

Regional Training of Primary School Teachers in the Western
Balkans Addressing Discrimination in the Classroom
(Working Document)



BEST PRACTICES
for
ROMA INTEGRATION
in the Western Balkans

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Written by Ruth Friedman
For
The Project Best Practices for Roma integration
Implemented by the
OSCE-ODIHR
Funded by EU/participating States



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Training Manual
Addressing
Discrimination in the
Classroom
(Working Document)

SECTION A

Introductions and framing of the training

1. Introduction to the training

This training manual has been developed in the framework of the project Best Practices for Roma Integration, an EU-funded project implemented by the OSCE-ODIHR aimed at improving the quality of life and access to rights of Roma communities in the Western Balkans. The training manual is aimed at primary school teachers in the region to support them in preventing and responding to discrimination of Roma and other minority groups in the classroom.

This training manual should be considered as a working document. It is a record of the materials that were used in the training that was part of the OSCE-ODIHR Best Practices for Roma Integration which took place in Tirana, Albania, August 2012, where these materials were piloted. This manual should not be used without suitable training

The approach taken in this manual is to support teachers to work in ways that are inclusive of all students, and to create an environment where the points in common are recognised and affirmed. It gives weight to the fact that everyone is a

member of the group called 'humanity' over and above any differences that exist between groups. At the same time the training will encourage and welcome the diversity that exists within any group, to the benefit of the whole group.

The purpose of this training is to help participants be more inclusive of all people that they work with, regardless of their ethnicity, religious background, age, gender, sexual orientation, nationality, physical and mental abilities or disabilities or any other category that can be used to divide people. The focus of the training is to help participants create and support learning environments that are equally welcoming to children regardless of their background.

a) Pedagogical Approach

This training manual is designed for primary school teachers. It is intended that they experience the activities themselves, and having done so can then take individual activities and use them directly with children in the classroom, with no or minimal adaptation necessary for use with the children. In addition, several 'teacher only' activities are included to help the teachers get a deeper understanding of the concepts, where this is necessary. During the training of the teachers there will be time allocated after the exercises, to discuss the pedagogical concepts and rationale that is being used.

The Aims and desired learning outcomes of this training have been defined as follows:

Aims:

- to increase awareness and understanding of discrimination and prejudices affecting the education of primary school children,
- to increase understanding of issues affecting Roma and other minority children and their families
- to increase understanding of the impact of bias, bullying and discrimination in the classroom
- to develop teachers' skills and techniques to challenge and address all forms of discrimination and prejudices as they manifest in the classroom
- to create a child friendly and safe environment for all children

Desired Learning Outcomes:

- To learn to create positive respectful learning environments for all children.
- To understand the negative impact that discrimination can have on minority children.
- To develop a repertoire of activities to address prejudices and discrimination with the children.

This training is intended to be participatory and experiential; participants are encouraged to take part fully in all activities, where possible. Participants should not be made to do anything that they do not feel comfortable with, but they should be encouraged to experiment with learning methods that may be new and challenging for them.

Activities include whole group discussions, work in small groups and in pairs, as well as individual work. Some of the activities draw on the innate creativity of all people, which is very alive in young children, and this is used in activities to help draw out learning in a non-intellectual felt way. The interactive exercises are suitable for use with children and are intended as tools to develop increased awareness, positive attitudes, compassion for others, and the capacity for expanding one's perspective. Group discussions, are included to generate constructive attitudes towards finding new solutions. The 'teacher only' exercises allow more complex themes to be addressed in greater depth so that the teachers can better understand these issues. These activities could also be adapted by the teachers for use in the classroom

The creative and other experiential exercises are supported by conceptual explanations. Both components are necessary to ensure the learning takes place in an integrated way.

At the end of each module delivered there will be the opportunity to ask questions and to clarify the pedagogical approach which has been used. This is included to enhance participants experience and to increase potential for transfer to use in the classroom.

The materials have been developed in such a way that individual activities can be used directly in the classroom within existing curricula structures. Equally sections of the curriculum may be brought together for a one or two day training working either directly with children or with their teachers.

b) Curriculum Overview

The Curriculum is composed of sixteen modules subdivided into five sections as follows:

Section A Introduction

This section begins with this module, and provides an overview of the whole training and explains the pedagogical approach which is used. Other modules in this section focus on warm-up activities so that a new group can get to know each other. The activities also introduce the themes of diversity and common humanity which are key concepts integrated throughout the whole training. The final module in this section is to identify participant needs and expectations and to agree some ground rules for the rest of the training. This module is placed at the end of this introductory section – after the group has warmed up and before commencing the substance of the training.

Section B Concepts

This section introduces key concepts which are used in the training

The first module in this section introduces the concepts of Discrimination, Prejudices and Stereotyping in a way that is accessible to children. The next modules address Identity and Diversity, and then Uniqueness and Common Humanity. These concepts are at the core of the training – the key message to be conveyed is that no matter what our ethnicity, cultural background, religion etc everyone belongs to the one human race. The final module is about creating an environment of respect for everyone.

Section C Impacts

This section is under review. This section currently contains an exercise which demonstrates the impact of positive and negative messages received. It is anticipated that there will be additional activities in this section which will provide an opportunity for participants to have the experience of being discriminated against, to understand from the inside what it might be like for a minority child who has to live with this type of experience every day. It is hoped that such activities may encourage teachers and children to make some different choices as a result of these experiences.

Section D Tools

Having now understood the damage that discrimination can do, this section provides tools that can be used to overcome discrimination and counter its impacts. The focus is on activities that can benefit everyone – minority and non-minority

children. There are three modules. The first shows how story telling can be used to convey positive messages and can be used directly with children. The second module is intended only for teachers and helps them to understand the difference between a person doing a challenging behaviour and the behaviour itself. The third module in this section presents four different activities to build positive self esteem and all these activities can be used directly with the children.

Section E Closing

The closing section provides an opportunity to reflect on the training experience and to plan what steps can be taken by participants to implement changes in their own environment. This is then followed by a module with three activities which are each suitable for closing.

c) Sample Training Programme Agendas

Sample 1 One and a half day Training

SECTION A INTRODUCTIONS

Introduction to the training	Module 1	10 mins
Name Game	Module 2	5 - 10 mins
Similarities and differences	Module 4	20 mins
Ground Rules	Module 5	15 – 30 mins
Questions on Pedagogy SECTION 1	(if needed)	10 mins

BREAK

SECTION B CONCEPTS

Understanding What Discrimination is:	Module 6	40 – 50 mins
Diversity Brainstorm	Module 7 a)	15 - 20 mins
Common Humanity a) Secret Hands	Module 8 a)	30 - 45 mins

LUNCH

Review of Pedagogy		10 mins
Respect Recipe	Module 9 b)	40 mins

SECTION C IMPACTS

Meeting expectations	Module 11	60 mins
Review of Pedagogy		10 mins

BREAK

Experiencing discrimination	Module 10 a) Or b)	50 mins 30 – 40 mins
Review of Pedagogy		10 mins

Day 2

SECTION D TOOLS

Using Art to combat discrimination	Module 13	60 mins
Improving self Image/Self /Esteem		
Gratitude Journal	Module 14 a)	10 - 15 mins

BREAK

In Our Class	Module 14 b)	30 mins
Helping Friends	Module 14 c)	30 mins
Review of Pedagogy		10 mins

SECTION E CLOSING

Planning activities	Module 15 a and b)	20 - 40 mins
Closing activity – pass the stone	OR Module 16 c)	30 mins
Endings	Module 16 c)	10 mins

Sample 2: One day training

SECTION A INTRODUCTIONS

Introduction to the training	Module 1	10 mins
Name Game	Module 2	5 - 10 mins
Similarities and differences	Module 4	20 mins
Ground Rules	Module 5	15 – 30 mins
Questions on Pedagogy SECTION 1	(if needed)	10 mins

SECTION B CONCEPTS

Understanding What Discrimination is	Module 6	50 mins
Review of Pedagogy		10 mins
Diversity Brainstorm	Module 7 a)	15 - 20 mins
Common Humanity a) Secret Hands	Module 8 a)	30 - 45 mins
Review of pedagogy		10 - 15 mins

LUNCH

Respect Recipe	Module 9 b)	30 mins
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SECTION C IMPACTS

Meeting expectations	Module 11	60 mins
Review of Pedagogy		10 mins

BREAK

SECTION D TOOLS

Improving self Image/Self /Esteem		
Gratitude Journal	Module 14 a)	10 - 15 mins
In Our Class	Module 14 b)	30 mins
Review of Pedagogy		10 mins

SECTION E CLOSING

Planning activities	Module 15 a and b)	20 - 30 mins
Closing activity – Endings	Module 16 c)	10 mins

Prerequisites and practicalities

The activities presented in this manual require space for participants to move around in – and where conducted with the use of interpretation it is essential that mobile headsets are used so that participants can receive interpretation whilst moving. The space needs to be large enough that small groups can work together in the same space - if the space is not large then additional 'break out rooms' would be required. It is necessary to have a space where flip chart paper can be posted around the room.

It is important that participants of a training make themselves available for the whole of the training session, since partial attendance by some participants could be disruptive for the group dynamic and could influence the learning that takes place by other participants and the group as a whole. Partial attendance should therefore be strongly discouraged.

It is also worth pointing out that working in this interactive participatory way may be new to some participants and they that may take some time to adjust to this different way of working.

2. Introductions – Name Game

Rationale: Knowing each other's names is important to help the group gel and to open up to each other. This is a light fun activity to help the group get into the frame of mind for a participatory training.

Learning outcomes:

- To learn the names of all the group participants
- To develop coordination skills
- To build the feeling of a group and working together

Requirements: A space the group can stand up in. One or more soft balls.

Time: 10 mins

Directions:

1. Explain that this simple activity will help the group learn each other's names.
2. Throw a soft ball to one of the participants and state your own name.
3. Tell the participant to throw the ball to someone else whilst they state their own name.
4. This process should continue until each participant has received and sent the ball once only. The ball should be returned to the group leader only after all other participants have received the ball.
5. Repeat at least once so that everyone knows the order of the sending and receiving of the ball.
6. Now repeat with the person throwing the ball, whilst calling out the name of the person they are throwing to. Keep the same order.

7. If time permits, allow the group to create a new ordering of passing the ball, with them calling out the name of the person they are throwing to, or add additional balls, so that more than one ball is being passed at any one moment.

3. Learning about the Group and Each Other

The activities in this module are presented to help participants to get to know each other, and to help them feel comfortable with each other. Three alternative activities are presented. It is recommended to use one or more of them.

a) *Matching Up*

Rationale: This is a simple introductory activity to help people relax and find out things they have in common with each other

Learning outcomes:

- To identify things that you have in common with others, including with people you believe to be very different from you
- To become open to meeting others in new ways

Note: When used in the classroom with mixed ethnicity, ask questions that are likely to bring different ethnicities together, and not questions which are likely to divide along ethnic lines.

Time: 15 mins

Resources: A space to move around in.

Directions:

1. Have everyone stand up and move around. Tell the group that they will have to find another person who has the same answer they do to your questions.
2. Call out each category. Allow time for participants to find a partner.

Some examples:

- Has the same number of brothers and sisters you do
- Has the same favourite TV show
- Has the same religion
- Was born in the same city or town
- Has the same favourite colour
- Has the same favourite toy or game
- Has the same favourite pop idol

Etc

Be sure to emphasise that they find a partner where possible – the activity is not intended to bring a large group of people together but to recognise that someone else in the room also has the same favourite colour.

For each question they should find a new partner (where possible) so that they meet as many new and different people as possible.

