

Didactic manual for diversity management

O3 Methodology/Guidelines: December 2015



Erasmus+



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O3 Didactic manual for diversity management:

This manual is drafted in the framework of Intellectual Output 1 (O3): Didactic manual for diversity management, which includes information on learning outcomes and techniques to motivate and engage the learners/ students and how to help them commit to completing the MINDSET e-Course developed.

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1. SOCIAL INCLUSION, DIVERSITY AND EDUCATION

1.1 Education and Social Inclusion

The UN described the years from 2005 to 2014 as the Decade of Education for Sustainable Development, i.e. a kind of education that includes not only key sustainable development issues - in order to motivate and empower learners to change their behaviour and take action for sustainable development - but also competencies like critical thinking to enable learners to imagine and fight for future scenario of a more inclusive world. While there is a considerable debate about the precise meaning of the term, some of the most useful definitions have sought to emphasise that social exclusion is concerned with the “inability to participate effectively in economic, social, and cultural life and, in some characteristics, alienation and distance from mainstream society”. In this context, education can be a source of exclusion for children and thus carry with it the intrinsic problems this involves. This is particularly the case if, for some children, it fails to meet the standard called for in the Convention of the Rights of Children of “development of the child’s personality, talents, and mental and physical abilities to their fullest potential”. It can also be exclusionary if the process of education fails to promote equal participation and access.

An inclusive and diversity-attentive education - aimed to foster inclusion of immigrants and disabled peoples, for example, but also to promote gender equality - should not confine itself in adding some kind of knowledge about cultural diversity or offering specific solutions to special needs children. This is part of the task, but not enough. Rather, a sustainable and inclusive education requires far-reaching changes in the way education is often practised today as well as changes in the way diversity is thought. In particular, a new kind of education, different from most of the current race- and ethnicity-focused education, is needed, not entrenched in presentism (a view that excises the current racial and ethnic arrangements from their historical foundations), lacked of conceptual clarity (a misconceptualization of race and ethnicity), individualism (emphasis on individual agency and lack of attention to material structures)¹. As race and ethnicity, just like gender, were historically devised to highlight differences for the specific purposes of advantaging of some groups and disadvantaging of others groups in relation to various forms of capital, a culturally- or gender- sensitive education should draw on critical theories in order not to take for granted a common conceptualization of diversity and should not only generate knowledge but also be a transformative practice to make educational environment more equitable and socially just. Among the many challenges of a Culturally Responsive Science Pedagogy is the necessity for teachers of acknowledging the cultural differences between student’s cultural self-identity and the culture of their classroom and taking a pro-active approach in helping students negotiate this cross-cultural classroom environment. Teachers need also more knowledge about every specific culture and to renounce the inclusion of

¹ Eileen Carlton Parsons (2014). “Unpacking and Critically Synthesizing the Literature on Race and Ethnicity in Science Education”. In N. G. Lederman and S. K. Abell (eds.). *Handbook of Research on Science Education*. New York: Routledge, 167-85.

minorities children in schools “as a technical exercise, to perceive the child as separate from their wider location in the home, culture, language, and community”².

Given the fact that more and more students from diverse backgrounds and with different lifestyles, cultures, habits populate the European classrooms, the need for pedagogical approaches that support diverse people working and living together intensifies. Teachers must manage and support a classroom culture where all students, regardless of their cultural, social, religious and linguistic background are provided with the best opportunity to learn: in other words, they need to learn “diversity management”. Diversity management is nothing new: colonial empires, some modern nations but also institutions and communities have managed diversity most effectively, but for purposes of *exclusion* and *control*. Notwithstanding, in the multicultural world Diversity Management is becoming a growing priority in enterprises as a means to integrate different kind of diversity (with a staff of diverse backgrounds and experiences) to boost performance and productivity. Nowadays, to reach our potential as organizations and society, we need managing diversity in the aim of inclusion. Managing diversity is an “on-going process that unleashes the various talents and capabilities which a diverse population bring to an organization, community or society, so as to create a wholesome, inclusive environment, that is ‘safe for differences’, enables people to ‘reject rejection’, celebrates diversity, and maximizes the full potential of all, in a cultural context where everyone benefits”³.

Before introducing the MINDSET training course for teachers, the following paragraphs will illustrate the relationship between diversity and education in the European Union and Austria, Greece, Italy, Spain, UK, Turkey with reference both to the specific challenges of diversity in each national context and to the different country social inclusion strategies in the education sector with implemented measures targeted to enhance basic skills of disadvantaged groups of pupils and facilitate their integration.

1.2 Diversity issues in the European context

Austria. There is diversity where there are people. And in Austria it could not be different. Considering its geographical position, it is easy to infer that diversity has been always present. Just having in mind the political developments in the last 100 years, we can see that not only the borders of Austria stretched and shrank in many directions, but also of its neighbour countries. One of the results of this changings consists of Austrian society to be composed by people with different cultural, social but also ethnical backgrounds. Moreover, its central position, in what geography is concerned, made Austria to be often seen as a crossroad between North and South, but especially between East and West, for example between 1945 and 1991 with the Iron Curtain which bypassed part of the Austrian northern and western border. Apart from these historical and political records, which promote diversity, one should also consider the migration movements which came to Austria. After

² Elizabeth Mc Kinley and Mark J. S. Gan (2014). “Culturally Responsive Science Education for Indigenous and Ethnic Minorities Students”. In N. G. Lederman and S. K. Abell (eds.). *Handbook of Research on Science Education*. New York: Routledge, 284-300.

