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**INTERCULTURAL EDUCATION AS A CHALLENGE FOR
TEACHERS IN SLOVENIAN PRIMARY SCHOOLS**

MASTER'S THESIS

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Nova Gorica, 2012

THANKS

First and foremost gratitude goes to my children, Zala and Matic, because they understood, when I told them I had no time to play because I had to study. I am grateful to Miha who helped me when I needed help with computer work, and to my parents who supported and encouraged me all the time. I cannot forget my school colleagues and my friend Maja for language revision which was a big issue for them too. And then there is the whole MIRACLE group and especially Judit Koppány with a huge contribution in the development of material for the teacher training course.

Thanks also go to my advisors, Professor Marina Lukšič Hacin, who took time to discuss the topic with me and who guided me through the thesis, and Professor Dan Dyrli Daatland for his useful comments to the thesis.

And finally I want to thank to all professors at the MA study who gave me knowledge and motivation for researching the field of intercultural relations and migration.

TITLE

Intercultural education as a challenge for teachers in Slovenian primary schools

ABSTRACT

Diversity of Slovenian society requires different approaches also in the everyday school practice. Intercultural education is becoming an important segment in pedagogy, what is evident in its legalization. In the thesis I state that during the last 10 years a big progress has been made and intercultural education has become one of the main general objectives within almost all school subjects in primary school and the integration of students with migrant background has become a concern and not a burden for many teachers. But the main problem, that remains, is the professional incapacity of teachers. This thesis provides one of possibilities for continuous education of teachers - teacher training and learning material developed by partners in the international project MIRACLE. Training was not specially adopted for teachers in a particular country but it has proved to be universal and effective.

KEY WORDS

Intercultural education, students with migrant background, intercultural competences, integration, diversity

NASLOV

Medkulturna vzgoja, izziv za učitelje slovenskih osnovnih šolah

IZVLEČEK

Dejstvo, da je slovenska družba raznolika, zahteva različne pristope tudi v vsakodnevni šolski praksi. Medkulturna vzgoja postaja vedno bolj pomemben del pedagogike, na kar kaže tudi njena legalizacija. V nalogi trdim, da je bil v zadnjih desetih letih na področju medkulturne vzgoje narejen občuten napredek, saj je le-ta postala eden od bistvenih ciljev pri skoraj vseh osnovnošolskih predmetih, prav tako pa se čedalje več učiteljev zaveda pomembnosti uspešne

integracije učencev z migrantskim ozadjem. Glavni problem, ki ostaja, je strokovna nekompetentnost učiteljev na tem področju. Magistrska naloga ponuja eno od možnosti, kako izobraziti učitelje, in sicer strokovni seminar, ter učni material kot rezultat mednarodnega projekta MIRACLE. Strokovno izobraževanje ni bilo narejeno za učitelje v določeni deželi, izkazalo pa se je, da se lahko izvaja povsod in je kot tako učinkovito.

KLJUČNE BESEDE

Medkulturno izobraževanje/medkulturna vzgoja, učenci z migrantskim ozadjem, medkulturne kompetence, integracija, raznolikost

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1 INTRODUCTION AND THE RESEARCH QUESTION

Cultural diversity is one of characteristics of societies in Europe. It is the fact and the challenge with for the most European countries based on a national state. It is also a result of migration movements. People with different cultural, religious and linguistic background come to live together which is often politically valued and requires a lot of tolerance and respect in order to avoid conflicts. The best would be if the majority societies would accept immigrants and behave open to them and if on the other hand, immigrants would successfully integrate in the host countries. The reality is usually different though the goal - intercultural dialogue between different social/language/religious/cultural groups - is encouraged in many formal ways. One of them is intercultural education which can/must start very early, already in the childhood. Teachers are therefore not only educators of school subjects but they also have to be cross-culturally competent to be able to teach and raise pupils with different social, cultural, religious or linguistic background. It is evident that the attitudes of young people and their sense of personal and collective identity are greatly influenced by their education and therefore there is still a vital role for educators in fostering young people's positive attitudes to diversity and giving young people the skills to identify, challenge and tackle all forms of prejudice and discrimination.

Intercultural education is also becoming an important part of the Slovenian education system, what is recognized in the new school curriculum adopted in 2011 by the Slovenian ministry of Education. The implementation of intercultural education in Slovenia is mainly guided by the European Union policy, but the question that remains is how much we (Slovenian teachers and others involved in the education system) are aware of heterogeneity in the Slovenian schools and how much we recognize it as an issue in the teaching process not as a problem or even the obstacle.

Although the Ministry of education, science, culture and sport promote diversity, many surveys indicate that there is still not enough done to change teaching approaches, developing intercultural competences of teachers and promoting diversity as an advantage not an obstacle. A few enthusiastic and open minded educators alone cannot enable the progress of disadvantaged pupils, who are often pupils with different cultural, linguistic, social and

religious background, and at the same time have an influence on majority pupils in order to reduce their prejudice against others and to accept them.

Intercultural education is being legally determined, an important step towards a better implementation of intercultural education now is an efficient teacher training. Surveys¹ done recently have shown that intercultural education is not enough present in Slovenian education system in general. As it was said before the progress has been done in formalization of it especially in the latest school curriculum, but on the everyday level the praxis is changing too slowly. The differentiated approach to teaching on the basis of inclusion, not exclusion, is too often an exception, not a regular practice. The majority of Slovene teachers do not have the opportunity to attend appropriate training on intercultural education and consequently they don't have enough competences for working successfully in heterogeneous classes. They often don't know how to deal with cultural differences in classes they teach in what was also recognized through a survey within the project MIRACLE which I am going to introduce in Chapter 4 of the thesis.

The fundamental question in the thesis is therefore: How to encourage and educate Slovenian teachers to become competent enough to successfully implement intercultural education in everyday school practice? I will try to answer this question on the basis of the project MIRACLE - »Migrants and Refugees, A Challenge for Learning in European Schools«, which I was a part of. The project was focused on primary school teachers, in order to give them some useful knowledge and competences for a successful implementation of intercultural education. The project has been developed by consortium for two years and ended with the teacher training course in Berlin in October 2011. The main goal was to enable pupils with migration background to have a more successful school career. The consortium of project agreed that the goal could be easily reached by developing 1) a teacher training course focused on cultivating political-intercultural competence among teachers in elementary schools and 2) teaching/learning material for elementary school pupils of varying levels. Since the project was international it is also a question whether or not this teacher training could be appropriate for Slovenian teachers. Will Slovenian teachers get competences they

¹ In next chapters I am going to introduce the results of surveys done in the year 2006 by the Slovenian Education Institute, in 2009 by the Slovenian Philanthropy and in 2010 by MIPEX.

need to teach in heterogeneous classes? Is this “model” therefore adequate for all teachers, no matter where they come from?

The thesis is quite practically oriented but it requires a theoretical insight into the field of inter/multicultural education in order to answer the research questions. To achieve this I will start with the chapter Intercultural education. I will try to give a theoretical insight. I am going to answer two fundamental questions: What are its main advantages? and Why is this kind of education necessary in the today’s world?

In the next chapter I will introduce Slovenia as a multiethnic country, which is confirmed by the constitution and the law. Besides native Slovenes there are also two autochthonous minorities – Italians and Hungarians, Romany community and immigrants living in Slovenia. At this point I would like to find out what their rights are, especially in the field of primary school education. On the other hand it has to be stressed that public opinion is often different and express that in Slovenia as a country there are only of Slovene nationality. I find this chapter very important because in my opinion legislative base is essential for the promotion and implementation of intercultural education in Slovenian primary school.

As I have already mentioned the practically oriented part of the thesis will be dedicated to the project MIRACLE (the chapter 4), its phases, results and analyses. The main question I am going to answer is: Is the project MIRACLE the appropriate form for the intercultural education of teachers?

The nature of the thesis in my opinion requests a qualitative and interpretive way of researching. Quantitative data - mostly statistic data about immigration in Slovenia in recent times and official papers, including the Slovenian constitution, the school legislation and results of some surveys - will be used for further confirming and explaining results of the qualitative research. The topic of this thesis requires a qualitative approach, because this kind of research allows a researcher to look deeper in the social dimensions he is researching; it allows more social variables and offers more conclusions because it is not so bounded. Holliday (2007) distinguishes five basic methods of collecting and analyzing data when doing qualitative research: interviewing, observational techniques, interpreting documents, content analysis and semiotic analysis. David Silverman (2006: 56) argues that “the methods used by

qualitative researches exemplify a common belief that they can provide a ‘deeper’ understanding of social phenomena than would be obtained from purely quantitative methodology.” Bryman (2004) emphasizes a combined research and uses the term multi-strategy research.

For the purpose of this thesis I will use mostly the following techniques: the interviewing or questioning teachers who teach at the same school as me; observing climate at school where I work and in general in Slovenian primary schools is general what will be revealed through informal discussion with many primary school teachers; group discussion about the topic of intercultural education; selecting data from filled in questionnaires and interpreting them, interpreting official documents; observing and analyzing all phases of the project MIRACLE, with the emphasis on the trial course in Slovenia and the teacher training course in Berlin.

As I am a teacher in a primary school I consider myself also a part of the research and many of my conclusions will be based on observing the situation² in my working place – in the classroom where intercultural education is implemented.

² In order to do this I wrote a diary with a research notes.

2 INTERCULTURAL EDUCATION

It is a great variety in terminology and conceptualization of multicultural/intercultural education. The common thread of the thesis is intercultural education; I will mainly focus on the terminology connected with the intercultural education and expressions related to this term. In the literature the term multicultural education is applied as well, but for the purpose of this thesis I will use the term intercultural education. Both terms - multicultural and intercultural education - are in the literature used more or less in the same content. Spajić-Vrkas (2009: 6-7) explains the differences as follows:

The term 'multicultural' emerged 'from below' during 1960s-1970s in the English-speaking countries, in particular the United States. Its conceptualisation and institutionalization, e.g., in education has been an integral part of the Civil Rights Movement, as well as of the Supreme Court's decision in cases of racial discrimination in education. The term 'intercultural' appeared more 'from above' during the 1970s and 1980s as a response to specific problems faced by Western European countries. Its conceptualisation and institutionalization have been tightly interwoven with the development of a common European policy on protecting the rights of national minorities and migrant workers, which has been one of the political priorities of the Council of Europe since its establishment.

I will mostly use the term intercultural education in the sense as it is explained by Vedrana Spajić-Vrkas. According to her “multicultural education/intercultural education refers to a particular field of social action. It is a strategic instrument for turning the policy on difference based on the idea of cultural pluralism into reality” (Spajić-Vrkas, 2009: 6).

2.1 Intercultural education – a brief history³

Intercultural education is nowadays an answer to a challenge of the society as a part of the process during which the idea of cultural pluralism has been adopted and cultural diversity recognized and promoted.

The fact is that intercultural education wasn't developed just for itself but as a consequence of needs in multicultural societies. From that point of view it is easy to understand why the United States, Canada and Australia were the first countries with this kind of education.

Brief insight into the history of education in the USA shows that in the 1940s and 1950s the Intergroup Education Movement was established with the aim to reduce racial and ethnic prejudice and misunderstanding but it was still assimilationist in intent. The next major step was made in 1964 with the Civil Rights Act which “forbade discrimination on the basis of race, color, religion or national origins in American public accommodation and education, in federally assisted programs and in most areas of private employment” (Lynch, 1986: 22). The Ethnic Heritage studies Act (1972) went further with fostering the development and dissemination of materials on the history and culture of ethnic groups. One of the most important advocates of multicultural education has been James A. Banks who stresses that students from all ethnic and racial groups have the right to experience educational equality. Banks also notes some factors which have to be part of the whole school environment. According to him these factors include “the ethos of the school, including its norms and values, its curriculum and teaching materials, its assessment and testing procedures, its language policy, its teaching and motivational styles and its approach to racism and racism elimination” (Lynch, 1986: 24).

A teacher as the most important factor for successful multicultural education is in the center of attention for Grant. He points out three major expectations for teachers: self-understanding, understanding and acceptance of the concept of pluralism and affirmation of the principles of pluralism in the school environment as a whole.

³ The content of the following subchapter will be summarized from Lynch, *Multicultural Education: Principles and Practice*, Chapter 2 - Approaches to multicultural education: international perspectives (1986).

Another country which developed multicultural education was Canada. The period of multiculturalism within a bilingual framework began in 1971 and two years later multiculturalism was constituted. Ten years later the Canadian Council on Multicultural and Intercultural Education was founded. Its task was fostering commitment to multiculturalism and equal recognition and consideration in educational institutions of all cultures and at the same time fight against racism and discrimination. Canadian academics focused especially on the effects of bilingualism.

The third country committed to the policy of multicultural education was Australia. The Racial Discrimination Act was passed in 1975.

Responses to cultural pluralism differed between countries mentioned above (the United States of America, Australia and Canada) and European countries but there were also certain commonalities. The preference was for intercultural education. “Intercultural education tends to focus on home and host country language provision, preparation of teachers for this task, the special problems of migrant workers’ children and folkloric and highly marginal changes to the curriculum in response to problems ‘caused’ by immigrants” (Lynch, 1986: 32). The country which turned most from the assimilation policy was Sweden. The new policy included equality, freedom and partnership. Other European countries more or less followed Sweden. In the early 21st century a topic of intercultural education has become an important issue in the European Union, what is evident in many projects and documents which encourage this kind of education.

2.2 The aim of intercultural education

The aim is a very broad concept which basically means as good as possible exchanging views or communication between individuals with different ethnic, cultural, religious and linguistic backgrounds and heritage. It is reflection and acceptance of diversity with the purpose of cooperation and constructive dialogue. It aims at successful coexistence of individuals and nations despite their differences. Intercultural dialogue has appeared recently as the latest solution to a long-lasting challenge of accommodating to the different. It represents a historical shift in conceiving the difference from the social threat to the social enrichment.

The basis for promoting intercultural dialogue is the universal recognition that all human beings are equal in dignity and rights. It presents a great challenge of modern times.⁴

Spajić-Vrkas (2009) recognizes three perspectives on intercultural education: monocultural, multicultural and intercultural. In the **monocultural** perspective differences are seen as a transitional quality. The objective is to equalize educational opportunities for a culturally different student and to challenge the cultural deficiency hypothesis by developing knowledge and skills for participating in the mainstream culture. This perspective is focused in minority pupils. The programs which have been developed are: education for a culturally different student ('benevolent multiculturalism' approach), Intergroup Education Movement, transitional education, earlier approaches to bicultural or bilingual education, English as a Second Language – ESL and student-oriented intercultural/multicultural education. The **multicultural** perspective includes all pupils – minority and majority. The differences are seen as a social reality. The objective is to reduce ethnocentrism and ethnic stereotypes from curricula and textbooks by providing information about different cultures, developing intercultural sensitivity, and, in some cases, addressing racism and discrimination. Multicultural perspective includes education about cultural differences, education for cultural understanding, ethnic studies (single-group studies), bicultural or bilingual education, earlier approaches to development education and content-oriented intercultural/multicultural education. The last perspective is **intercultural** when differences are seen as a social value, richness or strength. A special part of this kind of education is according to Spajić-Vrkas **critical intercultural education discourse** which aims to develop critical awareness, resistance to oppression, emancipating dialogue and interaction among different cultural perspectives, values and experiences as a means of developing a democratic society. It is intended for all pupils. Programs which encourage this kind of discourse are education for social reconstruction, pedagogy of empowerment, critical pedagogy, border pedagogy, pedagogy of resistance, dialogic pedagogy and community/society-oriented intercultural/multicultural education. At the same time Spajić-Vrkas stresses limitations in promoting cultural pluralism through education. She argues that through promoting the latest,

⁴ The European Union declared 2008 the European Year of Intercultural Dialogue not only in Europe but also between the European cultures and other world cultures. Numerous of activities were held with the emphasis on mutual influences among the cultures, strengthening of relations between nations and religions, and promoting strengthening of understanding, tolerance, solidarity, and the sense of common future among EU citizens of all backgrounds with the help of dialogue.

students belonging to subordinate groups can perceive themselves as the 'other' in multicultural classrooms, what can lead to strengthening ethnocentric multiculturalism or multicultural ethnocentrism.

Intercultural education is in many ways connected with international instruments (agreements, covenants, conventions and declarations) of human rights. Teachers need some knowledge of human rights especially those concerned race, women's and children's rights. There are many authors advocating it but there are also opponents. One of them was Arthur Schlesinger, Jr., who argued that "multicultural education threatened to divide students along racial and cultural lines, rather than unit them as Americans" (Burnet, 1994: 1). Thus it has become also a contentious and politicized battleground.

For understanding intercultural education at least three key areas which are closely connected with this education field have to be exposed. As Vah Jevšnik argues the final goal of intercultural education is an intercultural dialogue what is "an open and respectful exchange of views between individuals and groups with different ethnic backgrounds on the basis of mutual understanding and respect" (Vah Jevšnik, 2010: 133). In addition to the intercultural dialogue I will also introduce cross cultural competences which should be possessed by each teacher in primary school, and bi/multilingualism because it is understood as one of the most direct cultural expressions. All three areas will be described in following chapters.

2.2.1 Intercultural dialogue

Intercultural dialogue as the most important goal is impossible without a clear reference to universal values - democracy, human rights and the rule of law. In the White Paper of Intercultural dialogue (2008) provided by the Council of Europe it is defined as

[...] a process that comprises an open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage, on the basis of mutual understanding and respect. It requires the freedom and ability to express oneself, as well as the willingness and capacity to listen to the views of others. Intercultural dialogue contributes to political, social, cultural and economic integration and the cohesion of culturally diverse societies. It fosters equality, human dignity and a sense of common purpose. It aims to develop a deeper understanding of diverse world views and practices, to increase co-operation and participation (or the freedom to make

choices), to allow personal growth and transformation, and to promote tolerance and respect for the other. (White Paper on Intercultural Dialogue 2008: 17)

The White Paper (2008: 19-22) identifies four conditions of intercultural dialogue: (1) human rights, democracy and the rule of law, (2) equal dignity and mutual respect, (3) gender equality, (4) combating the barriers that prevent intercultural dialogue. It recognizes five policy approaches to the promotion of the intercultural dialogue (White Paper, 2008: 25-34):

- Democratic governance of cultural diversity (a political culture valuing diversity, human rights and fundamental freedoms from equality of opportunity to equal enjoyment of rights);
- Democratic citizenship and participation;
- Learning and teaching intercultural competences (key competence areas: democratic citizenship, language, history; primary and secondary education; higher education and research; non-formal and informal learning; the role of educators, the family environment);
- Spaces for intercultural dialogue;
- Intercultural dialogue in international relations.

It is obvious that educators have a significant role in advocating intercultural dialogue. They need to manage situations arising from diversity, discrimination, racism, xenophobia, sexism and marginalisation and to resolve conflicts peacefully, as well as to foster a global approach to institutional life on the basis of democracy and human rights. Schools are therefore one of key institutions for intercultural learning and intercultural dialogue.

2.2.2 Cross cultural competences

Competence “is a combination of knowledge, skills and relations that correspond to the given situation. Relational competences also include personal feelings, norms, and motivation. Gaining cross- and intercultural competences is a life-long learning process. Intercultural competences are necessary for designing an intercultural dialogue which can overcome ethnical, religious, linguistic and cultural differences while accepting cultural diversity.” (MIRACLE – Manual, 2011: 86).

Cross cultural competences should be a part of citizenship and human-rights education and are needed by trainers when working with people from different cultural backgrounds. They need to be learned, practiced and maintained throughout life and are not acquired automatically. Teachers need to be cross-culturally competent to be able to teach, support and guide pupils with different cultural, social or religious backgrounds.

