils start a debate. Please be aware that you might also be confronted with prejudices and stereotypes, in that case you can refer to generalization as problem in the debate.

Impulses for discussion:

> What do you know about refugees?

> Why do you think people are leaving their countries?

Then you can come back to the wall paper with the general needs of all children as a visual argument that we all share the same needs.

LESSON 2 - A FLIGHT STORY

If you have children with flight experiences please skip this part, or ask very carefully, if they want to speak about their flight experiences.

You present the story of a flight in various chapters (see worksheet 1 – A flight story).

The pupils should bring the chapters in the right order, each chooses one or two of the chapters (according to the group size) and draw a picture according to their imagination.

At the end all pictures are glued together on a long piece of paper (e.g. wallpaper) and a title is given. So the class will a have a visualized story created by themselves.

You can add to this lesson short information films from different websites about the actual situation of refugees/asylum seekers according to the situation in your country. It is always good to find films with children in the same age group as the pupils.

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LESSON 3 - REASONS FOR LEAVING YOUR COUNTRY

The pupils get six examples of reasons for leaving the home country (worksheet 2 - Reasons for leaving your country). The stories were introduced and discussed.

Impulses for discussion:

> Could you understand the reasons?

> Imagine you arrive in a country where your skin color / your language / your religion or non-religious attitude is very different to the majority in this country.

Additionally a welcome poster for refugees for the school can be created, for that poster you can use the pictures being produced during this unit.

Evaluation:	Evaluation will take place by asking the students about their impressions from last lessons.
Variation:	According to various levels of knowledge on reading or writing the pupils can focus on painting, other can overtake the part of writing and explaining.
Difficulties that may arise:	The teacher has to be careful, that "ugly remarks" about the stories from children are interrupted.

APPENDIX:

Appendix 1: Worksheet 1: A flight story

Appendix 2: Worksheet 2: Reasons for leaving your country

Appendix 3: Assembly of games/exercises without words

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Cut out the titles, mix it and give it to the students. For each title they should draw a picture. Afterwards the pictures have to be placed in the right order.

In the middle of the night airplanes are coming, bombs are falling. We have to escape.	
We hide in a park while my father tries to get bus tickets.	For one day and one night we are on a long bus ride, which brings us to the Aegean coast of Turkey.
For one day and one night we are on a long bus ride, which brings us to the Aegean coast of Turkey.	I am very scared on the boat, it is cold, I am hungry. We are not allowed to move in order to prevent the boat from sinking.
One night we are suddenly taken to a small boat.	
We have to wait very long until we are registered in a big tent.	We are taken to Athens by a big ferryboat.
The truck-driver tells us to get out, he says that we are in Germany.	Now we are living in an asylum shelter, one room for the whole family.

We went to Germany because of the ongoing bomb attacks. I miss Iraq, my grandpa, the trees, my dog and my friends and my football team. But I started to play football and make goals already here.

Amad , 10 years

My grandma wanted to see the world. She came from the Black sea coast to Germany because she found a job over here. With her first saved money she bought a car. After getting the driving license she brought her husband from Turkey to Germany.

Dilara, 11 years

My mother came to Germany as a child all by herself, because a war broke out in Eritrea. In the first years she lived here in a child care home. She likes music, and she is still singing songs from Eritrea.

Mehari, 7 years

My father is a very funny and open minded guy. In Syria he was writing for a newspaper and they published some jokes about the president. Then the police came and he was arrested for four days. When he came back, we immediately left the country, because we were afraid, that he might be arrested again.

Yusef, 11 years

More than 200 years ago my great-great-great-great parents had been very poor and went from the south of Germany to Russia, because they got some farmland over there. And they stayed. But my grandparents were poor again. That is why they went back to Germany with their children, and I was born here.

Natalia, 9 years

My grandparents sent my father from Afghanistan to Germany. He should study mechanical engineering. But secretly he started to study music and became a conductor. Later he invited all his family to his concert. Everybody was very proud of him.

Yousri, 10 years

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APPENDIX 3: ASSEMBLY OF GAMES/EXERCISES WITHOUT WORDS

Games without words

The following games are very suitable for groups without common language knowledge, for example for classes with newly arrived refugee children. Playing together is a very helpful tool to create an inclusive atmosphere, a necessary condition for initiating successful learning processes.

Penguins and flamingos

You need some space for moving (outside, entrance hall). One person is a flamingo (moving like a flamingo, high but slowly steps, waving his arms), all the other are penguins (moving like a penguin, heels together, arms close to the body). The flamingo tries to catch the penguins, if he touches a penguin, this penguin turns immediately into a flamingo and tries to catch other penguins. If there is only one penguin left, the game turns the other way round, all touched flamingos become penguins.

Bodyguard and superstar

The group is forming a circle, they are the fan-crowd. In the middle of the circle there is one "superstar" and one "bodyguard". The fan-crowd is now trying to aim the superstar with a packet of paper-handkerchiefs and the bodyguard tries to prevent this. If the superstar gets hit, he changes back to the fan-crowd circle, the bodyguard becomes the new superstar and the child who has thrown the packet of handkerchiefs becomes the new bodyguard.

Helping game

Chose a slow music (classical music etc.). Everybody has a sheet of paper on his head. When the music starts, everybody starts to walk around without holding the paper. If someone is losing his sheet of paper, she or he has to freeze immediately until another person (with a sheet on top) comes to help him by picking up the sheet from the floor and returning the piece of paper back their head again. Then this person can continue to walk around. After three minutes the music stops. The group only wins the game, if all the papers are back to their heads again.

Blinking game

The group is forming a circle with chairs. One chair for two people. One is sitting the other is standing behind with hands on the back. One chair is empty. The person behind the empty chair is trying to attract someone to his chair by blinking to somebody. This person tries to run quickly to the empty chair. The person behind the other chair tries to hold him/ her back. If the escape was successful the next one tries to attract somebody by blinking.

Good morning, good night

You need two rows of chairs behind each other, the same number of chairs in each line. People from the second row say "Good night", the ones from the front row close their eyes and lean relaxed back. Now the second row gets up and changes their position by tiptoeing very quietly behind a chair from the first row. A soft massage (only shoulders) is starting. After one minute the directing person says stop and people from the second row sit back and say "good morning". Now people from the first row open their eyes again and guess who has done their massage. If they are right, they can stay and get another massage, if they guessed wrong they have to change the place with the person from the second row, which they named wrong. Then the game is starting all over again. It is also a good opportunity for learning names.

Schools as learning environments

INTRODUCTION

It seems obvious that schools are environments for learning. But what exactly are favourable conditions for learning? How could schools best perform their function?

The hypotheses underlining this module are the following:

- Teaching aims and methods should take into consideration the diversity of expectations, competences and sociocultural positions of the students. This should be done in a way that each child's capacity for learning, measured in relation to their abilities, is enhanced - (see 2. "My biggest lesson in life", 3. "Blame the victim" and 4. "The Australian IQ test").