³ C. Rosado (1997). “What Do We Mean by “Managing Diversity”?”. In S. Reddy (ed.). *Workforce Diversity, Vol. 3: Concepts and Cases*. Hyderabad, India: ICAFAI University.

the Second World War, the Austria Government recruited workforce mainly in both Turkey and former Yugoslavia. This fact explains that people from these countries consist of the main migrant communities presently in Austria. Nowadays 19,4%³ of the population living in Austria has a migrant background! Besides of migrant background and ethnic groups, other aspects which can contribute to diversity can be age, religion, sexual orientation, disability, social status, etc., but these can also consist of the reason for discrimination. Diversity can be approached in different dimensions: personality, internal dimensions, external dimensions and organisational dimensions. The topic of diversity is a matter which has been orientating the course of education in Austria since mid-80s. Austria is rather aware that plurality is a main factor that should be considered along the educational process. The evidence for this is the fact that the Federal Ministry for Education and Women dedicates some pages of their website to several types of diversity. Its main goal consists of promoting inclusion and conveying accessible ways to everyone who wants to participate in any form of learning process.

Italy. Two kind of “diversity” require a particular focus in Italy: gender and “race”, which are major topics to explain the ambivalence of the perception of diversity and its effect on discrimination. Notwithstanding the great advances in gender equality in Italian post-war history and despite a current legislation basically informed to gender equality values, in Italy women are still object of discrimination and the economic crisis has revealed even more the fact that they represent a vulnerable social category. Nowadays, women’s employment rate (46,5 %) is 12,2% below the European Union average. The level of unemployment is even higher for women from 15 to 49 years old, while Southern Italy has the lowest employment rate of mothers (only 35,3 %) (ISTAT, 2014). Despite the increasing number of female breadwinners, the Italian welfare system still lacks gender focused policies to help working mothers and single mothers; as a consequence, the increasing precarization of the labour market affects mostly women who are more and more supposed to ensure a double presence, both in paid work and domestic-family work. Several projects, promoted by social movements or local institution in the last years, aim to contrast sexist behaviours and to foster gender equality, particularly in the working field and in the education/academic sector. To take into account the consequences of migrants and foreigners presence on the perception of “diversity” in Italy, we could start with some statistic data: in Italy there are nearly 5 million foreigners (around 3% of the total population), among whom the most represented ethnic groups are Romanian, Albanians, Moroccan and Ukrainian. As a recent ISTAT survey reports, 61.4% of Italians believe that foreigners are necessary to carry out the jobs that Italians do not want to have, that means it is somehow considered natural to see them as second class citizens. Certain economic sectors are more affected by discrimination on an ethnic basis: in the agriculture sector, for example, foreign workers face inhuman living conditions, low wages and long working hours; in the domestic sector, as well, they (mostly women) cope multiples forms of segregation, abuse, asymmetrical relationships with their employer, isolation, lack of legal protection and lack of recognition of their work. If irregular foreign workers are the main victims of exploitation and even forced labour, Roma and Sinti (Italian, migrant or stateless) are probably the most discriminated group in the job market, facing an intense popular hostility often due to the dominant stereotype that they are nomadic. Among foreign workers, white European non-Muslim workers are preferred by employers, but, as a rule, the crisis has deteriorated the situation of foreign workers, also due to an increase in mass anxiety channelled towards foreigners (Di Pasquale, 2013). Discrimination of migrants in

the labour market reflects the wide spread of racism discourses and behaviours in Italy. As for gender discrimination, it is worthy to point out a deep-rooted Italian anti-racist culture, visible in several social movements aimed to contrast some very discriminatory aspects of the legislation on immigration. Currently, along with an attention to children with special needs, the Ministry of Education is addressing the presence of foreign pupils in the Italian school system by promoting the intercultural education, as transversal dimension and scaffolding that every discipline and teacher can join.

Greece. Contemporary Greek society is characterized by accelerated changes in economy, policy and population, which have challenged the education system. The phenomenon of heavy immigration and the 2004 legislation titled “education for all” have contributed to the diversity of the student population with quantitative and qualitative implications in teaching, curriculum and infrastructure demands. Due to the fact that education is being highly valued and appreciated in Greece a quickly increasing demand for an improvement in the quality of public education was obvious. Following the steps of other countries-members of the European Community, Greece has attempted to make a turn towards more inclusive schools. This attempt began from a series of law reforms which would guarantee the solid ground for inclusion to succeed. However, what sounds realizable in theory does not guarantee success and materialization in practice: a number of major obstacles have not let the vision of inclusive schools become a reality in Greek schools yet. Although current legislation and the gradual changes in social feeling refer to an “education for all”, unfortunately provision and policy practices actually fail to include children not only with special needs but with learning difficulties of any kind. Surely, at any stage of education not to recognize talents that are obscured by any kind of disability is an unnecessary and socially unjustifiable waste of human resources.

Spain. In Spain, provisions for students with special educational needs are governed by principles of normalisation and inclusion and ensure non-discrimination and real equality in access to the education system and continued attendance, allowing flexibility in the different stages of their education when necessary. The schooling of these students in special education schools or units, which may be extended to the age of 21, will only take place when their needs cannot be met by the special needs provisions available in mainstream schools. Royal Decree 696/1995, of 28 April (updated with Royal Decree 1/2013, of 29 November, chapter IV), arranges the education of pupils with special educational needs and establishes the conditions for educational provision for this population. These pupils are educated in mainstream schools and with mainstream curricula; only when it is objectively established that the needs of these pupils cannot be properly met in a mainstream school, is a proposal made for them to be educated in special schools⁴. A further concern in Spain is the integration of a growing number of foreign students in primary and secondary schools has become a significant challenge in Spain today. In the last 10 - 15 years the number of foreign pupils in compulsory education has increased rapidly. This gives rise to specific educational challenges and policy approaches towards the management of immigration related diversity in compulsory education. The perceived educational challenges, multicultural focus of education policy, management of linguistic diversity, management of religious diversity and organizational and curricular adaptations.