3. At the end of the activity it may be appropriate to bring the group back together and ask them what they learnt. Were they surprised by any of the people they were paired up with? What did they learn?

b) *Autograph Party*

Rationale: An alternative activity to help people get to know each other and to understand that often there are things we don't know about each other/don't imagine about each other. This activity provides an opportunity for participants to talk 1:1, and to learn about each other more personally than in a large group.

Learning outcomes:

- To develop 1:1 communication skills
- To gain more information about other participants that will show both diversity and shared experiences

Resources: Autograph party Handouts. Pens or pencils.

Time: 15 mins

Directions:

1. Inform participants that this is an introductory exercise which will help them to get to know each other. The object of this exercise is to find other people in the room who have had the particular experiences shown on the hand-out. Give out the hand-out and have participants move around the room to meet each other. They are looking for people who can answer a question on the sheet. Once you find someone who can answer a question, have them sign their name on your paper. You may have each person sign their name only once on your sheet. After 10 mins stop the activity and ask who has the most signatures.
2. Bring the whole group back together and ask them if they were surprised about anything and if they learnt anything interesting about other group members?

Notes:

1. If used with children who cannot write their name yet, you can have the whole group sign with their favourite colour or a picture.
2. When used with children the activity can be extended to have them talk with each other about one of their experiences. Children can then introduce each other and tell each other's stories to the whole group. This will also help children develop communication skills.
3. This activity works also well as an energiser. Teachers may know this activity as the 'Bingo energiser'. Its place in this training is not only as an energiser but also as a way to learn about the diversity of experiences in a group.



HANDOUT

Autograph Party

Find someone who:

Has brown hair

Has lived in another country

Watched television last night

Speaks more than one language

Has never met all their grandparents

Likes to play soccer

Lives with only one parent

Is an only child

Likes to sing

Has brothers or sisters at this school

Likes the colour yellow

4. Similarities and differences

Rationale: During this training overall, participants will learn to accept others who are different to them. This activity helps to set the ground, by helping participants understand that they also have a lot in common with many other people – even with people perceived as being different to them. This practical activity will demonstrate both points in a fun and interactive way.

Learning outcomes:

- To learn about our differences and points in common
- To understand that often we have many more things in common with each other than we would immediately believe.

Requirements: A circle of chairs

Time: 15 - 20 mins

Directions:

1. Explain that this activity will help participants to learn that we all have many things in common and that there are also many differences between all people. By asking questions we have the chance to find out what some of these things are.
2. You should form the group with a circle of chairs, there should be no empty chairs and you as facilitator are standing in the middle of the circle. Tell the group that we will play a game, and that you will announce a theme – all people who have this theme in common will swap seats. Give an example 'All people who have blue eyes'. Then all the people who have blue eyes should get up and find another seat in the circle.
3. Start the game off. Call out an example:
 - All people with blue eyes

Everyone who has blue eyes should stand up and swap chairs with another person who has stood up.

Then do some other examples:

- All people who are teachers
- All people who smoke
- All people who are members of a minority group
- All people who have minority children in their class
- All people who speak English (other languages of training)
- All people who live in a city other than where they were born.
- All people who like the colour purple
- All people that ever had a fight with a brother or sister.
- All people who sometimes can get angry with people that they love - like your mother or father.
- All people who have ever been hurt by someone they care about.
- All people who was ever hurt by something that was said to them. (5 mins)

4. After this has gone on for a few minutes, you can make the game more interesting and create the opportunity for participants to ask each questions. The next time you ask a question, sit on one of the chairs and get out of the middle of the circle– so one of the participants will be left in the middle of the circle. This person then asks the next question of the group. (5 -10 mins)

(As trainer you can always take over asking questions again by staying in the middle).

5. Debrief the group (5 mins)
- Ask what they learnt about each other and themselves?
 - Ask the group if they were surprised about anything?
 - Ask them if they feel that they have more things in common with each other or more things that make them feel different?
 - What does it feel like when almost everyone else has to change seats but you don't?
 - What types of differences and similarities do you experience in your daily life?

5. Expectations, Needs and Ground Rules

Rationale: The purpose of this activity is for the group to learn basic information about each other and to build a safe space for a wide exchange of views. Having all participants agree a set of Ground Rules is essential for this goal.

Learning outcomes:

- To learn basic information about each other
- To create a space where all participants feel safe to express their own opinions even when they are different from the opinions of others

Materials: Flip chart paper, markers and tape to post on the wall the hopes, fears and needs that emerge

Time: 15 - 30 minutes

Directions:

1. Ask each participant to state their name, city and country where they work, and their role at school. (This should be kept as short as possible). Ask what they hope or expect to learn in the training, any fears or concerns they may have and if they have a particular need to support their participation.
Option: To save time you may have the group write their hopes, fear and needs on individual post-it notes, instead of them being stated verbally in the circle.
2. As each participant speaks, make a note on flipchart paper three lists: hopes, fears, needs. (or if the option is done gather together the post-it notes and group them based on theme or topic)
3. At the end of the round ask if they would make some 'ground rules' that everyone would agree to follow.
4. The rules should come from the group, with input from facilitators as needed. Be sure your needs as a trainer are included (e.g. Mobile phones switched off/silent, timekeeping, willingness to listen with intention, don't interrupt each other, interpretation needs, respect for each other).
5. Write up all the agreed 'ground rules' and leave them visible for the rest of the training.

SECTION B

Concepts

This section introduces key concepts that are used in this training and that will help to address discrimination. The first module in this section introduces the concepts of Discrimination, Prejudices and Stereotyping in a way that is accessible to children. At the end of this activity, key words are explained for the adults to clarify their understanding. The next two modules address Identity and Diversity, and Uniqueness and Common Humanity. Whilst there is some overlap between these concepts they are distinct. The key message to be conveyed is that no matter what our ethnicity, cultural background, religion etc everyone belongs to the one human race. Although we are all unique and have distinct personal and group identities, we have more in common than the things which divide us. The final module is about creating an environment of respect for everyone as we are all here on this planet in common with all other people. What does it mean to respect ourselves and others, and what does that look like in practice? It is hoped that this module will help to create a culture of respect in all classrooms, where any form of discrimination is not acceptable.

6. Understanding What Discrimination Is

Don't Judge a Box by Its Wrapper

Rationale: This module uses activities to help children understand what discrimination and prejudice means (without referring to these long words). It is intended to be fun and accessible whilst conveying an important message. The final part of the activity is for teachers only. Key words are listed and explained, and then case studies are used to help teachers understand how these words apply in practice.

Learning outcomes:

- To introduce the concepts of stereotyping and prejudices at a level that young children understand
- Create an opportunity for young children to reflect on any prejudices they might have and how that might affect their behaviour
- To develop listening skills through listening to folk tales
- To learn to understand messages contain in folk tales.

Time: 50 – 60 mins

Resources: One or more well known fairy tale, several boxes as detailed in the Directions, copies of the handout and cases studies, (for adults only)

1. Present the group with several boxes.
For example:
 - A box containing a toy train wrapped in coloured paper that would usually be given to a girl (pink or with pictures of dolls on).
 - A box containing a doll wrapped in coloured paper with pictures of toy trains on the outside
 - A shiny covered box with dirt inside.
 - Some colouring pens or other small children's toy, inside a plain cardboard box.
2. Ask the group what they think might be in the boxes. ?
What ideas do they have about what is inside the boxes based on what they can see? Ask them if they could have one of the boxes – which one would they choose and why?
(5 – 10 mins)

3. Open up the boxes with the group.
Ask the group if they are surprised what was in the boxes?
Ask them if anything changed when they found out what was in the boxes?
4. Present the group with some more boxes. You could use the same wrapping paper but with different types of object inside:
 - A box with rubbish or dirt in, covered in newspaper
 - A toy car wrapped in paper in shiny paper
 - A box of chocolates wrapped inside a plain cardboard box

Again, ask the group what they think are in the boxes and then open up the boxes with the group.

Ask the group if they are surprised by what was in the boxes?
Ask them if anything changed when they found out what was in the boxes?

5. Now read the group one or more fairy tales that are well known in your culture.

Some examples: (5 – 10 mins)

Cinderella: Cinderella has two sisters, but she is treated like a slave by them. Her two sisters both want to marry the prince, but Cinderella isn't even allowed to go to the ball. Magic intervenes and she does go to the ball, the prince falls in love with her, and the next day goes to find her. Cinderella marries the prince and they live happily ever after.

(Cinderella is not well thought of by her sisters even though she works hard and is a good girl. Cinderella is the one who is chosen by the prince, proving her goodness.)

The Frog Prince: A princess meets a frog and finds him disgusting, but eventually she befriends him, he persuades her to kiss him or to sleep 3 nights in her bed and then the frog transforms into a handsome prince and they get married and live happily ever after.

(At the beginning the princess doesn't like the frog, but her first impressions are not correct as he turns into a charming prince)

The Tortoise and the Hare

The tortoise and the hare decide to have a race. At the beginning the hare is very fast, but then he stops to have a rest and eventually the tortoise wins the race

(It appears that the hare will win the race, but in fact the slow and steady tortoise is the one who gets to the finish first)

The Boy Who Cried Wolf

There is a boy who repeatedly tricks his village into believing there is a wolf when there isn't one. One day a wolf does appear but nobody believes him and so the wolf kills all the sheep in the village.

(It appears that the boy is lying like he did all the other times, but this time he is telling the truth and nobody believes him.)

Ask the children what is the message of the story?

You should help them to understand:

- Things are not always as they appear.
- When you expect something about another person, (or a group of people) sometimes your expectations are not correct. Sometimes first impressions about other people are not correct. Have the children imagine, what would happen if the hero in the story didn't bring their impressions of others up-to-date. Would there still have been a happy ending? (10 – 15 mins)

6. Ask the group if they have ever been in a situation where they had expectations about someone (or a group of people) that turned out not to be correct. It is important to emphasise that there is nothing wrong with doing this. (We all do it all the time)! Ask them what happened after they realised that their first impressions were incorrect. (5 – 10 mins)
7. You may want to conclude the activity with bringing out some more boxes with different items in, wrapped with different wrappings. Hopefully, now when you ask the children what is in the boxes they will tell you they do not know, because they can only see the wrapper. (5 mins)
8. To conclude the activity with teachers, give out the hand-out where these words are defined. Allow a few minutes for the group to read through the definitions. Ask if there are any questions, or clarification needed.