    - Diversity is not the same as accepting inequality. Giving equal chances to all students means giving extra support to those lagging behind, as well as to those who prove to be exceptionally talented (see 6. "The Class" and 7. "Whole school approach").

- High standards within individual disciplines alone cannot guarantee good quality learning. Multidisciplinarity and cooperation are also demanded both from students and teachers in order to show and discover how specific scientific questions and social problems are connected (see 5. "Complex Instruction Program").

    - Learning happens not only in class but in the general environment of the school. The building, the composition and attitude of the personnel, extra-curricular activities, official regulations as well as the school culture (values, beliefs, customs, implicit rules, symbols, ceremonies, rituals) - all have an impact on the students (see 7. "Whole school approach").

- Finally, it is important that the school functions not in isolation, but rather in harmony with the community or communities it serves. A close relationship with parents and local communities is a vital factor in enabling the school to function as a learning environment (see 6. "The Class" and 7. "Whole school approach").

Aims:	The aims of this module are: a. to make teachers reflect on their own teaching practice and b. to help them evaluate their school as a learning environment for students of diverse needs.
Target group:	Teachers and other personnel of primary and secondary schools This module is for teachers/headmasters/social workers/volunteers/school assistants. Two exercises can be adapted in class, namely "Blame the victim" (16-18 years), which gives participants firsthand experience of discrimination, and "Complex Instruction Program".
Room:	This module is designed for a group of 15 to 20 people. Chairs should be movable and there should be enough space to move about freely in the room. Tables are needed for the "Blame the victim" exercise.
Materials:	Flip chart, cards, markers, computer, projector, a table for the projector and handouts, different materials for the "Blame the victim" exercise (see below)
Time:	8h 30 min
Prodedure:	After an introduction, the module starts with a personal review of the participants' learning experiences: "My biggest lesson in life" (2). Which approaches, topics and persons have had a special impact on my learning? Participants briefly leave their familiar role as teachers and take on the perspective of a learner. Inclusion is the overall topic of the PEARLS teacher training course. In order to understand all dimensions of inclusion, it is necessary first to show how exclusion functions. This again is done through a personal approach, as participants literally experience exclusion in the possibly controversial exercise "Blame the victim" (3).

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Prodedure:	The next exercise, called "The Australian IQ test" (4), deals with both individual and structural levels of discrimination. It focuses on the material and tasks which teachers might provide to their students. Here cultural sensitivity is necessary, as the same tasks do not necessarily apply to all pupils in a given class – as is very vividly displayed in the tale "The Story of the animal school" by Rabbi Z. Greenwald, which is included as an annex.
	The following three units give examples of how to deal constructively with diversity. Participants are also asked to develop ideas for their local setting.
	Unit 5. ("Complex Instruction Program") familiarizes teachers with a cooperative learning method. Unit 6 ("The class", in which participants are shown scenes from a film by Laurent Cantet) introduces some practical ideas of what an inclusive school – i.e. an institution that represents all students and which provides fair learning opportunities – could look like. In the last unit (7. "Whole school approach"), participants have two hours to develop concrete plans, addressing questions such as "What can my colleagues and I do, together with parents and other stakeholders, to make our school more inclusive and just?".

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OVERVIEW

NO.	TITLE OF SUB-UNIT	OBJECTIVE/S	DURA-TION
UNIT 1	Introduction	Making objectives clear	15 min.
UNIT 2	My biggest lesson in life	Demonstrating that the most important things we retain as lessons learned are not knowledge-based but value-based. Joint reflection on the role of a teacher.	1h 15 min.
UNIT 3	Blame the victim	Understanding the mechanism of discrimination and showing how it translates into unconscious behavioural patterns.	1h 15 min.
UNIT 4	The Australian IQ Test	Experiencing difficulties due to cultural distance in task performance.	45 min.
UNIT 5	Complex Instruction Program	Getting acquainted with a cooperative methodology as a mean of fostering inclusion.	1h 30 min.
UNIT 6	"The class" (Entre les murs)	Relating scenes from the film to participants' experiences and eventually making a list of the things the school can do to avoid exclusion.	1h 30 min.
UNIT 7	Whole school approach	Putting findings into practice, developing an individual action plan.	2h
			Total ca. 8h

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UNIT 1	INTRODUCTION

Description

The trainer clarifies the aims of the specific module and its expected learning outcome.

Instructions:

Participants are expected to reflect together on the conditions that hinder and those that enhance learning in a diverse class. The purpose is to take ideas and tools with them, which they can use in their own pedagogical practice.

At the end of the module participants will have a clearer idea of the main components of an inclusive school. They are able to introduce necessary changes in their school in order to optimize the learning chances of all pupils. nötigen Veränderungen in ihrer Schule einzuleiten, um die Lernchancen aller Schüler*innen zu verbessern.

Target group:	Teachers and pedagogical staff
Materials:	If considered as necessary the trainer can make notes on the flipchart
Time:	15 min.

UNIT 2	BIGGEST LESSON IN LIFE
Description:	Participants are asked to reflect on their own learning experiences. They collect factors that facilitate learning.
Target group:	Teachers and pedagogical staff
Materials:	flipchart, cards, markers
Time:	1h 15 min.

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Procedure:	The activity starts with a question addressed to the participants: *„What are the 3 most important things you have learned in life?"* They should answer the question individually, writing key words on cards.

Then the trainer asks: *"Please note on your card where, in what circumstances you learned that particular thing and from whom."*

He*she then collects the cards and organizes them on the flipchart. Alternatively he*she can ask the participants to read out loudly what they marked on their cards and he*she notes the answers on the flipchart.

Normally people will remember things that are not necessarily connected to school or at least to formal education. To realize this is exactly the aim. It is important to put the question in a way that participants do not associate automatically "school" when thinking about learning.

As a conclusion the trainer points at the fact that learning is marking and sustainable if it is value based, if it makes sense in the context of learning and if the one who transfers the value is authentic.

Finally, the trainer asks the group to reflect on the question: **"How can the above principles be translated in learning/ teaching in school?" Participants are encouraged to list their own "good practices".**

Thoughts for discussion:

What do we see? (Usually we recollect positive thoughts and values.)

Where does learning take place? (In very diverse environments, including schools, though not necessarily in the classroom. Informal learning seems to be very important as well.)

What influences the effectiveness of learning? (Learning is remembered as important if it is an emotionally marking experience. People will remember value based learning rather than knowledge based learning. A marking experience, an authentic master figure are important trainers of learning.) |

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Procedure:	How can the school most effectively enhance learning? (Taking into consideration of what has been discussed.) What are the tools that participants use or are familiar with, which enhance learning?
Evaluation:	• The trainer has to mention threats of a learning approach in school which might focus too strongly on values, and too little on facts, as this can be manipulative. For example: A politician who addresses certain values very intensely, in form of clear and striking pictures, metaphors and stories has higher chances to convince people than a candidate who relies mainly on facts and figures. Donald Trump recalled, among others, a very old metaphor in the election campaign 2016 – he compared the U.S.A. to a body, which is in danger of death, other nations would pump poison into the "US bloodstream" etc. The repeating of these pictures lead to the fact that people will more strongly oppose against migration. And once a person has an attitude towards a certain issue, solely facts will not change the attitude resp. the decision to vote for a certain party. This has been shown in empirical studies. In order to prevent a potential overwhelming in educational contexts, teachers should have in mind three principles: • Indoctrination of any kind is not allowed. • Controversial positions in society and (social) sciences must be also reflected in class. • Teachers should enable students to analyse their own interests in political situations.