⁴<https://www.european-agency.org/country-information/spain/national-overview/complete-national-overview>

UK. Despite being a country, which is frequently defined by tradition, empire and status; the UK has a long history of being a culturally diverse society. Diversity has influenced every aspect of life in the UK, ranging from the establishment of the English language to the restaurants on the High Street. The depiction of the UK being a culturally diverse and harmonious population is true to the extent that the Equality Act (2010) provides a clear legislation concerned with eliminating discrimination, promoting equality of opportunity and fostering good relationships. Specific pieces of legislation concerning specific issues such as racial and sexual discrimination were consolidated in the Act to cover a range of discriminatory behaviours and attitudes. However nice key areas, which required protected characteristics, include disability, race, gender assignment, pregnancy and maternity, religion or belief, gender, sexual orientation, age and marriage and civil partnership. The impact for schools are that they cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. There are some exceptions which enable single sex schools and schools of a religious character to continue, to enable certain schools to adopt a specific curriculum, allow collective worship and have selective admission. Schools are also allowed to enforce positive action to lead specific activities with a selected group of pupils to alleviate disadvantages experienced by specific groups of pupils. The implementation of the Act impacts all public services, but it is not without criticism. The Equality and Human Rights Commission (2010) reported that whilst the majority of schools recognised the need to deliver different educational and wellbeing opportunities to meet the needs of different groups of pupils, the aspects of discrimination schools tackle is often selective and does not always tackle issues which are considered to be national priorities. In addition, approaches to this work are often not evidence led, and there is a lack of clarity about what drivers influence and evaluate any changes to how diversity is experienced, monitored and evaluated.

Turkey. Turkey has been a historical gateway of commerce and culture between East and West, North and South. As a result, the society is characterized as one of “diverse dynamics (whose) communicative practices reflect external (western) influences and global trends on the one hand, and Turkish norms and values on the other”. The Turkish population has grown quickly and, according to some projection, will go on growing. The population growth rate in cities is higher than in villages, which means that the number of people with different background is getting higher. Thus, the population and demographic structure of Turkey is constantly changing. Age, gender, and disability are thought to be basic dimension of diversity in Turkey. Not surprisingly, they figure in laws. The working population is estimated to show a high growth rate for coming 30 years but there is a huge gap between males and females in terms of participation in workforce. In addition, the proportion of disability in Turkey is very high. Although there are some regulations in law, there continue to be problems with implementation⁵.

1.3 Legislation on Social Inclusion in Europe

European Union. Inequalities still persist in European education systems. Pupils from poor socio-economic backgrounds perform worse at school than their peers in all EU countries.

⁵ Syed J. & Ozbilgin, M.F, 2010

Children from immigrant backgrounds, the disabled, and Roma children are among the most vulnerable groups affected. At the same time, there are large differences between countries in the extent to which family background influences learning outcomes. Against this background, Europe needs more efficient but at the same time more inclusive and equitable education systems, which give access to quality educational provision. The European Union actively supports and supplements Member States efforts in this regard. A series of European initiatives in recent years have provided strong stimulus, comparison and policy guidance to help Member States strengthen equity in their education systems in a way that would ensure both quality and fairness. These include: The Council Recommendation on Roma integration measures; The Council Conclusions on the social dimension of higher education; The Communication on National Roma Integration Strategies up to 2020; The Communication on early childhood education and care; The Council Recommendation on reducing early school leaving; The Council Conclusions on the social dimension of education and training; The Working Document on education and mobility/migration; The Communication on Efficiency and Equity in European Education Systems; In 2014-2020, EU countries can use the opportunities available through the Erasmus+ programme and the European Structural and Investment Funds to improve equity and inclusion in and through education and training. As part of its commitment to promoting evidence-based policy-making in education, the European Commission issues independent reviews of research on equity-related issues, principally through the Network of Experts on Social Aspects of Education and Training. These summarise existing knowledge on specific topics, provide independent policy guidance and set out the supporting evidence. In addition, the European Agency for Special Needs and Inclusive Education provides analysis, evidence and information about the reality of inclusive education across Europe, recommendations for policy and practice as well as tools to evaluate and monitor progress⁶.

Austria. In 2009, the Minister of Education and the Minister of Science commissioned a work group to produce wide-ranging, general recommendations for concerted teacher education. These rather general recommendations also included inclusive pedagogy, diversity management, German as a second language, and called for a sound balance of generalists and specialists employed in these fields. The guiding concepts of the Austrian education system are established on several levels: in diverse school acts (as general educational objectives) and more precisely in the curricula. The legislative milestones about education and social inclusion in Austria are the following: ratification of the UN Convention on the Rights of Persons with Disabilities by the Austrian Parliament in October 2008; National objective and non-discrimination clause in the Austria Federal Constitution: 'No person may be discriminated against because of his or her disability. The Republic (Federation, Provinces and Municipalities) commit themselves to guarantee equal treatment of persons with and without disabilities in all areas of everyday life'. (Federal Constitutional Act, Article 7, 1997); The Federal Act on Non-Discrimination Against Persons with Disabilities (BGStG 2005) provides protection against discrimination, and bans discrimination against persons with disabilities by law. Concerning curricula, the Austrian Ministry of Education states that comprehensive educational mandate of primary school aims at the individual promotion of every child (joint elementary education considering children with disabilities). This shall provide a fundamental and balanced education embracing the emotional, social, intellectual and physical aspects of a personality. Inclusion

⁶ http://ec.europa.eu/education/policy/strategic-framework/social-inclusion_en.htm

of children with SEN is enshrined in all curricula (of primary school, secondary school and high school). Intercultural learning is an important principle of both primary and lower secondary education. Here, social changes are accounted for (internationalisation of the economy, the process of European integration, migration movements). Participation in society is practised by democratic interaction at school. Gender Mainstreaming as an educational principle featuring 'education towards equal treatment' was established as the didactic principle of 'conscious co-education' in the year 2000 for secondary schools and general high schools⁷.