HANDOUT: Definitions of Terms

Stereotype	an oversimplified generalisation to characterize or categorize a person or group of people that does not take into account individual differences
Prejudice	judgement or opinion formed beforehand about a person or event without sufficient or accurate information
Discrimination	to distinguish in favour of, or against, or to treat differently, based on the group or category to which a person (or group of people) belongs – and not on the merits of that person (or the group)
Diversity	Difference, unlikeness, variety
Racism	Racism constructs a belief or doctrine in the inherent differences among people with predefined characteristics categorised by race. The belief holds that membership of a particular human race determines one's cultural or individual achievement, usually involving the idea that one's own race is superior.
Intolerance	Unwillingness or refusal to tolerate or respect contrary opinions or beliefs, or persons when they are different, especially when based on different culture, background, race etc
Hatred	Intense dislike, extreme aversion, hostility
Hate Crimes	Illegal acts motivated by bias or hatred of race, ethnicity, religion, gender, sexual orientation, disability

7. Identity and Diversity

a) *Identity Collage*

Rationale: This activity helps participants to understand that we all have a unique identity that is made of different components, and different heritage, and that there is diversity in any group of people because we all have somewhat different backgrounds

Learning outcomes:

- To understand that all of us have different components to our unique identity
- To understand more about our own identity and that of the other people in the group.
- To identify similarities and differences between us as a group.
- To understand that identity is a construct and that everyone should be free to construct their own identity

Resources needed: Large piece of paper per participant, glue, variety of magazines with pictures and words, photographs, postcards, scissors, coloured pens, crayons, pencils

Time: 45 mins

Directions:

1. Introduce the activity by talking about identity and explain that we all have different aspects to our identity: 'I am female, I am a mother, a daughter, a sister, an aunt, a cousin, I am Roman Catholic, I am Irish, I live in Budapest, I am a musician, an artist, a gardener, a fan of Liverpool Football Club' (and other relevant examples) (5 mins)
2. Explain that the task is to create a pictorial representation of your identity. You may use pictures, photos, draw your own images or words. You may want to include a photo of yourself in the image. Everyone has their own way of representing themselves. A person who is a soccer fan might put a lot of pictures of people playing soccer, and if they also ride a bicycle they may add a picture of that. Another person might just cut out pictures that they really like and combine

them in a unique way and say – this is how I represent my identity with all these things which I like. (20 mins)

Note: Different age groups of children are likely to interpret this activity at their own age-related level. When working with children, help them to find their own unique way to express their identity in this activity.

3. Ask the group to look at each others work. Then ask them the following questions:
 - Are any of the creations exactly the same?
 - Are there similarities between some of them, and what are the similarities?
 - Are any of the works 'better' than the others? (How does one define 'better'? There may be some that are subjectively more pleasing to the eye, or that they prefer – but explain that it is not possible to say – 'this is good' or 'this is bad', because how does one define criteria to measure 'good' or 'bad'. Each person had just used some images to express something about themselves.) (5 mins)

4. Discussion (10 mins)
Use the following questions to generate a discussion:
 - Did you learn anything in this activity about yourself and others?
 - Where you surprised by anything?
 - What does this activity teach about diversity?

With older children and adults you can ask them to look at the different aspects of identity as they defined it and ask them:

- Is that all who you are?
- Are you the same person as another person who has defined their identity the same way you have?
- Have them understand that 'who you are' is not 'your identity'. Identity is a construct – and everyone should be free to construct their own identity. 'Who you are' is so much more than your identity

b) *Diversity Brainstorm*

Rationale: This is a short activity to help the group understand what identity means and how any group will show diversity of identity because identity is multi-layered.

Learning outcomes:

- To identify different components that make up identity
- To understand that in any group there will always be a diversity of identities

Resources: Flip chart paper, post it notes, space to move around in

Time: (20 mins)

Directions:

1. Explain the meaning of the word 'identity'. (The dictionary defines 'identity' as a set of behaviours or personal characteristics by which a person is recognisable as part of a group. Identity is the distinct personality of an individual regarded as a distinct entity. You could say that identity is how you usually answer the question 'Who am I?' Point out that each of us have different parts to this identity (and that we are all so much more than our 'identity'. You can ask them if they are exactly the same at school, at home, in their private life etc. Make sure they understand that each individual has a unique identity with a different combination of components that make up their identity, for example based on their religion, ethnic background, interests etc. (5 mins)
2. Have the group split into small groups and get them to brainstorm all the different ways that contribute to a person's identity. (5 mins)
3. Feedback into the main group. Go round each group until all the groups have contributed all their ideas – make sure you only ask for new ideas – add any that are missing – (be sure to include: gender, country of origin, country where you live, culture, nationality, religion, occupation, interests, physical and mental limitations and disabilities, sexual orientation). (5 mins)
4. Explain that every person has multiple aspects to their identity and because of this; there will always be a diversity of identities in any group of people.

Option: Demonstrate this by a quick game. Choose any aspect(s) of identity that the group came up with. Have them form groups based on identity. Keep it quick and fast paced. You should find that for every aspect of identity that you call out; there will be different groupings of participants. Choose aspects of identity with care so that the group can feel comfortable revealing these aspects of themselves to the other participants. Be careful not to ask questions that require people to reveal things about themselves that they would rather keep private (and do not chose aspects that may create groups where there is only one or two people into a group) (5 mins)

8. Uniqueness and Common Humanity

a) *Secret Hands*

Rationale: The aim of this activity to help people understand that we have many more experiences in common than we often recognise, and at the same time it highlights the diversity of our experiences. The questions that are presented can be adapted for age-appropriate use. The activity will also bring out hidden diversities that have not yet been acknowledged, and can help break down the barriers that can perpetuate acts of unkindness. By recognising that other people share similar hopes and fears that we do, it can help the group build confidence in themselves and each other. The activity also challenges participants to be honest, and to trust each other in a safe and supportive environment.

Learning outcomes:

- To give participants an opportunity to safely reveal aspects of their experience that others may not know about
- To learn that many people have experiences that are similar to our own – even if the people are different to us

Resources: A circle of chairs

Time: 45 mins - 1 hour

Directions:

1. Explain to the group that this activity will show similarities and differences in the group. Explain that in a moment you are going to ask everyone in the group to close their eyes. You need to get the group to promise 'on honour' that they will not cheat and look (or use blindfolds). Explain that you

will read some statements out and if they have experienced that thing you read out, that they should raise their hand. Everyone will have their eyes closed, no-one will know who has raised their hand or not.

If you are worried that all participants may not keep their eyes closed, ask participants to lie down on the floor. Together they should form a star shape with all their heads in the middle and all their feet pointing outwards. Then tell them to close their eyes.

In this case even if they do 'cheat' and open their eyes, they will not be able to see whose arm is in the air, if they see anything at all.

Explain that afterwards the group will discuss what happened. Check to see if anyone has any questions. (5 mins)

2. Tell the group to now close their eyes. (Once you have their agreement on honour that no-one will cheat). And that the exercise should be done in silence.

Read out the statements, one by one:

For example: Raise your hand if you are the youngest child in your family.

Once all the hands are up. Say 'You may like to know that (Over half of the class, say) raised their hand.

Thank you, now put your hand down.

Next statement

(Sample statements can be found on page 37. Different types of questions are recommended depending on if you are working with children or adults. The statements used should be chosen with sensitivity and should be appropriate to the age of the participants and to the situation you are working in)

The questions and timing should be adapted depending on the age group of the participants. (20 mins)

3. At the end of the exercise bring the group back together and ask for their comments. (20 mins)
 - When you found out a lot of people had their hand up, what did that feel like?
 - What was the hardest part for you?
 - Did anything surprise you?
 - Has what you learned in this activity affected how you can relate to other people in the group? And how does that make you feel?

If you address the issue of teasing and bullying in the statements asked to the group it may also be appropriate to ask the following questions as part of an overall group discussion.

Be aware that participants may share experiences that were painful or challenging, so this topic needs to be handled sensitively.

- How does it make you feel when you are getting teased for something that you cannot help?
- Why do you think other people tease?
- Talk about the cycle of teasing, name calling, etc.,
- How can you put an end to this cycle?
- Why is it important to be allies to each other?
- Any closing thoughts?

Put your hand up if: – select from the lists

Adults

You have visited another country
You are the eldest in your family
At least one of your parents have died
You come from a family of four or more children
You like where you live
You are an only child
You sometimes have low self-esteem
You feel lonely sometimes
You sometimes feel estranged or unconnected
You know little about you cultural heritage
You wish you had more money
You have cried in the past month
You have cried at least once this year for someone or something other than yourself
You consider yourself to be an athlete
You have ever been discriminated against because of who you are or what you believe
You know what you are passionate about

Children

You are the eldest child in your family
You have ever been embarrassed
You have cried this week
You have ever done something you are proud of
You like to play soccer
You have ever done something you are ashamed of
You have ever been teased or called a bad name or made fun of.
You are good at art
You've ever been picked last in games or sports or left out of an activity altogether.
You have ever been called a mean name or put down just because you're a girl
You ever had a secret friend
You have ever been judged or teased because of the colour of your skin.
You are a good singer
You feel different to the other children in this class
You have ever been teased because of your religious background.
You have helped someone this week
You speak more than one language
You have a lot of friends
You have ever been teased about your accent or your voice, or told that you couldn't sing.
You or anyone in your family or a friend has a disability that you cannot see.
You're a boy and you've ever been told you shouldn't cry, show your emotions or be afraid.
You have ever felt alone, unwelcome or afraid.
You have intentionally hurt someone's feelings.
You like where you live
You have ever stood by and watched while someone was hurt and said or did nothing because you were too afraid.
People sometimes routinely mispronounce your name.
You have ever been teased because of the part of the world or country you or your family come from.
You have lots of brothers and sisters
You have ever been the only person of your race/ethnicity in a classroom.

b) *Common Humanity Brainstorm*

Rationale: In this activity the group will come up with a list of things that all human beings have in common, although we are all unique. The purpose of this exercise is to help participants identify with all people, not just with people who are 'like them' in order to build empathy and compassion. They should gain the understanding that they will have some aspects in common with others and some aspects that they feel different. (This will be true of every group –but that the aspects in common and different will be different in every group they are in).

Learning outcomes:

- To identify some of the key components of the shared human experience
- Learn to generate empathy and compassion for other human beings from this identification of a shared human experience – whether people are 'similar' to us or 'different'.

Resources: Flip chart paper, marker pens

Time: 30 mins

Directions:

1. Ask the group to reflect on the things all people have in common – either as a whole group brainstorm, or in small groups on post-it notes. Be sure that they include all other human beings in this reflection.
(Some examples for inclusion: a heart, lungs that breathe, everyone knows pain, everyone has the capacity for joy, to laugh, to love, to hate, to do good things, to do bad things, everyone will one day die, everyone will suffer loss, everyone has difficult challenges, everyone wants to be loved and liked, to survive, has wishes and dreams)
If you do this activity in small groups, when you collect ideas, have each group contribute one response each and then get them to add only new ideas until you have all the ideas from all the groups. (15 mins)
2. Give a few moments of self reflection, and invite participants to think of someone who is very different to them, whom they know and ask them to think about all these qualities that they share with these people who are different to them. (5 mins).
Have participants reflect on the wide range of things and people they may have something in common with - for

example a child in Africa may be jealous of their elder brother the same way as a child in Ireland. You in Bosnia may have the same horrible history teacher as a child in France or America. Reflect on the connection that can be made with others who may have similar problems to you in everyday life even though outward circumstances might be very different

Option: Repeat this self reflection with a person whom they do not know and who is different to them. This challenges the participants to the next level. Realising that we have things in common with people we do not know and to whom we feel different can be challenging. We are all human beings, and the brainstorm identified the things we have in common with everyone.

3. Lead a short discussion about this exercise. (10 mins)
What did you learn?
Did anything surprise you?
Does anything change when you think about people who are different to you from this perspective of common humanity?

9. Creating an environment of respect for all

a) *Appreciating self and each other*

Rationale: This activity will help students appreciate themselves for who they are, and to appreciate that they all have things of value to bring to the world. By sharing their work with each other they should also learn that everyone has things to contribute, and that everyone is needed in order to contribute the things that they have and that no-one else has.

Learning outcomes:

- To learn to appreciate one's own good qualities
- To learn that each individual has good qualities and that we can respect and appreciate our own qualities as well as each other's.