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UNIT 3	BLAME THE VICTIM
Description:	Blame the victim is a role play in which participants are asked to perform a simple task divided into 3 groups. The task is for example to build a tower out of paper. Each group gets the same task, but the material for each group is different.
Target group:	Pupils from 16 years
Materials:	Materials: 3 envelopes with different content: 1st envelope: 5 white A4 sheets, paper glue, colourful thread, adhesive tape, glitters and coloured pens (6 colours) scissors, 5 wooden sticks, ruler 2nd envelope: 4 white A4 sheets, paper glue, colourful thread, adhesive tape, coloured pens (4 colours), scissors, 2 wooden sticks, ruler 3rd envelope: 3 white A4 sheets, colourful thread, adhesive tape, coloured pens (2 colours), ruler
Time:	Time: 1h 15 min 10 min preparation 25 min time to work on the towers 40 min evaluation
Procedure:	The trainer forms 3 small groups and asks them to each gather around one table. The tables are far enough from each other so that the groups do not disturb each other during the work. Each group receives an envelope with the material. Then the trainer announces the objectives (see instructions)

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	"This is a competition to test your creativity (or cooperation etc.)."
	The announced objective should not be very far from the exercise, but as it is a simulation, the full and real objective cannot be revealed in the beginning. Most importantly the name of the game should not be mentioned.
	"You will build a tower from the material we are going to distribute. We are going to give you points, evaluating both the process and the results. Criteria for the points include beauty, height, rapidity and effectiveness of the process. You have got 20 minutes."
	As soon as the groups start building their towers the trainer
	• Motivates group 1 e.g. for the good quality, imagination and discipline.
	• Scolds group 3 for the poor work and puts as much stress on this group as possible.
	• Gives neutral or just little negative comments to group 2.
Procedure:	The different treatment is maintained during the whole exercise. In general groups are so busy performing that they do not realize the evident inequality, neither the biased nature of the teacher's intervention. This is a perfect introduction for a discussion on discrimination, see part evaluation.
	After 15 minutes the trainer announces:
	"Although it is a competition, you can send now one messenger from your table to another one, to see if there are ideas that you could use."
	The trainer allows the messengers to stay at a different table for a couple of minutes, then he*she calls them back to their original table. No additional instructions should be given. Messengers are not forbidden explicitly to borrow material from a different table, although they are not explicitly encouraged. The dynamic of the short visits depends totally on the group.
	After 25 minutes the game is over. The trainer marks the 3 groups, making sure the group 1 wins.

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Evaluation:	**Thoughts for the discussion in the plenary:** • What happened? • How did you feel? • Did you realize something strange happened? • Do you think it was the same experience for each group? • What was the difference? By that time it is no secret for anybody that the original conditions were not the same. Still usually the short visits of the "messengers" do not change the situation. Groups rarely share the resources with each other and most of the time they do not break the groups by exchanging members. If it does not come spontaneously in the discussion, participants can be directly asked: • Was there discrimination involved? • In what way? How would you define discrimination? • Was it only about resources or was it also about treatment? • Do these aspects of the game remind you of realistic situations? Of what? Announce the name of the game: "Blame the victim" – if necessary • Does something similar happen in real life schools? If yes, in what way? What is the teacher's responsibility? What can he*she do and what are the limits of his*her action?

	Pedagogical objective: The trainer explains that it is a well-known and understandable sociological phenomenon that relatively privileged members of society blame those who are deprived for their poverty or bad performance. This is a defending mechanism as it gives good feelings about one's own performance (it is not because I am luckier but I am allegedly better) and protects against the negative thought "it can happen to me too". The more a social group is sociologically and economically closer to the deprived group the more it has a tendency to emotionally cut itself of those who are threateningly near. If lack of resources is coupled with blaming and systematic negative feedback, these can turn to be self-fulfilling prophecies and members of oppressed groups treated in this way start to behave as they are expected to be: underperforming or deviant. Ending of the exercise: Trainers make sure they create a ritual to come out of the game. For example everybody makes a gesture to "throw away" the role. The trainers can even excuse themselves for any bad feelings they have created and praise all the groups (especially the third one) for the fact that they did not abandon the competition. They can also reassure the first group that the game mostly goes this way and also in life: the conditions of discrimination are rarely visible for those who do not suffer from it. This reflects the power structures in our societies and not the individual characters of group 1 members.
Difficulties that may arise:	Too little time, too long discussions. The "Blame the victim exercise" requires the pre-existence of an atmosphere of trust in the group. If there are inherent tensions some of the participants might feel offended. Teenagers however need to be protected even more than adult participants. The discussion after the exercise should be more thorough and lead to more explicit conclusions.

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UNIT 4	THE AUSTRALIAN IQ TEST
Description:	This test has been developed based on a real ethnographical example to demonstrate how cultural knowledge is involved in tasks presented in class. Cultural knowledge of majority groups is taken for granted and therefore the bias in the expectations towards children of different cultural or social background remains unnoticed. Because culture is taken for granted it constitutes an invisible bias. Therefore children who do not share all aspects of the culture of the majority might be discriminated. This process is part of the involuntary discriminatory mechanisms in school. Teachers should be at least aware of this bias and question their own judgements against the recognition of possible cultural differences.
Time:	45 min.
Prodedure:	The trainer introduces the activity, explaining that we are going to do a simulation of a school test. The only problem is that this school is in Australia and the other children are aborigines. Therefore the examples in the test are from aboriginal life, but apart from that solving the test should not cause any problem. However, if they are not sure of the answer, they could still guess. The teacher distributes annex "The Original Australian Test of Intelligence".

After the participants fill in the tests individually, the trainer gives the good answers, explaining in detail the logic behind them. (The teacher may refer to the information in the annex "Scoring Sheet: Australian Test of Intelligence"

Participants then are asked to reflect on their experience and link it to real life examples.

Thoughts for reflection:

• How did it feel to be faced with the questions?

• What have you been thinking?

• Do you think that this kind of experience is common in school?

• Do you have personal examples or stories in relation to this topic?

• What causes such experiences for students in real life?

