



Social inclusion through education in an age of migration
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1. Project information

The project focuses on education and social inclusion of refugees and immigrants. The main objective is to exchange good practices as to how we solve both pedagogical challenges as well as challenges in terms of social inclusion for minority students. As a second motive, we want to focus on how ICT can be used to facilitate better learning and social inclusion for minority students. Finally, the project will give participating students intercultural competence and further improve their English skills.

All four participating schools have experience in teaching immigrants and refugees. Our project partners all participated in Erasmus plus KA229 "School Walls", a project exploring inspirational learning environments. During our work in this project it became clear that we had a lot to learn from each other in the way we welcome and teach minority students. Over a period of 20 months, one visit to every participant will be organized. With our four participating schools, this will yield a total of four transnational meetings. These meetings will involve three teachers and three pupils from every school as well as 10 pupils from the school that hosts the visit.

In the transnational meetings the host school will organize lessons and activities for the pupils that highlight and demonstrate how the host school works with education and social inclusion of minority students. Teachers from the visiting schools will observe and interact with the students, but also discuss practises in meetings parallell with the students' lessons. Excursions and other activities that will promote cultural exchange will also be organized by the host school.

We will conduct in-depth interviews with the students that participate in the project. Participating teachers will also be asked to write a short entry in which they reflect on what they have learnt from the project. A digital guide with best practices will be the final product of this project. This guide will be easy to use for all teachers and schools and we will make sure that it is widely circulated through E-twinning and other media. The guide will be discussed and changes to existing practises will be implemented according to the results of the project at all the participating schools.

Aims of this project?

1. Exchange good practices from our work with students from diverse linguistic and cultural backgrounds.
2. Learn more about our students' experiences as students in "multicultural schools", and use this knowledge to improve our practices.
3. The project will give participating students intercultural competence and further improve their English skills

Outcome

- Originally, the plan was to make a digital guide with best practices, based on our work with the students in the project.
- Now we need to base the outcome mostly on our discussions as teachers, and visits in classrooms during the mobilities.
- Students that participated in C1 part 1, the digital meeting in May have answered some questionnaires.
- Participating teachers will be asked to write a short entry in which they reflect on what they have learnt from the project.



e

Twinning <https://twinspace.etwinning.net/102988/home>

2. Transnational meetings

C1 part 1 = C11 (Students): Norway 25th-27th May, 2021

- Digital meeting over three days.
- All students worked in their respective countries
- Collaborated with students from other countries online
- Lesson plans for the diverse classroom prepared by Norwegian teachers

C1 part 2 = C12(Teachers): Norway 30th March - 1st April 2022

- In order to get an overview: Learn about and discuss each country's national framework for working with minority students (i.e extra resources for language classes, introductory courses etc).
- Main objective: Learn from each other on a school level about social inclusion through education.



Questions to consider and discuss during C1 part 2 (C12)

- How do we welcome students from diverse linguistic and cultural backgrounds in the first “crucial” days that they attend our school?
- Which measures do we take to make sure that students with minority backgrounds are socially included in the school community?
- How do we address diversity in the classroom?
- What kind of emotional and psycho-social support do we offer minority students with traumatic experiences?
- How do we treat minority background as a resource in the classroom?
- How do we make our students feel proud of their cultural heritage?
- How do we promote cultural understanding and stimulate our students to look for “common ground” and to fight prejudice.

C2: Spain 25th. - 29th. April

Suggested themes

- Develop school communities with room for diversity
- How to prevent conflicts between groups at school
- Addressing migrant students' holistic needs

IES El Sobradillo



- How do we prevent conflicts between groups of students with different ethnicities at school?
- Trans-gender migrants
- Cultural differences between migrants growing up in countries with cultures where women are thought of as inferior. How do we correct this view?
- How do we deal with extremist views?
- How to keep authority over students who challenge your authority as a teacher?
- How do we deal students that misread girls that dress in a more liberal way?
- Most migrants are young men with little experience with women that dress in a liberal way.

C3: Greece May 9th – May 13th





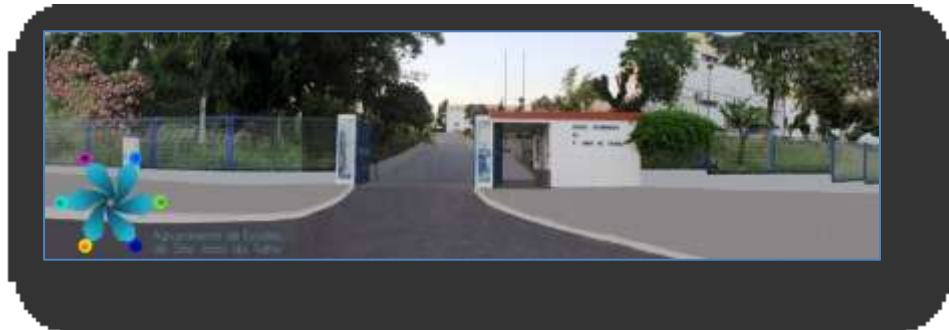
Suggested themes:

- Language as a key factor for minority students
- How do Teachers' training prepare future teachers for teaching students with diverse linguistic and cultural backgrounds?
- Home-school cooperation
- Learning support in preparatory classes for minority students
- Learning support in mainstream classes

C4: Portugal May 30th to June 3rd 2022

Suggested themes:

- Teaching in a diverse classroom, what is the best approach?
- Concrete examples of lessons that work well in a diverse classroom
- Summing up the project



Agrupamento de Escolas de São João da Talha, Lisbon

3. Language learning

A) Norwegian as a second language - introduction

Short introduction to some laws and regulations

- Pupils attending the primary, lower and upper secondary school, who have a mother tongue other than Norwegian have the right to adapted education in Norwegian until they are sufficiently proficient in Norwegian to follow the normal instruction of the school. (B1+ level or lower)
- If necessary, such pupils are also entitled to mother tongue instruction, bilingual subject teaching, or both. (Not very common in upper secondary school)
- the Education Act, section 3-12:
<https://lovdata.no/dokument/NLE/lov/1998-07-17-61>

The county authority must map what skills the pupils have in Norwegian before it is decided to provide adapted language education. (Section 3-12)

For pupils who have recently arrived, the county authority may organise special educational facilities in separate groups, classes or schools. (These classes are often called "Introduction classes")

Our school – number of students in this group.