Resources: Paper, coloured pencils, crayons

Time: 30 - 40 mins

Directions:

1. Ask the group to close their eyes and to think about something that they did today that they feel good about, and something they are proud of (or something that they did the day before). Ask them to remember it in as much detail as possible. What did they do? and what made them feel good about it? Have them remember as vividly as possible the situation, the feelings that they had at the time, and the sensations they had in their body. Perhaps it was scoring a goal in the break, or singing a song, or walking home or ... Ask them what they did; what they contributed to the situation that makes them feel good about it, and that they liked it. Ask them if there were other people there and who they were and how they felt about the other people. (5 mins)
2. Now ask them to draw a picture of themselves in that situation, and the drawing should help them to stay in contact with this good moment. They can add some words that describe what they did to help this good moment happen – these things are some of their skills – things that they are good at. (10 – 15 mins)
3. Have the group look at each other's work. They should see that all of them had good moments in their day and all of them had skills that they enjoyed using. (5 – 10 mins)
4. Draw out of the conversation that they do not need to compete with each other, and that all of them have something important to contribute. Be sure to emphasise that all the things that people contribute are valuable, and unique. (5 – 10 mins)

b) *Respect Recipe*

Rationale: The quality of respect is one that helps people to live together and to get along together in life. This is true no matter who is involved. The activity helps participants understand what respect is and what conditions need to be in place to develop respect for ourselves and for each other.

Learning outcomes:

- To be able to explain what the word 'respect' means in practice
- To explain and identify what conditions need to be in place for there to be respect

Resources: Space to gather as a group, paper, pens, coloured pencils and crayons

Time: 30 - 40 mins

Directions:

1. Explain that this activity is about respect. Ask if they know what the word means.
2. Clarify that everyone knows what the word means. (The dictionary defines respect as a 'willingness to show appreciation or concern', 'to show kind regard or consideration to someone' and to 'treat kindly'.
3. Explain that you are going to ask some general questions about respect to the whole group and then they will split into small groups for the next part of the activity
Ask the group to give an example of how you can show respect to:
 - Yourself? (For example, washing regularly and taking good care of your appearance, making sure you sleep as much as you need to, keeping your things tidy, etc)
 - A member of your family
 - A teacher or figure of authority
 - Another child
 - An adult they do not know

Etc

(5 – 10 mins)

4. Ask is there anyone in this school that does not want to be treated with respect?
Ask if there is anyone in this school that does not deserve to be treated with respect?
If there are any suggestions ask them to explain why that might be so. Explain that even if you do not like a person or not agree with their opinions, or is very different to you they still deserve to be treated with respect, even if they are not respectful towards you. You may get the answer that this is not fair. However it is important to convey that it is in their own interest to remain respectful, and that it is certainly not your fault that this other person doesn't know any better. It is important to help participants understand that you are asking them to respect the person, not any thing that they did or did not do. (The question is restricted to people in the school to help make the concept accessible to everyone) 5 – 10 mins
5. Have the participants break in to small group to decide upon a recipe for respect –
What are the key ingredients, and how do you create an environment of respect?

They can turn their recipe into a poster. Have the group agree that Respect should become one of the class (or school) rules. (15 mins)

Note: Once the class has agreed to be respectful to each other, any incidents of discrimination or bullying that occur can be addressed under this framework as well as under the framework of addressing discrimination itself.

SECTION C

IMPACTS

This intention of this section is intended to give participants some direct experiences of discrimination, with the idea that having an insight into what this experience might be like, that people may be more sensitive to minority groups. The second module provides an opportunity to experience the impact of expectations put on students and how this can affect performance, positively or negatively.

10. Experiencing discrimination

Activities in this section are not available at this time, and will be added in future editions of this manual.

11. Meeting Expectations

Rationale: This activity aims to get participants to consider the impact of the messages that they get from people around them and how this can influence behaviour and results. Some of the group will take part in an activity, others will coach them. Different groups of participants will receive a different type of coaching. At the end of the activity participants will talk about their experiences and reflect

on what they have learnt. This activity should help teachers see the impact of the messages that they give out to children, (and the children to each other).

Learning outcomes:

- To experience the impact of both positive and negative types of messages
- To learn that your expectations can have an impact on the person that will reflect the nature of your expectations. Positive expectations tend to generate positive results and negative expectations generate negative results
- To develop strategies to build encouraging and supportive expectations for all in your environment

Resources: Piles of newspapers, sticky tape

Time: 45 mins – 1 hour

Directions:

1. Introduce the activity by informing participants that the group will investigate the impact of positive and negative expectations. Explain that after the activity there will be a discussion about what happened and its relevance in this training programme.
2. Explain that half the group will be participants and half the group will be coaches. The task of the participants will be to work in small groups and to build a tower out of the materials you have provided (tape and newspapers). The tower should be at least 2 m high it must be stable and it must stand up independently. You will set a time to complete the task. Check that the task is clear. Choose or ask for people to volunteer for their chosen role. (5 mins)
3. Split the participants into groups of 4 – 6 participants. There could be 2, 3 or 4 groups of participants, depending on the size of the overall group.
Subdivide the coaches so that each group of participants has several people coaching them.
Take each group of coaches to the side and inform them as follows:

One (or two) group of coaches is instructed to coach their group with only positive supportive, helpful and constructive remarks.

One (or two) group of coaches is instructed to make negative, undermining, remarks, and remarks that could imply that the person is stupid or wrong if an idea they tried, didn't work, (for example). This group of coaches should also attempt to divide up the group of participants.

If you have three groups the third group of coaches should be neutral or instructed to observe only and make no comments. (5 mins)

4. Allow the newspaper tower making activity to commence. You may tell the group when half the time is up. Make sure that the coaches are carrying out their instructions correctly. After 15 – 20 mins stop the activity and bring the whole group back together.
5. Bring the group back together to have a discussion. Tell the participants to drop any role that they were given but that they should not yet reveal what role they had to the others.

Lead a discussion and ask the following questions:

- What did it feel like to be doing the activity?
- How are you feeling now?

Focus on the experiences of participants (i.e. the tower builders) from all the groups.

It may be that the group(s) receiving positive coaching may have built taller better constructed towers. Regardless of the outcome, focus on the experiences of the participants and what it was like to be receiving the type of messages that they were getting

Ask how the messages they were given affected their performance?

Now ask the coaches what it was like for them, and what did they observe?

There should be a moment when coaches may need to clarify the role that they had been given.

How easy or difficult was it for observers to give out messages that might have been unusual for them?

What conclusions can be drawn?

What is the purpose of the activity within the context of this training?

What types of messages are minority group children often getting?

What impact does this have on them?

What can be done to change this? (20 – 30 mins)

SECTION D

TOOLS

Now that participants have a good grasp of the concepts involved and had experience themselves of discrimination, this section provides tools to address discrimination. Four modules are presented. The first uses story telling as a means to convey different, positive messages; the second module is for teachers and using role play and case studies to coach teachers creative ways to address discrimination and bullying in the classroom; and the third module presents several activities to help raise positive self esteem to create a positive environment for all to work in.

12. Using Story Telling in the fight against discrimination

Rationale: Story-telling is a powerful tool that is used in many traditions and cultures to convey important messages in an accessible manner. In this activity, an existing story is used as an example and then participants create their own story which they can then act out or perform. This activity has potential for further development outside the context of this training.

Learning outcomes:

- To develop listening skills, to understand underlying messages in stories,
- To learn to convey messages by using stories

Time: 60 – 90 mins

Resources: A well-known story that focuses on differences and belonging.
(For example the 'Ugly Duckling')

The Ugly Duckling

The duckling is born and is bigger and uglier than the others. The bird has a hard time, and doesn't fit in. He eventually leaves on his own. One day he sees swans flying overhead, he flies up to join them and he realised that he wasn't a duckling but a beautiful swan.

Directions:

1. Read out the chosen story (5 mins)
2. Ask the group the following questions:
 - What is the message of this story?
 - What do you learn from the story?
 - Can you identify the key moment(s) in the story?
 - Why is this story included in this training? (10 mins)

Talk to the group about the key components of a good story:

- Once upon a time there was
- A hero or heroine
- An obstacle or challenge to be overcome
- Magic help or gifts received
- A choice
- A resolution to the obstacle
- and a happy ending (5 mins)

3. Divide participants into small groups, and tell the group they should now write their own story to convey a positive message to overcome hatred and discrimination. Point out that as stories work with images, you can be very creative and step out of the ordinary world. Perhaps the hero (or heroine) has 3 arms or two heads or is a Martian. Encourage participants to be as creative as possible. (30 – 40 mins)

4. Invite each group to read out their story. If time permits allow a general discussion on whether the story has met the objective of conveying a message which can help to combat discrimination. Ask the whole group for feedback about each story – how could it be made even better? (15 mins)

Note: For use in the classroom this activity can be extended – with more time spent on understanding the components of a good story. You are encouraged to have the children create a performance out of the story. You may want to create a whole class story for an end of year performance.

13. Addressing discrimination and bullying in the classroom

(Note: this activity has been co-authored with Roma activist Manjola Veizi¹)

This module aims to bring up the difficulties Roma children face in mainstream schools and rising awareness on the phenomena of discrimination and segregation. This module uses activities to help teachers understand how their behaviour plays an important role in improving the educational level of Roma children and by encouraging them the motivation of children is rising and this impacts directly on increasing the level of registration and attendance of Roma children in school.

Learning outcomes:

- To understand that it might often happen that unconsciously Roma children are discriminated against and to reflect on effective ways to approach Roma children in the classrooms;
- To distinguish/reflect on positive and negative approaches used in practice;
- To reflect on potential ways Teachers might help Roma children to overcome the barriers they face;
- To help in creating a trustfully atmosphere between Teachers, Roma children, and parents.

1 Manjola Veizi's biography is available in Annex 1.

Rationale: In the case studies below real life situations are being presented that illustrate the sometimes unknown difficulties Roma parents and children face, in trying to attend school and by being in the classroom. It is important to create an understanding for these difficulties and try and find practical solutions to these situations. It is also important to learn that not all is what it seems and to improve listening skills and test the teacher's or school assistant's patience. There is of course also an important role for Roma parents, but this will be discussed in the activities in Annex II

Requirements:

Hand outs with practical case studies (see above, participants receive one case per group)

Hand out with list of questions

Time: 90 mins

Directions:

1. Inform participants what is the exercise about. Inform them that the object is to help the teachers look at these cases to better understand how complex they are and to help them find solutions. (5 mins)
2. Explain the process that the participants will use by taking one of the cases as an example, use the handout and the questions to analyze the situation and generate possible solutions. Allow time for questions from participants to ensure understanding. (15 mins)
3. Divide the participants into groups. Distribute the hand outs. (one case per group)
4. Ask participants (teachers) to analyse the situations given and identify both administrative actions as well as tailor-made personal actions for responding to the given situations. (20 mins)

Use the following set of questions to develop the analysis:

- What's going on in the situation overall?
 - From the perspective of each character in the situation – explain how you think they would see the situation (each of the group member would play the role of one person/group involved in case)
 - What do you think are the needs of each person/group?
 - Whose needs are being met? Are there other ways that these needs could be met?
 - Whose needs are not being met? How do you think that they could be met?
 - Do you think any rights being violated? Which rights? And whom?
 - In your opinion what (or who) needs to change in the situation? You should think as creatively - all possible changes can be included at this stage
 - Where do you think change is possible? (some of the ideal changes you would like may not be realistic)
 - What can be done to change the situation, by whom?
 - What can you do (if this situation was happening in your school) to help make sure that these changes can be implemented? (Make an action plan).
5. Bring the whole group back together and allow each group to present their solution or possible solutions.
Invite feedback or comments from other participants (10 mins per case)
6. To conclude ask the group what general points they have learnt? (5 mins)

Handout Questions

What's going on in the situation overall?

From the perspective of each character in the situation – explain how you think they would see the situation (each of the group member would play the role of one person/group involved in case)

What do you think are the needs of each person/group?