The importance of cross cultural competences cannot be understood without understanding culture. **Culture** is often defined as a system of beliefs and values that influence habits, customs, rules and social institutions. The broader explanation of the expression culture refers to “all achievements and values of an individual, group or society of intelligent beings, especially artistic creation. It includes technology, art, science, as well as moral systems and the characteristic behaviors and habits of selected intelligent entities. The expression has more detailed meanings in different areas of human activity. Different human societies have different cultures; however personal culture of an individual may differ from the culture of other people.” (Intercultural dialogue in Slovenia, 2009) In the survey conducted in the year 2007 Eurobarometer 278, Cultural Values, it was a question: “What comes to your mind when you think about the word culture?” Almost 40 % associations with the word “culture” was arts (performance arts and visual arts – architecture, painting, art galleries, etc.), followed by traditions, languages, customs, social or cultural communities, literature, poetry, drama, authors, education and family (upbringing), knowledge and science (research), lifestyle and manners (the latest with about 18 %). When we talk about ‘culture’ it is often useful to identify its wider meaning. As outlined above, a person may belong to a number of different ‘cultural’ groups, for example one person may be a boy, a teenager, a son, a brother, a boyfriend, a heterosexual, a school pupil, a refugee from Iran, a British, a Muslim, a Farsi-speaker, an Arsenal supporter, a Londoner, etc. This may be particularly helpful when looking at issues of cultural diversity in a seemingly ‘monocultural’ school. **Cultural diversity** refers to racial, ethnic, linguistic, religious, gender or national diversity. It is important to note that individuals fall into different groupings, and therefore take part in a range of different cultures. The term also notes the positive value of understanding and sharing between different cultures.

When dealing with social positioning of self towards others we talk about an **identity**. It may be defined as the distinctive characteristic belonging to any given individual or shared by all members of a particular social category or group. An identity is constituted through social

action and especially through language. Associations between language and identity are rooted in cultural beliefs and values. According to H. Van Eyken, A. Farcasiu, M. Raeymaeckers, et al. (2005) competences which each trainer who works with people from different cultural backgrounds should require are: knowledge, tolerance of ambiguity, behavioral flexibility, strong cultural identity, openness to new experiences, respect of opinion, capacity to negotiate values, ethical behavior, patience, enthusiasm and commitment, interpersonal skills, externalization and self-expression, empathy, sense of humor. One by one will be summarized and introduced in what follows.

The trainer needs a minimum of knowledge of the world, and particularly the world we live in. Teacher needs to know where the students come from and as much as possible about the situation in their home country. One should try to find information about the students' religion, psychological background, possible status in the host country, but not in the way of being too personal or too curious. Further a trainer - a teacher should assess learners' needs by answering some of the following questions:

- With respect to gender, race, ethnicity, nationality, and other characteristics, how homogenous or heterogeneous is the group?
- What are their (culturally determined) learning styles?
- How do the learners feel about studying in a multicultural group?
- How ready are the learners themselves to accommodate different (culturally determined) learning styles? Is this likely to be stressful?
- How competent are the learners in the language of communication (in case the subject is not the language itself)?

A special attention should be paid to different education systems from each the students come from by doing personal interviews or teacher/student discussions. Important issue which should not be neglected is the learning style that must be identified and fitted into the multicultural group.

Another aspect is the assessment of content. The questions which should be answered are:

- To what extent can the teacher/trainer integrate intercultural communication elements in the usual teaching?
- In case that culture-general concepts are taught, can these be adapted to culture-specific situations? Is this advisable?

- How can everyday activities be debriefed and conceptualized, turned into experience-based learning?

The inclusion of cultural element in the lessons is an imperative. In case of teaching the host country's language this is necessary not only of the point of view of linguistic acquisition but also in order to prepare participants for living in a new society and understanding the host culture.

Trainers must pay respect to different personalities, different learning needs and be ready for unexpected changes in any aspect of the training as well. They have to tolerate ambiguity in a multicultural setting to avoid stress and anger.

One of the most important skills is flexibility, the ability to adapt to new ways of behavior. A teacher must know how to deal with diversity in the class and how to restructure lessons if necessary. Students with different cultural background can bring new experiences which are not a part of pre-designed lesson plans. This competency can be also put under personality traits but at the same time everyone should learn to adapt. It is necessary that trainers who see themselves as rather inflexible should adapt to the situation in the interest of both parties.

The term should not be equivalent to ethnocentrism, but a strong cultural identity should refer to a clear sense of one's identity, of one's own values, attitudes, beliefs, communication styles, behavioral patterns, etc. This places other cultures alongside one's own culture and other cultures should not be considered inferior. This concept is necessary to avoid a belief that one's culture is better and should be adopted as a model or goal. But on the other side authors point out that having no sense whatsoever of one's cultural identity might have exactly the same result. Trainers must be aware of cultural identity as a dynamic aspect which includes reinterpretations of former beliefs and values. A very conscious knowledge of one's own culture will give the trainer the tools necessary in interpreting and explaining values, attitudes and unexpected situations. Trainers with a strong sense of their own cultural identity can help learners examine themselves as cultural beings, assist them in dealing with cultural identity issues and establish a strong communication channel within the group.

Openness is described as a precondition for learning and training. A trainer must be open to other cultures and at the same time must have an interest in other cultures because in a

multicultural group one has to deal with different habits, norms and values. At the same time a trainer must make sure that students respect each other and make them aware that they are all equal.

The mutual respect of opinions must be emphasized. Cultural differences, sensitive issues and taboos must be respected. While discussing such issues one should offer clear and reasonable arguments within the context. A trainer should avoid judgemental statements about other cultures and religions. An open discussion should take place with respect for each other. Trainers should stress similarities between cultures, not differences.

A trainer should have capacity to negotiate values, to negotiate between good and bad, pessimism and optimism. There are implicit values behind these attitudes: humanitarian values, respect for human rights, equality and human dignity, respect of human diversity. They should be relativized in terms of how they are understood in different parts of the world. They should be emphasized as culture-specific information not as culture 'facts'. Looking for similarities in a group can improve homogeneity. A trainer must encourage respect for each other's skills and tolerance of each other's inexperience.

The trainer must always observe certain ethical rules and should not divert from those simply in order to make things easier for everyone – ethical behavior.

It is not a competence which could be neglected because impatience of a trainer could lead to a failure of learners. Patience must be taken seriously and worked on systematically.

A positive attitude towards every progress the student makes is important because enthusiasm will help students overcome other barriers, for example lack of motivation. The trainer should be committed to the task and perform it with pleasure and dedication, he/she should strive to achieve the goal where others would give up.

First, a good trainer must be 'equipped' with social skills. One has to approach the students with an open mind and without prejudice⁵. He has to be able to deal with diversity in a positive way and to be a positive example for learners. He must be a good judge of human character, as well as tolerant and diplomatic.

Externalization and self-expression are very important. Trainers need to adapt their own means of expression to each teaching situation and to make sure that learners get the chance to express themselves freely and confidently in every situation. This requires knowledge and understanding of different cultures present within the group, and at the same time the ability to provoke comments and questions from students. It is very good for trainers to be able to communicate without words, with posture and mimicry. The use of body language can relax the atmosphere and ease communication. One has to encourage the interaction between students and be open for questions not only during lessons, but also before or after class. A good atmosphere for opening up is working in groups because it stimulates curiosity about each other.

Not only openness and commitment to other cultures, the trainer should sympathize with often difficult personal situation of students, he should have empathy. It is easier if the trainer has experienced some of situation of his learners.

Sense of humor helps learners to relax and deflate a potentially conflict situation.

2.2.3 Bilingualism/Multilingualism

Language is an important component of our identity and it is understood as the most direct cultural expression. The use of language affects every user in particular language community,

⁵ The word prejudice (or foredeeming) is most often used to refer to preconceived judgments toward people or a person because of gender, social class, age, disability, religion, sexuality, race/ethnicity, nationality or other personal characteristics. It can also refer to unfounded beliefs and may include "any unreasonable attitude that is unusually resistant to rational influence." Gordon Allport defined prejudice as a "feeling, favorable or unfavorable, toward a person or thing, prior to, or not based on, actual experience." (<http://en.wikipedia.org/wiki/Prejudice>)

so the use of language is a marker of collective identities and linguistic diversity is the fact of life.

The term multilingualism refers to the situation when people speak several languages in certain geographical area or people's ability to speak fluently several languages. Multilingualism is becoming a social phenomenon associated with globalization and cultural openness. Adapted from Marko Stabej in the publication Intercultural dialogue in Slovenia (2009) it is noted: »The European guidelines of the linguistic policy (in particular those that are formed by the Council of Europe) are significantly directed into respecting the linguistic rights of individuals and communities, while simultaneously following the goal to ensure European multilingualism at a level of linguistic ability of individuals, as well as at a level of political life of communities on different administrative or political levels.« Learning foreign languages is an opportunity for a better understanding of cultures of those languages and plays a significant intercultural role. The use of language is a marker of collective identities.

A linguist Joseph Poth, head of UNESCO's Languages Division, argues "When a minority mother tongue comes under attack, its users feel uncomfortable and experience an inner conflict. And when people aren't at peace with themselves, they can't be at peace with others."⁶ It is therefore essential that the value of the languages used by members of minority communities is recognized, but at the same time minority members must acquire the official language in the state, so that they can act as full citizens. Taking into account this fact, the role of teachers, who teach pupils whose first language is not the language of instruction, is very important in sense of encouraging bilingualism/multilingualism as an important part of someone's identity.

Fields of intercultural education, which have been exposed, will also be essential in addressing the MIRACLE project. Before proceeding to the project, I will deal with ethnic structure in Slovenia and in particular with documents relating to the rights of ethnic minorities (recognized by the Constitution and others) in Slovenian primary schools.

⁶Language Diversity. ORC Global Equality, Diversity and Inclusion.

At: <https://www.orc-netsafe.com/knowledgecenter/pdfs/language-diversity.pdf>

3 SLOVENIA - A MULTIETHNICAL COUNTRY

In 1991 when Slovenia gained the independence the internal migrants suddenly became referred as immigrants although most of them obtained Slovenian citizenship. According to Statistical Office of the Republic of Slovenia on January 1, 2011 there were almost 229,000 people (11.1 %) who were born in a foreign country. At the end of March 2002 when data on the country of birth for total population were for the first and last time collected by a conventional (field) census, the number was almost 170,000 (8.6 %). It is written that the increase in the number of immigrants in the last decade is the consequence of:

- Prosperous economic situation and increasing demand for labor force in some industries (e. g. construction) which was not available on the Slovenian labor market;
- After accession of Slovenia to the European Union more immigrants moved to Slovenia from some new Member States;
- Family reunion (secondary migration of family members of foreigners already living in Slovenia).

The trend of immigration was rising in the years from 2004 to 2008, but began decreasing after the first quarter of 2009 mainly because of economic crisis in construction industry. In the year 2010 15,416 people immigrated to Slovenia (almost half than in 2009), of whom 12,705 foreigners and 2,711 citizens of Slovenia. Another important fact is that more people emigrated from Slovenia than immigrated to it.

Statistical office also reports that compared to 2009⁷ in 2010 the percentage of foreign nationalities who immigrated to Slovenia due to employment decreased by more than 54 %, the number of those who immigrated due to education by almost 58 % and the number of those who wanted to reunite with their families by 43 %. The largest group of immigrants

⁷ In 2009 most of the foreign citizens immigrated to Slovenia were citizens of Bosnia and Herzegovina (12,900 or 47 % of all foreign immigrants to the county). They were followed by citizens of Kosovo (almost 3,600 or 13.1 % of all foreign immigrants). In 2009, a bit more than 2,900 citizens of Serbia immigrated to Slovenia. In the observed year among foreign immigrants there were 1,881 nationals of other EU Member States, which is 9 % less than in 2008. Among them the most numerous were citizens of Bulgaria (539), Italy (271) and Slovakia (208).

Available at: http://www.stat.si/eng/novica_prikazi.aspx?id=3362 (December 19, 2011)

were those who immigrated in order to get a job (over 65 %) and the second largest group were those who moved to Slovenia to join their families. It is assumed that there were many children among them.

Slovene Parliament adopted the first document on immigration policy in 2002 – the Resolution on immigration policy. Another one adopted was Resolution on migration policy. Both included the integration policy. After disintegration of Yugoslavia Slovenia became a host country to many refugees (more than 40000 thousand) in 1999 the Asylum Act was introduced. It is necessary to stress at this point that the number of granted asylum statuses in Slovenia is one of the lowest in the European Union.

3.1 Autochthonous minorities and Roma people

In Slovenia two autochthonous communities are recognized by the law - the Hungarian (in a part of Prekmurje region) and Italian minorities (in Slovene Istria) who cannot be overlooked. They are directly protected by Articles 11 and 64 of the Constitution.

The official language in Slovenia is Slovene. In those municipalities where Italian or Hungarian national communities reside, Italian or Hungarian are also used as official languages (Article 11 - Slovenian Constitution).

The autochthonous Italian and Hungarian national communities and their members shall be guaranteed the right to use their national symbols freely and, in order to preserve their national identity, the right to establish organizations and develop economic, cultural, scientific and research activities, as well as activities in the field of public media and publishing. In accordance with laws, these two national communities and their members have the right to education and schooling in their own languages, as well as the right to establish and develop such education and schooling. The geographic areas in which bilingual schools are compulsory shall be established by law. These national communities and their members shall be guaranteed the right to foster relations with their nations of origin and their respective countries. The state shall provide material and moral support for the exercise of these rights.

In order to exercise their rights, the members of these communities shall establish their own self-governing communities in the geographic areas where they live. On the proposal of these self-governing national communities, the state may authorize them to perform certain

functions under national jurisdiction, and shall provide funds for the performing of such functions. The two national communities shall be directly represented in representative bodies of local self-government and in the National Assembly.

The position of the Italian and Hungarian national communities and the manner in which their rights are exercised in the geographic areas where they live, the obligations of the self-governing local communities for the exercise of these rights, and those rights which the members of these national communities exercise also outside these areas, shall all be regulated by law. The rights of both national communities and their members shall be guaranteed irrespective of the number of members of these communities.

Laws, regulations and other general acts that concern the exercise of the constitutionally provided rights and the position of the national communities exclusively, may not be adopted without the consent of representatives of these national communities (Article 64 - Slovenia Constitution, Special Rights of the Autochthonous Italian and Hungarian National Communities in Slovenia).

Another autochthon population in Slovenia is Roma people. They live concentrated in the north-eastern part of Slovenia and in the south. Their status is regulated by Article 65 of the Slovene Constitution which states: “The status and special rights of the Romany community living in Slovenia shall be regulated by the law”.

3.1.1 Education in multi-ethnic areas and education of Roma people

Elements of intercultural education (but not recognized by this term) have been a part of education in multi-ethnic areas for years. In Prekmurje, children belonging to Hungarian minority can attend bilingual preschool institutions, while in elementary and secondary schools teaching languages are Slovene and Hungarian for Slovenian and Hungarian pupils. In Slovene Istria the situation is a little bit different, because members of the Italian ethnic group can attend Italian schools using Italian as the teaching language and Slovene as a school subject. They can also attend Slovene schools with the reverse situation – a language of instruction is Slovene and a school subject is Italian. The curriculum enables members of ethnic minorities not “only to learn their mother tongue but also to learn the history and culture of both nations” (Slovene Education System Yesterday, Today, Tomorrow 2008: 90).

All Roma children are included in regular classes and they are offered some benefits by the state (for example additional professional help.) Classes specifically for Roma are rare. The main problem is the lack of teachers for Roma children. The majority of Slovenian pupils learn about Italian and Hungarian minority but not about Roma people.

3.2 Immigrants

Besides Hungarian and Italian autochthon minorities, whose status is regulated in detail by Slovene Constitution, and Roma community, it can be seen from the data that the proportion of non-Slovenes is much larger. It is particularly due to immigrants from former Yugoslav republics (most of them are originally from Bosnia and Herzegovina).

3.2.1 Education of children with migrant background

The largest share of students, who belong to other (non-Slovene) cultural background, belongs to pupils with a migrant background. Immigrant children are included into educational institutions from kindergarten to secondary schools as well. In the academic year 2008/09 less than 1 % of students were registered as migrant students in Slovene primary schools. Zorman (2009) states that 195 out of the total of 440 schools educated migrant children and asked for additional professional support for these children. Schools with a larger proportion of migrant children were mainly located in major urban areas. In the age group 4-14 which somehow corresponds to primary school education⁸ foreigners represented 1,66 %. Generally speaking this is a very small proportion but it has to be stressed that proportion of children with migrant background is not the same in all schools. There are schools with a share over 50 % and others with almost no Non-Slovenians. A group represented migrant students is much larger when considering as migrant students all students whose first language is different from language of instruction. It can be argued that cultural and linguistic background are more relevant indicators and give better picture of situation than statistics. This is also evident from two surveys conducted in years 2006 and 2008 which will be introduced below.

⁸ Basic – primary school education is compulsory and lasts nine years. Children that reach the age of 6 in a particular calendar year enter the first class in that year.

In the research made by Slovenian Education Institute in 2006 it was found out that:

- Migrant pupils⁹ don't speak Slovenian or they don't speak it very well. Therefore they have many problems with learning different school subjects. They don't understand teacher's explanation.
- There are lots of differences between school systems (country of origin / Slovenia).
- There is not enough teaching material for teaching Slovenian language as a second language.
- There are problems how to evaluate the knowledge (because of language deficit).
- It is often hard to communicate with parents, because they don't understand Slovenian language.
- There are many cultural differences, because these pupils have a different cultural background.
- Material conditions for the integration of migrant children in the educational system are not clearly defined and guaranteed.

Another research in which 49 schools (primary and secondary) participated was made by Slovenian Philanthropy in August 2009¹⁰. The majority of interviewed consider students with migrant background those whose family has recently moved to Slovenia or those children who were born outside Slovenia. Slovenian is not their first language/mother tongue and therefore they have problems speaking it. Pupils and their families immigrated due to economic reasons. A few respondents (app. 10 %) consider as migrant pupils those who were born outside Slovenia or in Slovenia, but their parents are from other countries. It could be concluded from results that most of descendants are very well integrated in Slovenian educational system or the other possibility is that teachers don't recognize their special needs and are therefore not alert to language and culture as well. Schools would especially need additional help with Slovenian language and understanding different school subjects. They note learning difficulties, behavioral and emotional problems, bad communication with parents, weak socio-economic situation. Schools would like to implement best practices,

⁹ Schools determined themselves who migrant children are. Data show not only children with status of foreigner should be treated as migrants but also a large number of those whose first language is not the same as a language of schooling.

¹⁰ Results of both surveys are available at: www.filantropija.org/library/includes/file.asp?FileId=79

workshops on diversity, breaking prejudice, interculturality, working with migrant children and inclusion of volunteers as well as cooperation with migrant associations. It is worrying that some schools don't recognize the need for further education in the field of intercultural education. From these surveys it can be concluded that majority of Slovenian primary school teachers is not educated enough for dealing with diversity in the sense of pupils' different cultural, religious or linguistic background. Language teachers don't have competences to teach Slovenian as a second language.

It is worrying that no study program for future teachers includes obligatory intercultural education. Many students are not aware of present situation and are not prepared to deal with diversity in the class. The very similar situation is with implementation of teachers' trainings. The Slovene National Institute as the most representative educational institute in Slovenia in the academic year 2011/12 offers a three-day teacher training course on intercultural education for 30 teachers. The title is: Intercultural education for everyday practice: teaching illusion or attainable features? The target group are professionals in kindergartens, primary and secondary schools and student dormitories. From this data it is evident that even if a teacher wants to be intercultural educated it is very difficult for him/her to get a formal education.