Students at FYD according to native language 2020:

	Norwegian	Other languages		Percentage
Men	150	86	236	36,44 %
Women	215	129	344	37,50 %
	365	215	580	37,07 %

Language	Students	Language	Students	Language	Students	Language	Students
Norwegian	365	Filipinian	2	Oromo	2	Tamil	4
Akan	1	French	2	Pasto	11	Thai	9
Albanian	2	Folani	1	Persian	2	Tigrinia	19
Amhari	3	Greek	1	Polish	8	Turkish	8
Arabic	45	Hindi	1	Portuguese	2	German	1
Bangali	1	Chinise	1	Rumanian	2	Ukrainian	2
Bosnian	2	Croatian	1	Russian	1	Urdu	1
Bulgarian	1	Kurdish	13	Slovakian	1	Vietnamese	2
Dari	7	Latvian	3	Somali	34	Ujgurisk	1
English	7	Lithuanian	6	Spanish	4	Unknown	1

School year 2021-2022:

95 students who scored B1+ or lower at the test in August 2021.

Finances related to this group of students

- Approx. €70 000 this year to give these students adapted language education
- One lesson a week (45 min) costs € 4000 a year (38 weeks).

B) Norwegian as a second Language at FYV, Practices

- Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR).
- The student has scored a mark of B1+ or less on their language test
- The student has spent less than six years in the Norwegian school system, measuring from the date that the student sits his or her Norwegian exam
- Students that meet the requirements above, are offered special language training throughout their time at our school, or until they reach a level of proficiency that allows them to learn at the same pace as first language Norwegian speakers
- Those who qualify for special language training are placed in groups in the subject of Norwegian in all the three years that our students spend at our school
- Teaching minority students in smaller groups is clearly easier than teaching them in a group where there are first language speakers of Norwegian as well.
- They are more likely to raise their hand, ask questions and engage with other students orally in Norwegian.
- We spend a lot of time doing exercises that are designed to help our students expand their vocabulary
- Sometimes, we employ a very concrete and tactile approach
- Students are taught

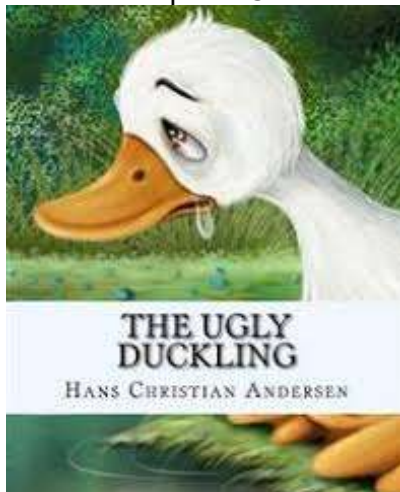
Sentence structure

Word order

Pronunciation

Morphology

- Compare Norwegian with the students' first languages
- It leads to a better understanding of how Norwegian is structured
- The students feel «at home» describing the elements of their mother tongue
- All languages are equally as important and valuable as Norwegian
- Fairytales
- Not too abstract
- Often suitable for dramatization, role play or other oral activities.
- With Norwegian fairytales, but also some German and Danish fairytales, for example H.C. Andersen's fairytales



- Textbooks that are written with their curriculum in mind
- A fairly simple language
- Illustrations and a limited amount of text
- Word lists and explanations are found in the margins. This is very helpful
- Teachers at our school have studied how to teach Norwegian as a second language.
- Our school management aims to give even more of our teachers the chance to study this field

4. Minority adviser and "Fargespill"

Minority adviser

Main tasks

- Contribute to pupils with minority background completing and passing upper secondary education
- Contribute with specific advice and follow-up of individual students
- Forming student and parent networks with a view to preventing forced marriage

IMDi: Directorate of Integration and Diversity

- IMDi has 59 minority advisors who are deployed to upper secondary and secondary schools in all counties in Norway, and at some adult education offices and county counselling centres

«Fargespill» - Caleidoskop



Fargespill- Color play - caleidoskop

[Fargespill - In English - Fargespill](#)
["Fargespill 15 år!" - Kuduro - YouTube](#)

Fargespill is an artistic organization that produces stage performances with children and youngsters between the ages of 7 and 25 from all over the world. At a typical Fargespill show, you should expect to experience up to 100 people from over 35 different countries on stage at the same time.

The performances are based on the cultural treasures the participants bring with them, such as traditional songs, dance moves and rhythms from their upbringing or heritage. The musical expressions are merged together in medleys, with Norwegian folk traditions or expressions from modern youth culture. The performances are elevated by professional musicians, choreographers, instructors, sound- and light designers.

5. Social Inclusion in Portugal

MEASURES TO WELCOME STUDENTS FROM DIVERSE LINGUISTIC AND CULTURAL BACKGROUNDS

Some facts:

According to Pereira (2004, cited by Rocha, 2006, p.30), "Portugal has become a country of immigrants, being increasingly sought after not only by populations from the former Portuguese colonies, but also by people from Eastern European countries, with particular emphasis on Ukraine, Moldova and Romania".

At school, we have students from, around, 25 different countries

THE SCHOOL PLAYS A KEY ROLE IN THE INTEGRATION OF NEWLY ARRIVED CHILDREN AND YOUNG PEOPLE INTO PORTUGUESE SOCIETY.

THEREFORE, THE MULTICULTURALISM OF PORTUGUESE SOCIETY FORCED THE PORTUGUESE EDUCATION SYSTEM TO PAY ATTENTION TO CULTURAL DIVERSITY IN SCHOOLS.

THE BASIC LAW OF THE EDUCATIONAL SYSTEM, RECOGNIZES CULTURAL DIFFERENCE AND DEFENDS RESPECT FOR DIVERSITY, BUT CONTINUES TO GIVE PRIORITY TO THE TRANSMISSION OF THE DOMINANT CULTURE.

UNTIL 1990, THE INITIATIVES PUT INTO PRACTICE WITH THE AIM OF INTEGRATING IMMIGRANTS WERE NOT RELEVANT.

IN 1991, THE INTERCULTURAL SECRETARIAT WAS CREATED IN THE MINISTRY OF EDUCATION, WITH THE OBJECTIVE OF CREATING PEDAGOGICAL RESPONSES THAT PROMOTE EQUAL OPPORTUNITIES IN ACCESS TO EDUCATION, AS WELL AS THE SUCCESS OF ALL STUDENTS.

IN 1996, THE ACIME (HIGH COMMISSIONER FOR IMMIGRATION AND ETHNIC MINORITIES) WAS CREATED, WHICH IS AN ORGANIZATION THAT PROMOTES DIALOGUE TO IMPROVE THE LIVING CONDITIONS OF IMMIGRANTS AND ETHNIC MINORITIES.