Italy. The Italian Constitution guarantees school for all and states that it is the "duty of the Republic to remove any obstacles constraining the freedom and equality of citizens in order to ensure the full development of the human person". The progressive changes in education concerning disabled pupils make it clear the passage from exclusion to medicalisation to insertion (Fifties - Seventies); from insertion to integration (Seventies - Nineties) and finally from integration to inclusion (after Nineties). Still in Sixties, there were in Italy special classes or schools for "handicapped" or "sub-normal" pupils and separated classes for "nervous, retarded, unstable pupils who would not fit in regular classes". The Law 118/1971 established the compulsory education to "take place in regular classes, except in the case of mental deficiencies or physical impairments so severe as to prevent learning or integration in common classes". The framework law for disability issues, Law 104/1992, guarantees specific rights for people with disabilities and their families, provides assistance, stipulates full integration and the adoption of measures for prevention and functional recovery, and also ensures social, economic and legal protection. Law 328/2000 states that families, together with municipalities and social services, may agree upon an individualised life project for their children, while Law 170/2010 states that pupils with learning disorders do not need special teachers, but rather a new way of teaching, according to their way of learning. The Ministerial Directive of 27 December 2012, on "Measures for pupils with special educational needs and local organisations for school inclusion", created a macro-category to cover all kinds of difficulties – whether permanent or temporary – at school: disabilities, specific learning disorders, specific developmental disorders, socio-economic, cultural or linguistic disadvantages, as well as pupils that may be in need of special care. This ensures more inclusive practices in classrooms through individualised and personalised education plans. In March 2013, a new Presidential Decree (80/2013) regulating the national evaluation system was issued. Starting from the 2013/14 school year, each school has to draft an Annual Plan for Inclusion (PAI) as a basis for the Educational Policy Plan (POF), the basic document describing the curricular, extra-curricular, educational and organisational resources that each school adopts according to its autonomy. At the end of each school year, schools must monitor and evaluate the efficacy of their inclusiveness. A December 2006 official statement acknowledges (1) the structural dimension of foreign pupils' increase in the Italian school system, (2) its uneven distribution across the country, (3) its growth that concerns mostly vocational and technical schools at the upper secondary level, (4) the number of schools and urban neighbourhoods whose classrooms are predominantly composed of foreign pupils. Contemporary Italian educational discourse privileges intercultural education, that means heterogeneous classrooms are ideally presented as a viable, and equitable, educational decision. Training courses for school principals, administrative staff, future teachers and in-service teachers

⁷<https://www.european-agency.org/agency-projects/Teacher-Education-for-Inclusion/country-info/austria/wider-policy-framework-supporting-teacher-education-for-inclusion>

are seen as urgently desirable in this direction. In Curricular Indications for childhood education and primary schooling the individual pupil is seen as a unique individual also thanks to its cultural identity; teachers are invited to complement ad hoc projects for acknowledgement and maintenance of diversity, as well as for interaction and integration among pupils, with others promoting dialogue on different religious beliefs, family ways, gender differences. An Orientation paper has been signed on June 15 2011 by the Ministries of Education and Equal Opportunity with the aim of raising gender awareness among professionals in the educational field: teachers are invited to integrate a gender perspective in every school activity to promote equal opportunities and decrease gender inequalities.

Greece. In 1981, it was the first time in the history of Greek education that the Parliament had voted unanimously a law for Special Education. The 1143/81 was actually the first complete law for Special Education in Greek history and was rightfully considered as a great accomplishment, because for the first time the Greek State undertook formally their duties on people with special needs and recognized that they deserve “equal opportunities in education, social integration and preparation for the successful transfer from school to life”. The heavy criticism against the law 1143/81 finally led, in 1984, to the publication of the law 1566/1985, which made Special Education an integral part of general education and amalgamated the previously separate legislation into a combined law on the structure and function of primary and secondary education. In that way, the government tried to show their intention to abolish any separating lines between “normal” children and children with special educational needs, and to include them all in general schools. By 1984, the Ministry of Education had abandoned the practice of founding special schools and created special classes in general schools instead. However, according to international statistics, the number of pupils with special needs attending special classes was 3.484, which represents only 2% of the total number of children who had special educational needs. The next major step towards a more sensitive direction was the Law 2817/2000 which included the following categories of pupils who are considered as having special educational needs: pupils with intellectual disabilities; pupils with severe visual or hearing impairment; pupils with severe neurological or orthopaedic impairment or severe health problems; pupils with speech and communication difficulties; pupils with special learning disabilities such as dyslexia, etc.; pupils with severe cognitive, emotional and social difficulties, autism and developmental disorders (paragraph 1, article 1). Pupils with special educational needs can be also pre-school aged children or adolescents who do not fit into one of the above categories, but do need special education and care for a short period or even throughout their lives. The newest reformation of the Greek State legislation is the 3699/2008 law and it so far the most complete and updated according to the European Union’s legislation. This refers to special education and the education of people with disabilities or special educational needs, where ‘special needs’ are defined as follows: “difficulties in learning, due to sensory, intellectual, cognitive, developmental, mental and neuropsychiatric disorders which are localised after a scientific and pedagogical evaluation”. These difficulties influence the process of learning and school adjustment. Pupils who have disabilities in motion, vision and hearing, who suffer from chronic diseases, disorders in speech, attention deficit, and all pervasive developmental disorders are considered as having special educational needs. Special needs are also considered to include behaviour due to complex factors, i.e. cognitive, emotional, intellectual and social disadvantages deriving from the family and social environment. Low achievers and learners with learning difficulties that derive from their social and economic background are not considered as pupils with special needs. The

Hellenic educational policy supports the full inclusion of the pupil in the mainstream classroom as the best means for the development of two-way relationships among pupils with special educational needs and their classmates. According to the Law, “education for all children with special needs is mandatory” and the “political decisions support the substantial inclusion of people with special needs in society by ‘securing equal opportunities’ for learning, independent living and financial sufficiency”. A strong emphasis is accorded upon the functionality and capabilities of the pupil for participation, while the Law holds the educational environment accountable instead of the child’s disability.