Whose needs are being met? Are there other ways that these needs could be met?

Whose needs are not being met? How do you think they could be met?

Do you think any rights being violated? Which rights? And whom?

In your opinion what (or who) needs to change in the situation? You should think as creatively - all possible changes can be included at this stage

Where do you think change is possible? (Some of the ideal changes you would like may not be realistic)

What can be done to change the situation, by whom?

What can you do (if this situation was happening in your school) to help make sure that these changes can be implemented? (Make an action plan).

Characters in the Case:

	Person 1	Person 2	Person 3	Person 4
How does the person see the situation?				
What are the needs of this person?				
Are their needs being met? Y/N				
How could their needs be met?				
Are their rights being violated?				
What rights?				
What could this person do to change the situation?				

Now please state your preferred outcome(s) to change the situation.....
.....
.....

If the situation was happening in your school what could you do to help make sure that the changes happen? (Make an action plan)

Handout: Cases Provided by Manjola Veizi

Case I

Maria has just turned seven. These are the last days of August and her parents are willing to register her in the school near to their settlement. Together with Maria they go to the school headmaster to register her. The first day they were told to come tomorrow as they were holding a teachers meeting. They went the next day and the assistant told them to bring the birth certification and immunization card for Maria.

The parents of Maria went to their municipality unit to take the birth certificate but the official there did not give it to them as they had not paid their residential taxes. They also faced difficulties in getting the immunization card for Maria, as because they were travelling she has not followed all immunization phases. They went to the head master again and informed about difficulties faced.

Case II

Enea is seven years old. He is attending the first year of primary school education. He has not attended any class of pre-school education and is facing difficulties in understanding the lessons. Often he comes at school without preparing homework. The teacher spoke with his parents but they said they are illiterate and cannot help him with homework. Other children do not want to share the same desk with him because he is a gypsy. He always goes home crying. He doesn't want to go to school any more.

Case III

Emanuel is a lively Roma boy in the third class. He is not good in preparing homework but he likes very much music. He likes to sing and is very active during musical education lessons. He plays well the violin, which his grandfather has taught him. In the framework of celebrating the New Year's Eve the school will organize a concert. Well-known public personalities will be invited. The teacher engaged 5 pupils from the class to prepare to represent the class. Emanuel was not involved despite the fact that the teacher once told him that he is the best in the music lessons. He went home and told to his parents what has happened.

They said to him that he was not chosen because he is Roma and regardless how good he might be they will not treat him fairly. Since that day the song of Emanuel was not heard any more during breaks or in the music classes.

Case IV

Alesia, a Roma girl was sitting in the front of the class next to a non Roma girl, Aurora. They get on well with each other. Aurora was a good pupil and time after time she was helping Alesia to prepare homework. One day Aurora's mother came to the class. She spoke with the teacher claiming that didactic materials of her daughter were missing and she has lost them in class. The teacher asked Alesia to go and sit in the back seat and she put a non Roma boy next to Aurora.

Case V

Roma parents living in a Roma neighbourhood close to the railway are wishing to register their daughter in primary education. They went to a school that is close to their neighbourhood to register her. The director's assistant asked to bring the birth certificate and the immunization card of their daughter.

After two days the parents went again to the school with the required documents but the assistant told them that there was no more space in the classrooms for new children and they should go and register their daughter in another school that is on the other side of railway. They said to the assistant they are not registering their daughter in the other school because they are afraid for her to cross everyday alone the railway. They are working in selling second hand clothes in villages nearby and cannot accompany her to school.

Case VI

Ronald is ten. He is the only Roma pupil in the classroom. One day the teacher came to classroom and asked all the class who is Roma to raise their hand because the school will give to them, as they are very poor, the school textbooks for free. He has not revealed his ethnicity background, so far and he did not raise his hand because he is afraid that others will treat him differently. He did not talk with his parents about this either because he was afraid they will reprimand him. He is aware that his parents have financial problems.

Case VII

Most of the Roma children living in the suburbs of Tirana, near to the river, are not attending school as they go together with their parents to work (collecting recyclable materials). Skender, a young Roma father, wishes that his two children are educated. Every day he accompanies his two children to school with his improvised vehicle and after he goes around to collect cans and scrap. At time when children finish their classes, he comes to pick them up. One day when he as picked up the children after school, they told him that they do not want to come any more to school because the school director took them to the bathroom and made them have a bath before entering the classroom. Other pupils made fun of them.

When speaking with the director, she said that wanted to help the children as the family does not have proper conditions to bring them clean to school. She expressed she wanted them to feel good. Other children do not want to be accompanied with them because they are “smelling”.

14. Improving self image/self esteem of all children²

Having healthy self-esteem is important for all of us. It is as important for children who are prone to bullying and who might treat other students badly as it is for the children who are victims of such bad treatment. In fact it could be argued that developing self esteem in children who might be prone to bully would be especially important. Bullying and having power over others is one way that some people build their self esteem. Since this is clearly not healthy, and not desirable, it is important to find healthy ways for children to develop positive self-esteem. i.e. Ways that build a healthy sense of self whilst recognising at the same time that everyone has good qualities – ourselves and all others included.

The activities proposed in this module all aim to build up this healthy positive self esteem. Having high self esteem is important for everyone - but there are problems with when one's own self esteem is obtained at the expense of others, which is what happens with bullying. This can happen when self-esteem is based on a feeling of being 'better than' others, or by comparing oneself favourably to others, or by bullying and is unhealthy. However positive high self esteem can be obtained by treating oneself well and taking care of oneself – by giving oneself the care that one might expect from others.³

a) *Using Art as a Tool to Combat Discrimination*

Rationale: This art based activity is included as young children are very creative and often use art to express themselves. Often in schools, children do art, but there is a wealth of information contained in each picture which is often not accessed. There needs to be sensitivity to gather this information and for it to be shared in the class. The activity creates a structure for teachers to learn a new way to use art based activities, which will help children build positive self-esteem. The activity shows teachers a different way to ask questions in order to create a new opportunity for children to talk about aspects of their life in a safe unthreatening way. It also encourages teachers to move away from approving of the works of some children and disapproving of the work of others, thus helping to build the confidence and self esteem of all children in the class.

2 Some of the activities in this section have been inspired by and adapted from activities presented in the Mindful Self-Compassion Program developed by Christopher Germer and Kristin Neff"

3 See for example <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-6494.2008.00537.x/pdf>
http://greatergood.berkeley.edu/article/item/try_selfcompassion/

Learning outcomes:

- To learn how to use open structured questions to help children to open up more about their lives
- To build empathy in the classroom by creating space for children to talk in a safe and structured way
- To learn to use a technique to help children build verbal and non verbal communication skills
- To learn to create a safe and unthreatening space for children to talk about things that matter to them and so build their positive self-esteem.

Resources: Paper, colouring pens, pencils, crayons.

Time: 1 hour

Directions:

1. Explain that this is activity in two parts – the first part is an art based activity which everyone will participate in. The second part is to help the teachers learn new skills. Explain that in the second part of the activity the teachers will learn to extend the ways in which they use can art based activities in the classroom.
2. The first part of the activity is to have each participant draw a picture related to a theme which you will choose. Suitable examples include:
 - Dinner in my family
 - My family at home
 - My typical day
 - My dream for the futureEtc.

The themes suggested are neutral and ordinary; the topic should be easily accessible to everyone in the group. (10 – 15 mins)

3. Gather participants together and allow a moment for a quick view of all the pictures.
4. Explain that this part of the activity is for teachers only. Explain that you will ask for one (or more) volunteers, whom you will 'interview' in a particular way. The other teachers should observe what and how you are conducting the interview in order to learn this process, which they would then be able to apply with their children in the classroom.
5. Explain that in order to maximise the learning potential of this exercise different participants (all teachers) will look

at different aspects. Therefore divide into at least 7 small groups. Give each small group a different aspect to listen for as follows:

- i) What are the steps in the process of conducting the interview?
 - ii) What type of questions do you use?
 - iii) What type of comments do you make?
 - iv) How is the person responding?
 - v) How is this process related to a training on non-discrimination?
 - vi) What skills are being developed by the person being interviewed?
 - vii) What skills are being developed by the people observing the interview?
6. Ask for a volunteer who is willing to show and talk about their picture.
- a) Sit or stand next to the person (rather than opposite them, so that you can see the same things they do)
 - b) Check the orientation of the picture (You may think you know which is the right way up – but you may be wrong – so be sure to check this)
 - c) Ask the volunteer to tell you about the picture
 - d) Ask them what is the most important part of the picture and what it means to them.
 - e) Ask what did it feel like to make the picture, and what does it feel like now.
 - f) Ask any other broad and open questions that give the volunteer the opportunity to express anything they want about their picture.
 - g) Ask if the picture had a message – what would the message be?
 - h) Ask them if there is anything else they want to share related to the picture?
 - i) Thank them for being willing to share about their picture

Note: You may want to make some general comments about the shapes, colour, shades used in the picture.

Be careful to:

- AVOID any kind of judgemental statements about the quality of the picture or whether you like it or not, i.e. Avoid comments like 'It's beautiful' 'It's nice' etc.
(It is difficult to apply such comments uniformly to all children and it can be discouraging to the children who do not receive such positive, subjective judgemental comments – their work will be equally expressive but may be less aesthetically pleasing to your eye)
- DO NOT interpret the picture
- DO NOT analyse the picture
- DO NOT assume you know what a shape is – if you see a rectangular object that you think is a table – you should ask what is this shape do not presume that you know how the person is expressing themselves – it may not be a table at all but a book (for example).
- DO NOT ASSUME that you know which part of the picture is most important – only the artist can know that.

The job of the person conducting the interview is to ask questions in order to create an opportunity for the person to share what they want to. You should not aim to use the interview to draw out information from the child, but you may – as a by-product – learn more about the environment the child lives in and how they see the world (which may incidentally, be useful to you in your role as a teacher). The purpose of the exercise is to help you create a safe space for the child to tell you as much or as little about the picture and how it relates to their life, as they want to. Be aware that some children may not have much to say – and be careful to respect that.

The volunteer will be developing skills of communication and ability to express themselves, self-confidence, and self-esteem.

The other people listening can be developing listening skills, empathy skills, seeing that perhaps the life of this person is not that different after all – reinforcing the concept of the shared common humanity.

Allow 5 – 10 mins for the interview.

7. If time permits, do more than one interview.
8. Allow a few minutes for the small groups to gather and obtain agreement on the response to their question. (5 mins)
9. Bring the whole group back together and ask each group in turn to share what they observed. Help the group to notice the points identified above.

Answers to the questions for small groups listed under point 5 above

- i) The steps are identified in point 6 above
- ii) Ask open non directive questions
- iii) Make open non-judgemental comments
- iv) The person would normally respond by sharing personal details about their life/ life situation, and to share some feelings about the situation in a way that allows them to reflect on it in new ways
- v) These are identified in the Rationale and Learning Outcomes above
- vi) These are identified at the end of point 6 above
- vii) These are identified at the end of point 6 above

Lead a whole group discussion about the activity and how it might be used in the classroom.