Lack of intercultural education is detected also by Žitnik Serafin who notes that there are also some teachers who »with their behavior towards immigrant students knowingly or unknowingly steer students towards national, religious or other inequality and inflame national, religious or other hatred and intolerance« (Žitnik Serafin 2008: 133).

A good indicator of the situation in the area of integration in particular country comparing to others is international research called **MIPEX** (The Migrant Integration Policy Index)¹¹. The Migrant Integration Policy Index provides us with the instrument we need to see how we live up to the promise of equality. It is not focused only on education but measures policies of

¹¹ The first edition of MIPEX was published in 2005, the second in 2007 and the third in 2010 which results in the field of integration in education I am going to represent in this paper.

integration¹² in all European Union Member States plus Norway, Switzerland, Canada and the USA up to May 31, 2010. It uses over 140 policy indicators to discover migrants' opportunities in European countries (USA and Canada). Migrants are considered as those who refer to Third Country Nationals and legally reside in an EU Member State. The first and the second MIPEX covered six policy areas important to reach a full citizenship: labor market access, family reunion, long-term residence, political participation, access to nationality and anti-discrimination. The latest added a new policy strand on the education of migrant pupils. From all strands in Slovenia education is the weakest by 24 %. Integration policies have been developing but are not systematic. Pupils with migrant background cannot equally access education beyond what is compulsory. In MIPEX III (p.179) it is stated:

All migrant pupils may not advance as well through the education system, without equal access to non-compulsory and pre-school education except under reciprocity principles. They are supported in learning their own language and Slovenian, while teachers have some training on their needs. Positive developments in school might not extend beyond the classroom without monitoring or systematic policies to encourage parental involvement (see CA, FI, SE). Intercultural education appears as an official aim and, with 33 points, Slovenia scores above the low Central European average (see HU, PL, CZ). There is ad hoc funding and some possibilities to adapt curricula but no concrete measures to implement intercultural education in all schools, e.g. recruiting migrant teachers (DE, NO, UK).

¹² Integration is considered in both socio-economic and civic terms. In socio-economic terms migrants must have equal opportunities to lead independent and active lives as the rest of the population. In civic terms they all have the same rights and responsibilities. When they feel secure, confident and welcome, they are able to invest in their new country of residence and make valued contributions to society.

3.2.1.1 Legal basis for working with migrant children in primary school

The most general document which legally protects rights of all Slovenian residents including migrants is **Constitution of the Republic of Slovenia**. In the following pages I will expose articles which are most relevant for migrants/foreigners and thus also for students with migrant background.

In Slovenia everyone shall be guaranteed equal human rights and fundamental freedoms irrespective of national origin, race, sex, language, religion, political or other conviction, material standing, birth, education, social status, disability or any other personal circumstance. All are equal before the law (Article 14, Equality before the Law).

Everyone has the right to express affiliation freely with his nation or national community, to foster and give expression to his culture and to use his language and script (Article 61, Expression of National Affiliation).

Everyone has the right to use his language and script in a manner provided by law in the exercise of his rights and duties and in procedures before state and other bodies performing a public function (Article 62, Right to Use One's Language and Script).

Any incitement to national, racial, religious or other discrimination and the inflaming of national, racial, religious or other hatred and intolerance are unconstitutional. Any incitement to violence and war is unconstitutional (Article 63, Prohibition of Incitement to Discrimination and Intolerance and Prohibition of Incitement to Violence and War).

Besides a Constitution there are some other acts which define status of foreigners in the Republic of Slovenia: **Resolution on Migration Policy of the Republic of Slovenia, Act on Public Usage of Slovenian, Aliens Act Regulation of the Integration of Foreigners, Law on Temporary Protection of Displaced Persons, Regulation on the conditions and modalities for ensuring the rights of persons enjoying temporary protection, International Protection Act, Privacy rights of applicants for international protection, Regulation on the conditions and modalities for ensuring the rights of persons with international protection.**

Migrant students who move to Slovenia don't have a special status as students with special needs but they are in some ways protected by the constitution and law.¹³ Principles and methods of integrating foreigners into the education system are defined by three core documents but it has to be pointed out these documents are not regulations:

- Strategy for the integration of children and students migrants into the education system in Slovenia¹⁴,
- Guidelines for the education of foreign children in kindergartens and in schools (The National Education Institute of the Republic of Slovenia, 2009)¹⁵,
- Guidelines for including immigrant children in kindergartens and schools¹⁶.

These documents will be introduced in details because they precisely define how to integrate immigrant pupils in a way which emphasizes intercultural education. Some other documents connected with this topic will be introduced as well.

Strategy for the integration of children and students migrants into the education system in Slovenia¹⁷

The Strategy was adopted in 2007 by Ministry of Education of Republic Slovenia. As the main problem for the migrant children it is noted that they have difficulties in school performance and with social inclusion not only in school life but also into wider social environment. Integration of migrant children takes place mainly through additional hours of Slovene language with the maximum of 35 hours per year or one hour per week.

¹³ It seems that a state doesn't have a lot of interest in these pupils probably due to fact that their number is rather small and the distribution of migrant students is rather unequal. And if there are few students with migrant background also a management is not interested in making special programs for them. Therefore it is often up to teachers and their will if they take any actions.

¹⁴ Originally: Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v Republiki Sloveniji

¹⁵ Originally: Smernice za izobraževanje otrok tujcev v vrtcih in šolah. Ljubljana, 2009.

¹⁶ Originally: Smernice za celostno vključevanje priseljencev (otrok, učencev in dijakov) iz drugih jezikovnih in kulturnih okolij v slovenski vzgojno-izobraževalni sistem

¹⁷ A document will be presented in detail because it was the first one noting the state of the education of migrant children and all problems/issues associated with it. The general situation hasn't changed much since, but today some progress has been made, which will be seen from some documents presented in the following pages.

The Strategy is the first document which deals with the topic of integration of migrant children. The document fairly accurately defines six core problems relating to work with migrant children. Problems listed here are still not solved and I will note them in a comprehensive way just as they are written in the Strategy:

a) lack of legal basis that would allow a more successful plan of integration processes of migrant children in the Slovenian education system and on the basis of which could be provided the means to support mechanisms to facilitate their integration

b) unformed strategies and instruments for the integration of migrant children in the education system:

- Unclear support mechanisms for the effective integration of migrant children (systemic organization, additional technical assistance, education and training of professional staff of educational institutions);
- Undeveloped regulatory and technical basis for adjustments in the level of the program (objectives, standards of knowledge) and the level of assessments of knowledge (how to assess progress of children in the Slovenian and other subjects);
- Unspecified time, to be provided as a period of adaptation to the Slovenian educational system and environment, and the status children have in this period;
- Unfinished and unformed strategy guidance for the performance of teaching staff with children of migrants (not just the counselors and teachers of Slovene) and the lack of methodological and didactic skills for working with this target group.

c) lack of adequate technical knowledge and skills of professional staff for quality ongoing relationship with the parents of migrants:

- There are no appropriate recommendations, guidelines for working with migrant parents (strategies for communicating with them, strategies for involving parents in kindergarten and school environment ...);
- There are no relevant trainings and materials with examples of working with migrant parents;
- Modest knowledge of the key elements of language and culture of migrants, which would help to avoid potential misunderstandings or to facilitate contacts with parents and encourage them to participate;

- Modest knowledge and skills of teachers to foster intercultural communication among Slovenian parents and migrant parents;
- There is no adequate financial support for communication with migrant parents (lack of funding for an interpreter, for the preparation of bilingual invitations, instructions, messages ...).

d) lack of knowledge of Slovene - ignorance of the language, which is due the following facts:

- Number of hours devoted to teaching Slovene as a second language is not clearly defined and in most cases not sufficient;
- For teaching Slovene as L2 there are no appropriate curricula and teaching materials;
- Profile of a teacher who would conduct classes of Slovenian as J2 in the school is not fixed, so most teachers are without adequate skills, often without adequate education (teachers of other subjects, social worker, teacher, etc.).
- Education, where teachers would gain methodical-didactic skills for teaching Slovene as a second language is not systematically organized. There is no adequate education and training professionals to work with the kindergarten pre-school children who do not speak Slovenian;
- Also teachers of other subjects who teach the children of migrants in the context of their studies or other training programs do not acquire the relevant skills and communication skills to allow such children to facilitate monitoring of their subject

e) inadequate evaluation of the importance of preserving language and culture of migrant children and the unequal evaluation of these compared with the Slovenian language and culture of the environment:

- Undeveloped strategies for integrating migrant children in the Slovenian cultural environment while respecting and preserving their language and culture of origin;
- Ignorance or disinterest of teachers to learn about key elements of language and cultural backgrounds of migrants (expression of interest in another language and culture have a significant impact on self-esteem of children of migrants and on their motivation to learn, new content also enriches the behavior of Slovenian children);
- Insufficient knowledge of appropriate ways to promote intercultural communication between children in a class (every child should have the opportunity to present elements of his culture of origin).

f) lack of involvement of migrant children and their parents in school and the wider Slovenian environment:

- Ignorance of the socio-cultural life in Slovenia;
- Special social status of certain groups of migrant children, for example, children of asylum seekers, refugees, migrants without regular income and health insurance;
- Low level of readiness in Slovenia for successful integration of migrants.

Strategy further defines who migrant is and divides migrants into different groups¹⁸:

- The first group is represented by former immigrants, who have Slovenian citizenship: these are people who are born in the Republic of Slovenia and living here since birth (second and third generation immigrants), or a person not born in Slovenia and have acquired citizenship.
- The second group can be considered as persons without Slovenian citizenship and thus constitute a so called "typical" migrant.
- Specific category is forced migrants, persons with temporary protection, asylum seekers and refugees.
- It is the category of migrants with special status, which has become topical with the entry of Slovenia into the European Union, these migrants are the citizens of the European Union.
- Migrants are also children of Slovenian emigrants and migrant workers (with Slovenian citizenship or without Slovenian citizenship), who returned to their homeland.

This document is the first one that clearly defines the objectives of integration:

- At the systemic level providing the conditions, possibilities and opportunities to meet standards of knowledge, which are defined in the curriculum for kindergartens, elementary schools and in exam catalogs for secondary schools.
- Successful integration of migrant children in kindergartens, schools, social and later professional environment.

¹⁸ As we will see further the expression »migrant« is among teachers understood in different ways, sometimes very narrow.

- Developing the ability to represent their own culture, perception, understanding and acceptance of diversity to overcome the prejudice against other cultures, comparing cultures, educating for tolerance, maintaining or upgrading their own identity and culture.
- Proficiency in Slovenian language in such a way as to ensure successful integration into the educational system, especially developing linguistic, social and cognitive ability.

From these objectives it is clear that they are reaching out not only to migrant children but also to majority – the Slovenian children. Integration can be successful only if both sides are involved in the process. It is also evident that speaking Slovene language is the first condition for further action because the successful integration is not possible without communication with others and the language is the main tool of verbal communication.

The document exposes eight general principles of integration which are: the best interests of a child, non-discrimination, the right to participate, respect for cultural identity, information access (for ex. about their rights) training of staff, sustainability (it is about long-term interests of the child) and time suitability (decisions are taken in appropriate time).

Specific educational principles included in the strategy are: access to education, openness of curricula, equal opportunities, acceptance of diversity among children (respect for children's culture specificities), multiculturalism and interculturalism, ensuring conditions for achieving the standards of knowledge, active learning and providing verbalization and other means of expression, cooperation with parents.

For the purpose of this thesis the most important part is the one which stresses “autonomy and professional responsibility of the educational institute and professionalism of employees”. It proceeds that employees must get to know the elements of different cultures in active collaboration with migrant children and their parents. Autonomy and professional responsibility of these people need to be based on the idea of diversity as a value and knowledge of intercultural teaching and learning. Therefore the professionals must be engaged in various forms of continual education and training to facilitate and enhance their professional development in this direction.

When describing “equal opportunities and acceptance of diversity among children” document specifically refers to the intercultural education which has to be focused on identifying differences and neglecting of others, it must seek to promote respect and understanding of all members. It should highlight not only the formal differences between cultures, but also similarities between them. Differences between people and cultures are valued positively. The objectives of intercultural education are: promoting understanding that the world is interdependent, overcoming negative prejudice, ethnic stereotypes, the promotion of positive valuation differences and diversity, searching and highlighting similarities and differences between cultures and developing positive attitudes and behavior towards people from other societies and cultures. To achieve these objectives teachers must have some knowledge about the phenomena of migration and also possess intercultural competences.

For achieving the standards of knowledge the school must develop different forms of activity, which enables migrant pupils’ successful integration. It is not one teacher but the whole organization – school involved in activities that coincides with the module Whole school approach in the MIRACLE course.

At the end the Strategy suggests what kind of measures have to be taken for developing appropriate normative instruments for successful integration of migrant children, determination the extent, forms and ways of implementation the adapting curriculum, preparation of strategies for working with migrant parents and their involvement in school life, promoting intercultural learning and positive attitudes towards understanding and acceptance of diversity in the kindergarten or school, Slovenian as L2, concern for quality of first language teaching of migrant children, Preparation of annual action plans of relevant institutions (Centre for Slovene as a Second / Foreign Language, Department of Education) to implement the measures and finally concern for quality education and training of professionals. The latter provides continuing (linguistic and intercultural) education of professionals¹⁹ who are in contact with the migrant children (conferences, seminars and

¹⁹ At this point it must also be exposed that teachers cannot be very competent in the field of migration because there is no study program entirely dedicated to teaching students with migrant background and there are no courses providing competences for teaching students whose first language is not Slovene (the language of

consulting relevant institutions, e.g. Institute of Education, Centre for Slovene as a second / foreign language ...); training of professionals-multipliers for practitioners working with educational institutions, which have migrant children; inclusion of relevant migration learning content in the study programs of institutions that educate future professionals for kindergartens and schools; support for scientific research activities and encouraging the management of kindergartens and schools to involve professionals in educational programs with content, such as teaching Slovene as a second language, intercultural action in kindergarten or school, working with migrant parents.

Apparently five years ago experts were fully aware of necessity of action in the field of intercultural education and integration of migrant children. Another document followed in 2009.

Guidelines for the education of foreign children in kindergartens and in schools²⁰

The document is very important because it “defines the principles, measures and solutions for the integration of children with migrant background into the education system. Learning the language of schooling plays the important role but equally important are also the measures aiming at intercultural understanding, including learning the language of origin, strategies for the work with parents, etc.” (Zorman, 2009). Document notes poorer integration into the broader social environment is the result of lack of knowledge of Slovene, unfinished strategies and instruments for integration of foreigners in the education system at all levels of schooling. This is exacerbated by a lack of inclusion of children and their parents in the local environment and the wider Slovenian environment. The document promotes the idea that the starting point for the development and implementation of migration and integration strategies in all social fields are human rights.

schooling). Only the Faculty of Education of the University of Primorska offers as optional subjects courses aiming at providing intercultural competences.

²⁰ In Slovene: Smernice za izobraževanje otrok tujcev v vrtcih in šolah. It has to be stressed that foreigners are considered as those who doesn't have a Slovenian citizenship- typical migrants, forced migrants, migrants who are citizens of European Union countries, descendants of Slovene emigrants who returned to their parents' homeland.

The Guidelines listed seven topics that define the possible approach for working with children and foreign students and their parents in the kindergarten, elementary, secondary school and high school dormitory. The Guidelines provide obligatory and recommended actions within each topic. Topics are very similar to those in the Strategy because they are done on the basis of that document: 1) The integration of foreigners into education system, 2) The size, shape and ways of adapting the educational work, 3) Placement of Slovenian (Slovene learning), 4) Care for learning (preserving) children's first language, 5) Promotion of intercultural learning and positive attitudes towards understanding and acceptance diversity, 6) Strategies for working with parents of foreigners and their integration into school life, 7) Quality education and training for professionals (teachers). The last one mentioned is Actions at national level: a) at the undergraduate level institutions offer students education with intercultural content pedagogy and training how to use such content; b) provide the appropriate materials (didactic materials, notebooks) for children and professional workers; c) provides in-service training for educators, teachers and other professionals with content of intercultural pedagogy.

For the topic of intercultural education topics 5 and 7 are particularly interesting. The article 5.5 is specifically devoted to encouraging intercultural education and positive attitudes towards understanding and accepting diversity. For kindergarten, primary and secondary schools it should be obligatory to encourage accepting diversity and on the other hand equality in order to learn respectful coexistence. It is recommended that a) school encourages other children to help a foreigner; b) a trustee for these children is appointed by school; c) school is included in international partnerships; d) school implements a variety of learning and teaching methods for encouraging interactions between different cultures; e) school provides conditions for learning about diversity from the aspect of diversity of languages; f) school encourages children to join different activities of intercultural communication (project days, celebrations) and encourages a child to represent his or her own culture and language.

The article 5.7 refers to Quality education and training for professionals and exposes that school must provide continuing education of professionals, including teaching and language skills and intercultural skills for action in the educational work with children foreigners.

Guidelines for including immigrant children in kindergartens and schools (updated document)

Particular emphasis is put on formulating strategies for the integration of foreign children, pupils and their parents in the educational system in Slovenia. The document stresses the need for integrative approaches. If children will be better integrated into the narrower and wider society, their parents will also be a more functional part of the society, which contributes to its cohesiveness and development. Better integrated parents are more able to help guide their children in the wider society and. Thus it is an equally important two-way process of adaptation of immigrant communities and mainstream society.

The updated document specifies some principles in more details. It particularly exposes:

- Autonomy and responsibility of professionals base on the idea otherness as a value and the knowledge and skills of intercultural learning and teaching.
- All children must be given good development opportunities. This greatly facilitates close cooperation between kindergarten / school and parents.
- Features of multi-cultural kindergarten / school is reflected in the fact that staff look at the cultural, linguistic and religious diversity as a normal situation, as it deals with it as a means of learning, which is a valuable source of knowledge and understanding, and helps all to recognition of diversity.
- From the awareness that people are different, arises the need to learn about differences. Therefore, the content and methods of work in the kindergarten / school should contain the values of equality, democracy, freedom, friendship and international responsibility to ensure the development of multi-cultural opportunities for all children and students.
- The central focus in intercultural education and the integration of immigrant children is devoted to acquisition of intercultural competences, i.e. building and strengthening the four pillars of knowledge: learning to know, learn to be able to work, learn to know how to live together and learning to be. The essential element of effective intercultural training is language of teaching, while it is necessary to consider the role of mother tongue (if it is different from language of teaching) and any other languages in the students' repertoire. The fact is that multilingualism is the norm in modern society. Multilingualism is not just about using multiple languages, it also means overcoming intercultural barriers directly getting to know other and different in empirical experiences.

Under the title *Implementation of the principles* there are content sections, which define the possible approach of working with migrant children. Approaches that are common to all three levels of education (kindergarten, elementary and secondary school) are indicated first, followed by approaches specific to each level. What is new for elementary school is the following:

- In accordance with the Act on the Recognition and Assessment of Education school is obliged to give a comparable educational degree and place pupils and students in an appropriate class to guarantee the fastest integration and the continuing education within the program.
- The second section *The size, shape and ways of adapting the educational work* describes ways of adapting the educational work in great detail:
 - a) School determines the child's background.
 - b) According to the previous knowledge teaching staff develop an individualized program for immigrant children, which contains time frame and objectives of an individualized program, the necessary adjustments to the program and any additional measures to compensate differences in knowledge, a way of monitoring the implementation of the program and the role and responsibilities of professional staff, student and parents or legal representatives.
 - c) In the assessment of methods that are used for determining the knowledge, it is best to account the child's current level of communication capacities in the Slovenian language, including the use of learners' first or other languages. Deficiencies in communication and language errors do not affect the assessment of subject knowledge.
 - d) Instruction is adapted to the needs and language abilities of immigrant children by selecting appropriate content, methods and forms of work.
 - e) School monitors the progress of immigrant children and keeps record of progress and achievements.
 - f) School incorporates immigrant children in various school and extracurricular activities that contribute to their inclusion in the new environment and in particular to the development of language ability.
 - g) School allows the inclusion of immigrant children in various activities at the local level.
 - h) School allows immigrant children the relevant period (two years) of adaptation with regard to their educational and other needs.