Spain. The Spanish Constitution recognises the right to education as one of the essential rights that public powers must guarantee to every citizen. The Act on the Improvement of the Quality of Education offers (at national level) the legal framework to provide and assure the right to education. The autonomous communities will be able to regulate the adaptation of this Act to their territories. The Spanish education system, set up in accordance with the values of the Constitution and based on respect for the rights and liberties recognised therein, is inspired by the following principles: (a) Quality education for all students, regardless of their condition and circumstances; (b) Equity that guarantees equal opportunities for full personal development through education, inclusion, rights and equality of opportunities that helps to overcome any kind of discrimination and universal access to education that acts as a compensating factor for personal, cultural, economic and social inequalities, with special emphasis on those derived from disabilities; (c) The transmission and application of values that favour personal liberty, responsibility, democratic citizenship, solidarity, tolerance, equality, respect and justice and that also help to overcome any type of discrimination (Act on the Improvement of the Quality of Education 8/2013 of 9 December. Preliminary Title, Chapter I. Principles and Aims of Education. Article 1. Principles). The state is responsible for education and for offering all pupils free compulsory education until 16 years of age. The Ministry of Education, Culture and Sport is responsible for central administration⁸.

Turkey. The Ministry of National Education includes children with disabilities in the education system either in an integrated way or through special education schools. Within the Ministry, the Directorate of Special Education, Guidance, and Counselling Services and its provincial and district units are responsible for managing the education of disabled children. The Special Education Decree-Law (No. 573) of 1997 emphasizes that children requiring special education should be educated alongside their peers in regular schools on the basis of personal education plans. The education of those who need to receive education in a separate school or institution alongside other children with similar disabilities, the Decree-Law says, is to be carried out in special education schools and institutions with appropriate arrangements for mixing. The Decree-Law also makes preschool education mandatory for children identified as being in need of special education. In practice, most children identified as having special educational needs (45,532 children in the 2005-6 academic year) are educated alongside their peers. Others (8,921 in the 2005-6 academic year) are educated in special education classes in regular schools and about 25,000 attend special education

⁸ <https://www.european-agency.org/country-information/spain/national-overview/complete-national-overview>

schools or are educated in special education classes within primary education schools¹⁰². Some disabled children also receive free school transport⁹.

UK. Under the Equality Act (2010) social inclusion in the UK is characterised by a recognition that inequality in society is based on a number of factors- many of which are out of the direct control of the individual impacted by them. Thus, issues associated with social, cultural and political inequalities are often addressed through multi agency working involving representatives from education, health, policing, and community organisations. Critics argue that the cost of this multi-agency approach is that it is simply another form of governance to control groups which are discriminated against, however many credit this approach with enabling more public sector services to become more inclusive in recent years, particularly for specific groups of people. Legislation in the UK supports inclusive education and it is unlawful to discriminate anyone in an educational context. Schools should be inclusive in terms of access but some pupils with 'special educational needs' may be segregated in special schools and pupils can be excluded for disciplinary reasons. The Special Educational Needs and Diversity Act (2001) gave parents a strengthened right to have their child educated in mainstream education. The Act signalled a shift to place the views of the child and parent at the centre of any decision-making concerning educational choices; and ensured that all schools took the appropriate steps to ensure their educational services were open to all. The Children and Families Act (2014) gave families with special educational needs protected rights from 0 to 25 and gave greater rights in relation to coordinating health, education and care services. OFSTED (Office for Standards in Education, Children's Services and Skills) monitors the extent to which schools are inclusive and schools are expected to provide training and support to staff to improve their practice.

As evident, in none of the countries is there a provision to promote the development of targeted tools to facilitate the work that teachers have to carry out in the classroom, without disrupting their educational responsibilities. Addressing the topic of social inclusion in the educational setting while at the same time to promote the creation of a democratic society are the main objectives of the Mindset course, a training course and tools for school teachers which aim to support them in managing social relations and discourage discriminatory behaviour, marginalisation and bullying.

⁹ http://europa.eu/youth/tr/article/38/5868_en

2. THE MINDSET TRAINING COURSE

2.1 An overview

Objectives. The MINDSET course aims to enable teachers/trainers and students/learners to learn to deal with diversity before they enter the job market, providing them tools which will help them cope with the challenges in their own scale the challenges Europe is facing now. The MINDSET course also aims to help teachers employ not only theoretically sound but also culturally responsive pedagogy. Through participating at the MINDSET course, the teachers should be able to describe the importance of how students' different life settings, the heterogeneity of student groups and norms and values in society create prerequisites for good classroom practice; to reflect on how work to promote equality in schools and prevent discrimination, bullying and other kinds of degrading treatment can be organized; to describe how a stance of being critical to norms can be used to review prevalent norms and values in society and at school. Moreover, the MINDSET course aims to stimulate learners to think about diversity as a positive asset in learning processes, to increase participants' awareness that diversity depends on subjective perception and to restore the image of public school as a place where democracy can be practised, debated and analyzed. Finally, the MINDSET course intends to develop students' awareness on social inclusion and acceptance of diversity within the classroom, in order to promote social inclusion in European education.