It is important that the theme chosen is seen as one of many that they could use to have the children draw pictures that lead to this type of sharing. Over a school year each child in turn could have the opportunity to speak about a picture. Building the positive self esteem is important for all the children in the class – minority children typically have low self-esteem, especially if they are being subjected to bullying at school. Establishing healthy self –esteem amongst the majority children is equally important – so that they do not resort to bullying as a way to get it, as is the need to build empathy between the children, which can happen through using this type of questioning and open sharing by the children.

b) Gratitude Journal

Rationale: Feeling grateful and generating gratitude is one way to generate positive self esteem. Studies show that people who are grateful are less likely to be envious of others, and would have less need to bully others. It has also been shown that gratitude is a behaviour that can be easily learnt. Therefore this activity develops feelings of gratitude.⁴

Learning outcomes:

- To learn to feel grateful for the good things in life
- To appreciate that having a sense of gratitude about the good things in your life can help you to feel better about your life situation and so increase positive self esteem

4 See for example <http://onlinelibrary.wiley.com/doi/10.1111/1467-9450.00041/abstract>.

Resources: A small notebook for each participant, a small piece of quality chocolate (or succulent fruit) per person.

Time: 10 – 15 mins

Directions:

1. Introduce the rationale and explain how keeping a gratitude journal and making time at school for children to keep a gratitude journal can reduce their need to bully and harass other children.
2. As a taster to this activity hand out a very small piece of quality chocolate. Tell the participants that they may not yet eat the chocolate (!). Tell them to look at the chocolate; they may also smell the chocolate. Have them open up to receiving this piece of chocolate, which they are going to savour, and appreciate every last moment. Then announce that they can eat the chocolate and tell them they should eat it as slowly as possible (5 mins)
3. Once the chocolate has been eaten, hand out the notebooks, and inform participants that this notebook is for them to record all the things that they are grateful for each day. They may want to decorate the book. They can start with simple things, a healthy body, an intelligent mind, food, education, sunshine. Tell them it is important to be as specific as possible. 'I am grateful for the way the sun sparkles on the river near my home and reflects light Instead of 'I am grateful for sunshine'. (5 - 10 mins)
4. Emphasise that if used in the classroom on a regular basis, this activity can be incorporated into language lessons, increasing vocabulary; the children can share things they are grateful for, to inspire each other.

c) *In Our Class*

Rationale: This activity builds the skill of giving and receiving positive feedback, and in so doing it helps to build good contact between children, to appreciate themselves and each other and to see that everyone has good qualities. Giving and receiving positive feedback helps to build positive self-esteem because in receiving positive feedback we learn that if other people appreciate our good qualities then perhaps we can also do so. Equally, giving positive feedback is an important skill to learn because in doing so we learn to appreciate qualities that others have, and to take the risk to tell them without in any way diminishing ourselves in the process. Giving and receiving positive feedback may be challenging

in some cultures - it is nevertheless an important skill for all, and in general, people appreciate it when you tell them things that you like about them.

Learning outcomes:

- To learn to express appreciation about themselves and others
- To learn to receive what other people see as their good qualities
- To understand that everyone has good qualities and people usually like to receive this kind of feedback

Resources: Paper, coloured pens, crayons

Time: 30 mins

Directions:

1. Have children draw around each other's hands. Explain that this hand represents something that they like about themselves and each other. In the middle they should write their own name and something they like about themselves. (5 mins)
2. They should then use the fingers they have drawn for other children in their class.
They should write their name and the quality they like about that child.
You should encourage the children to put the names not only of their friends but also of people in the class they do not know so well. (You could let them include people such as family members on their hand, if you want to make it easier for them).
If you want to stretch the children encourage them to find good qualities about children that they do not know well. They may also like to decorate the hand. (10 – 15 mins)
3. After they have finished their work put all the work on the wall and have everyone look at them, and see how everyone is connected to each other. You may also want to have a discussion about the qualities that everyone has – not everyone will like the same qualities in other people. (5 – 10 mins)

d) *Helping friends*

Rationale: This activity focuses on building healthy self esteem by the process of reaching out to another person in letter writing. Healthy self esteem is built through the sharing of personal situations, appreciating the good things that are happening, and then giving and getting support when it is needed. This activity should be done first when things are going well, in order to develop skills that can be applied later on when they might be needed to deal with more challenging situations. It would be worth repeating this activity for different types of situation over time – so that the positive self esteem can be built up gradually. The activity helps to build self –esteem because it gives participants the capacity to help someone else – even in their imagination – as well as giving them a sense of perspective of what is happening in their lives. The activity can also help participants see that they have skills and strengths that are worth developing and to develop feelings of connection to the wider world.

Learning outcomes:

- To develop healthy self esteem by reaching out and helping another person
- To recognise that other people also have all kinds of situations to deal with and that in reaching out all can help and support each other.
- To feel a sense of connection with others through letter writing
- To build vocabulary and communication skills in writing about a variety of situations

Resources: Paper, pens

Time: 25 -30 mins

Directions:

1. Explain that this activity is designed to help participants build positive self esteem by developing a broader a perspective that is bigger than one's own. The process that will be demonstrated by doing the activity can be used over time to build positive self esteem to help all kinds of situation – eventually to support people facing challenging or difficult situations. (5 mins)
2. Invite participants to close their eyes and bring to mind a happy situation that happened recently, a small success, or something that went well. They should bring it to mind as vividly as possible.

Ask:

- Who else was involved in the situation? – family members? At school? etc
 - Where were they?
 - Invite them to recall any physical sensation such as smells, sounds, or how they felt physically when it was happening etc. (5 mins)
3. Tell the participants that they should imagine that they have a friend who has experienced, or is just about to, experience exactly the same – or a very similar – situation.
 4. Invite them to write a letter to this friend. What would this person want to know, to help them appreciate and get the most from their situation? (10 mins)
 5. Explain that because the world is so big and there are so many (people) children in it (millions and millions) it is almost certain that there is someone, somewhere in the world, who is experiencing the same or a very similar situation right at the moment.
 6. Now have them read the letter to themselves as if they had been received this letter from their friend, who knows them really well and who knows exactly how they are feeling. (5 mins)
 7. Bring the group back together and ask how they feel about the exercise. Ask if they got any fresh insights to their situation. You may invite one or two participants to share their letters. (5 mins)

Option:

8. Extend the exercise – either now or at a later time - by repeating this letter-writing exercise, but this time they should write to the friend about a situation that is an ordinary everyday occurrence – today at school, at break time, at home with my family. Etc.
9. At another later time you can repeat the exercise again with participants writing about a situation that was important but more or less neutral, or one that was difficult but they felt they handled well enough, or one that was challenging in a small way.
10. You can point out that they could write to their friend whenever they want to, and that this letter writing process to/from the imaginary friend may also be helpful to them when facing difficult or challenging situations.

Notes:

- This activity can be used within lessons on native language to help build vocabulary and writing skills, as well as the positive self esteem which is the focus of this activity.
- It is important to build this positive self esteem slowly and not to focus directly on challenging situations which may lead participants to 're-live' a situation that was extremely challenging, in a way that would not be helpful.
- It may be useful for participants to keep the letters which they write so that they have them to re-read in the future when they may need them.

SECTION E

CLOSING SECTION

In this closing section of the manual there are two modules – firstly a module to allow participants to reflect on their learning and identify how they can apply what they have learnt in their own classrooms. The final module presents some suitable closing activities.

15. Planning

a) Action Planning

Rationale: The purpose of this activity is to help participants maximise the benefits of the training. It is intended to support them apply what they have learnt in their own way. It is intended primarily for use with teachers.

Learning outcomes:

- To identify what they have learnt and how it can be applied in practice.
- To identify steps that would need to be taken

Resources: Paper, pens

Time: 15 – 20 mins

Directions:

1. Ask participants what they feel they have learnt of value during the training? It may be useful to briefly recap the activities done.
2. Explain that the next steps are to find out how these things can be applied in their own environment
3. Working individually participants should write down:
 - Things they have learnt and activities which they could use.
 - Things they would like to change as a result of what they have learnt
 - What steps do they need to take?
 - Does anyone else need to be involved? How can they be involved?
 - When can this be done?If possible they can make a detailed plan with a time line.

b) Homework and Follow up

The homework from this course is to have each teacher together with their class make up a poster of the new work that they are doing in the classroom as a result of this training, which should reflect the changes going on at school.

16. Closing activities

Three alternative activities are presented as suitable ways to close a group. One or more activity could be done as appropriate.

a) *Wishing Well*

Rationale: The aim of this activity is to help participants appreciate the good things they have in their lives and to engender the attitude of sharing good things. Psychologists have demonstrated that the more we can appreciate the good things we have the better we will feel and the less harm we are likely to do to others.⁵

Learning outcomes:

- To identify good intentions we wish for ourselves and for others.
- To appreciate that other people also have good wishes for others

Note: This activity is not suitable for use with very young children.

Resources needed: Paper and pens

Time: 20 - 30 mins

Directions:

1. Invite participants to close their eyes, and lead a short guided reflection:
Invite them to think about all the people who care about them, who love them, and who think well of them. Reflect on how much you matter to people around you and in the world. Allow yourself to be filled up by all this love that you are feeling. Give it to yourself, until you are filled up by it, and then give it out, to all the people that you care about, and then give it out to everyone in the whole world. (3 mins)
Now open your eyes
2. Ask the group if there is one thing they would wish for themselves, what would it be?
3. Ask the group if there is one thing they wish for the whole world, and all people what would it be.

5 See for example <http://www.emeraldinsight.com/journals.htm?articleid=1760846&show=abstract>.

4. Allow time for participants to write down or draw your wishes. (5 mins)
5. Invite participants to share all their wishes – personal and global. (10 mins)
6. Ask participants why they think we did the activity and how it relates to the training?
Explain that by creating a positive feeling we are creating and supporting positive thoughts in the brain. Explain that psychologists have demonstrated that such brain patterns reduce the need to look to others to blame or scapegoat⁶ (5 mins)

Note: In the classroom this activity could be done from time to time to build on these feelings of good will and good wishes to self and others.

b) Pass the Stone

Rationale: As a closing activity participants share some words to complete their experience

Learning outcomes:

- To communicate to others how you are feeling
- To listen respectfully to others
- To summarise how you are feeling

Resources: A stone or other small object that can be passed easily.

Time: 30 mins

Directions:

1. Explain that this is the last activity the group will do and it's a chance for them to make any closing remarks. Point out that each person has about one minute to speak and that you will remind them of the time. Remind them to listen to each other with care and that only the person with the stone can speak.
2. Pass the stone and allow each person to speak in turn.

⁶ See for example http://www.heartmathbenelux.com/doc/McCratyael_article_in_integral_review_2009.pdf.

c) *Endings*

Rationale: A short simple way to close a group.

Learning outcome: To make a simple short formal way to end a group.

Resources: Space to stand up in.

Time: 5 mins

Directions:

1. Stand up and make a circle. Invite the group to take a moment and look around the circle, and to find a way to acknowledge each other in the shared experience.
2. Invite the group to turn around, point out that they can now feel the presence of everyone around them even if they can no longer see them.
3. Now invite everyone to take one step away from the circle. You can announce that the group is over, and that each person is carrying away something of the experience.

Annex 1

Background on Discrimination of Roma⁷



Prepared by: Manjola Veizi

Manjola is leading the “Roma Woman Rights Center” in Albania and has been a Roma activist for over ten years. She holds a bachelor degree in law and is very active in a variety of Roma issues, such as housing and legalization, Roma Women and family issues, Roma rights, etc. She has been actively involved in different initiatives taken by UNDP, OSFA, OSCE, ERRRC aiming at improving Roma living conditions and protection of Roma rights.

Background

Roma form one of the largest ethnic minority groups in Europe. According to a study done by Amnesty International in 2010, there are around 10 million Roma in Europe and nearly 80% of the European Roma population lives in EU Member and candidate Member States.

⁷ The activity associated with this text can be found at Section 13.