- i) School promotes peer and intergenerational assistance.
- Because Slovene is language of instructions it is additionally noted that for all school subjects and other forms of educational work school ensures the use of forms and methods that allow all students quality learning and achieving the objectives of the curriculum of specific subjects curriculum set by the individualized program of work and at the same time ensures continuous development in the Slovenian language abilities. School ensures that the Slovenian language is taught by teachers who are qualified for teaching Slovene as a second language. Teachers of other subjects obtain the necessary capacity to support language development and cooperate with teachers of Slovene and other subjects.
 - For maintaining children's first language it is very useful that school finds various ways, notably in collaboration with associations and other forms of organization of members of ethnic communities to which immigrant children belong, to help them maintain contact with the mother tongue and culture of their parents (language courses, projects, cultural events, open days, presentations, exchanges and cooperation with associations ...);
 - The fifth section is renamed *Developing multicultural and intercultural competences*. What is added is that school introduces a new child/pupil/student in the group/class, appropriately represents his position to encourage other children/classmates to identify themselves with the immigrant situation and to assist the child in learning and getting used to the new environment.

Elementary School Act²¹

The Article 2 defines objectives of education. Among them are:

- Education for mutual tolerance, respect for diversity and working with others, respect for human rights and fundamental freedoms and to develop the ability to live in a democratic society;
- Developing and maintaining their own cultural traditions;
- Learning about other cultures and learning foreign languages.

²¹ Originally: Zakon o osnovni šoli.

The following articles came into force by September 1, 2012.

The Article 8 is about supplementary education. Children who reside in the Republic of Slovenia and whose mother tongue is not Slovenian language join the primary school and the teaching of Slovenian language and culture is organized through cooperation with countries of origin as well as teaching their native language and culture.

Children who are foreign citizens or stateless persons who reside in the Republic of Slovenia have the right to compulsory elementary education under the same conditions as nationals of the Republic of Slovenia (Article 10, Foreigners).

In the case of entry or the inclusion of school-age children with foreign documents on education in primary education in the Republic of Slovenia, the elementary school on the basis of evidence determines in which class children will be included. The school takes into account the evidence of prior education and age of the child. Inclusion of children in school may also consider the knowledge of Slovenian language. A student gets a certificate of attendance at school (Article 44, Subscription).

Students from other countries whose mother tongue is not Slovenian and were first included in the primary school in Slovenia in 3, 6 and 8 class in this school year, write the national examination on a voluntary basis (Article 64, National examination).

Immigrant students from other countries may be at the end of the school year in which they first enrolled in basic education in the Republic of Slovenia, unrated in individual subjects and move to the next grade. Promotion shall decide on the proposal of the class teaching staff. (Article 69, Progression to the next grade)

Rules on examination and evaluation of knowledge and progress of pupils in primary school²²

Pupils foreigners can be graded differently for two school years. In the Article 19 in Rules on the examination and evaluation of knowledge and progress of pupils in primary school it is stated that with the permission of parents they – foreign students - can be evaluated according to different criteria. Teachers evaluate their progress in learning. Adjustment evaluation must be confirmed by teaching staff (Article 19, Adjustment evaluation).

The Act on Organization and Financing of Education²³

The second article of this act states what the objectives of education are. Among them there are also the objectives that are very relevant for migrant pupils. I will expose the first two:

- Ensuring the optimal development of individuals regardless of gender, social and cultural background, religion, nationality, and physical and mental constitution.
- Educate for mutual tolerance, develop awareness of gender equality, respect for diversity and cooperation with others, respect for children's and human rights and fundamental freedoms, the development of equal opportunities for both sexes, and thus develop the ability to live in a democratic society. The Act thus emphasizes respect for diversity and equal opportunities for all which is in contrast with approaches of many teachers whose aim is to assimilate their migrant pupils into Slovenian society. It is their opinion that this is best for their pupils, but they are not aware of consequences of losing cultural identity. By doing so, of course they violate the law because they don't have any intercultural competences and don't know how to deal with the diversity in the class.

²² Originally: Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v osnovni šoli

²³ Originally: Zakon o organizaciji in financiranju vzgoje in izobraževanja

The Article 81 exposes:

From the state budget funds for activities and tasks that are necessary to carry out educational activities are provided:

- Resources for learning Slovenian for foreigners involved in the regular primary and secondary education,
- The means to teach their own language for foreigners involved in regular elementary and secondary education...

The last but not the least important document is **Primary school curriculum**²⁴. It includes curriculum for each school subject and it is crucial for teachers of individual subjects. Renovated curricula, which is in force with the year 2011/12 stresses as one of the general objects developing intercultural competences.

From the description of the documents above it is clear that the successful integration of immigrant children in Slovene school system is recognized as a very important goal, but there are many obstacles including the lack of intercultural competences among teachers, which is the basis for the successful integration. Some suggestions on how to improve the situation and increase the competence of teachers are given by results of the project Miracle. The project will be presented in detail in the next chapter.

²⁴ Originally: Posodobljeni učni načrti za obvezne predmete

4 THE PROJECT MIRACLE - »MIGRANTS AND REFUGEES – A CHALLENGE FOR LEARNING IN EUROPEAN SCHOOLS«

4.1 Introduction of the project

The practical part of the thesis is represented by the example of the European educational project MIRACLE. The main question of my thesis is how to educate enough Slovenian teachers for intercultural education in everyday praxis. In light of this question I will introduce this project and especially the final part (teacher training) and try to find out if such an approach could be a suitable option. Since teacher training was intended for all primary school teachers in Europe, not specifically for Slovenians, I will try to answer the question if it is adequate for Slovene teachers or not.

The project was designed as an action which promotes the concepts of diversity, heterogeneity, hybridity and the common respect among pupils and teachers. It was a two-year Comenius multilateral project founded by the European Commission's Lifelong Learning Program. It started in December 2009 and finished in October 2011. The project was a collaboration of different institutions from six European countries²⁵. The consortium was focused on the development of critical thinking with a general challenge to prevent prejudice and stereotyping. The main objective of the project was to develop advanced training, teaching and learning materials for elementary school teachers and for early secondary school teachers²⁶ what will enable pupils with migration background to realize a more successful school career and at the same time increase their learning motivation. The material was introduced in the teacher training course, focused also on cultivating political-intercultural competence among teachers in elementary schools.

²⁵ Project partners were: AGORA civic education, Leibniz University Hannover - Germany (P1), Humanistic Association Germany (P2), Artemisszió Foundation – Hungary (P3), Losonci Téri Általános Iskola – Hungary (P4), Slovenian Migration Institute. Scientific Research Centre of the Slovenian Academy of Arts and Sciences – Slovenia (P5), Brezovica pri Ljubljani Primary School – Slovenia (P6), European Centre of Studies and Initiatives CE.S.I.E – Italy (P7), G.E. Nuccio – Italy (P8), Malta Regional Development and Dialogue Foundation (MRDDF) – Malta (P9) and associated partner Università della Svizzera italiana, Faculty of Communication Sciences – Switzerland.

²⁶ Among countries in Europe there are differences in school systems, regarding the definition of elementary and secondary school.

The consortium was obliged to develop 1) a teacher training course and 2) teaching/learning material for elementary school pupils of varying levels. Each partner had his own duties and duties concerning cooperation with others. Teachers had to develop teaching/learning units and participate in developing modules for teacher training course. Since partners met only few times (In Oldenburg, Malta, Ljubljana and Budapest) before the teacher training course in Berlin in October 2011 partners had to use different media (skype, e-mail) for exchanging ideas and evaluating the material we had developed so far. One of the main challenges was how to collaborate successfully because we came from different countries, different school systems and traditions of immigration.

4.2 The main aim of the project

The long term aim of the project was to enable pupils with a migration background of realizing a more successful school career. Their learning motivation would be increased via two main strategies:

“The development of teaching and learning material for pupils with and without migration background in which the portrayal of such students is not homogenized or limited to stereotypical images.

The sensitization of teachers to their own possible prejudice through participation in a teacher training course. The result being that through awareness of one’s own prejudice, the teachers will be able to persuasively incorporate the principles of political-intercultural education in the classroom, leading to a reduction in unconscious discrimination.”

(<http://www.miracle-comenius.org/>)

4.3 Phases of the project

The project partners agreed on three phases²⁷ of the project, but in order to improve transparency of the thesis I will divide the third phase into two parts. Project will therefore be presented in the following phases:

- A detailed Needs Analysis;
- Developing teaching/learning materials, modules;

²⁷ Phases were: A detailed Needs Analysis, Developing teaching/learning materials, modules, Teacher training course.

- The trial course in Ljubljana;
- Teacher training course in Berlin.

4.3.1 A detailed Needs Analysis

The project started with the detailed analysis of needs. In order to formulate concrete training needs and modules for the teachers as well as for the development of teaching and learning material it was necessary to get information from teachers who are daily teaching in heterogeneous classes and at the same time from the experts in the field of migration. Teachers and educational experts who contributed in the project were asked to give their opinion about necessary student material and about subjects for the teacher training course because both topics are closely related to migration and cultural diversity. The results of the study (the needs of both teachers and pupils) were summarized in national reports for the particular country and at the end in the comparative report. From this analysis we – partners in a project - could develop tailored teaching and learning material which met the needs of both, pupils and teachers. Results from questionnaires were also a significant indicator for the content of modules in the teacher training course.

The aim of the research was therefore to map the needs of primary school teachers in 5 European countries (Germany, Hungary, Italy, Malta and Slovenia) who teach migrant children in order:

- to analyze the source of challenges they are facing in their daily work;
- to map supportive actions that teachers, migrant and majority (non-migrant) children would require;
- to suggest potential themes for an international teacher training;
- to propose topics for pedagogical materials related to migration and intercultural dialogue for primary school pupils.

Methodology used in this phase of the project was:

- questionnaires filled in by teachers working in classes which were rather heterogeneous;
- interviews with experts;
- available teacher training courses on the national and international level;
- the national, regional and local curricula – depending on the educational context.

In the following chapter I will present the results of research in Slovenia based on questionnaires filled in by primary school teachers of different school subjects.

The questionnaire²⁸ consisted of seven different parts. In the first (general) part teachers were asked about the school they are working at, school subjects they teach, the age of their students and finally they were asked to explain who in their opinion is »a pupil with migration background«. 16 teachers teach the classroom level, 12 the secondary level and two persons are school counselors. Answers to the question “Who in their opinion is a pupil with migration/migrant background?” were quite similar. Some teachers considered students with migration background to be only those from the first generation of immigrants, those who moved to Slovenia with their parents, others understood the term widely and classified into this group also students whose parents’ or even grandparents’ country of origin is not Slovenia.

Some of the most common answers were:

- *A pupil whose parents or grandparent moved from different reasons.*
- *A pupil who immigrated to our country from a foreign country because of economic, political reasons.*
- *Immigrants.*
- *A pupil whose family roots are from different environment, country.*
- *A pupil from different cultural and linguistic environment.*
- *A pupil from different country whose mother tongue is not Slovenian.*

It can be stated that several groups of pupils under different definitions could be categorized as pupils with a migratory background.

In the second part of the questionnaire teachers were asked to assess the heterogeneity of classes they teach. Most of them teach ethnically heterogeneous classes. In Slovenia, teachers estimated that there were between 4,5 % and 67 % migrant students in their classes.²⁹

²⁸ See Appendix 1.

²⁹ Comparing Slovenia to other countries included in a survey the situation in Malta and Hungary is quit similar, but Italy and Germany have much higher proportion of migrant students.

In the third part teachers were asked about teaching challenges in their everyday practice. Their answers show there are many different challenges, for example how to motivate children for learning, how to stop laziness, violence, intolerance, how to encourage students to responsibility and hard working, how to make students independent and creative, how to follow a school rules ...

The challenges in heterogeneous classes that teachers most commonly cited are:

- *Students don't speak Slovene and because of that they cannot follow the lesson – how can a teacher help them?*
- *Communication with parents who don't speak Slovene.*
- *Most students get along with migrant students very well, but spoiled children and children from socially disordered families often don't know what is allowed to say and what is not. How to overcome this?*
- *School friends are often impatient towards migrant students.*
- *How to motivate students with lower achievement and offer them appropriate learning assistance.*
- *How to integrate migrant students successfully, how to overcome cultural and linguistic differences.*
- *How to teach a migrant student if he/she doesn't speak Slovene³⁰.*
- *How to evaluate migrant students.*
- *How to stop conflicts on ethnic and social basis.*
- *How to overcome stereotyping and develop positive attitudes.*
- *How to overcome cultural and religious differences and respect others.*
- *How to make all students feel equal and worthy.*

The main obstacle is that students with migrant background do not possess adequate language skills to participate in the classroom activities successfully. Pupils have limited vocabulary, difficulty in understanding texts (especially idioms, abstract terms etc.), problems with grammar and expressing themselves all of which slow down their pace of learning.

³⁰ Teachers who pointed out this problem often cited that they used a lot of illustrative material.

As it is seen from answers above there are (too) many challenges for teachers. All teachers agreed that different approaches should be involved when teaching in heterogeneous classes.

They stated:

- *Adapted assessment of migrant students.*
- *Different teaching methods.*
- *Additional help to migrant students.*
- *More emphasis on learning about different cultures, habits, languages to avoid conflicts due to differences.*

Some Slovenian teachers also emphasized that students arriving from a foreign country didn't possess the same knowledge of different school subjects because of different school curricula. Teachers have no knowledge about the school systems of the countries of origin and they don't have the skills how to assess previous experience and knowledge. On the other hand pupils don't have enough or any knowledge about the host country. Teachers' role is to make their adapting to a new society easier, which also presents a challenge for them. Teachers often feel they don't have enough strength or knowledge for improving work in heterogeneous classes. They welcome any additional seminar or teacher training on the issue of intercultural education and communication. Other possibilities are participating in workshops and roundtables. The lack of knowledge about the pupils' background and the lack of skills to manage intercultural education usually cause misunderstanding and false reactions of teachers who rely only on pre-existing stereotypes. Teachers also stressed the lack of good didactical materials – different exercises and concrete recommendations for working with migrant students, for ex. concrete strategies, techniques, appropriate communication styles. The legislation seems to be too general and teachers are often scared because they don't know if their work is appropriate and in accordance with the laws.

It seems that Slovenian teachers are not very well informed about the advantage of mother tongue classes because this issue was mentioned only in few questionnaires. On the other hand teachers emphasized the importance of additional Slovenian hours for migrant students because they understand the low language proficiency as the biggest obstacle for successful performance in school.

Not only teachers but also pupils who represent majority should offer support to their school friends who come from different (linguistic, cultural, religious ...) environment. Pupils should

be aware of the advantage of multiculturalism and they should be encouraged to promote it. Different kind of social activities for all students should be promoted not only by teachers but also by school counselors and social workers. Migrant children should have opportunities to represent their culture, language and homeland.

In the fourth part teachers were asked about the motivation for teaching about other cultures. Although teachers miss more systematic work in the area of multicultural education it is seen from the questionnaires that there are many activities connected with the topic of migration and multicultural education.

Teachers stated the following activities:

- *Pupils had to translate a refugee letter from Slovenian to English. This encouraged them to think about migration, refugees ...*
- *The theme of the school parliament³¹ for the year 2010 was stereotypes, racism and discrimination. Pupils discussed the theme.*
- *In the year 2009 we celebrated the European day by having a big school celebration where students with migrant background represented their mother tongues, their national songs, dances and national food.*
- *In the curriculum there are some topics on migration which we discussed in the classroom.*
- *We organized a round table with the topic of migration.*
- *My colleague and I had a lecture on the integration of migrant pupils. This lecture was organized for our colleagues at school.*
- *I involve a migration topic in my lessons. English as a subject is very suitable for intercultural education.*
- *We organize a cultural day to encourage intercultural dialog for eight grades every year.*
- *We had an intercultural walk through the center of Ljubljana.*
- *We organized a reading badge in other languages.*

³¹ The Slovenian children's parliament had the first meeting in the year 1990. Each year there is a new topic to discuss. Once a year more than 100 representatives of pupils gather in the national parliament for a public discussion. In the school year 2009/2010 the themes were stereotypes, racism and discrimination.

- *Additional hours of Slovenian language were offered to migrant students.*
- *Students have done two studies on migration and I was a mentor.*

Most of the teachers who participated in a survey were actively involved in intercultural education. The reason for that probably lies in fact that many of them, who filled up the questionnaire, had collaborated with the Slovenian Migration Institute and are sensible to migration topic and intercultural education. Their answers showed that there were many activities going on but because they were not a part of curriculum teachers didn't talk about them openly – they were maybe not so self-confident and activities were for that reason not known to the general public. The reason could also be that these (minority) teachers didn't have enough power to convince the majority and were sometimes even ridiculed.

The question about the parents' role was raised awkward. The intention was to enquire about migrant parents and their role in successful integration but it was mostly understood as a question about the role of parents of majority children. Teachers agreed that parents are the first and the most important teacher of their children. That is the reason their attitudes and values influence their children most. If parents are open-minded and tolerant their children will adopt these values and in most cases won't behave impatiently to others. If they are full of stereotypes and prejudice they can affect their children in a very bad way.

The fifth part was dedicated to the teacher training course for teachers who teach heterogeneous classes and the sixth part asked them about learning material. Teachers were asked to think about their needs and what kind of topics should be offered during the course.

Some suggestions were:

- *Getting knowledge about the cultural environment pupils come from.*
- *Examples of good practice.*
- *Collaboration with parents.*
- *Values, stereotypes, prejudice.*
- *Workshops.*
- *A topic about intercultural communication.*
- *Children's rights.*
- *Parents inclusion.*
- *Role games, social games.*

- *Intercultural dialogue in the class.*
- *More information about migrants and minority groups, current trends.*
- *How to overcome our own prejudice and stereotyping.*
- *Accepting differences among pupils because of different cultural and historical background.*
- *Knowledge about social adoption.*
- *Lecture about school as a meeting point of different cultures.*
- *Guidelines and strategies how to work with pupils with migrant background.*
- *Migrants and refugees – “yes this topic should be included because it is a very popular issue these days.”*
- *Manual for teachers - how to deal with diversity in the class.*
- *Different didactical material – movies, comic, literary stories, picture books.*
- *Learning material: about folk tradition from different countries, about current migration around the world.*
- *Migration and minority groups in Slovenia.*
- *Working sheets.*
- *Real life stories of children around the world.*
- *Didactical games.*
- *Computer programs.*

Teachers pointed out fairy tales as a good teaching material. Some of fairy tales are common among different nations and there are also national fairy tales which can form a good basis for intercultural education. Workshops – Amnesty international, Unicef and multilingual books are also mentioned as a good option how to include intercultural education in everyday praxis.

The last part of the questionnaire was about personal interests of teachers concerning the topics flight and migration. There were 8 aspects offered and teachers had to mark those who interested them most:

- a) Material/methods which deal with the topic of migration that I can use in my daily teaching.
- b) Explanations/practical approaches how to deal with the diversity situation in my class.
- c) There should be role plays etc. with the help of which I can understand and learn to handle misunderstandings and conflicts in class that can arise from different convictions/values (due to different cultural/social backgrounds).