THE CONSTITUTION OF THE PORTUGUESE REPUBLIC DECLARES THAT "EVERYONE HAS THE RIGHT TO EDUCATION WITH A GUARANTEE OF THE RIGHT TO EQUAL OPPORTUNITIES FOR ACCESS AND ACADEMIC SUCCESS" (ARTICLE 74, 1) AND "IN CARRYING OUT THE EDUCATION POLICY, IT IS INCUMBENT UPON THE STATE TO: (...) CHILDREN OF IMMIGRANTS ADEQUATE SUPPORT FOR THE REALIZATION OF THE RIGHT TO EDUCATION" (ARTICLE 74, 2, PARAGRAPH J). FURTHER ON, HE SAYS, "THEIR ACADEMIC SUCCESS, INTRINSICALLY LINKED TO THEIR MASTERY OF THE PORTUGUESE LANGUAGE, IS THE ESSENTIAL FACTOR IN THIS INTEGRATION

DECREE-LAW N.º 115-A/98 ESTABLISHES THAT SCHOOLS/GROUPS OF SCHOOLS MUST DEVELOP AN EDUCATIONAL PROJECT IN ACCORDANCE WITH THE REQUIREMENTS AND NEEDS OF THE CONTEXT IN WHICH THEY OPERATE, IN ORDER TO CREATE CONDITIONS AND RESOURCES THAT ENABLE THE INTEGRATION OF ALL STUDENTS, AS WELL AS ACCESS TO THE CURRICULUM.

CURRENTLY, IN THE PORTUGUESE EDUCATIONAL CONTEXT, THERE IS AN ABUNDANT LINGUISTIC AND CULTURAL WEALTH AND AS, IN GENERAL, FOREIGN STUDENTS HAVE MORE DIFFICULTIES IN USING THE PORTUGUESE LANGUAGE, THE MINISTRY OF EDUCATION HAS BEEN DEVELOPING LEGISLATION IN THIS AREA.

SCHOOLS MUST PROVIDE:

1 - SPECIFIC CURRICULAR ACTIVITIES FOR THE LEARNING OF PORTUGUESE AS A SECOND LANGUAGE TO STUDENTS WHOSE MOTHER TONGUE IS NOT PORTUGUESE.

2 - EDUCATIONAL SUPPORT, THROUGH STRATEGIES AND ACTIVITIES CARRIED OUT WITHIN THE SCOPE AND ENRICHMENT OF THE CURRICULUM, ALLOWING ALL STUDENTS TO ACQUIRE AND DEVELOP SKILLS TO ACHIEVE ACADEMIC SUCCESS.

DUE TO THE INCREASE IN THE NUMBER OF STUDENTS WITH REFUGEE STATUS, THE GOVERNMENT ISSUED A NEW LAW THAT ALLOWS THESE STUDENTS TO ATTEND ONLY PART OF THE CURRICULUM, USING THE REMAINING HOURS FOR LANGUAGE LEARNING.

6. Social Inclusion in Greece

Integration

SUPPORT

- Should begin as soon as possible
- Take into account the strengths and needs of refugees
- Give access to interpretation
- Intensive language courses
- Support to obtain documents
- Long term support for social economic inclusion

OTHERWISE

- Social exclusion
- Deterioration in mental health
- Counterproduction



Social inclusion Benefits vs barriers

BENEFITS

- Employment- access to the labour market
- Personal well being/ high self- esteem
- Social interactions and networking

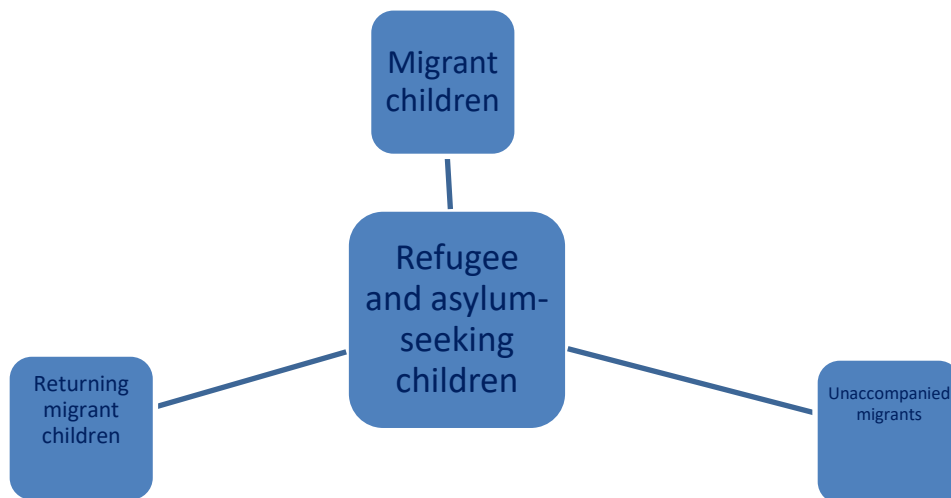
Barriers

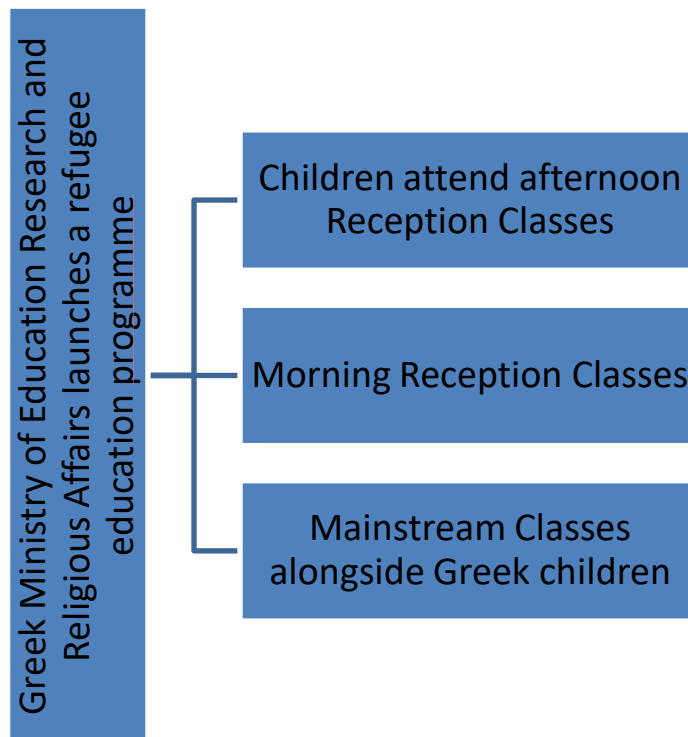
- Lack of Greek language skills
- Bureaucracy
- Difficulties in recognition of acquired knowledge
- Atrophy of skills
- High national unemployment rate
- Pandemic Covid-19



Newly Arrived MIGRANTS (NAMS)

According to Public Policy and Management Institute (PPMI, 2013), “Newly Arrived Migrant Students(NAMS) are defined as persons up to 18 years of age, born outside their current country of residence who have arrived in the EU host country during or before the age of compulsory education and enter formal education in their host country.”