• What can be done to minimize the alienating effect of unified class work in diverse classrooms? |

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UNIT 5	COMPLEX INSTRUCTION PROGRAM – A DEMONSTRATION [5]
Description:	Cooperative learning is a form of classroom instruction that structures collaborative interactions among learners to achieve the teacher's goals. Several educational psychologists and sociologists have developed extensive research based collections of strategies that collectively are known as Cooperative Learning. Elizabeth Cohen and her colleagues at Stanford University developed a form of cooperative learning known as Complex Instruction (CI). Their work shows us how to organize our classrooms for successful collaboration among heterogeneous groups of learners. They have bridged research and practice to create a form of Cooperative Learning that is robust in its learning outcomes across disciplines and grade/age levels of students. CI group work looks similar to other forms of cooperative learning. As such, it utilizes classroom norms and groups roles like other forms of cooperative learning. Where CI differs from other forms of cooperative learning is in the assumption it makes about why children participate (or do not participate) in collaborative learning groups For more information see: http://cgi.stanford.edu/group/pci/cgi-bin/site.cgi Last access: 8.2.2017
Time:	1h 30 min.
Materials:	flip chart paper, A4-sheets scissors, glue, coloured pens, projector, laptop, sources of information, instructions

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5 The source of this activity is the methodology introduced in Hungary by Eva B. Nag

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Example of a topic to be treated by the CIP method:

TEACHER BURNOUT

The module is composed of 8 main parts:

1. MOTIVATION: A FILM, A SONG, A TEXT, TO START REFLECTION UPON THE TOPIC (5')

An example for motivation:

1. Some jokes regarding burnout (see annex)

2. Short definition of burnout

3. A brief introduction of the topic regarding empathy of teachers

2. FORM 3-4 SMALL GROUPS

It is important that in each group should be „successful" and „less successful" students, so that competences and knowledge are distributed equally amongst the groups. (5')

- The teacher should inform the students about group norms and values:

- Norms required for productive group work: Responding to the needs of the group. • Pay attention to what other group members need. • No one is done until everyone is done. Learning to help, ask questions, and explain • Discuss and decide. • Give reasons for your suggestions. • Explain by telling how. • Everyone helps. • Help others do things for themselves. • Find out what others think. • Tell why. Prevent dominance. • Everyone gives information. • Make a plan. • Agree on strategies. • Describe accurately and in detail. • Say your own ideas. • Listen to others, give everyone a chance to talk. • Ask others for their ideas. • Give reasons for your ideas.

Source: Designing Group Work Strategies for the Heterogeneous Classroom. Ed. by: Elizabeth G. Cohen & Rachel A. Lotan. p. 61.

3. DISTRIBUTING THE ROLES (3')

The CIP method is based on the capacity of the teacher to delegate and share his*her power to the children. Students therefore are expected to work autonomously in groups. Everybody in the group is responsible for the collective and individual learning. To facilitate this power transfer, specific roles are given to students in each group.

The roles are:

a. Harmonizer: Helps the group's communication, helps solving conflicts within the group, encourages all the group members to participate (e.g. asking questions)
b. Scribble: Takes notes on discussions, resumes the work of the group, puts together the notes for the oral report, collects contributions from the group members
c. Helper/small teacher: Makes sure everybody has understood the tasks, if necessary calls the teacher to the group for clarifications, helps in distributing the roles within the group

d. Logistician: Assures the necessary material for group work, collects additional resources, follows up the use of the material, involves group members in handling material

e. Time keeper: Follows up time use, informing group members about the remaining time

f. Reporter: Reports to the class about group work, makes sure everybody has understood the report

Instructions for role distribution:

Make the assignment of the job to a specific member of the group public knowledge. Other group members will recognize that you have given this person the authority to act as trainer, reporter, or materials manager. • Rotate role assignments so all group members eventually play all roles. • Specify in great detail what the person playing the role is supposed to do and what the role responsibilities are. • Make sure that all group members know what the responsibilities of each role are. (source: ibid)

4. THE TEACHER GIVES THE INSTRUCTIONS FOR THE WORK TO BE DEVELOPED IN EACH GROUP (2')

These are open-ended tasks. Each group receives a different task, but the tasks all relate to the same common topic. In this way the topic will be looked upon from different angles.

Tasks can be found in the annex: resource card and activity cards.

Group 1: Physical and emotional exhaustion of teachers

Material in annexes: resource card 1; activity card 1

Compose a poem on the main topic in 5 sentences that express the feelings associated with teacher burnout. Creative writing.

Group 2: Which problems do teachers face at work?

Material in annexes: resource card 2; activity card 2

Prepare a visual representation of the topic - one that expresses the challenges of a teacher's everyday work. Create a poster.

Group 3: Shop of Inspiration

Material in annexes: resource card 3; activity card 3

Imagine that you opened a shop for teachers where they could buy new inspiration for their work. What would you sell to them in the shop? Prepare an advertisement for your products. Creative writing.

Group 4: Suggested solutions for burnout

Material in Annexes: resource card 4; activity card 4

A teacher suffering from burnout turns to his*her colleague for advice. Prepare a short play - one that expresses the teacher's feelings and the suggested solutions for burnout. Drama in education.

5. SMALL-GROUP WORK (15')

Materials to be consulted and used are exposed and are available for all groups. The "logisticians" go and collect the materials that he*she believes his*her group will be able to use. The group then works with the material and the "reporter" takes notes. She*he will present the results of their work to the whole class. The groups can use flip chart paper to present their work.

6. SMALL GROUP PRESENTATIONS (10')

Each reporter presents the result of the work to the whole class. For the others there is possibility to ask questions. In this round the teacher can also ask questions and may help answering questions if necessary. Group tasks see above: 1 – 4

7. INDIVIDUAL QUESTIONS (7')

Assigning a single task to a group is not enough. Even though everyone has the same goal, some people will sit back and let others do the work. Students need to know that an individual product will be required after each and every group work experience and that this product will reflect the content of the group's work. It can take the form of individual performance on a quiz based on the academic content of the group activity.

Source: Designing Group Work Strategies for the Heterogeneous Classroom. Ed. by: Elizabeth G. Cohen & Rachel A. Lotan. p. 66.

Source: Designing Group Work Strategies for the Heterogeneous Classroom. Ed. by: Elizabeth G. Cohen & Rachel A. Lotan. p. 66.

8. GROUP WORK EVALUATION (8')

The teacher collects important data by asking students to complete a questionnaire. For example: Do students report experiencing problems with not being listened to or with talking much less than they wanted to? Did people have trouble getting along in the group? Would they be willing to work with this group again? etc. The teacher can choose questions according to the major concerns and add others.

Source: Designing Group Work Strategies for the Heterogeneous Classroom. Ed. by: Elizabeth G. Cohen & Rachel A. Lotan. p. 168.

UNIT 6	THE CLASS (ENTRE LES MURS)
Description:	The trainer uses short extracts from the film "The class" in order to trigger a discussion on the school's responsibility towards children with difficulties. Three different extracts are shown, each screening is followed by a group discussion. The session ends with a brainstorming on possible means the teachers and the school can use to improve their practices and make the school more inclusive. Finally, the trainer explains the whole school approach by distributing a hand-out to the participants.
Time:	1h 30min.
Procedure:	**A. Watching the film and group discussion (45 min.)** In an English speaking group the following link can be used: http://sockshare.net/watch/zGWoDXGP-entre-les-murs.html Last access: 7.2.2017 The extracts are identified in advance: **1. The parents meeting: 58:49 -01:05:06** Questions for discussion: If anybody, who is in danger to drop out of school? Why? How does the teacher's attitude vary with the families? What is it within the families that can be a hindrance for the children? How is the teacher reacting to these hindrances? **2. Innovative teaching: 1:05:18-1:10:33** Questions for discussion: What is the teacher's attitude in this scene? What pedagogical methods does he use? With what success? Guess how Suleyman will do in school from this point on?