Roma people are among least educated groups in region. Many Roma across Europe are severely disadvantaged by low levels of literacy or incomplete education. There is a huge gap between education level of Roma and that of the majority of the population.⁸ Few Roma children complete compulsory education and consequently the general secondary education remains very low. The number of Roma children enrolled in the Vocational Education and Training system (VET) and tertiary education remains insignificant.

In 2011, UNDP, the World Bank and the European Commission carried out a survey of 750 Roma households and 350 non-Roma households living in or close to Roma communities in 12 countries, including Albania, Bosnia and Herzegovina, Croatia, the Former Yugoslav Republic of Macedonia, Montenegro and Serbia. The findings of the survey, show that Roma communities are falling behind in education⁹:

- On average, only one out of two Roma children surveyed attends pre-school or kindergarten.
- Only 15 percent of young Roma adults surveyed complete upper-secondary general or vocational education.

The findings of the survey¹⁰, a selection from which is reproduced in the table below provide insight into the situation of Roma relevant both to their non-Roma neighbours and to Roma elsewhere in the region.

Country	Literacy (age 16+)		School enrolment (ages 7-15)		School enrolment (ages 16-19)	
	Roma	Non-Roma	Roma	Non-Roma	Roma	Non-Roma
Albania	65%	95%	48%	91%	13%	60%
Bosnia and Herzegovina	82%	97%	61%	96%	15%	72%
Croatia	84%	99%	87%	93%	31%	77%
The former Yugoslav Republic of Macedonia	83%	96%	74%	90%	27%	65%
Montenegro	73%	99%	55%	94%	13%	61%
Serbia	85%	98%	80%	95%	25%	71%

8 Amnesty international 2010.

9 UNDP/World Bank/EC regional Roma survey 2011.

10 The findings of the survey are available for download at <http://europeandcis.undp.org/data/show/D69F01FE-F203-1EE9-B45121B12A557E1B>.

According to studies carried out recently, some causes of Roma poor educational outcomes are:¹¹

- Lack of quality early childhood education services
- Lack of birth registration
- Poverty and social exclusion
- Geographical and financial barriers
- Segregation into special schools.
- Unfriendly school and classroom environment
- Language barriers.
- Non multicultural Curricula.
- Prejudice and hostility

Addressing discrimination and bullying in the classroom

(Note: this activity has been co-authored with Ruth Friedman)

This module aims to bring up the difficulties Roma children face in mainstream schools and rising awareness on the phenomena of discrimination and segregation. This module uses activities to help teachers understand how their behaviour plays an important role in improving the educational level of Roma children and by encouraging them the motivation of children is rising and this impacts directly on increasing the level of registration and attendance of Roma children in school.

Learning outcomes:

- To understand that it might often happen that unconsciously Roma children are discriminated against and to reflect on effective ways to approach Roma children in the classrooms;
- To distinguish/reflect on positive and negative approaches used in practice;
- To reflect on potential ways Teachers might help Roma children to overcome the barriers they face;
- To help in creating a trustfully atmosphere between Teachers, Roma children, and parents.

11 UNICEF, 2011, *The Right of Roma Children to Education: Position Paper*. Geneva: UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States (CEE/CIS).

Rationale: In the case studies below real life situations are being presented that illustrate the sometimes unknown difficulties Roma parents and children face, in trying to attend school and by being in the classroom. It is important to create an understanding for these difficulties and try and find practical solutions to these situations. It is also important to learn that not all is what it seems and to improve listening skills and test the teacher's or school assistant's patience. There is of course also an important role for Roma parents, but this will be discussed in the activities in Annex II

Requirements:

Hand outs with practical case studies (see above, participants receive one case per group)

Hand out with list of questions

Time: 90 mins

Directions:

1. Inform participants what is the exercise about. Inform them that the object is to help the teachers look at these cases to better understand how complex they are and to help them find solutions. (5 mins)
2. Explain the process that the participants will use by taking one of the cases as an example, use the handout and the questions to analyze the situation and generate possible solutions. Allow time for questions from participants to ensure understanding. (15 mins)
3. Divide the participants into groups. Distribute the hand outs. (one case per group)
4. Ask participants (teachers) to analyse the situations given and identify both administrative actions as well as tailor-made personal actions for responding to the given situations. (20 mins)

Use the following set of questions to develop the analysis:

- What's going on in the situation overall?
 - From the perspective of each character in the situation – explain how you think they would see the situation (each of the group member would play the role of one person/group involved in case)
 - What do you think are the needs of each person/group?
 - Whose needs are being met? Are there other ways that these needs could be met?
 - Whose needs are not being met? How do you think that they could be met?
 - Do you think any rights being violated? Which rights? And whom?
 - In your opinion what (or who) needs to change in the situation? You should think as creatively - all possible changes can be included at this stage
 - Where do you think change is possible? (some of the ideal changes you would like may not be realistic)
 - What can be done to change the situation, by whom?
 - What can you do (if this situation was happening in your school) to help make sure that these changes can be implemented? (Make an action plan).
5. Bring the whole group back together and allow each group to present their solution or possible solutions.
Invite feedback or comments from other participants (10 mins per case)
6. To conclude ask the group what general points they have learnt? (5 mins)

Handout Questions

What's going on in the situation overall?

From the perspective of each character in the situation – explain how you think they would see the situation (each of the group member would play the role of one person/group involved in case)

What do you think are the needs of each person/group?

Whose needs are being met? Are there other ways that these needs could be met?

Whose needs are not being met? How do you think they could be met?

Do you think any rights being violated? Which rights? And whom?

In your opinion what (or who) needs to change in the situation? You should think as creatively - all possible changes can be included at this stage

Where do you think change is possible? (Some of the ideal changes you would like may not be realistic)

What can be done to change the situation, by whom?

What can you do (if this situation was happening in your school) to help make sure that these changes can be implemented? (Make an action plan).

Characters in the Case:

	Person 1	Person 2	Person 3	Person 4
How does the person see the situation?				
What are the needs of this person?				
Are their needs being met? Y/N				
How could their needs be met?				
Are their rights being violated?				
What rights?				
What could this person do to change the situation?				

Now please state your preferred outcome(s) to change the situation.....
.....
.....

If the situation was happening in your school what could you do to help make sure that the changes happen? (Make an action plan)

Handout: Case Studies

Case I

Maria has just turned seven. These are the last days of August and her parents are willing to register her in the school near to their settlement. Together with Maria they go to the school headmaster to register her. The first day they were told to come tomorrow as they were holding a teachers meeting. They went the next day and the assistant told them to bring the birth certification and immunization card for Maria.

The parents of Maria went to their municipality unit to take the birth certificate but the official there did not give it to them as they had not paid their residential taxes. They also faced difficulties in getting the immunization card for Maria, as because they were travelling she has not followed all immunization phases. They went to the head master again and informed about difficulties faced.

Case II

Enea is seven years old. He is attending the first year of primary school education. He has not attended any class of pre-school education and is facing difficulties in understanding the lessons. Often he comes at school without preparing homework. The teacher spoke with his parents but they said they are illiterate and cannot help him with homework. Other children do not want to share the same desk with him because he is a gypsy. He always goes home crying. He doesn't want to go to school any more.

Case III

Emanuel is a lively Roma boy in the third class. He is not good in preparing homework but he likes very much music. He likes to sing and is very active during musical education lessons. He plays well the violin, which his grandfather has taught him. In the framework of celebrating the New Year's Eve the school will organize a concert. Well-known public personalities will be invited. The teacher engaged 5 pupils from the class to prepare to represent the class. Emanuel was not involved despite the fact that the teacher once told him that he is the best in the music lessons. He went home and told to his parents what has happened.

They said to him that he was not chosen because he is Roma and regardless how good he might be they will not treat him fairly. Since that day the song of Emanuel was not heard any more during breaks or in the music classes.

Case IV

Alesia, a Roma girl was sitting in the front of the class next to a non Roma girl, Aurora. They get on well with each other. Aurora was a good pupil and time after time she was helping Alesia to prepare homework. One day Aurora's mother came to the class. She spoke with the teacher claiming that didactic materials of her daughter were missing and she has lost them in class. The teacher asked Alesia to go and sit in the back seat and she put a non Roma boy next to Aurora.

Case V

Roma parents living in a Roma neighbourhood close to the railway are wishing to register their daughter in primary education. They went to a school that is close to their neighbourhood to register her. The director's assistant asked to bring the birth certificate and the immunization card of their daughter.

After two days the parents went again to the school with the required documents but the assistant told them that there was no more space in the classrooms for new children and they should go and register their daughter in another school that is on the other side of railway. They said to the assistant they are not registering their daughter in the other school because they are afraid for her to cross everyday alone the railway. They are working in selling second hand clothes in villages nearby and cannot accompany her to school.

Case VI

Ronald is ten. He is the only Roma pupil in the classroom. One day the teacher came to classroom and asked all the class who is Roma to raise their hand because the school will give to them, as they are very poor, the school textbooks for free. He has not revealed his ethnicity background, so far and he did not raise his hand because he is afraid that others will treat him differently. He did not talk with his parents about this either because he was afraid they will reprimand him. He is aware that his parents have financial problems.

Case VII

Most of the Roma children living in the suburbs of Tirana, near to the river, are not attending school as they go together with their parents to work (collecting recyclable materials). Skender, a young Roma father, wishes that his two children are educated. Every day he accompanies his two children to school with his improvised vehicle and after he goes around to collect cans and scrap. At time when children finish their classes, he comes to pick them up. One day when he as picked up the children after school, they told him that they do not want to come any more to school because the school director took them to the bathroom and made them have a bath before entering the classroom. Other pupils made fun of them.

When speaking with the director, she said that wanted to help the children as the family does not have proper conditions to bring them clean to school. She expressed she wanted them to feel good. Other children do not want to be accompanied with them because they are “smelling”.

Annex 2

Module focused on Roma



Prepared by: Marsela Taho

Marsela Taho has been working for the Roma Education Fund already for three years now, as a country facilitator for Albania and Kosovo. She received her degree in social work from the University of Tirana in 2001, and also completed the Roma Participation Programme at the Central European University in Budapest in December, 2005. She has worked with children and their families as a social worker for various organizations, such as Terres Des Homes, UNDP Local Governance Programme, AiBi (Amici dei Bambini) Roma Women Center for Development organization. She is involved in Roma women issues and she is part of the International Network of Roma Women. Previously she worked for five years in the Ministry of Labour and Social affairs and Equal Opportunities in Tirana, in the Secretariat of the Decade Roma Inclusion.

Module I: Identity and Culture

Rationale: It is often said that “culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts¹²”. However, state authorities play a crucial role in documenting and institutionalizing the cultural heritage of a particular nation, as well as in preserving those features which were deemed healthy and in the best interest of that particular nation. In this process many unhealthy social habits are condemned or simply considered as not representing today society’s values and norms. This is to say that culture is more complex than the views of lay individuals belonging to that culture and is very much shaped under the care of state-run cultural institutions and deeply influenced by how other cultures judge it.