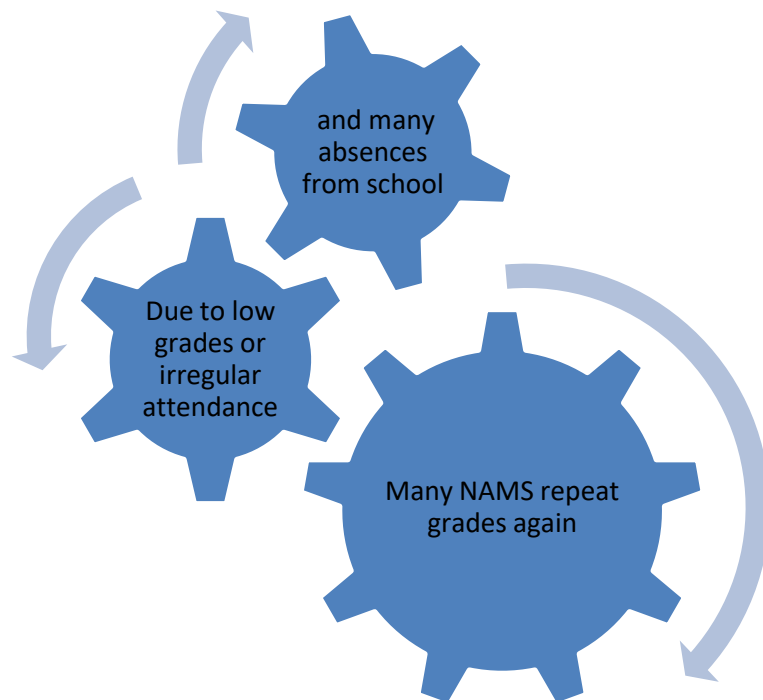
- Refugee children in the Reception and Identification Centers on the Aegean islands face the biggest challenges regarding access to formal education

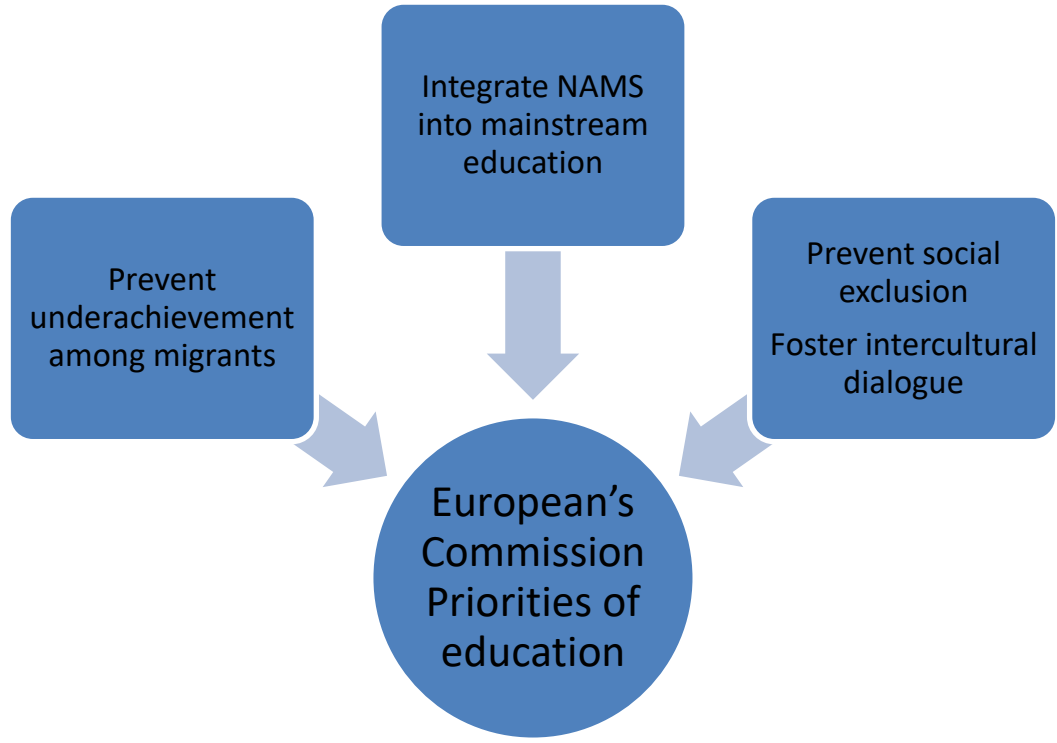
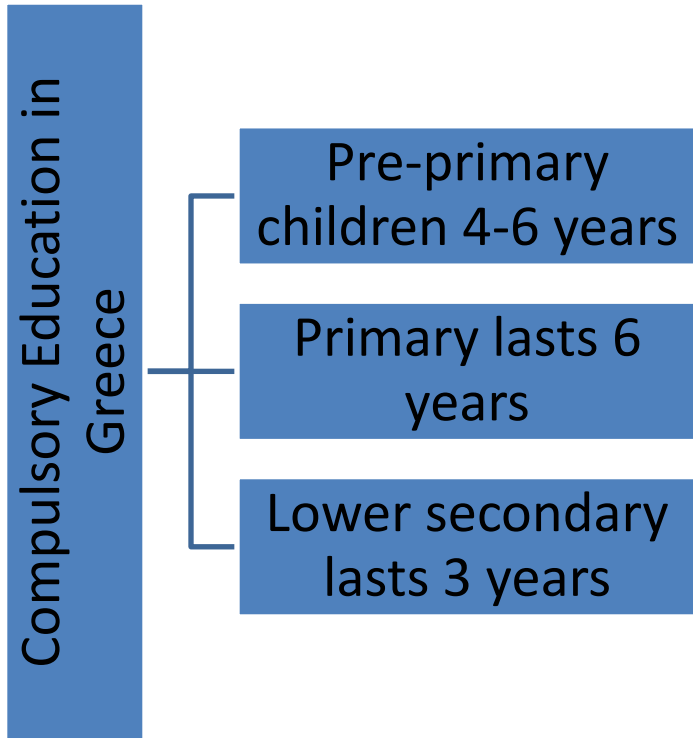