- d) I would like to get information on the living situation of refugees and their rights/duties in the European Union.
- e) I would like to know what to do, in case one of my pupils faces the risk of being deported.
- f) I would like to get detailed and differentiated knowledge about the reasons why people leave their countries and come to Europe.
- g) I would like to know more about the historical implications of countries which loose inhabitants and those which receive people, i.e. colonialisation.
- h) I would like to know more about different EU policies towards migrants/refugees (i.e. the agency FRONTEX for protecting the EU borders).
- i) other:

Teachers showed a great interest for almost all topics. A little bit less interesting was only the topic about different EU policies towards migrants/refugees.

Summarizing the National report³² we can conclude that pupils with migration background are identified by having immigrant parents, different culture and mother tongue that is not Slovenian. Teachers are aware of cultural differences in the class but they don't know how to handle them. Intercultural education has no tradition in Slovenia and teachers don't have enough intercultural competences because there is a lack of professional teacher training on intercultural education and migration. Main challenges for teachers in heterogeneous classes are: how to teach pupils who don't speak Slovenian, how to make pupils feel equal, how to raise tolerant pupils, how to deal with their own and pupils' prejudice, but the special challenge represents adjusted grading. To overcome all these problems/challenges teachers would need more knowledge about intercultural education and especially more training. Good and interesting materials are most important to them but support from the school counseling services and professional support to enable individual work with pupils with migrant background are also high on the scale of needs. Teachers need guidance how to cooperate with parents and furthermore they need their own intercultural competences and knowledge how to teach Slovenian as the second language. Although they highlight the lack of intercultural competences there are many school activities taking places, for example different

³² The National report is a part of Comparative report.

projects, presentations and cultural activities to celebrate diversity, additional classes of Slovenian language ... Teachers suggest many topics that teacher training should include, for example Intercultural competences and communication, Migration, Multiculturalism and intercultural societies. As for school materials a lot of teachers state that they are not very familiar with existing material. They state that should be a wider range of material (books, tool-kits, etc.) for a successful work.

The next step in was comparing findings³³ from five countries (included) in the project³⁴ and their summary which represents a basis for the next step/phase - Developing teaching/learning materials; modules. When asked to share their understanding of pupils with migratory background, teachers in all five countries mainly referred to three main characteristics: 1.) to the relocation of pupils and/or parents from a foreign country 2.) to have a different native language 3.) to be socialized by different cultural norms. Both the differences in national categorization and in the criteria specified by teachers, show that the category of migrant pupils is not an objective one, but the group of migrant children may refer to different target groups depending on the characteristics taken for the definition. It is obvious that the group of migrant children is a rather heterogeneous one in terms of background and needs, which one needs to keep in mind, when discussing challenges and possible solutions. It has to be acknowledged that the mainstream school system in all countries sees difference from the norm as a deficiency. One can acknowledge that mainstream school system in all countries understands difference from the norm as a deficiency (e.g. bilingualism is a viewed as a problem) and the lack of equal opportunities is seen as well. Comparative report also shows that the group of migrant children is rather heterogeneous in terms of background and needs. Migrant children have special needs arising from the following factors:

- having attended a different school system before,
- having insufficient language level in the official language of instruction,
- having different cultural references,
- having experienced trauma and thus, having different psychosocial needs,

³³ The following is the extract from the Comparative report.

³⁴ The five countries can be divided in two categories according to migratory patterns: a) in Hungary, Malta and Slovenia where the percentage of migrant students is not very high b) Italy and Germany with higher share of migrant students.

- being subject to radicalization and experiencing discrimination.

The following general challenges have been highlighted in all five countries:

- there are problems with keeping discipline, destructive conflict behavior, mobbing and bullying, increasing aggression and deviance among pupils;
- the motivation of pupils is decreasing, difficulty for pupils to concentrate for long hours, difficulty for teachers to prepare interesting classes that capture the pupils attention;
- heterogeneity in pupils' abilities requires differentiation of learning aims and materials that is challenging both professionally and time-wise;
- the communication with parents is often problematic; in teachers' experience parents are disinterested in the education of their children, they often delegate full responsibility to teachers.

There also other challenges among which the lack of skills in the official language of instruction is the most significant. Pupils cannot participate in the classroom activities successfully because their vocabulary might be limited – especially specific subject-related terminology; they have difficulties in understanding texts, problems with grammar and how to express themselves. As a result migrant student may withdraw from the interaction, become aggressive, they can feel isolated or alone, communication between teachers and students is difficult. Most teachers – irrespective of what subject they teach - don't have enough professional knowledge how to teach the language of instruction as a foreign language (this is evident for teachers from all five countries). They don't know concrete strategies and practical methods to help pupils, how to alter tasks and prepare differentiated materials and exercises, how to alter their own communication style, how to faster language learning within the lessons in the classroom and outside of the lessons during tutorials, what are the methods they can use to involve all pupils. Teachers should be offered: training how to teach their native language as a foreign language, pedagogical materials, additional language classes, bilingual education, additional staff and innovative projects to promote language. Two national reports also stress the importance of mother tongue education because it is necessary for psychological development of migrant children. It could be offered as mother tongue classes with travelling teachers or as bilingual education.

Another problem common in all countries is the difference between local educational system and educational system of the country of origin. It is difficult:

- to determine in which grade pupils should be placed,
- to develop individual learning paths that take notice of the starting position of the pupils,
- to establish realistic expectations on the teachers side as to what pupils should and can know and learn,
- to assess the performance of pupils and establish a minimum criteria and adjusted grading.

To overcome this problem, teachers should be able to make individual learning path and development plan. They should have specific methodological skills and differentiated learning materials, small group work should be promoted, pupils should get positive feedback and should be encouraged to develop their talents. Not only teachers but other school staff should be involved too, especially school counseling service.

When moving to a foreign country there are problems migrant children are faced with. Children have a different cultural background (different social status, cultural norms, religion). They have to adapt to a new environment with different expectations. School needs to help them by revising its pedagogical program to enhance pupils' knowledge about the new society, teachers should be aware of this in their everyday practice and there should be teaching materials about the new society created for migrant children.

Teacher's role is very important in the process of adapting to the new society but the comparative report notes that they need special training on the issue of intercultural communication. Without intercultural competences teacher rely on pre-existing positive and negative stereotypes and naïve ideas. Relying on the first impression can also be dangerous and can lead to prejudice. Teachers should become interculturally competent by attending intercultural trainings, participating in different workshops and roundtables, providing intercultural coaching and supervision and having study trips and long-term international mobility programs. School authorities should employ teachers with migratory background and intercultural coordinators.

The third part necessarily engaged in good integration of migrant children in the new educational system is represented by parents. National reports note difficulty of communication with them. It is argued that they are often not actively engaged in education of their children because of several reasons: they don't speak a local language and they cannot collaborate with teachers; they also cannot be supportive and they cannot help children with their studies; they work long hours or they are at risk of unemployment. This leads to a decrease of parental support but teachers see it as parents not being concerned about their children. These problems are very typical especially for Germany. Teachers should be trained to recognize difficulties migrant parents are facing, there should be innovative ways to involve parents in school life, interpreters and social workers should also be involved but on the other hand parent should be offered language classes and other supplement support.

The comparative report also notes that a successful integration of migrant children is not possible without the majority pupils. The majority pupils should be prepared for a newcomer especially when he is different. The report notes that lack of knowledge, fear of the Other, indifference on the side of majority pupils may lead to the isolation of migrant pupils or to open conflicts between migrant and majority pupils. At this point the role of teacher and (majority) parents is very important because the problem has to be solved. To avoid conflicts teachers should prepare majority pupils and their parents for the newcomer in terms of helping them and teachers should devise programs and classroom activities with the highlight on learning about cultural diversity, making equality and social justice widely endorsed values, increasing social sensitivity, fostering cooperation, preventing the emergence of intergroup hostility and conflicts.

As it has been mentioned not only pupils and teachers should be prepared for newcomers also the school as a whole should recognize the diversity of pupils. The main problem is limited cooperation within the school and between school and other organizations. For this reason experiences, good practices and tasks are not shared. The issue of structural discrimination needs to be tackled, for example school books are written in the way that they misrepresent minority pupils. Measures, which have to be taken, are: innovative solutions, integrated program, involvement of entire school staff, the school itself should reflect diversity of the pupils, cooperation between organizations, local networks of intercultural initiatives.

Above outlined problems show that individual initiatives of single teachers are not enough for successful work in heterogeneous classes. Intercultural school program should therefore include a wide range of activities for teachers, migrant pupils, majority pupils and parents. The local community should also be included.

From the report there were some themes evident which could be a basis for teacher training course. The main suggested modules were:

- Migration,
- Mother tongue teaching, bilingualism and second language acquisition,
- Differentiation,
- Developing intercultural competence of teachers,
- Intercultural education for pupils,
- Cooperation with parents,
- Whole school approach,
- Migrant pupils with special needs,
- Positive psychology.

4.3.2 Developing teaching/learning materials, modules³⁵

After comparing and summarizing national reports the consortium started to discuss the development of modules for teacher training course with the emphasis on the practical methods, mainly because they are preferred most by teachers. Two main questions had to be solved: the number of modules and methods used. It was mentioned that methods plurality is important and there should be verbal and non-verbal methods involved. The conclusion of consortium was that six basic modules should be developed as a frame first and the end version of the modules will be made after trial courses during the fourth meeting which would take place in Budapest in May 2011. It was stressed that modules should fit together in their total appearance and there should be a connection between different modules.

³⁵ Developing appropriate modules was the main subject of the second partners' meeting held in Malta, June 30 – July 1, 2010 and Ljubljana meeting held in January 14 and 15.

The next activity was working in small groups (5 persons) in order to make a draft version of teacher training course. The summary of the group work resulted in five major themes:

- teaching units divided into a) intercultural-civic approach about diversity and equality and b) concrete subjects (best practice from different subjects, e.g. mathematics, geography, language),
- cross-cultural competences (including self-reflection) for teachers,
- migration,
- whole school approach,
- “Teach me” unit with brainstorming from the teachers, different approaches how to deal with specific topics.

Each partner decided on which topic to work on and develop the content. When groups for developing modules were formed (each partner decided which group to join) partners discussed the content of the chosen module.

The group of module “Cross-cultural competences” (CCC) decided to focus on a definition of ‘culture’ in sense that is very hard to find a solution which would be satisfied for everyone. They were discussing the question: Which competences should be developed with the help of the module?

The group “Migration” agreed to start a module with the short lecture on migration. Because this is a very wide topic members of group agreed on some subtopics exposed, e.g. integration of immigrants, racism, anti-discrimination, differences between law and everyday life experience regarding migration.

The basic idea of the group “Whole school approach” was to take best practice examples from schools to make better school atmosphere at other schools. A three stage model for the module was proposed: a) teachers learn “How to” of the approach, b) teachers work on a check list about the circumstances at their school, c) action plan: which first small steps the teachers could “easily” make without changing the whole school. After developing the check list it was obvious that it is too long. The risk was that teachers would be de-motivated by the huge list of questions. Therefore the questionnaire was shortened and more concrete.

After the basis for modules was done a phase of working on draft versions started. In following months members of each team communicated mostly via e-mails and Skype and developed their module. The common problem of all groups was too much content which was not specific enough.

The aim of developing teaching and learning material for pupils was to create material, in which the portrayal of pupils with a migration background is not homogenized or limited to stereotypical images.

Most of the partners had to develop 10 units – in total 45 materials, each of 45 minutes. The structure of each material was given in advance. Although the materials were to some degree part of modules they had to be treated separately. There were seven units chosen for the manual which was given to participants and to all interested institutions in countries participated in the project. In addition I will briefly present five of them. Units “Me and my languages” and “Languages in contact” (introduced in the teacher training course) will be represented in the chapter Teacher training course (TTC) in Berlin.³⁶ Although teaching units were developed by different teachers from different countries they can be all implemented in the classroom in all countries. They want to emphasize acceptance of “others” and at the same time stress many similarities between “us” and “others”.

Material 1: Nothing is as it seems

The aims of this unit are: to acquire acceptance of different viewpoints while learning to understand the reality as seen from different perspectives; to learn to reflect on certain aspects of an individual attitude, on preconception of certain choices and positions that often associate stereotypical and/or prejudicial attitudes; to learn that an objective truth cannot be acquired, but only different types of backgrounds and feedbacks; to learn to compare personal experiences using new reality interpretation models; to acquire a tolerant thought pattern which doesn't stop at first impressions but allows later reflections.

The aim should be achieved through the playful approach. The children stand in a circle and are blindfolded. Then the teacher helps them, one by one, to touch only a small part of an

³⁶ I will summarize teaching units which are represented in the course manual.

object (e.g. toaster, old disc player, an alarm clock etc.). Each child will have an idea about the identity and color of the object.

Material 2: Karlichen

Aims are: to understand that there are people who are forced to flee from their home countries, to learn about what sort of deprivations can be associated with flight and develop empathy for refugees, to apprehend the fear and the deprivations refugees suffer and to be confronted with existential fears that might arise during the film.

The starting point for this unit is to view the short movie Karlichen and activities followed are connected with the movie.

Material 3: Migration

Aims of the unit are: pupils learn about migration processes and may increase their personal empathy for immigrants.

Pupils discuss the migration history of their family, watch a movie “A Mongolian family in Hungary”, create posters with the title “The journey of my family” and at the end students decorate a small, paper suitcase (20 x 20 cm) with symbols that represent their native country and the values/objects (drawings, pictures of real objects etc.) that they would take with them if they were to live abroad.

Material 4: Identity and Ethnocentrism

The first exercise is “Domino” with the aim to motivate students to think about similarities and differences among them. A teacher explains that the group will play dominoes in a slightly different way this time: instead of dots pupils will match personal characteristics. Exercise 2 is “Saturn and Jupiter” with aim to allow for students to reflect about similarities and differences among themselves, so that they can recognize certain things we all share. Two cones are placed about 20 meters apart. One cone is “Saturn” and the other cone is “Jupiter.” Children are given specific instruction and they have to decide which answer is best for them and then run to the correct planet, because no one wants to be floating in outer space all alone. Exercise 3 has a title “Does 'different' always mean 'strange'?” Aims are: to recognize that things that may appear weird at first sight, may indeed be natural/normal from a different perspective; to notice that sometimes what we take for granted, may shock others.

Exercise basis on observing different pictures. Students must pick one that is “out of the ordinary” for them and explain why they picked it. Exercise 4 is the story “Greatland and Highland” with the aim to allow students to think about the difficulties of changing perspectives.

Material 5: A Literary Book with an Immigrant Teenager

The teaching unit was developed by the author of this thesis and will be presented more precisely. The starting point is that pupils can identify themselves with the literary character and understand his/her feelings. Aims are: to learn about immigrants and refugees: how they feel in the host country, what kinds of problems they have and how they may be socially discriminated; to think about what kind of social victimization an immigrant may experience.

Procedure is the following:

- Prior to the lesson, pupils should read the chosen book and make some notes about the content, characters and language used. They should also select some photos (out of magazines or internet) which may represent characters in the book.
- In class again, they share their notes with other pupils.
- They work in groups. Each group is focused on one important subject, which is not only focused on a single migrant person but also on other characters. The specific subjects of each group could be: Peer-group rejection, xenophobia, loneliness, poverty, mental differences, discrimination, cultural diversity or pride (it depends on the book). Pupils in each group prepare a poster about the workgroup’s subject – how it is represented in the book, how the main characters are related to it, how the general public usually reacts to the subject or problem and finally, what pupils suggest for solving the problem.
- Each group presents their poster. Others are invited to constructively comment on each poster.
- To round up the lesson, pupils are invited to name well known immigrants of their country. This could be made easier by playing a guessing game with a question like “Who do you think you are?” Pupils receive a name before the game starts and then have to find out whom one pupil represents by asking Yes or No questions. In this way pupils may learn that not every immigrant is doomed to failure. Many people who

have immigrated live a pleasant life in the (new) country and/or are successful in various ways.³⁷

4.3.3 Trial course in Ljubljana

Before the final phase of the project, a teacher training course in Berlin was conducted, all partners organized trial courses where they tested modules and learning/teaching materials they had developed. There were not all modules checked in each country, the choice was done according to persons developing the specific module. For example: For Slovenia it was decided to test the part of Migration module, the entire Cross cultural competences module, the part of the Whole school approach module and Teach me module³⁸. In this chapter I will discuss only themes that were not used at a teacher training course in Berlin.

The trial course was co-organized by Partners P5 and P6 at Brezovica Primary School. It was a two days lasting course with 17 participants³⁹ from Slovenia. Because the host institution was Brezovica Primary school all teachers of that school (approximately 70) were invited to join the course, but only four decided to participate. I can conclude that despite the difficulties teachers have in the classroom when it comes to intercultural relations they do not feel the need for additional education in this field. Obviously their belief that minority of pupils has to adjust to majority or in other words that minority has to assimilate is still present.

There were several goals we wanted to achieve but the main was to test the whole Cross-cultural competences module and additionally two parts of the Migration module and part of the Whole school approach.⁴⁰ Additional goals were to give participants a brief insight into

³⁷ The teaching unit was conducted several times in the ninth grade. It was very clearly seen how pupils changed their attitudes and opinion through a guided discussion and analyzing literary characters and their behavior. It is really necessary for a teacher having cross-cultural competences to deal with the book as such and discuss with pupils the topic which is not very familiar for them.

³⁸ The entire schedule is introduced in Appendix 2.

³⁹ The group was very diverse: teachers with different level of experiences in intercultural education, students of education studies, (two) members of the NGO, one researcher/PhD student and a member of the educational authority who asked to be only an observer. The diversity of the group was a big challenge for facilitators because we were aware it would be difficult to meet expectations of all participants.

⁴⁰ Final versions of modules will be extensively represented in the chapter Teacher training course in Berlin because they were modified and completed after trial courses.

MIRACLE project and some useful information on final teaching material as the main result of the project.

There were some deviations from the planned version of the modules. One reason is diversity of the group since participants had different knowledge on represented topics. Another reason is different points of view participants wanted to discuss and sometimes the debate deviated to several others topics. We could also see there was too much content for the limited time. There was a general impression that in all modules the number of domains to discuss was a little bit extensive.

4.3.3.1 Introduced modules

The first module introduced was **Migration**. Participants were asked to divide into two groups. The first group had to argue that migrants have a positive impact on the welfare state and the second group had to argue against. The discussion was very intensive and showed challenges and problems associated with the topic. The video clip⁴¹ about the new foreign student in school was also useful for teachers because it raised their awareness about all language barriers a foreign student faces at new school. It was planned to discuss some articles related to integration and multiculturalism but it turned out there was not enough time because “local issues/problems” were discussed.

The module **Cross-Cultural Competences** was implemented similar to how it was implemented in Berlin, so at this point it will not be presented separately.

The module **Whole School Approach** proved to be too large and in the final version had undergone great changes. It started with the animal story called Building a House for Diversity - The Giraffe and the Elephant⁴² which was replaced with another story for the course in Berlin. In briefly the fable is about issues of dealing with diversity in the workforce but is suitable for school situation as well. The story examines our assumptions about power, influence, affirmative action, and acceptance of "the others."The problem in the story occurs when a giraffe invites the elephant into his home, but the house has been designed to meet the

⁴¹ The title is »It's not easy«. It can be found on: <http://www.youtube.com/watch?v=SDLbHlc8xEA>

⁴² See Appendix 3.

needs of the tall, slender giraffe. The elephant runs into difficulty as he tries to get into the house. The giraffe poses a solution that involves changing the elephant which is not possible.