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	The scandal: 1:22:53- 1:36:06 Questions for discussion: What are the immediate causes of the trouble? How does the conflict escalate? What are the causes of the trouble? What do you think will happen with Suleyman? The trainer then explains how the film ends, with Suleyman actually dropping out. Further questions for discussion: Do you have children like Suleyman in your classes? What would generally happen to them? What you as a teacher and the school as an institution can do for them to save them from dropping out? Let's make a To-do-list divided into different aspects. • Teacher's methods, and his*her attitude • Adapted learning material • School's internal culture • Relations with parents • Relations with communities around the school
Procedure:	Participants are asked to brainstorm on different options, means and tools available for teachers and schools. They are encouraged to bring in their own examples, sharing good practises but also their difficulties. The group together prepares a To-do-list. After that the trainer distributes the „Whole School Approach" hand out and explains the model. **B. Explanation of the Whole School Approach (45 min.)** The trainer compares the points of the hand out with the results of the brainstorming, explains the points and encourages the participants to complete those with the common findings. Participants are encouraged to bring examples for each point. Alternatively, the trainer can also give concrete examples. The dimensions (points) to be explained, giving examples of known practices. The below list is not the same as in the annex. Its objective is to give ideas to the teachers for discussing the aspects of the hand out.

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Procedure:	**1. How can the management contribute to the promotion and recognition of diversity and equality?** • Pedagogical programs • Other school policies (e.g. recruitment policies, house rules) • Support of support measures (any measure that aims at giving additional support to students in the spirit of the whole school approach) • Facilitating training of staff • Complaint mechanism against incidents of discrimination (pupils AND teachers) **2. How can the staff contribute to the promotion and recognition of diversity and equality?** • Self-development and training • Multidisciplinarity: existence of interpreters, intercultural mediators, teaching assistants, parent helpers, second-language teachers and special trainers are employed. • Monitoring discriminative practices in each class • Differentiated teaching, support of students with difficulties • Support measures (e.g. language teaching to migrant students) • Welcoming new students **3. How can the curriculum promote diversity and equality?** • Use of teaching material valuing diversity, equality and social justice • Introducing the values of diversity, equality and social justice into the regular teaching material • Use of a variety of teaching material **4. How is the promotion of diversity and equality reflected in everyday life in schools?** • Extracurricular activities • Project weeks • Intercultural meetings, celebrations, festivals • Cultural and religious holidays are respected • The school building and decoration reflects the diversity in the school • the cafeteria reflects diversity

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Procedure:	**5. How teaching methods can respect diversity and equality?** • Promotion of cooperative methods • Extra guidance is offered to pupils **6. How can engagement with parents contribute to the respect of diversity and equality?** • Parents involvement in school events is encouraged and supported • The parents' council reflects the diversity of the school • Communication with parents is actively aspired and respects the cultural background of the parents • A welcome event for parents is organized • Teachers and parents meet regularly to discuss the performance and the development of their children • The school is physically welcoming towards the parents **7. How can the community be involved?** • The school is physically welcoming towards the parents • Local and/or global links/school partnerships are fostered, exchanges with other schools take place and are well-organized • The school works together with other "education-related" partners intensively (crèche, kindergarten, school social workers, school psychologists, professional counselors etc.) • The school cooperates with other institutes (NGOs, associations, local businesses, parent associations, immigration organizations, religious organisations, volunteers etc.) • Active citizenship among students is fostered: students have a real opportunity to participate

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UNIT 7	WHOLE SCHOOL APPROACH
	Evaluation of school practices and transformation of new knowledge/experiences into school life 1. Aided by a simple individual questionnaire (Inclusive School – self-audit, see annex) teachers are asked to evaluate the practice prevailing at their institutions. The aim of the exercise is to help teachers realize that taken for granted aspects or their everyday professional life can have pronounced negative or positive effect on the students' motivation and to their capacity to learn. 20 min. 2. Participants form small groups. Based on the individual questionnaires of the self-audit, the groups are asked to discuss good practice at their school and create a list of DO's. They create a joint poster. 40 min. 3. Exhibition of posters. Questions & Answers session related to the posters: 40 min. 4. Participants create their own individual action plan, filling in the template (see in "Action Plan" in annex) 20 min.
Procedere:	
Materials:	a) Questionnaire: Inclusive school – self-audit (see annex) b) Dimensions of the Whole School Approach – Hand Out c) Action Plan (work sheet, see annex)
Time:	1h 30 min.

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The Original Australian Test of Intelligence[6]

These items relate to the culture of the Edward River Community in Far North Queensland.

1. 1. What number comes next in the sequence, one, two, three, _____?

2. 2. How many lunar months are in a year?

3. 3. As wallaby is to animal so cigarette is to _____

4. 4. Three of the following items may be classified with salt-water crocodile. Which are they?

    a. marine turtle   b.brolga   c.frilled lizard   d.black snake

    (please circle your answers)

5. Which items may be classified with sugar?

    a. honey   b. witchetty grub   c. flour   d. water-lilies

    (please circle your answers)

6. We eat food and we _____ water.

7. Sam, Ben and Harry are sitting together. Sam faces Ben and Ben gives him a cigarette. Harry sits quietly with his back to both Ben and Sam and contributes nothing to the animated conversation going on between Sam and Ben. One of the men is Ben's brother, the other is Ben's sister's child. Who is the nephew?

    a. Sam   b. Harry   c. Ben   *(please circle your answers)*

8. Suppose your brother in his mid-forties dies unexpectedly. Would you attribute his death to (circle your answer):

    a. God   b. Fate   c. Germs   d. No-one   e. Someone   f. Your brother himself

    (please circle your answers)

9. You are out in the bush with your wife/husband and young children and you are all hungry. You have a rifle and bullets. You see three animals all within range - a young emu, a large kangaroo and a small female wallaby. Which should you shoot for food?

    a. Young emu   b. Large kangaroo   c. Small female wallaby

    (please circle your answers)

6 http://wilderdom.com/personality/intelligenceOriginalAustralianAnswers.html Last access: 7.2.2017

Scoring Sheet: Australian Test of Intelligence[7]

One, two, three, many....the kuuk thaayorre system of counting only goes to three... thana, kuthir, pinalam, mong, mong, mong, etc. The word "mong" is best translated as "many" since it can mean any number between 4 and 9 or 10 after which "yuur mong" (many figures) would be more appropriate.