Innovative approach. The innovative character of the MINDSET training course is based on several factors: the equality of cognitive and emotional sectors; the exchange of good practices to apply this equality in learning and teaching in schools; the fact that diversity management has already been developed and promoted inside an entrepreneurial concept, but never until today in the context of school education; the versatility of the exercises applied and of the tools that will be applicable and transferable in any country, in any educational context, suitable for different target-groups and learners from different age groups. The innovativeness of MINDSET lays also on the fact that most of its exercises require learners to adopt the position of the different subjects of the conflict, which would make they reflect as a part of the conflict and not as a mere spectator: having an active role in the conflict (as the stronger, weaker or moderator role) the learner can better understand the in-depth of the situation rather than just analysing a case of "others". This is especially useful both for younger learners and to older ones who lack some interpersonal skills, since their capacity to think abstractly can be questionable.

Learning outcomes. By the end of the MINDSET course teachers/trainers will acquire specific competencies within qualitative research strategies and participatory methods to apply in diversity management within the educational environment; will be able to adopt a reflexive gaze on their own professional experiences and their own perceptions and approaches to diversity; will learn to organize class-groups as "learning communities"; will actively support diversity management in their school with the appropriate tools to deal with diversity issues.

Didactic principles. In order to maximize learners' engagement and course's impact:

- Principle of Active Learning; participation through discussion, feedback and hands on activities.
- Principle of Problem-Centric; teachers attend the proposed course expecting to get their problems solved, not to get more information. The course approach is problem-centric, rather than content-centric.
- Principle of Previous Experience; New information is linked to previous knowledge and experience. Participants are encouraged to discuss with each other how the new information connects with what they already know, emphasize on how they had handled similar situations and connections are highlighted.
- Principle of Emotional Connection; Presentations that connect with a learner's emotions are more likely to be remembered, recalled and learned. Participants will be debriefed after emotional stories or experiences, so that they can reflect and learn from their feelings.
- Principle of Self-Learning; Learners have some strong beliefs about how they learn. These beliefs, whether accurate or not, can interfere or enhance their learning. Trainer will explain to trainees why they should participate in the proposed case studies and activities and how the process as well as the new content will benefit their learning.

Learning techniques. The main proposed learning techniques are the following: presentation of different types of conflicts and models of resolution; reflexion and discussion based on examples; practical examples and exercises; discussion based on the exercises; Delphi Method; case studies; short film; interactive activities; experiential learning, problem based learning, small group work; participatory learning, role play, discussion, critical thinking activities.

2.2 Unit 1: The student in her/his social setting-students' perspectives. The school as a social institution: norms and social conditions

Description: Unit 1 explores the school as a social institution in terms of looking at the Community (Macro Level), Groups within the community (Meso Level) and the Individual (Micro Level). The objective in the Unit is to understand the reality of the student as an individual and the school as a community, whilst being aware of the capacity of teachers to utilise emotional intelligence.

Theoretical framework: Unit 1 is based on a systems approach of using and Input-Output Model of Group Performance. This Unit breaks down the school as a community with multiple stakeholders and assess the important of each of the levels that the community can be viewed from and by. It takes the Macro level and looks at how the Staff, Governors, Parents, The Wider Community and the School itself as an entity combine to develop the

expectable Norms of behaviour of the school as a community and the effects of positive and negative interpersonal relations can have on the effectiveness of Governance on that school. Good Governance has a direct effect on inclusivity. At the Meso Level the Class, sub groups within a class and cliques are discussed in terms of ostracism of individuals and how groups self-categorise to develop their own esteem to perform effectively, taking into account influence and cohesion that is strived for at a group level. At the Micro level it takes into account the individuals needs within the School as a community, their need to express themselves as individuals but from within an inclusive and cohesive group through studying attitudes and behaviours.

Teaching Plan:

Introductions and Icebreaker Exercises

Stage 1. Communities and schools as a community: Micro, Meso and Macro Levels; Systems Approach to Group Performance

Stage 2. Macro Level: Norms; Roles; Positive and Negative interpersonal interactions; Good Governance; Delphi method –Issues with Governance, interpersonal relations and norms within schools; Discussing the Assignment; Introduction to the e-learning Platform

Stage 3. Meso Level: The Temporal Needs-Threat Model of Ostracism-Williams; Social Categorisation-Tajfel; Group Esteem; Interpersonal Influences; Cohesion; Sources of Cohesion; Consequences of Cohesion; Case Study: Carol Brown; Structured Observation – Robert Freed Bales; Self Reporting- Moreno; Social Identity Theory; The Butterfly Circus Film and Exercises

Stage 4. Micro Level: Individualism verses Collectivism; Individual Membership Attitudes and Behaviours; Activities

Stage 5. Recap of what we have learnt and Questions.

2.3 Unit 2: Managing Diversity in the classroom: applications and implementation principles

Description: Unit 2 primarily draws upon the learner’s own experiences of implementing diversity in classroom management. The dialogical pedagogy governing the Get Talking programme necessitates that issues associated with diversity within the classroom are tackled head on both through group work and in the curriculum design. In many respects the Get Talking programme has to practice what it preaches. At the heart of participatory appraisal- which is what Get Talking is based upon, is a need to consider, implement and reflect upon how and who you listen, learn and respond to. In order to do this the programme has implemented some innovative and creative approaches to help teachers and facilitators manage diversity.

Theoretical Framework: This Unit is based on research undertaken at Staffordshire University, which has pioneered an educational approach called 'Get Talking' to developing the participatory appraisal skills of people in communities and supporting them to make local and personal change. This approach encourages experiential learning, but it is delivered within a traditional academic framework.

Teaching plan:

Stage 1. Status and Personal Influences: Reflection: What do you want to get from the unit of study; Review key definitions: Classroom Management; Discuss whether they relate to people's experiences; Get Talking Action 1: Group activity and individual prioritising; Sharing experiences through: Comic strip activity and Include All Toolkit; Personal principles and ecological model (influences): Subtle Prejudices; Forum Theatre exploring issues arising; Power and status review in light of questions; Exercise: Review of learning based upon individual goals.