Teachers at the course welcomed the story as very suitable for working and discussing with pupils the acceptance of “others”. They made comments on the story as: *“The story made me think about my attitudes”*. *“Through the story I have realized that I am often unfair towards pupils who are somehow different.”* *“Until now I haven’t put much attention on the issue of otherness.”* *“I often act as a giraffe.”* These comments show that training with such examples is necessary for all teachers because it forces us to think about our behavior and teaching approaches in the classroom. The story is also appropriate for working with pupils because not only teachers, but especially pupils create an atmosphere in the school and later as adults in the work place.

The main emphasis of the module was on school domains. There were nine domains developed and introduced in the trial course but it was obvious there were too many domains to discuss within the allotted time.⁴³

Domain 1: Policy, leadership, management

Actions:

- the headmaster has a vision of diversity and equality,
- there is a school policy on diversity and equality endorsed by all staff, students and parents,
- equality is an explicit aim of all school policies,
- diversity is recognized as having a positive role in the school (e.g. with reference to the pedagogical program),
- the school has a policy for dealing with discriminative incidents that clearly sets out the procedures for handling complaints,

⁴³ There were different sources used: England: Cambridgeshire Race Equality & Diversity Service, Race Equality Information Pack; Scotland: HM Inspectorate of Education, Count us in – A sense of belonging, Meeting the needs of children and young people newly arrived to Scotland; British Council: INDIE, Inclusion and Diversity in Education, Guidelines for Inclusion and Diversity in Schools.

- the diversity and equality policy is regularly reviewed and its effectiveness is evaluated.

Reasons: policies set the framework for practices, however, they need to be endorsed by people (director, management, staff, students, parents) themselves and regularly evaluated for their effectiveness.

Domain 2: Staff recruitment, professional development

Actions:

- there is continuous professional development of the staff: inner trainings are offered, working groups are set up,
- staff can apply for in-service training courses (e.g. diversity training, methodological training, language promotion training),
- staff is specialized: interprets are hired on demand, intercultural mediators are employed, teacher assistants, parent helpers are hired, second language teachers are employed, special pedagogues are employed,
- a coordinator for diversity and equality policy and measures is designated,
- staff reflects the diversity of the school and measures are taken to attract underrepresented groups to apply for positions,
- bilingual staff is employed.

Reasons: diverse, well trained and professional staff is a key to the successful integration.

Domain 3: Attitudes, school environment

Actions:

- clear, jointly made and shared rules promote the respectful coexistence in the school,
- common activities and school rituals enable all students and teachers to get to know each other and they make them all feel that they belong to the school,
- food served in the canteen reflects the diversity in the school,
- decoration of the school and displays around the school reflect the diversity (e.g. world map, bilingual/multilingual signage, website),
- teachers handle different lifestyles, languages, cultures and religions with respect; teachers are aware of/ attentive to their own clichés, stereotypes and prejudice (both negative and idealizing), teachers promote intercultural learning and common/shared understanding among students,

- teachers are trained to deal effectively with bullying and racial harassment, they tolerate neither violence, nor racism, nor sexism. When situations arise, they are recorded, reported and sanctioned according to the house rules,
- a sensitive and structured system of support is provided to victims of these incidents.

Reasons: a positive and inclusive school climate is not only essential for the well-being of all, but it is a prerequisite for good performance. The directorate and staff can create a good school climate through their own attitude, behavior and by implementing the needed measures.

Domain 4: Language acquisition (second language, home language) is promoted effectively

Action: Second language teaching:

- there is certified staff to teach the language of the host country as a foreign language (English/German etc. as a second language teacher etc.),
- there is the individual development plan for each student (linguistic competences are assessed at arrival, individually improved, and improvement is monitored),
- there are SL (second language) classes within the regular curriculum and SL teachers coach regular teachers (e.g. internal workshops, team teaching) so that SL acquisition is promoted in regular classes (e.g. teachers explain key words so that students can follow the lesson, they make differentiated tasks based on language levels, combine language acquisition with different sensory reactions -use of images-, they promote access to different media),
- staff takes into consideration the language level of students when giving them marks (e.g. using verbal evaluation instead of numerical evaluation at the beginning),
- parents are regularly informed on how they can foster language acquisition at home (without doing the teaching themselves!) – e.g. by buying appropriate media (a list of books, films etc.),
- teachers appreciate the multilingualism of their students. Staff is aware what languages their students speak and makes reference to different languages (comparison between different languages, etc.).

Home language use:

- staff encourages bilingual students to use their mother tongue (reading, writing- either at home or in a home language class),
- students document their knowledge in different languages (e.g. use of language portfolio),
- the school support home language learning. For bigger groups represented in the school there is time and place to have a home language class,
- regular staff, second language staff, home language staff cooperate together with regards to language acquisition, intercultural learning, cooperation with parents. There are fix times when staff meet and discuss their work, it is clear who does what,
- there is a coordinated strategy between teachers of different languages (e.g. language of the host country, mother tongues, second language, other foreign languages)- same strategies, same concepts are used,
- home language and second language teachers are consulted by regular teachers e.g. related to career choices of the students.

Reasons: individual/well-tailored help from early age can boost language acquisition. To acquire a second language takes rather long (6-7 years), a long term help in regular classes helps students do cement their knowledge. Second language classes and the regular classes need to be coordinated/integrated so that they are effective. Many parents need regular/frequent encouragement, concrete information and practical tips on how to foster the language acquisition of their children. Bi/multilingualism is a resource for the individual and for society. If the school responds to the daily experience of speaking more languages, children who grow up speaking two languages, increase their learning motivation, improve their linguistic skills and develop their personality. Good first language knowledge helps second language acquisition. If bilingual students practice their home language, they improve their language skills in general. Home language teachers can contribute to holistic language learning, they can help the cooperation with parents.

Domain 5: There is equity in attainment and progress, admission, attendance, discipline and exclusion

Actions:

- admission procedures/selection methods are fair and equitable to pupils of all backgrounds,

- achievements and attendance across racial/ethnic/linguistic/social/ability groups are monitored,
- there is an action plan on addressing unjustified achievement gaps between different groups,
- teachers are familiar with the social milieu of all students,
- there is an ethos of respect for people with their different social experiences,
- teachers use techniques to promote the learning of less privileged students and strengthen the trust of disadvantaged students in their own capabilities of learning,
- teachers pay attention that classes have a strong reference to the personal experience of their students,
- teachers formulate the tasks in a clear and understandable way,
- when required, teachers mentor/coach/support children and their families, who are less academically oriented,
- staff informs parents in advance about the criteria related to each career decision,
- when making the evaluation, teachers take into account specialties (e.g. bilingualism, moving in from a region with different school system). In these cases, the estimation of potential and the prognosis of potential development are especially important criteria,
- the school directorate makes sure that career related decisions are made by minimum 2 teachers (form teacher, subject teacher) and that parents and students are also involved and have a say,
- action is taken to address poor attendance,
- the school adopts good practices to reduce any difference in rates of exclusion between different ethnic/linguistic/racial groups,
- the schools' procedures for disciplining pupils are fair and applied to all pupils irrespective of their background.

Reasons: the challenge lies in helping students from less academically oriented families to achieve better. In order to increase their chances, the learning support must be tailored to their needs. Studies show, for instance, that these children at the beginning learn better with more practically oriented methods, with more guidance, and that they need to be supported in making the transition to learn in an “open class,” which is characterized by individual and abstract learning. Studies also show that decisions related to career and selection are often biased. Certain groups receive lower evaluation despite equal performance: boys, children

from lower social status, those with different mother tongue. A critical self-observation and the principle of using varied evaluation methods minimize the risk of bias.

Domain 6: Curriculum

Actions:

- the school curriculum reflects diversity, diversity appears in all subjects, dual language materials are used,
- materials used show a positive image of all groups,
- there is opportunity to discuss issues of identity,
- there are opportunities to develop critical thinking skills and to explore social and political issues,
- all pupils have equal access to extra-curricular activities,
- there is a welcome leaflet for students in their native languages (e.g. developed by other students),
- there are books in different languages in the library,
- (one section of) the school magazine is multilingual,
- there are extracurricular activities: intercultural meetings, festivals, school celebrations where the diversity of the student body is celebrated (e.g. global citizenship week, intercultural day, world religions festival, home languages fair, shared food day etc.),
- cultural and religious holidays are respected, provision is made for pupils to observe religious holidays/rituals (e.g. Friday prayers).

Reasons: the diversity of the student body needs to appear at all levels and in all subjects of the curriculum. Similarities and differences between different groups should be equally highlighted. Cultural relativism, critical thinking and solidarity need to be fostered among students.

Domain 7: Parents involvement is encouraged and supported

Actions:

- there is an information leaflet for parents (education system, curriculum, methodology, role of parents) in several languages,
- interpreting services are used,
- welcome event for parents is organized,
- the parents' group/ council reflects the diversity of the school,

- communication of school staff (director, teachers) is appropriate for not-academically oriented families and non-native families (clear and simple language, translation into home languages, use of intercultural mediators),
- teachers and parents meet regularly to discuss the performance and the development of their children (on demand- once or more times per year),
- the staff makes sure that parents are informed about expected performance and rights and duties,
- it is only the sole responsibility of the school to “transmit the school material”,
- teachers and parents discuss ways parents can help their children: with encouragement, with good conditions to study, with structuring their free time in a way that it fosters their cognitive development (these meetings can take place in varied forms: discussions, parent visit to the school, information evenings, courses for parents, family visits),
- parents take active part in events,
- family learning is offered (e.g. language courses for parents).

Reasons: if there is a partnership between parents and the school, the resources and possibilities of the school can be improved. With an active cooperation and tailored communication the school can reach most parents. Parents who are less academically oriented need specific measures to be rightfully involved. Parents are in general very much interested in the school performance of their children. According to studies, this interest is among migrants particularly great. Parents can influence the performance of their children mainly by supporting them emotionally and by creating a learning-positive atmosphere. The school can support parents in this role, by actively giving them advice. However, asking parents to take part in the “transmission of school material” strengthens unequal chances, since parents cannot do this equally (well). The characteristics of different parents need to be taken into account- not-academically oriented parents and non-native parents need more information/support/advice than others.

Domain 8: Community partnerships are fostered.

Actions:

- local and/or global links/school partnerships, exchanges with other schools take place and are well-organized,
- the school works intensively together with other “education-related” partners (crèche, kindergarten, school social workers, school psychologists, professional counselors etc),
- the school cooperates with other institutes (NGOs, associations, local business, parent associations, migrant organizations, religious organizations, volunteers etc.) and uses the appropriate services of these organizations.,
- the school gives parents advice so that children are informed about the appropriate free time activities in the neighborhood,
- the school makes PR work (informs the local community about events and successes).

Reasons: working with partners can expand and strengthen the services of the school. Effective PR work can create a good image of the school in the local community and, hence, increase the trust of parents.

Domain 9: The school promotes active citizenship among students.

Actions:

- school staff and the directorate give forum to students (both during classes and in the school life) and a lot of opportunities to practice a democratic behavior (listening, discussing, arguing, compromise making, voting etc.),
- staff and students familiarize themselves with non-violent and community-based methods of conflict resolution and use these in the daily school life. Staff is aware that they act as role models,
- students have opportunity to make their voice heard (there is a school parliament, feedback system, they can suggest subjects/topics to discuss, they can take time for self-study etc.),
- students are regularly consulted (e.g. focus groups for students, survey among students),
- students take responsibility for the common life in the school (both for the community of the people and the school environment).

Reasons: according to studies young people leave the school with little political education (in the widest sense). If children and youngsters collect experience with active citizenship in their everyday school life, then they increase their social competences. If they are given the opportunity, to be personally responsible for something, they can become convinced that they can contribute in the society and influence things later on.

At the trial course in Slovenia it was recognized that domains were too extensive and it was impossible to focus on each and discuss it in details in such a limited time (1-2 hours). We could only talk about them very superficially. The most frequent comments by participants were:

- About the domain Policy, leadership, management: *“Our school documents recognize diversity as having a positive role but headmaster doesn’t encourage it in every day school life.” “There are some teachers (including me) promoting diversity and equality. I think the headmaster’s role should be more efficient.” “Diversity is not recognized as very positive, but rather as a barrier. School policy should be more proactive.”*
- About the domain Staff recruitment, professional development: *“There is no continuous professional development of the whole staff and due to this the whole school cannot be involved.” “This is for me first training in this field of education and I have recognized how unfair I am sometimes to students who are not Slovenian.” “These kinds of trainings are useful and necessary for everybody working in school. I think the majority of school staff still hasn’t joined a similar course.”*
- About the domain Attitudes, school environment: *“Our school reflects diversity occasionally, for example when we have celebrations which include variety of cultures.” “I think the majority of school staff, parents and students would understand it wrongly if we promoted diversity by signs in different languages.” “Our school climate is positive for Slovenian students but for others it is expected to adapt to ‘Slovenian atmosphere’.”*
- About the domain Language acquisition: *“I am doing my best in explaining different school contents with key words and photos.” “I am aware of problems my Non-Slovenian students have with learning in Slovenian but I often feel I can’t help them enough”. “I am not trained to teach Slovenian as a second language”. “I don’t know if I should encourage my Non-Slovenian students to speak their mother tongue or only Slovenian.”*

- About the domain There is equity in attainment and progress, admission, attendance, discipline and exclusion: *“I see the problem that migrant students are often stigmatized in advance and it is not expected for them to get good marks.” “Migrant students are often from less academically oriented families and parents don’t know how to help them. I think a teacher’s role is very important.”*
- About the domain Curriculum: *“I involve as much as possible topics reflecting the diversity of our society.” “I think not only teachers of social studies but also others should take initiatives in promoting diversity as an advantage. Diversity should appear in all subjects.” “My opinion is that too many school books are written from only one perspective, they are unfair to other nationalities.”*
- About the domain Parents involvement is encouraged and supported: *“Until now I haven’t seen any information leaflet in any language other than Slovene.” “I have noticed that parents of migrant children don’t come to the parents’ meeting very often.” “I have experienced very different point of views from migrant parents. They have different expectations for their children.”*
- About the domain Community partnerships are fostered: *“It is necessary to cooperate with different institutions in order to improve school activities.” “In my opinion it is important to involve migrant organizations and exchange experiences.”*
- About the domain The school promotes active citizenship among students: *“I have noticed lately that students don’t listen to each other. They are not used to group work. They are individualists.” “Students don’t want to take any responsibility.” “Students’ social competences are very weak in general.”*

Teach me module was a part of the trial course as well. The purpose of this module was that the teachers have shared as much experience in working with heterogeneous classes. There were three teachers who introduced examples of good school practice.

4.3.3.2 Outcomes of the trial course

According to outcomes of the trial course we (facilitators) suggested for the TTC to reduce a number of tasks, because it is essential for participants to have enough time to perform the tasks, discuss and evaluate the activity. We agreed that the program in the trial course was a little bit overloaded because we believed it is better if activities are done thoroughly and with care instead of rushing. In some cases different form of work would be better (i.e. work in pairs instead of group work).

Participants, despite some problems during a course, evaluated it as a successful. They were actively involved all the time, no one reported to be bored or excluded. Participants got new knowledge on migration, cross-cultural competences, teaching approaches and materials. There were a lot of discussions during the lectures and even during a free time. It was obvious that participants had a good time in so called social games and other activities where they had an opportunity to participate equally, to be active and to share the knowledge they'd already had.

When the course was finished all participants got a questionnaire to evaluate the course and to give suggestions for improvement of modules. The overall mark was very good. The lowest grade given referred to the time frame and duration of the course. Teachers' statements written below are taken from the trial course report.

What are the most important aspects you have gained from this course?

- *Better motivation for working with migrants,*
- *different approaches, new ideas, new information,*
- *support for further work,*
- *learning more about migration*
- *new ideas stemming from the shared experiences,*
- *broadening horizons,*
- *realization that intercultural competences are of great importance.*

Was there anything you didn't like?

- *Occasional hurrying,*
- *seminar could last at least three days,*
- *some modules were too short (Whole School Approach, Teach Me),*
- *not enough time for discussion and reflection,*
- *I hoped for more theoretical information about what are intercultural competences.*

Your opinions and feelings about the course:

- *The seminar was very successful, I gained a lot of new knowledge,*
- *useful, inspiring, encouraging,*
- *pleasant, relaxed, good working environment,*
- *I liked that we received the material prior to the course.*

Additional comments

- Teachers are not as familiarized with these topics as they should be,
- keep up the good work.

4.3.4 Teacher training course (TTC) in Berlin

The final phase of the project was five days long teacher training course (TTC) which had been developing for almost two years. Partners had agreed on a few facilitators out of each partner group who would be included in the TTC as facilitators. One person of each group should be the leading person; others could assist according to the task.

The course was intended especially for elementary school teachers and for the early years of secondary education teachers with the focus on critical-intercultural learning. There were 16 participants – majority of them were teachers (14) of different school subjects (mainly languages), and two school counselors⁴⁴. They came from various European countries with different tradition of migration. All participants are somehow connected with the issue of migration and intercultural education – many of them were language teachers. The course was facilitated by almost all members of consortium.

General approach of the course was:

- The course aims to tackle tendencies of homogenization and highlight hybridity, diversity differentiation etc. (especially in the module CCC).
- The course aims to combine issues of policy, pedagogy and didactics, hence all the modules were designed with the aim that some of its elements can also be used with pupils in the classrooms.
- The course aims to offer various modules on self-reflection, which will be partly based on the anti-bias approach, and contain a special focus on anti-discriminatory civic education. Anti-bias, unlike other approaches in the field of intercultural education, does not focus solely on the individual level of discrimination. It also takes into consideration the complex interrelation between the individual, institutional and ideological level, where discrimination is likely to occur. This makes it possible for

⁴⁴ Participants were from Northern Ireland, Italy, Iceland, Cyprus, Scotland, Switzerland, Hungary and Austria.

each individual to engage in a self-reflecting process and enable teachers to become aware of their own possible and unconscious prejudice.

The course was centered on active learning therefore emphasis was on practical approach – on workshops. Short lectures were used only as a support for practical work which was carried out mainly as a group work. Various methods of discussion were employed and a variety of media were used. Participants were invited to represent their own material and experiences. All activities allowed them active feedback and (self) reflection.

National reports, which were done after analyzing fulfilled questionnaires and interviews, all noted very similar problems and challenges teachers were faced with in every day school practice. The program of TTC was therefore very universal and appropriate for all no matter which countries participants came from. More theoretical insight into migration topic was included at the beginning (the module Migration and Asylum in Europe), followed by the modules Cross Cultural Competences and Managing Cultural and Linguistic Diversity. The course finished with Whole School Approach module which also included Teach me module when participants had the opportunity to present their material or approaches to the others.⁴⁵ Besides the course participants were offered a visiting the primary school with a high proportion of students with migrant background where they could participate in few lessons. During the course they were also introduced to a teaching/learning material dealing with the flight/migration and was prepared by the consortium as well. After the course was finished participants received a course manual entailing detailed versions of the modules and teaching/learning material.

4.3.4.1 Module 1: The migration module⁴⁶

It was the first module in line because we shared the opinion that a basis for good intercultural education is knowledge about current migration situation. It was decided that the first step towards final goal would be (additional) knowledge about different migration and asylum related topics. The basic knowledge about history of migration, current migration movements and about developments in European migration and asylum policy is necessary to understand

⁴⁵ For the detailed program of the course see Appendix 4.

⁴⁶ The module was prepared by Mojca Vah Jevšnik, Paolo Ruspini, Stefan Schaa, Bernhard Stolz. The author of this dissertation didn't participate in developing this module so the module will be represented in a short form.

the current situation in a society which leads to different educational challenges arising from a diverse or heterogeneous class composition.