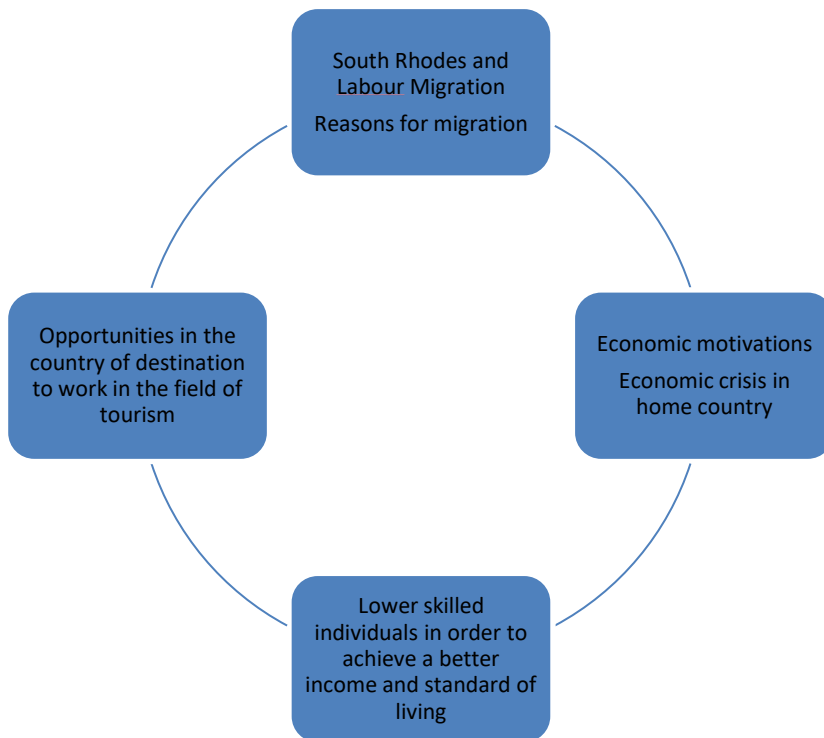
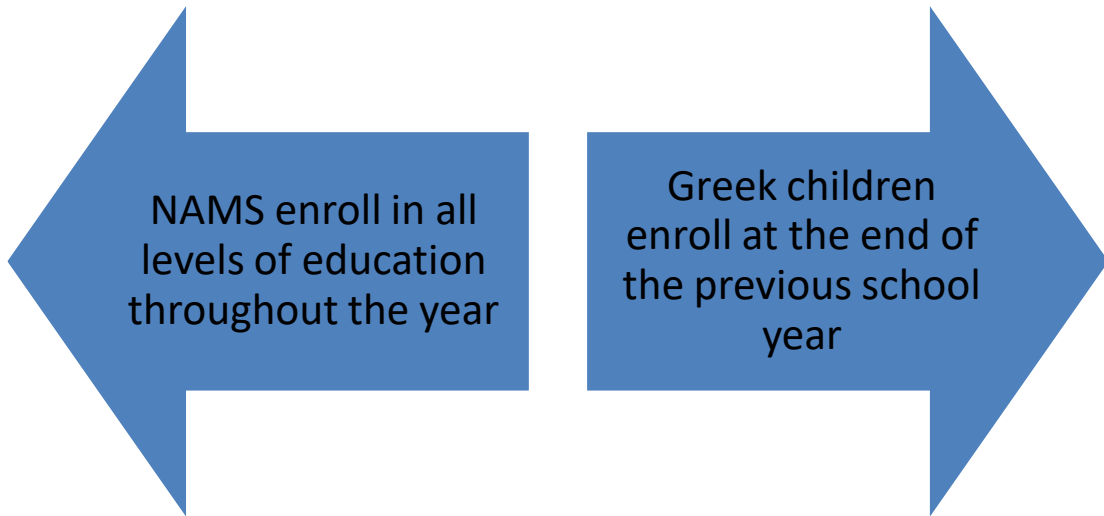
- Parallel efforts by UN agencies

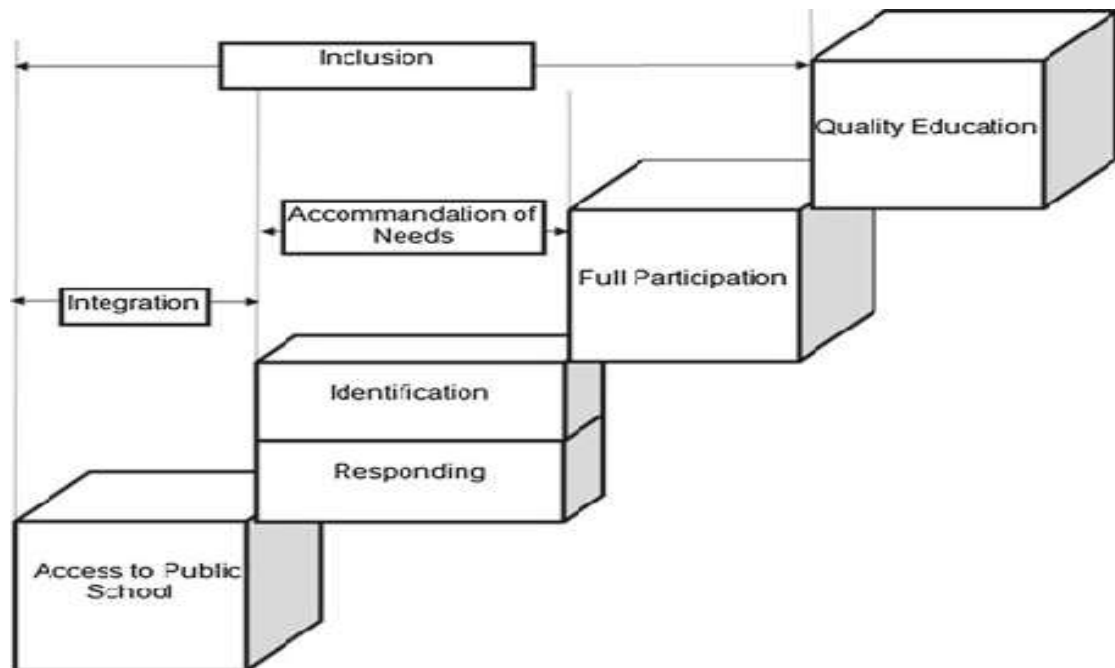


- And NGOs (Non Governmental Organization) to cover urgent educational needs





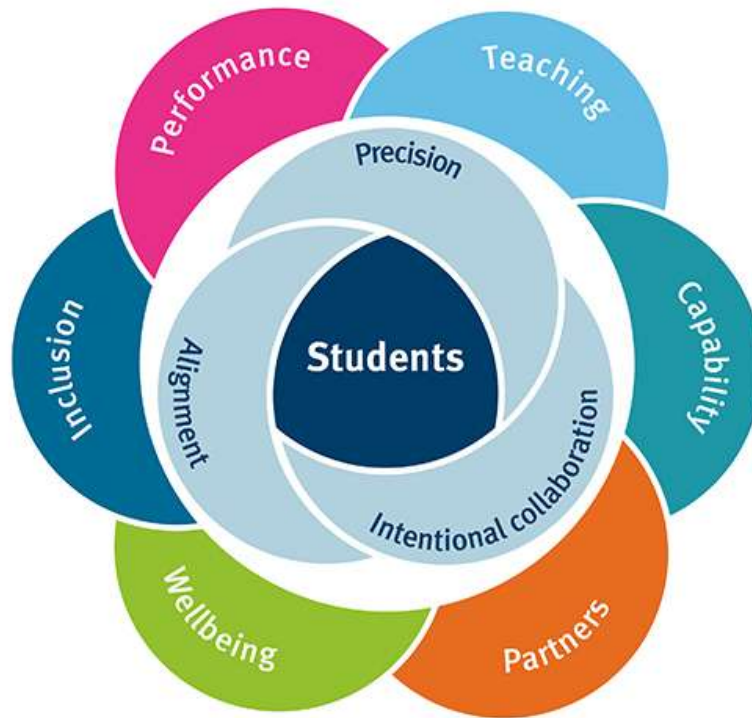




4 STEPS PROCESS FROM ACCESS TO QUALITY EDUCATION

How can teachers support students in our school?