Those who say thirteen are right in European terms but irrelevant in Edward River terms. The speakers of kuuk thaayorre clearly recognise lunar menstruation and possess a notion of the lunar month as calculated as the time between one phase of the moon and the next appearance of that particular phase. However, apart from having no specific word to designate thirteen and thirteen only – "yurr mong" or "very many", is the right answer - the annual cycle is crouched in terms of environmental rhythms rather than in terms of fixed, invariant divisions of time. The "year" then is the time between the onset of one wet season and the onset of the next wet season - and wet seasons may be early or late.

The right answer is "tree". This stems from the kuuk thaayorre speakers early experience with tobacco which was "stick" tobacco, hence it is classified with tree.

Crocodiles, turtles, birds and frill necked lizards are all classified as "minh" (which broadly might be translated as animals). Snakes along with eels are classified as "yak" which may be broadly translated as snake-like creatures.

All the items are classified with sugar as they belong to the class of objects known as "may". Broadly translated, "may" means vegetable food. Even witchetty grubs that are found in the roots of trees fall under this rubric - so does honey which is also associated with trees and hence fruit. The kuuk thaayorre language had no problem fitting flour into the "may" category since it obviously resembled some of their own processed vegetable foods (e.g. yams).

"Eat" is the right word - well sort of, anyway. Where we make a distinction between "eating" and "drinking", kuuk thaayorre does not and they use the same verb to describe both functions.

The clues are easy for kuuk thaayorre. An avoidance taboo operates between mother's brother and sister's son and politeness requires that sister's son should never directly face mother's brother nor talk to him directly in company. Sam and Ben are obviously brothers because of their unrestrained interaction while Harry, with his back turned to both his uncles is obviously the respectful nephew.

Among the kuuk thaayorre God has been equated with a mythological character and he*she*it is definitely non-malevolent. Both fate and germs are concepts foreign to the kuuk thaayorre belief system. No-one dies without reason and suicide is unknown to them, so the right answer is SOMEONE - which is the case in this sorcery riddled society.

The small female wallaby is the right answer. Emu is a food that may be consumed only by very old people. Kangaroos will not be eaten by parents or their children. The children will get sick otherwise.

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THE STORY OF THE ANIMAL SCHOOL

(Preparing Our Children for Success by Rabbi Z. Greenwald)

Once upon a time the animals had a school. They had to create a curriculum that would satisfy everyone, so they chose four subjects: running, climbing, flying, and swimming. All the animals, of course, studied all the subjects.

The duck was very good at swimming, better than the teacher, in fact. He received passing grades in running and flying, but was hopeless in climbing, so they made him drop swimming so that he could practice climbing. After a while he was only average at swimming, but average is still acceptable, at least in school, and nobody worried much about it except the duck.

The eagle was considered a troublemaker. In his climbing class he beat everybody to the top of the tree, but he had his own way of getting there that was against the rules. He always had to stay after school and write, "Cheating is wrong," five hundred times. This kept him from soaring, which he loved, but schoolwork comes first.

The bear flunked because they said he was lazy, especially in the winter. His best time was summer, but school wasn't open then.

The zebra stayed away from school a lot because the ponies made fun of his stripes, and this made him very sad.

The kangaroo started out at the top of the racing class, but became discouraged when told to move swiftly on all four legs the way his classmates did.

The fish quit school because he was bored. To him, all four subjects were the same, but nobody understood that because they had never seen a fish.

The bee was the biggest problem of all, so the teacher sent him to Doctor Owl for testing. Doctor Owl said that the bee's wings were too small for flying and they were in the wrong place. The bee never saw Doctor Owl's report, so he just went ahead and flew anyway.

THE DUCK?

The child who does well in Math and poorly in English and is given tutorials by the English teacher while his classmates are doing Math. He loses his edge in Math, and only does passably well in English?

THE EAGLE?

The child who is turned into a troublemaker because he has his "own style" of doing things. While he is not doing anything "wrong," his non-conforming is perceived as trouble making, for which he is punished?

THE BEAR?

The kid who is great in camp, thrives on extra-curricular, but really just goes flat in the academics?

THE ZEBRA?

The heavy, tall, or short, self-conscious kid whose failure in school few realize is due to a sense of social inadequacy?

THE KANGAROO?

The one who instead of persevering gives up and becomes that discouraged child whose future disappears because he was not appreciated?

THE FISH?

A child who might requires special education and cannot shine in the regular classroom?

THE BEE?

The child who the school just feels it cannot deal with, yet, against all odds, with the backing of his parents, or with enough self-motivation to do well even though everyone thought he couldn't?

Motivation for the Complex Instruction Program
TEACHER BURNOUT

"We've decided to do our own pointing,
but outsource the clicking."

1. Delete button

Please don't make me
go to school tomorrow!

But Honey,
you're the teacher.

2. Not wanting to go to school

"You can be sure that you have burned out: When you wake up to discover your bed is on fire, but go back to sleep because you just don't care."

Resources of pictures:

1. Delete button: https://mdalums95.files.wordpress.com/2013/02/toon509.gif Last access: 4.3.2017

2. Not wanting to go to school: http://1.bp.blogspot.com/-Xlp9-aMpAsk/UdXunnJsVSI/AAAAAAAACJU/N6JL6PAc2nM/ s400/teacher-not-wanting-to-go-to-school.png Last access: 2.3.2017

Resource card 1
Physical and emotional exhaustion of teachers

TEACHER BURNOUT IS REAL

You wake up one morning sweaty, out of breath and with a throbbing headache. You take every pain medicine available, but you still feel like crap. Determined to finish out the school year strong, you continue to teach until the last day of school. Despite your optimism you still cannot "shake" the feeling that maybe teaching is not the career you can stay in for the long run. You find yourself feeling:

- under-appreciated for the work and hours you put in the classroom

- confused about expectations and priorities of your ever changing jobs

- concerned about job security with education budgets being slashed

- overcommitted with the ever changing responsibilities of a teacher

- resentful about duties that are not properly compensate

Not only is teacher burnout a real condition, during the last months of school it can seem like a insurmountable feeling to overcome. During the last eight weeks of school this is traditionally the time when teacher burnout is alive and kicking down our door. We not only feel physically tired from all of the end of the year shenanigans, but we are mentally burned out.

We start to do the following just to make it through the day:

- It takes us longer to get out of bed in the morning and by night fall we're falling asleep on the couch.

- We grimace at the thought of having to stay after school extra days to grade papers.

- You get annoyed by the littlest things that occur in your classroom.

- You find yourself using your planning period to search for jobs OUT of education.

Resource of text: http://www.huffingtonpost.com/franchesca-warren/teacher-burnout_b_5401551.html Last access: 4.3.2017

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Teachers at the beginning and end of year

Teacher at the beginning of the school year

Teacher at the end of the school year

Resource of picture:

3. Teachers at the beginning and end of year: https://novanews19.files.wordpress.com/2015/04/teacher-at-beginning-and-end-of-year.jpg Last access: 4.3.2017

Resource card 2
Which problems do teachers face at work?

WHAT ARE THE BIGGEST CHALLENGES THAT AMERICAN TEACHERS FACE IN MANAGING THEIR CLASSROOMS?