The module wanted participants: to gain a basic understanding of European immigration and the interrelation between migratory flows and policies in Europe, to discuss the criteria of integration, to find out information about what immigrants must go through on their journey to Europe and about living conditions of asylum seekers/migrants and the European camp system.

The module was divided into two parts: the first part was more theoretical overview of migration and the second part consisted of many practical activities. The purpose of the theoretical overview was to give participants some theoretical basis for further understanding of phenomena migration while the second part was dedicated to active involvement of participants.

One of very significant elements of cross-cultural competences is knowledge which also includes basic knowledge about migration issue. When one starts to study about migration he recognizes that this is a very wide topic so the question is how much general information about migration a (primary) school teacher - no matter what subject he teaches - needs for implementation of intercultural education.

Aims of the introductory lecture were to give information about emerging trends and different migration flows in present Europe and about national and international migration policies in Europe. In order to achieve these aims the introductory lecture provided an overall introduction to the topic of migration in Europe, the European immigration history and specific aspects related to the integration of the migration issue at the European Union level. Participants should gain a basic understanding of European immigration, the interrelation between migratory flows and policies in Europe and integration processes. It was focused on general information on migration related issues:

1. Dynamics and trends of international migration,
2. Short excursus in the European immigration history since the Post-Second World War Era,
3. Pre- and post-accession migration and the evolving European migration system,
4. Transnationalism and immigrant integration,
5. The quest for a common EU framework on immigrant integration.

The lecture⁴⁷ began with the introduction of global migrations in periods 1945-73 and 1973 until nowadays. International migrations in the period 1970-2010 were represented by numbers according to developed and developing regions. The focus then was in the year 2010. There were three trends of international migration exposed: 1) the rapid growth in the percentage of women, 2) distinction between countries of origin, transit and destination of migratory flows has become increasingly blurred, 3) temporary migration has taken a much more important role than migration in the last two centuries when it was mostly permanent. Countries are pushing for temporary migration because this way they don't have to deal with integration. When observing immigration and emigration flows in the EU countries in the years 2002-2007 it is recognized that many countries changed their position from emigration to immigration countries. The author then represented distribution of foreign-born population in the EU in 2008, the citizens of non-member countries in the year 2009 and main countries of origin of non-nationals. Many European countries restricted the labor market access. The main migration typologies were also described: legal and illegal labor migration, transit migration and circular and return migration. Considering EU migration policy there is no common policy, there is an absence of consultation mechanisms for the adoption of immigrant regulations. It was concluded that new patterns of circular and return migration in Europe provide a set of new challenges for integration policies. The growing transnationalism (and the role of diasporas) urges a redefinition of the traditional notions of integration: notions of identity are evolving as individuals increasingly 'belong' to more than one country and society.

In the discussion followed two questions were exposed. The first one was about the definition of the second generation migrant: person whose parents have a migrant background or person who migrated before 17 years of age. At this point we must note that different perceptions of the term were recognized also from questionnaires. Another question was on the issue of integration: Is it indeed easier to integrate now due to the influence of globalization? Or the current negative, hostile perception of foreigners makes it harder?

From the comments of participants it was clearly seen that the introduction of migration topic was very difficult for them to understand because they don't have any theoretical background.

⁴⁷ The lecture was conducted by Paolo Ruspini.

The question is how deep a teacher should go in the migration topic to possess enough knowledge for successful work with the diversity in the classroom. At this point we suggest a little bit different and shorter list of information useful for teachers for managing diversity in their classes. A teacher should know that human history is a history of migration and migration has always been an important factor in human developing. It is natural social phenomena and is taking place within different contexts. Analyzing reasons for migration one distinguishes between push and pull factors, between circumstances in the country of origin that lead people to emigrate and on the other hand conditions in the host country that make immigration attractive. Migration routes today show that most migrants live in the USA, followed by Russia and Germany. The main countries of origin are Mexico, India and Russia. There is also strong migration within Europe but the routes have changed and southern European countries are becoming more attractive. Nowadays migration is often seen as a threat. Teachers should recognize these fears and be aware of their own. Some general are: migrants are expensive for a host country, a burden of the welfare state in the destination country, a host country will lose its national identity, and migration is a security problem. On the other hand teachers should be informed also with the opposite facts of advantages of migration: it could contribute to the economic development of the countries of origin, because migrants are sending there some money, European population is declining and aging and for solving this problem migrants are helpful for equalizing population. Nevertheless migration contributes to cultural diversity. Besides these general information teachers should be informed briefly about migration and integration policy in their own country. This proposal is based on the fact that teachers can get confused if they get too much theoretical information at once and they primarily need practical information.

After the introductory lecture participants took part in the first exercise called “Refugee Chair”⁴⁸ which gave a broad overview of the refugee-flows and driving factors in the world.

⁴⁸ The exercise is suitable for students from eleven years onwards. We need 5 big sheets of paper with names of continents. They are spread out in the room according to their real geographical position. The number of participants represents the world population. In part one they are asked to distribute population by continents according to the proportion. The spread is then corrected by the real numbers. In part two each participant takes a chair and put it on the continent according to what participants think represents each continent share in the world income. The spread is again corrected by real numbers. Now participants have to sit on the chairs of their continent. This shows the relation between population and income distribution. The last tasks is to spread out

The aim of this exercise was to illustrate the structure of disproportionateness in the world and to warn about the political dimension of the problem. The discussion after activity was about the following questions: What was the most surprising result? Why? What do you think about the disproportion between Flight, Population and Income? What are the reasons? What could be done? Questions offered also a possibility of self-reflection. Participants agreed that this activity was very useful for them and it's very good for pupils in higher classes.

The third activity took place in two working groups. Participants chose between two working groups within which they worked (through discussion) on different aspects of migration:

1. "Migration and Welfare States": the aim was to become familiar with the concept of welfare in European states and discuss the potential consequences of migration on the contemporary welfare state.

After a discussion it was concluded that there was a hierarchical classification between different groups of migrants - who is more welcomed than others. It depends on which country immigrants come from, what skin color they have, what religion they belong to...

2. "Migration and Integration": the aim was to be able to get familiar with the concept of integration, ways of measuring levels of integration and also the integration of children in the school environment. For this topic two short movies were very appropriate: "Northern souls" and "It's not easy". After watching these two very educational short movies⁴⁹ participant shared experiences from their countries. For example: in the UK one can observe tensions between older migrant communities and new migrant communities (Pakistani kids bullying newly arrived Roma kids) what shows a hierarchy even within migrant groups. Icelandic

according to what they evaluate the each continent's share in the world refugee population. It is evident that the poorer continents (Asia, Africa) host the most of refugees.

46 Movies can be find in the internet:

1. Northern souls- <http://www.youtube.com/watch?v=BBBeCoT9D9m8>

Second generation migrants in Italy reflect on what they consider integration (mixture of cultures, acceptance, lack of fear of the Other, respect of Otherness, not changing but adapting)

2. It's not easy- <http://www.youtube.com/watch?v=SDLbHlc8xEA>

Student made movie depicting a day of a "minority" student.

teachers stressed that difficulties are greater for teenagers because in secondary schools they have different teachers for each school subject and it is more difficult for them to learn Icelandic language.

4.3.4.2 Module 2: The Cross-Cultural Competences (CCC)⁵⁰

The module activities encouraged the increase of self-awareness of participants instead of solely focusing on the Other. The module was designed more practically than theoretically. During the module there were different working methods included which can also be used in the classroom with pupils of different age. In the theoretical part participants received information what cross-cultural competences are and what they include⁵¹.

The main emphasis was to encourage participants to regard (cultural) differences as normal situation which can be managed.

Objectives were: understanding different notions of the concept of the culture; learning about cultural differences and accepting cultural diversity as normal; getting an insight into intercultural competences and encouraging to explore the topic further; learning of the importance of thinking and acting in an inclusive way; intensifying the knowledge and competences they need (in the terms of inter-cultural phenomenon) to be able to work efficiently in a multicultural; reflecting upon one's own norms and position in the power structure of his/her society; understanding what especially migrants and asylum seekers often experience.

Many surveys dealing with culture and related topics have recently noticed so called cultural racism. This phenomenon declares that the "culture" of the so called "others" is not compatible with the culture of the majority. Therefore this module intended to refer to the dangers of culturalisation.

The main part of the module was dedicated to the practical approach of implementation cross cultural learning and communication in the classroom. Working methods were diverse and

⁵⁰ The module was developed by Kristina Toplak, Anette Barnscheidt, Sandra Mossner and Katrin Hillers.

⁵¹ The theoretical part of cross-cultural competences was represented in the Chapter 2.2.2 Cross cultural competences.

interactive. Activities which were chosen can also be adjusted to pupils. The first exercise was “*I am the only one who...*”⁵² Three main goals of this activity were exposed: 1) the group gets to know each other, 2) getting an insight that people are different and being aware of that, 3) understanding that being “the only one” can be everyday (unpleasant) experience for migrants. It was interesting how some people find social belonging very important and they feel safe if there are others who share the same. For others it is a pride being the only one. This activity also exposed a choice of identity. Migrant children cannot choose to move to a different country and thus stand out. Participants agreed the exercise can be a very good starting point for a discussion in the classroom when some pupils are excluded from the group because they are somehow different.

In the second part participants were divided into groups and were discussing identifying cultural differences and competences needed to deal with them. Goals wanted to be reached by the activity were: 1) bringing out the challenges with heterogeneity and encouraging interactive discussions between the participants, 2) bringing up first steps of competences of acting, 3) working out the differences about which challenges are due to migration and which are due to other cultural circumstances. The task was to discuss what cultural differences are and what competences are necessary to deal with them. The discussion within working groups⁵³ was very intensive and there were some issues raised:

- The family situation is the core as two families can have very different value systems even if they are part of the same ethnic group.
- What right do we have to uphold a prevailing culture? How do we determine the threshold?
- Students may face contradictory expectations: norms at home and in school can be two “separate” things, it is not our duty as teachers to change the norms of the family, but

⁵² The procedure of the activity is:

1.) Group sits in circle on chairs. Task: “Everybody thinks about something (one habit, experience, circumstance ...), that no one else in the room shares.” 2.) Each person one after another stands up, goes into the centre and says: “I’m the only one who ...” If there is someone else who shares the same thing, he or she joins the person in the centre to show up. The first one sits down again, one of the bystanders continues. If no one else shares, then the group continues circular. 3.) Group discusses their feelings about being the only one or not.

⁵³ Their work was easier because they had already heard some explanation on intercultural competences.

to find a common ground with work at school. The culture of the class/school “relation” can be created in consultation with the pupils.

- Tolerance vs. acceptance; patience vs. celebration of diversity: tolerance and patience are just a start, they need to move to acceptance and celebration.
- It is important to gather information about the sending country (geography, language, history, religion etc.), however, it is important to let yourself be surprised and deal with this information in a flexible manner, otherwise it may lead to stereotypes. Children/pupils themselves may be used as an information source- but only carefully, if they are comfortable with that.
- Cultural identity is ever-changing: you identify yourself in different situations differently, it is a process.⁵⁴

The debate showed that teachers are fully aware of complexity of discussing culture and there are various notions of the concept of the culture.

The third part of the module was the social game “Visitors and hosts”⁵⁵ which wanted to acknowledge differences of habits and traditions and at the same time directed participants to become aware of one’s own reactions in a specific social situation towards unexpected

⁵⁴ Comments of participants are taken from TTC minutes.

⁵⁵ The activity is as follows: 1. Building 2 groups (visitors and hosts), separating them (in two rooms if possible, each person gets their instruction sheet and has got 10 min for preparation - “memorizing” the signs, trying out etc.). 2. Groups come together, each visitor looks for a host. When everyone’s got a partner, the pair has to full-fill their tasks, as many as possible. It is allowed to look at the instruction sheet (10 min). Task of the hosts: You receive visitors from a different country. Please use the following signals/signs to communicate with them respectively bring them to perform the activities mentioned below:

- to signal "yes" touch your ears with both hands,
- to signal "no" show your tongue,
- indicate NOT with fingers but by intense staring at the indicated.

You expect the visitors to first wash their hand, caress the host's back, give 10 cents to the host, take off their shoes, get a chair for the host, sit down in front of the host's chair cross-legged.

Task of the visitors: You visit people from a different country. You expect the hosts to do the following activities and try your best to bring them to satisfy your expectations: to give you their phone numbers, to lend you a personal item (e.g. watch), to bow down as a welcoming, to write down your name on a sheet of paper or the black board, to offer you a chair, to show you their teeth.

actions. The situation of misunderstanding can happen in the classroom and it is a teacher's responsibility to solve in an appropriate way.

The discussion about experience of this activity followed after the exercise was done.

Questions to be answered were following:

1. What messages were understood right/wrong?
2. What feelings did arise?
3. What limitations / restrictions did you feel?
4. How did the hosts see their visitors?
5. How did the visitors see their hosts?
6. How do we deal with our expectations of behaviour in foreign countries (as tourists, as guests, as hosts)?
7. What own experiences of different habits and traditions do you have?

Some participants share their observations from the classroom/real life (they had experienced different cultural habits, traditions) which are very similar to this exercise.⁵⁶

- *The situation was realistic; we faced the same situation, when communicating with newly arrived students. It was good to experience their point of view.*
- *One of my students was an Indian boy who expressed "yes" by shaking his head, it took me a week to realize that he is actually saying "yes" to my questions and not "no".*
- *In Iran, tooting means "be patient, I'll do it later" and has no arrogant or impolite connotation, it took me 2 years to get used to it, but then I used this gesture for a while, even after I returned to Hungary, and all the people were surprised about it.*

The final activity tried to make participants think about broadening of individual ideas of inter- or cross-cultural competences and confrontation with different views on culture and inter- or cross-cultural competences. Participants were invited to broaden their understanding of cross-cultural competences. They were asked to comment on seven different statements⁵⁷ by using first the method of silent discussion and then within a group discussion. Everybody

⁵⁶ The above comments of participants are taken from TTC minutes.

⁵⁷ Statements were: 1) Culture is the deepest current of human collective life as well as the most profound

could write his own opinion or make a comment on someone's opinion. Let's take one statement: *"Pupils with migration background should accept the culture of majority and maintain their own culture."* Discussion was: what is a foreign culture, do we own the culture, what are cultural differences, what is the connection between the culture and migration.

After all activities were finished participants gave their feedback on the module. They welcomed practical exercises which can also be done in the classroom or with the school staff. They agreed on work group too, because it was useful to reflect on their individual ideas, some of them admitted that activities had forced them to leave some things behind. While culture was one of the core topics in this module they found out that analyzing culture had been more difficult than it had seemed at first sight. Activities forced them to think and analyze their work in the class, to reflect their attitudes and approaches especially when they are teaching in the heterogeneous classes.

4.3.4.3 Module 3: Managing cultural and linguistic diversity

This module was developed by outside experts (from Scotland) with the focus on "some key learning processes that acknowledge the interface between language, identities and ethnicities, which is explored and discussed in the course" what was written in the short introduction of the module. Language proficiency is certainly one of the most important factors which influence pupil's performance at school. When a pupil's first language is different than the language of instruction he might have problems in understanding topics of different school subjects, learning them and also expressing himself.

Before starting the lecture three starting points were outlined:

principle of the unity of societies. (Council of Europe: www.coe.si); 2) "Our own culture is like water for the fish. It sustains us. We live and breathe through it."

(<http://www.culturocity.com/articles/whatisculturalawareness.htm>); 3) "On the point of culture our wealth and also our inconveniences are shown, especially the lack of care for it and the contamination with the foreign that is not always culture."

(Tatjana Malec, http://www.hervardi.com/slovenski_kulturni_praznik.php (extreme right poet); 4) Pupils with migration background should accept the culture of the majority and maintain their own culture.; 5) Culture of Turkish immigrants is very different from the German.; 6) By culture we mean all those historically created designs for living, explicit and implicit, rational, irrational, and non-rational, which exist at any given time as potential guides for the behavior of men. 7) How do you understand the phrase "teaching culture"?

- the issue of cultural diversity and linguistic diversity are intertwined;
- the issue of diversity has to be mainstreamed i.e. become part of the mainstream curriculum, it needs to be acknowledged by teachers and pupils alike, it should be seen as equally important as any other knowledge area;
- students need to be given access to achievement on an equal basis, however, this does not mean that expectations toward newcomers should be “lowered”, rather than their learning needs to be supported in a way that they are also capable of reaching high targets.

The first activity for participants (they were divided in four groups) was to think about languages they speak. They were discussing in pairs different questions related to their languages, ethnicity and religious identity.⁵⁸ The point was that all of us are somehow migrants – almost none of us lives in the same village as our grandparents. Another observation was that there is a hierarchy of languages - some languages seems to be more important than others, thus educating bilingual learners is the matter of Human rights issue as well. Most of schools don’t have a formal data about languages spoken by pupils. For pupil’s personal intellectual development it is also crucial that we know how many languages he

⁵⁸ Questions to answer were:

1. Which languages do you speak?
2. Do you speak the languages your parents speak/spoke?
3. Do you live in the same village/town/country as your grandparents?
(Movement/migration is a part of life: the majority of us are all “migrants,” almost none of us lives in the same village as our grandparents.)
4. Do you use an accent or a dialect?
(Related issues: how do you use the language? In what situations you use a particular language? How are you perceived when you speak? Do others make judgments about your accent, your proficiency etc.? Even monolinguals can have a diverse language profile - different accents and dialects).
5. How would you describe you ethnicity/ethnic identity?
(Looks like simple questions but the issue of (ethnic) identity could be discussed for ours. It is not a term that applies to minority groups; we all have an ethnic identity. If it is difficult for you to describe your culture/ethnic identity, it would be equally difficult for everyone else.)
6. Is a sense of religious identity important to you?
7. Why do you think these questions have been asked?

speaks besides the first language and whether he is literate in more than one language.⁵⁹ Language profiling should be based on: languages spoken to other family members, written languages at home, child's oral proficiency in first language, child's level of literacy in first language, child's attendance of first language classes, family's preferred language(s) for communication.

It is a question of ethnicity and ethnic monitoring as well. Most teachers answered there was no formal ethnic monitoring of their school population or information on this was collected by clerical staff. The same could be relevant for Slovenia. Only few schools with a larger proportion of migrant students formally take into account ethnic and language diversity of their students. The topic of diversity is implemented in a variety of activities in their school life. They are running different projects connected with this topic.⁶⁰

⁵⁹ I conducted the internal research for the purpose of final paper for module Language and identity. My study of the relationship between Slovenian languages and languages used by migrant youth was performed on seven pupils in town Brezovica near Ljubljana (Brezovica Elementary school) in February 2010. The interviewees were aged 12 to 14 years. Of these seven pupils three were born and been entirely educated in Slovenia, four immigrated to Slovenia during elementary school. Neither of them considers him/herself as Slovenian by nationality. Their parents are all originally from former republics of Yugoslavia. Pupils were asked different questions about their language use in different social environments and about their language attitude. According to their answers Serbian, Bosnian and Albanian languages are recognized as inferior in Slovenian society and it is better to use Slovenian language in public even if you talk to Non-Slovenian friend. Communication with their parents is usually done in their own language but they rarely use their language for writing and reading. They recognize bi/multilingualism as an asset and are proud of speaking different languages. At the same time I spoke to some teachers. They are generally not interested in languages pupils speak unless low expression level in Slovenian is obvious.

⁶⁰ With a new school curriculum which includes highlights on intercultural education in Slovenian elementary schools, teachers are forced to change their attitudes and to acquire intercultural competence. At this point it has to be stressed there are many teachers sensitive about diversity and are doing their best to implement intercultural education in everyday life in school, but their activities are not widely recognized. This is probably due to the fact there is no core organization or website which would cover intercultural education but instead experts from different institutions and teachers with good practices meet at conferences for a while and exchange their experiences (and sometimes publish bulletin with the summery of their work). The next step should be more coordinated action.