- Welcome process of the students and their families
- Learn about my students
- Get to know the families by having regular meetings
- Remember that students may be under a lot of stress
- Extra Greek lessons
- Integrate the students; cultural and country information into our weekly classroom routines



Our commitment

- Our commitment means that students from all social, cultural, community and family backgrounds and of all identities and all abilities are able to:
- attend their local state school and be welcomed.
- access and participate in a high-quality education and fully engage in the curriculum along-side their similar-aged peers
- learn in a safe and supportive environment, free from bullying, discrimination or harassment.
- achieve academically and socially with reasonable adjustments and supports tailored to meet their learning

Inclusive education classroom

- All students learn together
- Teachers get assistance and support
- Teachers learn to expand their skills
- Valuing other cultures and perspectives
- Honoring the needs of all pupils equally
- Focus on abilities not disabilities
- Connecting with individual learning styles

INCLUSION COACHES

- Inclusion coaches are available to work with school leadership teams—in collaboration with other regional and state supports—to improve educational outcomes for all students. Inclusion coaches build the confidence and capability to ensure that every student is welcomed at their local school and provided with the same educational opportunities; and that every student has

the necessary supports to access, participate and engage in high quality education, free from discrimination.



7. Social Inclusion in Spain



HOW DO WE MANAGE SOCIAL INCLUSION?
Some facts about our school (IES El Sobradillo)



765 total students
6% international students
2% non spanish speaking students.

Alumnado por Nacionalidades

<i>Nacionalidad</i>	<i>Número de alumnos/as</i>
Argentina	1
Brasileña	1
Británica	1
China	1
Colombiana	2
Cubana	3
Española	719
Francesa	1
Gambiana	1
Italiana	5
Malí	6
Marroquí	9
Moldava	1
Polaca	1
Portuguesa	2
Rumana	1
Rusa	1
Senegalesa	2
Venezolana	7
TOTAL	765

LANGUAGE SUPPORT

Goals

- overcoming language barrier.
- improving communicative competence of non-Spanish-speaking students.

Beneficiary

students with little or no command of the Spanish language in its oral or written aspects.

Methodology

- Individualized intervention.
- Small groups of students with different levels.

- Out of regular classes (some hours).

Alternative curriculum

Curriculum: “Spanish as a second language in a school context”

- ❖ **Remain until they are able to assimilate the established curriculum.**

OUR EXPERIENCE

- Last year (covid restrictions).
- Small group (2 students).
- 2 online sessions + 1 face-to-face session a week.
- Methodology:
- Create emotional bonds (teacher/students).
- Gradually and simultaneously introducing basic vocabulary, phonetics and grammar.
- Stimulating students to speak.
- Working on listening & comprehension (watch films in free time).
- Book & online Activities (spanish for foreigners).

International spanish speaking students

Hello, We are Mortalla and Magueye

- From Senegal September 2020.
- Goal: to study.
- Dangerous trip (dinghy).
- Learn spanish: more friends and communicate with other people easily.
- Miss their families and the typical food of their country.
- Happy in Tenerife.

Hello Tenerife

- Hardest part: integrating into the community.
- Miss their families and friends.
- Classmates and teachers great support.

AUTHORITIES' RESOURCES

- Our only resource is the language support.
- We don't get any extra money or resources from our authorities.

ASSESSMENT

- **POSITIVES ASPECTS**
 - Importance of emotional bonds.
 - Make students life easier (oriented domestic & school life)
- **IMPROVEMENTS**
 - Spanish for foreing specialist teacher.
 - Increase number of sessions per week.
 - Face-to-face sessions.
 - Access to digital resources.
- **TEACHERS' OPINION**
 - Different life perspective.
 - Value your own life (easier).
 - Rewarding work.

Tolerance, empathy, solidarity, humanity, sensitivity, laughter and joy, morally well-paid work.

8. Approaches and activities that promote social inclusion in class and at school

Norway

Our approach to language use at FYG school has changed



- 10 years ago, we encouraged our students to speak Norwegian only, and to limit the use of their first language (mother tongue).
- Now, students' are encouraged to use their mother tongue actively in their learning process.
- Students that share the same mother tongue are encouraged to help each other by using their first language.
- Why?

Advantages and challenges regarding this approach in our experience

ADVANTAGES

- Students that have the same mother tongue can help each other by explaining texts in Norwegian to each other
- Students feel that their identity and background are more valued because they are allowed to speak their first language in class, and to use it actively in their learning process

CHALLENGES

- The teacher doesn't understand what the students are talking about. The teacher is sidelined.
- Some students that don't speak the same mother tongue as the majority of the students in the class can feel excluded.
- Slows down the process of learning Norwegian?

Conclusion: In my experience, to allow the use of mother tongue in class and at school can promote social inclusion, not discourage it.

Language and identity

- Ask the students to pronounce a few words in their mother tongue in class. They enjoy learning these words from each other.
- The teacher should try to learn a few words of each of the students' languages. This shows them respect, and it gives the student the feeling that their background is valued.

- Students that are allowed to use their mother tongue feel that they are allowed to “be themselves” to a larger degree than if they only speak Norwegian.



Teaching English with social inclusion in mind: Translanguaging

- Learning new English words in both Norwegian and the student’s mother tongue.
- It is part of the curriculum that students should use all languages they know as a tool to learn English, not just Norwegian.
- <https://youtu.be/MDHO0pZyTkE>



The British

[BENJAMIN ZEPHANIAH](#)

Serves 60 million

Take some Picts, Celts and Silures

And let them settle,

Then overrun them with Roman conquerors.

Remove the Romans after approximately four hundred years.

Add lots of Norman French to some

Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,

Trinidadians and ~~Bajans~~ with some Ethiopians,

Chinese, Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians

And Pakistanis,

Combine with some Guyanese

And turn up the heat.

THE BRITISH P. 193 IN TARGETS

1. Skriv ordene på morsmålet ditt (bruk Lexin)
2. Øv! Lær deg ordene
3. Bruk listen du får utdelt. Jobb sammen to og to: Du skal forklare ordet uten å bruke selve ordet. Den andre skal finne ut hvilket ord du mener. Kryss av når du har klart ordet og gå videre
4. Vi leser diktet The British sammen.