Stage 2. Relationships: Re connect with personal goals: Where are you with the blog and action plan?; Playback theatre activity- Portraying education; Get Talking Action 2: Participatory theory; Force field analysis; Lesson planning and cone of experience; Implementing the cone of experience.

Stage 3. Mentoring and Reflection: Re connect with personal goals; Facilitation and Mentoring Skills; Get Talking Activity: Solution tress exercise; Intro to Reflection: Include All Toolkit; Action plan and Blog activity.

2.4 Unit 3: Diversity as a Source for Learning and a Base for Democracy

Description. Inspired by the Deweyan vision of public schools as places where the skills of democracy can be practised, debated and analysed, Unit 3 intends to invert the common perception of diversity as a mere reason of discrimination and to consider it, rather, an added value in the learning process. Teachers should be aware that diversity depends on subjective perception: if it often represents a cause of conflict is because of invisible power relations that innerves society as well as school environments. Participatory and reflexive methods in the school environment could help to focus on diversity as a source for learning. Participants in Unit 3 are expected to build specific competencies within qualitative research strategies and participatory methods to apply in diversity management within the educational environment and to organize their class-groups as learning communities, i.e. as open, democratic environments where everyone is able to contribute to the learning process. Adopting a reflexive perspective on their own didactical practices and confronting their own experiences with some good practises mean to make the course an educating community focused on active pedagogy methods that teachers can bear in their own schools environment.

Theoretical framework. John Dewey: public schools as places where democracy can be practised, debated and analysed. We need to restore the image of public schools as spheres of

active citizenship. Henry A. Giroux, *Pedagogy and the Politics of Hope*: “Education must be understood as producing not only knowledge but also political subjects. Rather than rejecting the language of politics, critical pedagogy must link public education to the imperatives of a critical democracy”. Chandra T. Mohanty, *Pedagogy of Dissent*: “The best theory makes personal experience and individual stories communicable. [...] One of the fundamental challenges of «diversity» after all is to understand our collective differences in terms of historical agency and responsibility so that we can understand others and build solidarities across divisive boundaries”. Diversity depends not only on subjective perception, but also on cultural representations and historically determined relations of power innervating society as well as school environments. Diversity can only be understood in terms of individual experience; the role of theory is to make this experience sharable and communicable. Participation and cooperation between teachers or between teachers and students make the experience of diversity a source of reciprocal teaching and learning as well as of democratic transformative action.

Teaching plan:

Stage 1. When and Why Diversity is a Source of Conflict: Reading group on theoretical texts concerning education and diversity, participation and social inclusion in the school environment.

Stage 2. Action research and participatory methods: Introduction to different kinds of participatory methods.

Stage 3. From real-life to pedagogical research: Laboratory /Team work. Analysis of a real-life event where diversity is considered a source of conflict in school and implementation of a process of action-research to make diversity a source for democracy and learning.

Stage 4. The Case study analysis: Introduction to case study analysis and its different steps.

Stage 5. Good pedagogical practices - Case Studies: Analysis of two case studies of good pedagogical practices aimed to promote social inclusion.

Stage 6. Identity and Narration in Education: Reflexivity laboratory aimed to write an “educational autobiography”.

Stage 7. Toward an emotional student’s portfolio: Laboratory to develop an “emotional portfolio”, a sort of diary of board of the school experience in order to stimulate students to recognize their own abilities and skills.

Stage 8. Diversity as a source for learning: Laboratory about the different way of reasoning.

2.5 Unit 4: Fighting issues of discrimination and bullying.

Description. Aims of the unit are : a) familiarize all participants with the typology and extent of bullying and discrimination within school environment; b) equip them with the necessary skills to adopt a pedagogical approach that cultivates a prosocial classroom climate and thus deters phenomena of bullying and discrimination; c) train them to recognize such situations and handle them in an efficient manner, engaging the whole school community, i.e. colleagues, class mates, parents, etc.; d) present to the participants “good

practices”, share opinions, argument to which extent these examples are applicable to their learning contexts. The thematic axes of the unit are the following: Identification of bullying and discrimination (i.e. present the several types, set the boundaries among bullying, harassment and discrimination, and establish a common reference point); How these phenomena are expressed in school environment depending on certain conditions (individual, peer, family, school and community factors); Identification and prevention of bullying and discrimination phenomena; Warning signs that a child may be victim of bullying and / or discrimination; Signs That a Child is Bullying others/ exercises discriminatory behaviour; The role of adults, educators, parents and bystanders; how to tackle efficiently bullying and discrimination phenomena; Identification of “good practices; sharing of experiences and opinions; No blame approach; The method of shared concern; Restorative Justice; Peer Mediation; The Olweus bullying prevention program & Olweus Logic Model.

Theoretical framework. Bullying is a form of negative and hurtful behavior that is prevalent among children and adolescents. It is characterized by three features. The aggressive behavior is intentional and may be physical, verbal or nonverbal. An imbalance of power exists in the relationship, such that the person, who is targeted, has difficulty defending himself or herself. The behavior is repeated or severe, causing distress or disruption in the target’s life. Discrimination occurs when people are treated unequally or less favorably than others, because of some real or perceived characteristic. Discrimination can be intended, unintended, overt, indirect. Types of discrimination at school: Race (includes nationality and ethnic origin); Age; Disability (includes all types of illness, physical or mental disability, infection status and genetic risks); Sex; Sexuality; Chosen gender; Religious appearance or dress; Political opinion; Religion; Criminal record; Social origin. The critical feature that distinguishes violence, harassment and discrimination from bullying is that bullying happens within social relationships, featuring repeated and harmful behaviours that stem from a misuse of power. Violence, harassment and discrimination can occur as part of bullying, but also can occur in one-off conflicts or between strangers.