Stephanie Kaye Turner, high-school teacher

I teach at a private high school. I am fortunate that I don't have problems with kids bringing guns or drugs to school. But these are the problems I encounter:

Parent problems

First are the helicopter parents who call or email about every point I take off, thereby preventing their children from learning anything. Child knows that if she does not get an A, daddy will call and complain, so why do the work?

Second are the "drop 'em off" parents who NEVER call, even when I call them to say their child is failing. These seem to think that because they have paid tuition, they are off the hook, and don't have to lift a finger to prod their children into doing better. Child knows that if she does not get good grades, mommy won't care, so why do the work?

Student problems

My biggest problems with the kids stem, I think, from our school's one-to-one PC program. Every kid has a tablet PC that they use for everything, from taking notes to turning in homework online. However, they are not being given the skills and controls they need in order to learn to use the thing as a tool. So they use it to procrastinate, and cheat, and waste time, in a hundred different ways.

Their memory has declined radically, because they can look anything up. But they have become too LAZY to look anything up or even right-click on a redlined word. They have the easiest tools ever invented for good writing and don't use them. So I feel as if I have to re-teach the mechanics of writing at every grade level.

So, between laziness engendered by computers and the internet, and entitlement engendered by overly protective parents or parents who teach kids to throw money at problems, I fear we are raising a generation of spoiled, helpless brats. I am harping on the extremes; of course there are good kids out there. But the overall trends are disheartening.

Resource of text: https://www.quora.com/What-are-the-biggest-challenges-that-American-teachers-face-in-managing-their-classrooms Last access: 4.3.2017

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4. The parts of a teacher

The Parts of a Teacher

Eyes.
for looking at
all the wonderful
work the
students do
each day.

A smart mind.
for thinking
and knowing
how to help
every single
child.

A mouth.
for smiling
at the children
each morning.

Ears,
for listening
to all the
stories
children
tell.

Hands,
for holding,
and helping,
and hugging.

A heart.
for loving
EVERY
child!

Feet.
for taking the
children to interesting
places outside
of school.

Books!
Teachers have so many of
these and they want
to share every single one!

- Eyes, for looking at all the wonderful work the students do each day.

- A mouth, for smiling at the children each morning.

- Hands, for holding, and helping, and hugging.

- Feet, for taking the children to interesting places outside of school.

- A smart mind, for thinking and knowing how to help every single child.

- Ears, for listening to all the stories children tell.

- A heart, for loving EVERY child!

- Books! Teachers have so many of these and they want to share every single one!

•

Resource of picture:
The parts of a teacher: https://s-media-cache-ak0.pinimg.com/236x/34/c5/65/34c565afccd4dfe4be369b5cf03c885f.
jpg Last access: 4.3.2017

Resource card 3
Shop of inspiration

"I TEACH"
I teach because there is a great fulfillment that comes in
working with girls and boys.

I teach because I wanted to be a sculptor, and I can do so,
by shaping lives for the future.

I teach because I wanted to be an artist, and I can do so,
by painting dreams for children.

I teach because I wanted to be a musician, and I can,
in giving inspiration to children.

I teach because I wanted to be a historian, and I can in having
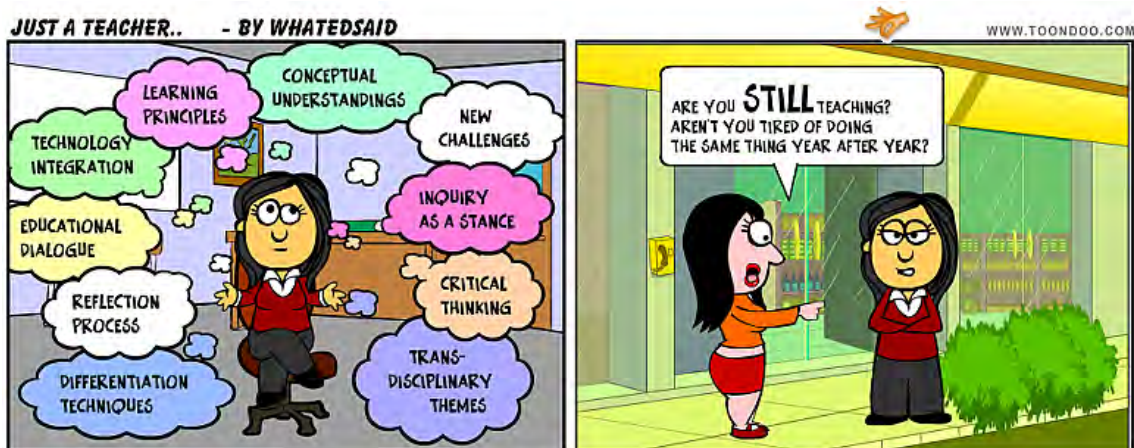recorded something for the lives of great men to come.

I teach because of the reward I receive when a child's
frowns turns to smiles, or when he/she says, "Now I understand."

I teach because of the personal growth I receive each day as
I venture out on a quest for knowledge and techniques
to help my students understand.

I teach for it is in this where I can see the worthwhile
and true fulfillment of living.

Author: Unknown

Resource of poem: http://home.townisp.com/~lclark/students/pages/insptchpoems.htm
Last access: 4.3.2017

Resource of picture: Just a teacher: http://static.toondoo.com/public/w/h/a/whatedsaid/toons/
cool-cartoon-1995920.png Last access: 4.3.2017

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Resource card 4
Suggested solutions

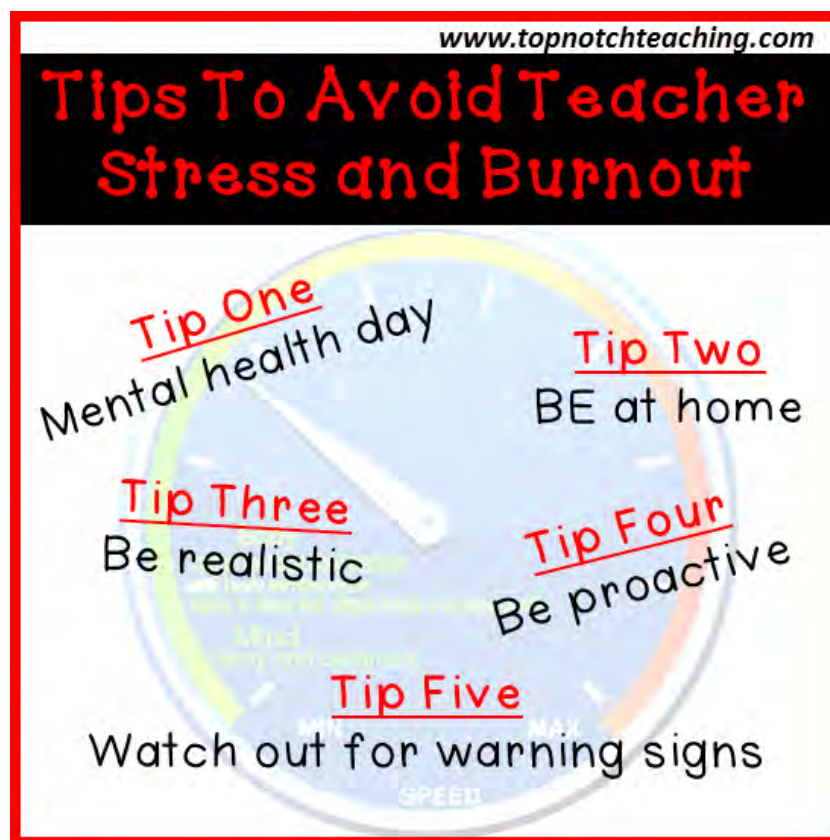What can teachers do to avoid, or fight, burnout?