ENGELSK	NORSK	MORSMÅL
Picts	piktere (folkeslag fra Skottland)	
Celts	keltene (folkeslag fra Sentral-Europa) /	
Silures	silurere (folkeslag fra Wales)	
settle	bosette seg	
overrun	overkjøre	

Example of translanguaging from Fyllingsdalen vgs

- Task: Learn new words from a poem called "The British" by Benjamin Zephaniah
- [Transcript from this video \(in Norwegian\)](#)



Activity that focus on improving social inclusion in the class environment:

"The sun is shining on:

<https://docs.google.com/document/d/1CJJdD4DIEvIrRn4Yt1L-hUHy1p-iawOd/edit#>



Portugal

At school

- Social worker
- Educational psychologist
- Clinical psychologist
- Multidisciplinary team (special needs)

Projects

PNPSE National Program to Promote School Success

It allows the school to have an education technician who performs a certain function

Theater Technician

MANO A MANO (school project)

- every week a basket of food is delivered to families in need
- products are received through donations and from community supermarkets and stores
- Social store (donations)

- It has clothes that students can take home

Erasmus projects

SOCIAL INCLUSION

- Education and social inclusion of refugees and immigrants
- **PHASE**
- Inclusion and better education through sport
- **LET'S KNOW EACH OTHER**
- Best practices for inclusion of Roma students
- **BEES**
- Improve inclusion and the educational system
- **FINCH**

- Combat school dropout and improve family involvement



Roma Students at School

Promote the acceptance of difference and respect for people of different ethnicity, religion, customs...

Roma access to education has progressively improved and little by little the distrust of the school community regarding Roma students and of these towards the school is disappearing.

Roma Mediators at School



Entrepreneurs for Social Inclusion (national project)

The EPIS project uses a methodology for training non-cognitive skills for young people at risk of school failure, outside the classroom, which includes family, teachers and the community.



**Video about Refugees at School
made by the multimedia class**

9. Intercultural Education

The way of teaching in Greek Schools

Intercultural Education



Objectives



Practices



Modern States

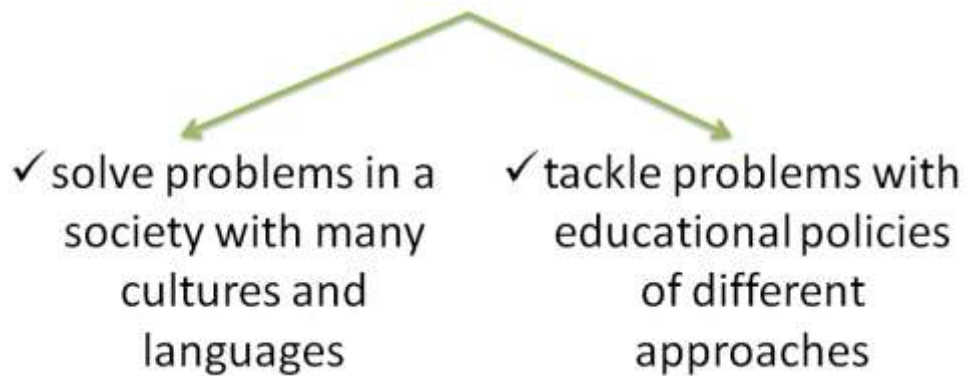


Field of encounter of different cultures



New social reality with a multicultural character

Role of Education



Models of education

1. Model of Assimilation
 2. Model of Integration
- Monocultural
3. Multicultural Model
 4. Antiracist Model
 5. **Intercultural Model (Intercultural Education)**
- Pluralistic

Multiculturalism vs Intercultural

-
- Given situation
 - an existing specific social reality and its process of evolution
 - “what is”
- The answer to multiculturalism
 - a dynamic process of interaction and mutual recognition and co-operation between individuals from different national groups
 - “what should be”

NOT identical or synonymous


• **Multicultural society** (given situation)

• The need for social policies and administrative changes in the country

• **Changes in education** as well

Intercultural Model

Intercultural Model (Intercultural Education)

- ✓ Education \Rightarrow in line with social developments
 - ✓ Ways \Rightarrow to the formation of multicultural personalities
- 
- acceptance and respect of the different
 - recognition of the cultural identity of all
 - understanding and cooperation

The way of teaching in Greek Schools

Intercultural Education



Objectives

OBJECTIVES OF INTERCULTURAL EDUCATION

According to H. Essinger

1. Training for **empathy**
2. **Solidarity** training
3. Education for intercultural **respect**
4. Education **against the nationalist** way of thinking

1. Training for empathy:

- Understanding the problems of "others"
- Cultivation sympathy for them
- Interest in the specificity of their diversity

2. Solidarity training:

- Cultivation of collective consciousness
- Shifting social inequality



All people have the same value

3. Education for intercultural respect

- Our opening to other cultures
- At the same time challenging others to participate in our own culture

4. Education against the nationalistic way of thinking:

- Break the insularity of ethnic origin
- Achieve dialogue and communication between different people



The way of teaching in Greek Schools

Intercultural Education



Practices

PRACTICES OF INTERCULTURAL EDUCATION

A) "In-training" of children who are in charge of a different cultural and linguistic capital.

B) Opening up teaching programs to minority cultures

i) Exempting teaching programs and textbooks from prejudices, stereotypes and enemy images.

ii) Not only the cultural differences but also the similarities that exist between the peoples.

C) Organization of joint programs of cooperation of pupils of different cultural backgrounds in the subjects of History, Literature, Music, etc.

D) Introduction of the principles of intercultural education to teacher education and training.



Όλα τα ΧΑΜΟΓΕΛΑ... είναι
στην ίδια ΓΛΩΣΣΑ.....

all SMILES...
are in the same LANGUAGE...

tutti i SORRISO...
sono nella stessa LINGUA...

todas las SONRISAS...
están en el mismo IDIOMA...

todos os SORRISOS...
estão na mesma LINGUAGEM...

alle SMIL...
er på samme SPRÅK ...

alle SMILES...
sind in der gleichen SPRACHE ...



Thank you very much for your attention!!!

Ευχαριστώ πολύ για την προσοχή σας!!!

Merci beaucoup pour votre attention!!!

Vielen Dank für Ihre Aufmerksamkeit!!!