Teaching plan. Bullying and discrimination seem to increasingly becoming a sad fact of school life; a high repetition these phenomena is frequently noticed, with teachers, class mates and parents reacting rather ad hoc, instead of following a standard procedure, sometimes with excessive zeal to eliminate such phenomena, other times with apathy or perplexity. Although bullying and discrimination have different origins, they are handled together in this module as an excessive form of discrimination may lead to bullying. Under this perspective the classifications of both discrimination and bullying are clearly defined, aiming at differentiating bullying from conflict, discrimination from stereotype, prejudice and harassment. The unit that follows aims to familiarize teachers with the several types of discrimination and bullying through a series of hands on examples, aiming at equipping them with all the necessary toolset to prevent, identify and handle such cases in an effective manner. To this end we will focus on the victim, the perpetrator and the bystander and present how educators, class-mates and parents should react, what are the warning signs that something is wrong and how all these agents should behave, so that – if not to prevent such cases- at least to handle them successfully. At the end of the unit they are briefly presented a series of methodological approaches as a reference framework for handling bullying and discrimination in school environment; it should be underlined that the common ground among all frameworks is that they focus on the behaviors and their

consequences and state in the most clear and unnegotiable manner that both discrimination and bullying are unacceptable, i.e. there is no room for excuses and justifications. All trainees may go through the suggested approaches and follow the one, or combine those that fit better to the situation they face in their daily practice and the profile of their students. The proposed case studies are “food for thought”; they are a starting point for reflection, discussion and implementation of those presented in the unit. The central point is to put the trainees in the position of people, i.e. victims of bullying or discriminatory behaviour and make them think how they would reach, if such a case occurred in their classroom. References listed at the end of the unit, will facilitate teachers/ trainees in case they wish to deepen their knowledge.

2.6 Unit 5: Mediation and conflict resolution techniques.

Description. Unit 5 focus on 5 specific contents: Definition of conflict; Causes for conflicts; Phases within a conflict; Different resolution models (and its strategies); Cultural differences which condition conflicts and resolutions. Whenever there are people, there is conflict. Conflict results from the difference of opinions or perspectives of the people involved. Conflict is natural when diversity prevails and it doesn't have to mean something negative if the people involved know how to deal with it. In the learning context it is not different from the “outside world”. The main goal of this unit is to transmit the idea that conflict is natural and that there are techniques and solutions to mediate and solve them. In the world of today, learning environments are full with asymmetries based on diversity. These asymmetric profiles can result in conflict whether it has to do with race or migrant background, poverty, religion or sexual orientation. Both learners and especially teachers/trainers should not only be aware of this but also be able to deal with it appropriately. This is precisely the aim of this unit, to identify several types of conflicts, the different phases inside a conflict, the cultural differences which condition the conflict itself but also its resolution possibilities; to learn different resolution models and to acquire mediation strategies and tools to better deal with conflicts. This unit will begin with the well-known iceberg model to explain the origins of conflicts, other models will be also presented in this same sense, but also aiming its resolution. To do so, the process of a conflict will be described step by step and the possible actions to be taken. Having the origin of conflicts and its phases well defined, the following step will be to present models of handling conflicts and its practical side. Apart from this theoretical approach, study cases will be also provided so that learners can exercise the models presented in situations which might be familiar to them from the educational environment. This practical examples will enable learners to play the role of the different subjects involved in a conflict (moderator included) so that they have a better perspective from every side of the conflict. In the end, learners should know how to identify a conflict situation and help actively recurring to the most suitable strategy or technique to solve it.

Teaching plan. Case study: The case study presents a real life situation which is can be common in any learning environment: a group task. The group is formed based on the opinion of its members. Learners join others with whom they have affinities. In this situation, one learner is left aside – probably because s/he doesn't belong to any of the dominant groups. Here the practical exercise lays on the fact of every learner should adopt a

position from every corner of this situation: the learner left aside, a group member looking forward to have that learner in the group, a group member who doesn't want that learner in the group and the teacher. After that and after reflecting about the different choices, the situation will be approached as a whole. How could have this situation been prevented? How this situation could have been solved? Learners are presented a table which they should fill up with the advantages and disadvantages of the different choices. Activity 1: This activity can be adjusted to different target groups and ages, replacing the element of the given situation to those which fit the target. The situation takes place in a classroom where one learner is caught by a second learner taking something from a third one, who is not present. Here one should at first identify the possible attitudes of learner 2 and justify the best and the worst ones. Secondly, one should find arguments to justify the actions of learner 1. In the end, the students are invited to give their own opinion on the fact as a spectator and not as someone involved. In this activity learners have the chance to reflect on their attitude as a participant of a conflict and a non-involved spectator. Activity 2: This activity lays its stress on the fact that the same situation can be caused by different types of motivation and that there is not a standard that fits all. In this case the topic is food and why certain people can refuse to eat some sort of food. Different reasons are pointed out, such as religious, ethical, healthy and simply distaste. Which are acceptable which are not? Who would find which justification acceptable? How people can act/react to such situations when being the subject in question or when being the subject responsible. Learners are invited to reflect, comment and discuss if there are reasons more valid than others. If so what makes some reasons better than others. Again, learners are also invited to rethink the whole situation and consider a way to prevent this sort of conflict situation. Activity 3: Like the previous one, this activity suggests that the same attitude can hide different kind of motivation. In this case, one is supposed to analyse the same situation which was caused by different motivations, applying one of the models learnt during the theoretical module. In this solving problem model there are steps back and forth till the conflict is eventually solved. At the end the attitudes of the involved subjects should be commented and analysed by the class. The different activities suggested are presented from a more concrete situation (where the learner should play a certain role) to a more abstract (where s/he is a spectator and has to identify causes and consequences).