As a result of lacking a kin state with institutions that document and purify the Roma culture, while being prejudiced, poorly educated and under-served in countries where they are settled, some Roma communities still maintain a few primitive social habits (i.e. early marriages, running a big family, etc.). These social habits are not inherited in a certain ethnic group, be it Roma or other, and have been present in almost every society at different times and stages of their development. School authorities and teachers have a crucial role in the dynamics and development of a certain culture as well as in building communication bridges, mutual respect and intercultural exchange among children and parents of different cultures within the school community.¹³

Learning outcomes:

- To learn to distinguish between Roma cultural heritage and those primitive and forced manifestations and social habits resulting from long-standing social exclusion and illiteracy;
- To appreciate and encourage diversity and inter-culturalism in school community

Requirements: Stick-notes, markers, flipchart

Time: 45 minutes

Directions:

Time: 10 minutes

12 *What is Culture? Definition of Culture*, K. A. Zimmermann 2012

13 *Unpublished Working Paper, Institute of Romani Culture in Albania*, B.Taho 2013

1. Based on the information at the rationale above:
 - a. Ask participants the following questions:
 - What is culture;
 - Does it only includes truths or myths as well;
 - Who decides what elements be they truths or myths are part of a certain culture (i.e. state authorities, lay persons, civil society organizations belonging to that culture, elite or others belonging to a different culture);
 - What can education authorities and teachers do to foster an inter-cultural school environment (i.e. decent explanation of Roma or other minority culture in textbooks, organizing activities that promote cultural equity among children and parents of diverse cultural background)
 - b. Wrap up brainstorming by stressing the arguments provided in the rational.

Time: 15 minutes

2. Ask participants to write in separate stick-notes elements be they myths or truths that (they believe and/or heard from others (i.e. Roma elite, Roma lay persons etc., or read in books) belong to Roma or other minority culture and then ask them to group those elements in two columns, namely:
 - Truths and Myths belonging to Roma or other minority group culture; and
 - Forced social habits/life style as a result of social exclusion and illiteracy (not inherited in a certain culture).

Note: Some wrongly perceived elements of Roma culture are early marriages, running a big family, not appreciating education, living in shacks near river etc.

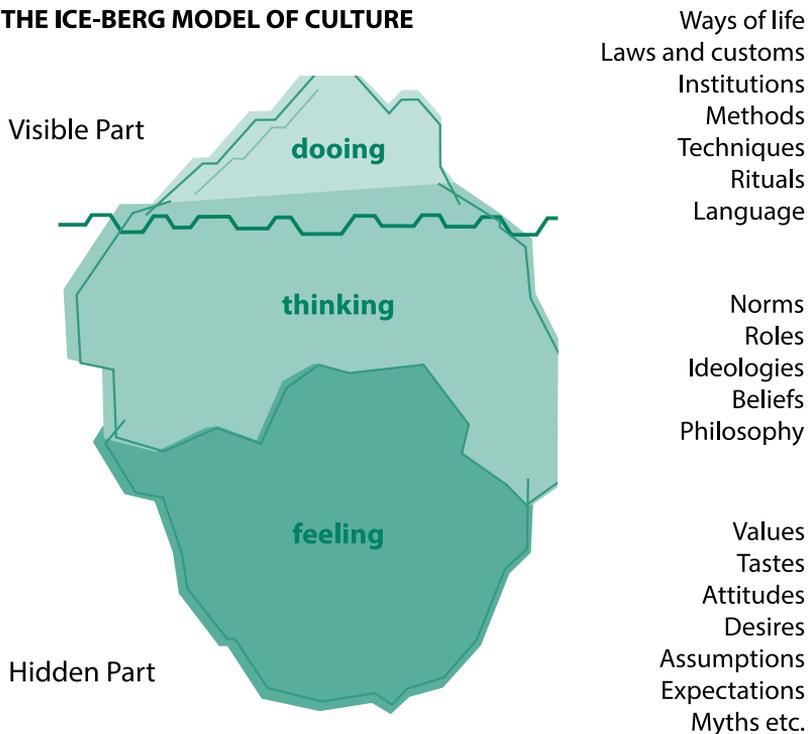
Time: 20 minutes

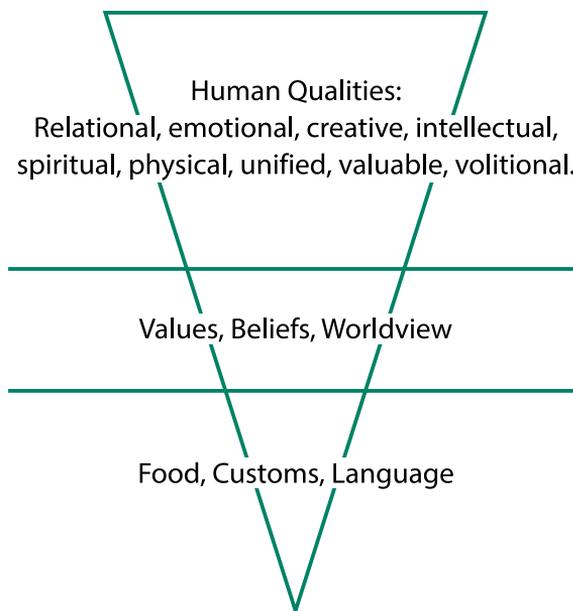
3. Divide participants into groups so that each small group will look at one (or several) identified element(s). Each group should discuss the following questions:
 - How would you know that such practice (truth or myth) belong to culture of Roma or other minority groups?

- Are there other people or groups of people that this statement might be said about, or where this practice exists?
- Why this situation might arise/What is the cause behind this myth/truth?
- Do the literature, text books, Roma organizations and/or Roma elite consider such a practice as belonging to Roma culture? Should necessarily Roma lay individuals agree with it?
- Should this practice be promoted as Roma culture although the Roma elite opposes it, or should alternatively be named forced social habit resulting from long-standing social and illiteracy?

Discovering Roma Culture

THE ICE-BERG MODEL OF CULTURE





Rationale: Culture is often compared to an ice-berg, which has both visible and invisible parts. The elements of culture, which we can plainly see in activities displayed (doing), are represented by the upper portion of the iceberg.

Those elements which are not as obvious such as thinking and feeling are represented by the larger portion of the iceberg underwater.

When seen on the water, only approximately 10% of the Iceberg can be seen-most of it is below the surface. This model¹⁴ is useful in helping us understand behaviours of members of other cultures.

Some authors¹⁵ have suggested turning the ice-berg model upside down¹⁶ and naming the underwater level as *the qualities that make us human*. These authors further suggest that by starting with the human qualities, finding what we have in common, we can more easily relate to and connect with people of different cultures.

14 Adapted from Guy Rocher, *Introduction a la sociologia generale*, Tome 1, 1969 as presented by Center for Intercultural Learning at Canadian Foreign Service Institute 2010.

15 Presentation by Ruth Van Reken at the IBAP conference, as cited at What Ed Said blog, Below the tip of Iceberg, 2012, at <http://whatedsaid.wordpress.com/2010/06/13/below-the-tip-of-the-iceberg>.

16 Adapted from What Ed Said blog, Below the tip of Iceberg, 2010 at <http://whatedsaid.wordpress.com/2010/06/13/below-the-tip-of-the-iceberg/>.

Rather than focusing only on the tip of the iceberg, we need to make this kind of understanding our goal in teaching and learning about other cultures.

Learning outcomes:

- Awakening interest of participants to learn about other cultures including Roma culture;
- Help participants to find ways for interacting and connecting with people of different cultures.

Requirements: stick-notes, markers, flipchart

Time: 30 minutes

Directions:

1. Divide participants into groups according to their nationality;
2. Ask each group to identify as many elements as possible of the each culture and group them under visible and hidden categories as thought appropriate;
3. Ask each group present their work highlighting what is visible and hidden on that culture for people belonging to other cultures;
4. Ask all participants to identify common elements among the various cultures and follow up with a discussion on how to utilize common and distinguished elements for continual cultural exchange.

Module II: Roma Parents and Children Involvement

Rationale: Parents have a great influence on their children's actions, thinking and feelings and on how their children perceive their own and other people's cultures. An intercultural education where each child's uniqueness is appreciated requires participation of parents of various cultures in the schools parents'

boards.¹⁷ There is a need for parents of various cultures to interact with one another as the “Family wall”¹⁸ game suggests.

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- 17 Participation of Roma parents in the school boards should be promoted by school authorities and teachers. In this regards, school authorities may organize teachers and non-Roma parents paired in two to make home visits and discuss with Roma parents of their role in the parents board. Organization of social events (arts, cultural, recreation, sports) with involvement of Roma and non-Roma parents of various cultures would also create bridges of communication. Making Roma parents feel equally appreciated is quite important in gaining their trust and commitment to be active members of the parents' boards. If among the non-Roma members of parents boards are distinguished public personalities from areas of arts and culture, media, etc., they should really be assigned with the mission of encouraging and supporting parents of children coming from minority cultures including Roma. Involving talented Roma parents, leaders and other successful individuals will have a positive impact.
- 18 The family Wall game has been adapted from: Teacher's Guidebook for Good Practices in Inclusive Early Childhood Services, *Strong from the start: Building opportunities of early childhood*, Zorica Trikić, developed with the support of the European Commission, coordinated by Roma Education Fund in partnership with International Step by Step Association.

Learning outcomes:

- Learning about family and community values and cultures;
- Encouraging appreciation of each culture's uniqueness and intercultural exchange

Requirements: Photos of child's life, family and community

Time: 30 minutes

Directions:

1. Make a Family Wall in the classroom; Ask teachers to bring three photos which represent the child's life, family, community.
2. Use this wall and photos to start conversations with children about their lives and their families; organize activities so that all children can look, listen and ask each other questions.
3. Use the wall to show appreciation of each child's uniqueness; talk with children about commonalities they see as well as differences that exist among them.
4. Bring the photo of your family and present it to children.

Tips for Responding to Challenging Situations

a. Majority parents complain that a teacher made their son sit next to a Roma class-mate asking teacher to re-seat the Roma child

School regulations promoting respect for cultural diversity

The school internal regulations should contain articles which are driven by the principles of combating discrimination, appreciation of cultural diversity as well as ethic communication. In the concrete situation, parents may not make such a request simply relying on the Roma origin of their child class-mate. Unless, the request relies on the problematic behaviour of the child school authorities should not administer it. Moreover, even if the request relies on the problematic behaviour of the Roma child, the request should be formulated free from any discriminatory language and in full compliance with ethic communication.

b. Majority child during class refers to his Roma class-mate with names usually connoted with inferiority (i.e. Gypsy or other local names, different from Roma)

The right to a name and nationality

The right to a name and nationality is enshrined in the Convention on the Rights of Child. Respect for such a right implies that one should refer to others in the name they choose too. Therefore, teachers should explain these rights to children and ask them for respecting one another names and cultural belonging. This issue should be also addressed in the code of ethic communication. In the concrete case, school authorities in consultation with Roma (or other minority organizations) or institutions offering minority protection, should take note of the official minority names and give relevant instructions to teachers, parents and children of various cultural background. Disciplinary measures may be foreseen in the school internal regulation for those infringing such regulation.

c. Parent (regardless of being Roma or not) stop their daughter from attending compulsory education claiming that she is ready for marriage

Challenging the perception that early marriages are part of Roma culture

Some Roma (and other minority groups) are illiterate and quite socially isolated from the rest of people, living in poor conditions, and running a big family. In such circumstances parents of these families are not able to afford education of their children who have to start an independent life by working or having their own family in an early age. This happens because education is not a possible and beneficial choice, under the present circumstances. Anyone from any background faced with a similar life situation would probably react in a similar way, regardless of the ethnic belonging. Most importantly, lack of Roma culture institutions that document and institutionalize Roma cultural heritage have left room for prejudices that forced living style and unhealthy social behaviour be wrongly perceived as belonging to Roma culture.

Think of administrative actions:

- Discuss phenomenon at parents' boards and plan a set of actions;
- School authorities and representatives of the parents' board create a joint task force in collaboration with local Roma organizations on school attendance;
- Preparing informative flyers and campaigns on responsibility of parents for ensuring their children' attendance of compulsory education;
- Involving parents and children who are likely to drop out school in social school events with a view to strengthening their appreciation for school.