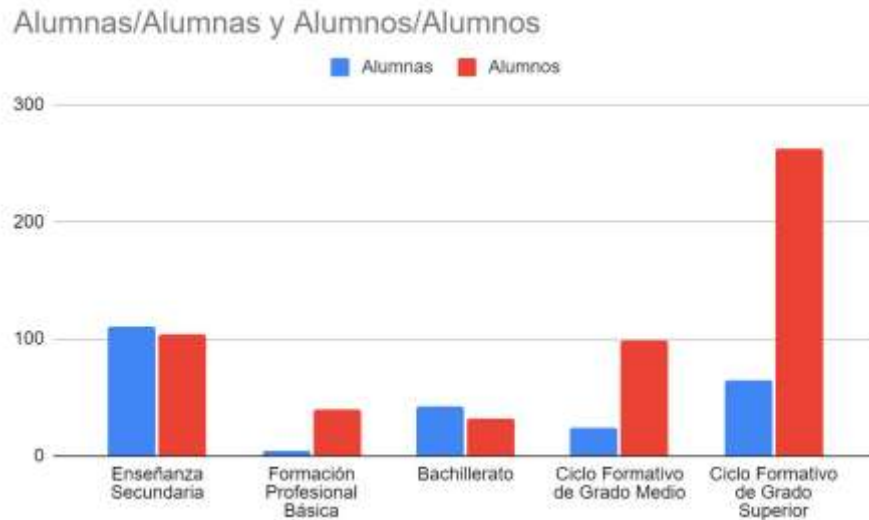
Большое спасибо за внимание!!!

شکرا جزایلا لکم علی
اهتمامکم!



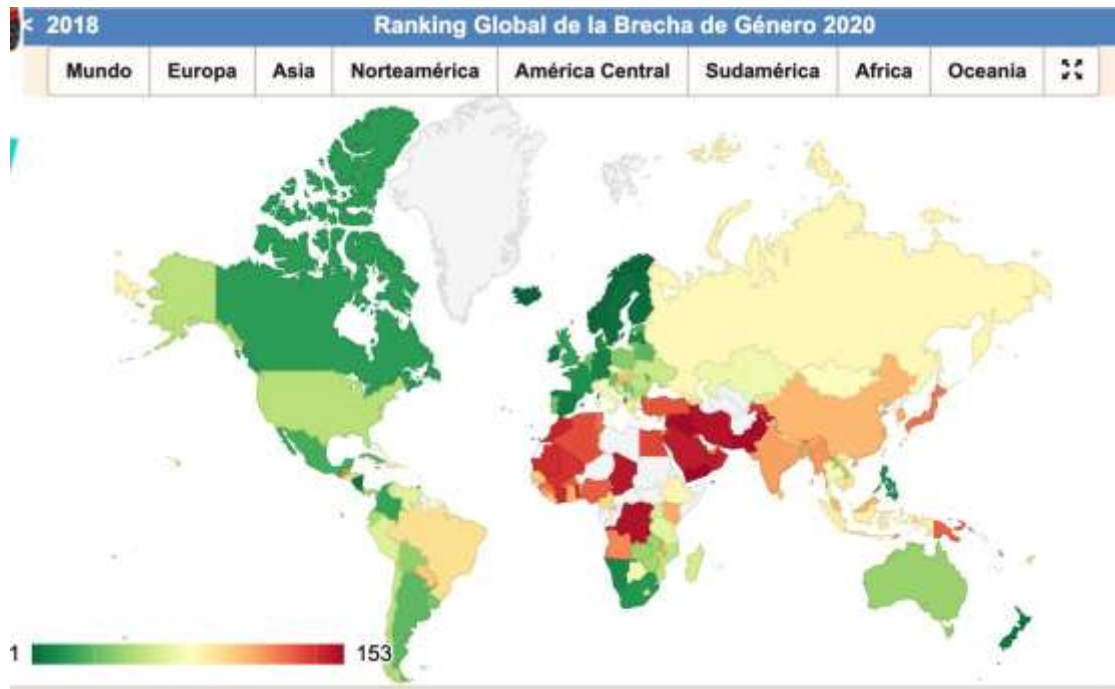
10. The welfare of LGTB migrants in school

Treatment of women in different cultures



MALE TEACHERS 37
FEMALE TEACHERS 44

Tipos de creencias con las que chicas y chicos están bastante o muy de acuerdo	% de chicas	% de chicos
Está justificado que un hombre agrede a una mujer cuando ella decide dejarlo	0,8%	2,2%
La violencia que se produce en casa es un asunto de familia que no debe salir de ahí	2,4%	5,7%
Para tener una buena relación de pareja es deseable que la mujer evite llevarle la contraria al hombre	0,9%	2,9%
Un buen padre debe hacer saber que es él quien manda	1,4%	5,5%
Cuando una mujer es agredida por su marido, algo ha debido de hacer para provocarlo	1,3%	4,2%
Los hombres no deben llorar	2,3%	5,9%
Es correcto pegar a alguien que te ha ofendido	4%	14,5%
Si una mujer es maltratada por su compañero y no lo abandona, será porque no le desagrada del todo la situación	1,9%	4,6%
Por el bien de sus hijos, la mujer debe aguantar la violencia de su marido o compañero, conviene que no le denuncie	2,4%	5,2%
A veces está bien amenazar a otros para que sepan quién manda	2,7%	8,7%
Está justificado agredir a alguien que se ha llevado algo que era tuyo	4,6%	19,1%
Está bien que los chicos salgan con muchas chicas, pero no al revés	1,6%	4,2%
El hombre que parece más agresivo es más atractivo	5,6%	5,5%



Norway: 2
 Spain: 8
 Portugal: 35
 Greece: 84

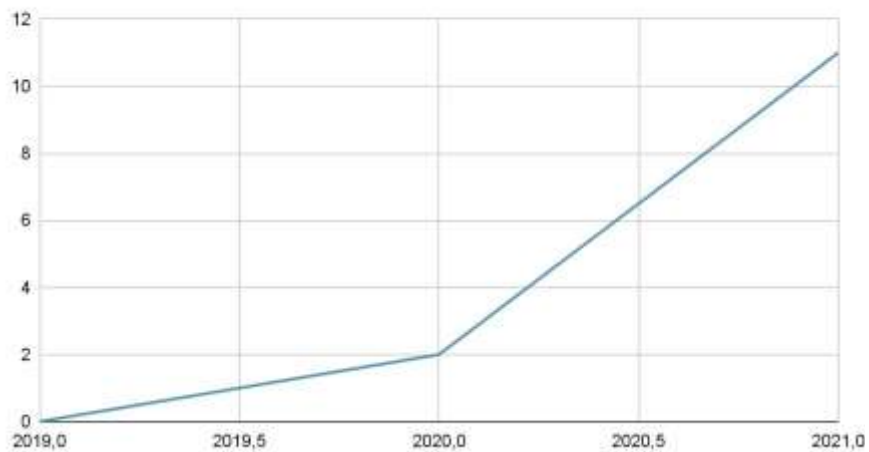
Some questions

- How can we deal with gender inequality in the classroom? -
 Examples
- Perceptions in gender inequality

The welfare of LGTB migrants in school

Trans Protocol
 Informative brochure

Transgender students in IES El Sobradillo





Traducción: www.facebook.com/delrojoalpurpura