There are, in my opinion, two broad approaches to fighting burnout: the individual approach and the organizational approach.

An individual approach means by starting with what you, the teacher, can do to stop burning out. Here are some suggestions:

- Reduce the workload when possible (too many hours is a big problem, especially in private sector/freelance cases). Most teachers agree with this, although low wages and high costs of living in some places make it difficult.

- Try new approaches to working. This could mean changing the book or material you work with, or changing the group/level/type of students you work with. For me, changing from the high school classes to business classes gave me a fresh perspective and challenge in my work. After a couple of years of business English, I went back to teaching younger students.

- Another suggestion is to develop yourself as a teacher. Observing colleagues, or having colleagues observe you is an excellent way to break the rut teachers feel they are in. I found that I was able to beat some of my burnout by beginning to work as a teacher trainer and observe other people's classes for instance.

- Development needn't only be in the form of observation – getting more qualified, reading many of the excellent books available now for teachers or engaging in classroom-based research are other ways.

- Also part of the individual approach would involve adopting healthier living habits. This could be in terms of one's physical health (cutting down on too much coffee, getting more exercise, eating better) or in terms of one's mental health and approach to life in general. Many books on managing stress and burnout talk about learning to meditate, or deep relaxation techniques.

6. Tips to avoid theachers stress and burnout

Resource of picture:

Tips to avoid theachers stress and burnout: http://topnotchteaching.com/wp-content/uploads/2013/03/Tips-To-Avoid-Teacher-Stress-and-Burnout.png Last access: 4.3.2017

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ACTIVITY CARD 1

Physical and emotional exhaustion of the teachers

Read the short text, observe the picture on the resource card and discuss the following questions:

1. What does the text and pictures tell you about exhaustion of teachers?

2. How do you think teachers feel when having a burnout?

3. Please associate: What would be the colour, the smell, the voice, the taste of burnout? What kind of activities are associated with this condition?

Compose a poem on the main topic (Teacher burnout) in 5 stanzas that express the feelings associated with teacher burnout.

ACTIVITY CARD 2

What problems do teachers face at work?

Read the short text, observe the picture on the resource card and discuss the following question:

What are your own biggest challenges at school?

Prepare a visual representation of the topic, one that expresses the challenges of a teacher's everyday work. (Create a poster)

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ACTIVITY CARD 3

Shop of Inspiration

Read the poem, observe the picture on the re-source card and discuss the following questions:

1. What did you feel as you read the poem?

2. Do you remember why you became a teacher?

3. What could keep the fire burning in you?

Imagine that you own a shop where teachers could buy new inspiration for their work. What would you sell to them in the shop? Prepare an advertisement for your products.

ACTIVITY CARD 4

Suggested solutions for burnout

Read the short text, observe the picture on the resource card and discuss the following question:

What is your own strategy to avoid burnout?

A teacher suffering from burnout turns to his/her colleague for advice. Prepare a short play, one that expresses the teacher's feelings and the suggested solutions for burnout.

03
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1. Policy, leadership, management

- the headmaster has a vision of diversity, equal access for all and fair learning opportunites
- promotion of diversity and equality is part of school policies
- the school has a policy for dealing with discriminative/racist incidents

2. Staff, recruitment, professional development

- there is continuous professional development of the staff
- staff reflects the diversity of the student body and is specialized

3. Inclusiveness in everyday school life

- school curriculum reflects diversity
- extracurricular activities
- cultural and religious holidays are respected
- the school building
- active citizenship among students is fostered

4. Teaching methods are effective for heterogeneous groups

- Second language teaching:
- there is certified staff to teach the language of the host country as a foreign language
- Second language acquisition is promoted in regular classes

5. Equity in attainment and progress:

- individual learning plans
- mixed groups, differentiation, cooperation
- extra help/guidance

6. Parents involvement is encouraged and supported

- information leaflet and welcome event for parents
- the parents' group/ council reflects the diversity of the school
- the communication of school staff (director, teachers) is appropriate
- teachers and parents meet regularly
- parents are involved in school events

7. Community partnerships are fostered.

- local and/or global links/school partnerships, exchanges
- the school works intensively together with other partners
- the school engages in PR work

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Questionnaire: Inclusive school – self-audit

Practice	Occasionally or partially exists	General practice	Not desirable, not possible		
I. Policy, leadership, management	X	X	X		
• the headmaster has a vision of diversity and equality					
• promotion of diversity and equality is part of school policies					
• the school has a policy for dealing with discriminative/racist incidents					

II. Staff, recruitment, professional development	X	X	X
• there is continuous professional development of the staff			
• staff reflects the diversity of the student body and is specialized			
III. Inclusiveness in everyday school life	X	X	X
• school curriculum reflects diversity			
• global issues and global-local interconnectedness appear in school curriculum			
• extracurricular activities are planned in a way to reinforce values of intercultural pedagogy			
• cultural and religious holidays are respected – for all			
• the school building reflects diversity			
• The school cafeteria takes into consideration diversity			
• active citizenship among students is fostered			
• critical thinking is fostered			

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IV. Teaching methods are effective for heterogeneous groups	X	X	X	X
• there is certified staff to teach the language of the host country as a foreign language				
• second Language acquisition is promoted in regular classes				
• individual learning plans				
• mixed groups, differentiation, cooperation				
• extra help/guidance				
V. Parents involvement is encouraged and supported	X	X	X	X
• information leaflet and welcome event for parents				
• the parents' group/ council reflects the diversity of the school				
• the communication of school staff (director, teachers) is appropriate				
• teachers and parents meet regularly				
• parents are involved in school events				
• critical thinking is fostered				

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VI. Community partnerships are fostered	X	X	X
• there is certified staff to teach the language of the host country as a foreign language			
• local and/or global links/school partnerships, exchanges			
• the school works intensively together with other partners			
• the school makes PR work			

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Action Plan

The single action points need to be achievable and widely endorsed. In order to change things and to ensure that changes are successful and sustainable, it is important that everyone works together.

Summary – what have been the most important learning points for me?
How I will change my working practice after this training?
What and who can support me in this?
What are the possible threats to overcome?

Action Plan

The steps I will take to put into practice/to further develop:

When I arrive home….

Next week….

Next month…

In half a year…

Afterwards….

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PEARLS - Preventing Early School Leaving Through Inclusive Strategies

Erasmus+