While the emphasis of the lecture was on promoting bilingualism⁶¹ there were three tips outlined:

- language learning needs to be promoted for academic success,
- best practice for teaching bilingual learners is also best practice for all kids,
- language demands of the lesson need to be assessed beforehand.

One good example of best practice could be a bilingual book written by bilingual primary school students, intended for students. Two other examples of lessons in which language diversity is promoted were showed after that lecture.

The first teaching unit presented was called **Me and my languages** developed by Bernhard Stolz .The unit deals with the theme of identities. This is an important topic for all students but especially for early teenagers. At this age (10-12) it becomes very important to belong to a group, formed on the basis of gender or ethnicity. The unit is aimed at “showing children that everyone has a multifaceted identity. Depending on the social situation, a certain facet may become more important for an individual than in another situation. Pupils may develop an understanding that it is manifestly possible to change some cultural identity patterns and that it is totally fine to opt for a hybrid identity. This can be seen within national affiliations such as when one considers oneself to be ‘Turkish-German’ or ‘Russian-Italian’. Generally speaking, children can learn new things about their classmates and come to the fundamental conclusion that alongside evident differences, they have a lot in common with them. In a playful way, pupils learn about the co-existence of different languages in their own life and how those, among many other individual facets, may help to shape their cultural identity. They also learn about the cultural value of bilingualism and about the hierarchy of languages which may exist in the respective country. Through this exercise, you may learn about the family history of the students and look for the resources of these children.” (MIRACLE Course Manual 2011: 39) The procedure is: students receive a piece of paper with a blank, empty silhouette of a body and are asked to fill out the silhouette with different colors, each

⁶¹ According to current researches it is evident that “there is a common underlying proficiency: the vocabulary, grammar, pronunciation is different, but underneath that there are underlying features that are common to all languages. Therefore, the two languages strengthen each other. Supporting the first language is just as important, by improving one’s home/first language, second language acquisition is also made easier.” (TTC minutes)

color representing a different language. They introduce their drawings to each other and try to answer following questions: Where can you use which language? Are all languages valued in the same way?

The second example of good practices is **Languages in contact**. It is a teaching unit I developed for pupils in my class and it is implemented annually in the 8th grade when pupils learn about languages spoken in Europe. It is a good opportunity to discuss also pupils' first language⁶² and other languages they might speak. Due to majority of pupils are Slovenians and their first language is the same as the language of school instruction I want to make them aware that there are also some pupils whose first language is not Slovenian.⁶³ I want Slovenian pupils to respect other languages spoken in Slovenia and at the same time to have a positive attitude towards their own mother tongue in different language situations.

The following is the detailed presentation of this teaching unit with my comments and observations. In today's world people speak different languages, but the most important for everyone is his/her mother tongue. It is a very important part of our identity. Problems can occur when people cannot express themselves in their mother tongue because it is not an official language in the country where they live. We try to make pupils aware of this problem and at the same time make them proud of their mother tongue.

Goals are: pupils learn about different languages, about the role of first language/mother tongue, the importance of tolerance towards people who cannot speak an official language of the country. Target group are pupils from 11 to 14 years of age. The time frame is 45 minutes. The material used is: a sheet of paper with a text in a foreign language and learning tasks concerning the text, a short video with personal story. The foreign language used in the text is one that pupils don't speak. Migrant pupil can talk about his/her experiences when she moved to a foreign country and didn't understand their language, majority pupils can be asked to talk

⁶² As a synonym I use an expression mother tongue which is more emotional compared to 'first language'.

⁶³ It is no doubt that language integration is the first step towards successful integration of students with migrant background. This doesn't mean that student's mother tongue should be replaced with another – second language. Many surveys show how important is support to mother tongue acquisition but at the same time learning the language of schooling is necessary for good school outcomes and for positive self esteem. Not only students with migrant background but also other students should be aware that language proficiency is an advantage.

about the situation when they couldn't express their selves properly (i.e. during holidays in a foreign country).

At the beginning a teacher gives pupils a sheet of paper with a text in a foreign language. She asks them to read the text and to answer the questions about it. Pupils will probably argue about the given assignment as they don't understand the language.

The text is as follows⁶⁴:

Pippi Langstrømpe er ein av Astrid Lindgrens mest omtykte litterære figurar. Bøkene om denne merklege jenta og venene hennar, Tommy og Annika, er omsette til 57 ulike språk.

Pippi (Pippilotta Viktualia Rullgardina Krusmynta Efraimsdatter Langstrømpe) er ei uvanleg jente, og særleg på 1940-talet, då bøkene kom ut. Ho er verdas sterkaste, har frekner og raude fletter som står rett ut, seier vaksne imot og er uoppdregen, bur i eit hus kalla Villa Villekulla saman med den prikkete hesten sin Lilla gubben og apekatten sin, Herr Nilsson. Ho et krumelurpiller, mor hennar er i himmelen og far hennar er konge på ei sørhavsøy og ho har ei veske full med gullpengar.

A teacher asks the following questions:

- *Hvem er hovedpersonen?(Who is the protagonist?)*
- *Hvor bor hun? (Where does she live?)*
- *Hvor bor faren hennes? (Where is her father?)*

After few years of practicing this exercise I can make some general conclusions: pupils are at first very surprised and confused when they are given the sheet with the text because it is in a

⁶⁴ The text is in Norwegian because none speaks this language and it is not familiar to pupils. Approximate translation of the story is: Pippi Longstocking is one of Astrid Lindgren's most beloved literary figures. The book is about this strange girl and her friends, Tommy and Annika. The book has been translated into 57 different languages. Pippi (Pippi Lotta Viktualia Rullgardina Krusmynta Ephraim Daughter Longstocking) is an unusual girl especially in the 1940's, when the book came out. She is the world's strongest, has freckles and red braids that stands out. She is living in a house called Villa Villekulla together with the spotted horse Lilla and monkey, called Mr. Nilsson. Her mother is in heaven, her father is a king on a Sørhavsøy and she has a bag full of gold money.

foreign language. Some of them are then arguing against it with comments as: “Are you joking with us? Why did you give us this to read? I don’t understand it, what is the purpose then? I can’t read it, so how can I answer the questions then?” and similar. Their nonverbal reaction tells me: “I don’t like to ‘play’ this game., Don’t make fun of me., This is stupid. I don’t feel well ...”

I ask pupils then to express their feelings; how they felt when they got the assignment in the foreign language. At this point all pupils have a chance to express their selves. None felt good, on the contrary, they felt stupid, cheated, they didn’t see the point of reading something they didn’t understand.

After expressing their opinion I give them the translation in the Slovenian language and most of them start laughing because it is a text about a famous literary person from the book *Pipi Longstocking* who they all know from previous classes. At the same time they feel cheated because the text is very simple but they couldn’t answer the questions.

The text is a good starting point for further discussion. Pupils are asked if they have already been in the situation when they didn’t understand someone’s language and they didn’t know what was expected them to do. Usually they remember their holidays in a foreign country (for example in Greece, Turkey, Egypt) where the language is very different from Slovenian. In similar situations they felt lost and tried to find help from their parents or to speak English.⁶⁵

After the discussion I explain pupils about children who feel the same in Slovenian school because they don’t speak Slovenian. The reason is they are migrants who moved to Slovenia and speak a different language. I want pupils to identify themselves with a migrant pupil and to tell what she/he feels when he cannot speak with school friends and doesn’t understand lessons.

The conversation that follows is based on the personal story of an immigrant pupil. If there is an immigrant pupil in the class, I ask him/her to talk about his/her own experiences and feelings when he/she moved to our country. But even if there is a migrant pupil it depends on

⁶⁵ In the 8th grade pupils already speak basic English.

her/his personality if she/he wants to share the story with others or not. If there is no volunteer I show them a short video clip⁶⁶.

The text is following:

My name is Turcan Beciri and I come from Macedonia. Before moving to Slovenia I hadn't known anything about this country and I was scared. When we moved to Slovenia I was very sad. I didn't want to leave my home in Macedonia. It was very hard for me because I didn't speak Slovene language. I couldn't have answered even a simple question like: What's your name? Our neighbour Marija felt sorry for me so she decided to teach me Slovene.

After one year I was enrolled in school. My school friends didn't like me because I was different – with very dark long hair and dark skin. They often called me a gypsy. They didn't know anything about my religion, language ... I cried a lot. I felt lonely, without friends ...

The aim of representing this story to pupils is to make them sensitive to others who are not the same nationality as they are and to accept them even though they are different. Pupils are also invited to share a (similar) story they've heard from an immigrant they might know or maybe they have read a literary book with the topic of migration.

They try to answer the following questions: What kinds of opportunities do immigrants have to successfully integrate into our (Slovenian) society? How important is the language integration? What should our country offer them? How can you personally help an immigrant school friend who is new in your classroom and doesn't speak Slovenian language?

Pupils' reactions are various – from very hostile to those who really express empathy towards migrant children and are ready to help them. Reactions often show their parents' – adults'

⁶⁶ Turčan is a girl who attended our elementary school and finished it successfully. Her family is Albanian and comes from Macedonia. She considers her family as very traditional Muslim in sense of the dominant role of the father while women don't have a chance to express their opinion, their role is to be a housewives and mothers, they are loyal to Muslim religion and tradition. When she started to attend our school she was in the second grade and didn't have any support from the family to integrate easily to a new environment.

views to this issue, which can be recognized from their answers. The question: “*How can you personally help an immigrant school friend who is new in your classroom and doesn’t speak Slovenian language?*” usually isn’t answered with a great enthusiasm, which is the picture of current situation in our society where people have become great individualists and children are brought up this way too.

Pupils get another assignment: they have to write down five words which they associate with their mother tongue⁶⁷. They compare results. They try to answer why mother tongue is so important for everyone and what to do if you move to another country and have to learn its language. Should one forget the mother tongue?

The most common answers are: Slovene, language I speak every day, language of my country, language of native Slovenes, language I have spoken since I was born, my language, language spoken also by my mother, my mother tongue tells me where I am from – where are my roots, language I speak best, my first language ...

It is quite difficult for them to explain why mother tongue is important for them; probably because they haven’t been in a situation which would force them to think about mother tongue and its use. From answers below we can also assume that they understand communication as the priority function of language.

- *I can express myself only in mother tongue ...*
- *I communicate with others in my mother tongue ...*
- *A speak it every day.*
- *Mother tongue indicates nationality ...*
- *Mother tongue is the first language I have learned.*

⁶⁷ When discussing with pupils I prefer the term mother tongue because it is more emotional, it induces more spontaneous, emotional reactions than the term first language which is currently used most. It is necessary to comment that the term mother tongue is not completely new for pupils because they have been learning about languages since the first grade.

Pupils suggest different approaches for preserving one's mother tongue in a foreign country and also successful bi/multilingualism. From their answers it is evident that they are aware of importance of preserving one's mother tongue if he moves to a different language environment. I attribute this to the fact that the importance of mother tongue is exposed often during our lessons. Most pupils answer that in foreign country mother tongue should be preserved but only in private sphere, which is evident from answers below:

- *No, we should speak it at home and with friends, because it is our mother tongue.*
- *We should preserve it, but only when we talk to our parents.*
- *We should speak it with parents at home.*

During my power point presentation of this teaching unit and introducing my observations participants were free to discuss the topic and their experiences in this field. We agreed on many activities which can make integration to the new environment easier but they are often on voluntary basis meaning teachers are differently sensitive to the question of integration and particular to language issue. Here are some suggestions given by participants:

- *In Iceland, the parental union organizes friends groups, who can meet each other at home. Parents, who have lived in Iceland for a longer time can help newly arrived parent also with learning them Icelandic.*
- *Buddy system can be very efficient: peer to peer help*
- *Organizing a social event for the class (parents can also be invited) can be very successful.*
- *We are doing ice-breaking activities during class time.*

Discussion about the mother tongue use was productive as well because the question of mother tongue preservation has been very popular lately. An interesting experience was told by Icelandic participants. Previously, many mothers in Iceland were advised by health professionals not to speak their mother tongue to their children, as a result, many students have a problem - they cannot talk to their mothers. We cannot avoid a hierarchy of languages as well. Some mother tongues may be seen as worthy to be preserved, while others not what is also a Slovenian experience. Bosnian, Croatian, Serbian and Albanian language are treated mostly as not worthy, as an inferior. But on the formal level it is encouraged to maintain mother tongue in Slovenia. In some schools in Slovenia mother tongue classes are offered

with the help of the Macedonian embassy.⁶⁸ But this not solves the problem on the structural level. It was once again evident that the challenge of mother tongue preservation is being solved in different ways mainly on the level of schools but on the national level it is not defined by law.

4.3.4.4 Module 4: Whole school approach⁶⁹

The module was the last one on the TTC schedule. It was the module which was completely practically oriented and demanded the cooperation of the whole school staff not only few teachers in order to make all students a school environment friendly.

Equity in education is one of the main goals and there have to be strategies developed that diminish the correlation between educational outcomes and the socio-economic/ethnic background of learners. These strategies are therefore not confined to the classroom - they should take into account the school as a whole. It is not enough to “equip” one or few teachers with cross-cultural competences, intercultural education has to be a significant part of school life as such. To promote equality and value cultural diversity successfully, whole school community needs to learn about its rights and responsibilities for life in a multi-ethnic society. Whole school staff needs the knowledge and skills to appreciate differences, including those of race, color, ethnic or national origins, culture, language and religion, to challenge prejudice and to resolve conflict. The general aim - to increase the success of migrant and non-migrant students depends thus also on organizational levels of schools and nondiscriminatory attitudes.

At this point it should be noted that teachers who participated at both courses (trial course in Slovenia and teachers training course in Berlin) did that voluntary because they were aware of necessity of this kind of education but there are still many who don't accept the intercultural education as an important part of pupils' socialization.

⁶⁸ Ministry of Education encourages mother tongue education but doesn't provide teachers. It only guarantees a small amount of money for each pupil who wants to learn his mother tongue which is not Slovenian (or Italian and Hungarian in certain areas). A mother tongue teaching must therefore be organized by Embassies, for example by Bosnian and Herzegovina Embassy for Bosnian children.

⁶⁹ The module was developed by Judit Koppany and Spela Cekada Zorn.

During the module four main activities can be exposed:

1. The model started with the fable: *The Story of the Animal School*⁷⁰ (Out of: Preparing our children for success by Rabbi Z. Greenwald).
2. Representation of what “Whole school approach” means in the everyday school life – domains.
3. Working in groups.
4. Individual “Action plan”.

The fable about different animals attending the school is a very good starting point for a reflection on our attitude towards students, especially toward those who somehow stand out from the average. Do we, teachers, put all students in the same box or do we know they must be treated as individuals with all their specifics and talents? The story has thus a very strong message which can be a good basis for self-reflection of participants, further discussion and it is also useful for working with pupils in the classroom.

Fable definition already indicates that its aim is to convey a moral. While it is written in the form of proverb we must remember that the tale is a tool by which this is done. It is obvious that animals represent different characters. If we have in mind that our focus are children with migrant background we have to determine which characteristics are represented by individual animal.

The story is focused on diversity in schools. It offers a variety of “others” who are represented by numerous of animals. Each animal has its specific skills but they are not recognized as something good rather as something disturbing.

The story wants to alert adults who work with young people that children have different talents and specialties. At the same time we need to consider that each “child is a unique blend of talents, personality, and ingredients nowhere else to be found. Some children are skilled intellectually, others are blessed emotionally, and many are born with creative ingenuity. Each child possesses their own exclusive collection of gifts. Your child did not come with a direction booklet. Effective teachers and parents are always learning, studying,

⁷⁰ See Appendix 5.

and modifying the instructions for their children. Each and every child is as unique as his fingerprints; a sparkling diamond of unparalleled beauty.”⁷¹

If we try to generalize the story message in wider concepts we can conclude that groups who have difficulties in performing well in school (migrant children, socially disadvantaged children, disabled children etc.) are often perceived to be ‘the problem’; discrimination, exclusion etc. is not only created by people who have negative feeling about those from different cultural or social groups; the power of “neutral” structures that are – ‘just how things are’ is to create privilege and inclusion for some groups and disadvantage and exclusion for others.

School related examples are: frontal teaching that disadvantages students who are not capable of independent learning, curriculum with biases (e.g. portraying migrants in a bad light), no additional language class, tutoring for students whose home language is different from the language of instructions, assessment and tracking tests are unfit to cultural and linguistic diversity, etc.

From all examples (including the story) written above one can expose the core problem which is treating pupils equally in the sense of the same treatment. To remedy this we have to look for fair treatment according to student needs, removing disparities, elimination of discrimination, differentiation, appreciation of difference and diversity, removal of institutional racism.

Participants exposed a lot of parallels with the everyday school life when pupils who are somehow different, not necessarily students with migrant background, are not understood in their needs.

- *Parallels to the character of the duck: native English speakers are taken out from English class and sent to German class instead.*
- *Speaking with an accent is not tolerated in the school (all need to speak in High German).*

⁷¹ <http://www.socialskillsplace.com/archive/0908.newsletter.pdf> (January 11, 2012)

- *Often, the strengths of the students are not appreciated; teachers should look more carefully.*
- *If a pupil does not fit, he/she is sent to a psychologist. After he/she got a diagnosis, however, nothing changes except that now he/she got a label.*
- *Pupils are taken out from sport classes, which they enjoy and can do well, so that they can attend more English classes.*
- *Similarly to the story, often the victim (i.e. the underachiever) is blamed.*
- *“Just how things are” (i.e. the structure) may lead to discrimination without personally motivated discrimination against some pupils or groups of pupils.⁷²*

After the “warming up” story we – facilitators want to emphasize how broad the topic of Whole School Approach is in a sense of inclusion of people and activities for managing diversity in the school. In developing different domains we decided to try the approach from the UK. Originally developed nine domains were shortened to six.

Our purpose was not only to represent domains but also to involve teachers – participants in analyzing domains of how much their objectives are implemented in their school. In order to do so we ask them to answer following questions about each domain: What do we (school as a whole) do in order to achieve this goal? (projects, measures, structures) How well do we achieve this goal? (self-evaluation) What do we want to keep and continue? What do we want to improve, complement, and newly develop?

Domains were represented in brief with examples of good practice mainly from schools in Great Britain. Domains are the following:

Domain 1: Policy, leadership, management

The whole school approach should start with the school leadership and appropriate policy: the headmaster has a vision of diversity and equality; promotion of diversity and equality is part of the pedagogical program and other school policies and it is endorsed by all staff, students and parents; the school has a policy for dealing with discriminative incidents that clearly sets out the procedures for handling complaints.

⁷² Taken from TTC minutes.

Domain 2: Staff, recruitment, professional development

It is not enough to be aware of the challenges (problems) migrant students “offer”, a teacher must be equipped with competences to deal with diversity in the class. There is continuous professional development of the staff: inner trainings are offered, working groups are set up, the staff can apply for in-service training courses. Staff reflects the diversity of the student body and is specialized: there are interpreters, intercultural mediators, teacher assistants, parent helpers, second language teachers and special pedagogues are employed.

Domain 3: Interculturality in everyday school life

School activities and curriculum are aiming towards encouraging interculturality, which is seen in everyday school life. The school curriculum reflects diversity; the topic of diversity appears in all subjects. There are extracurricular activities: intercultural meetings, festivals, school celebrations where the diversity of the student body is celebrated (e.g. global citizenship week, intercultural day, world religions festival, home languages fair, shared food day etc.). Cultural and religious holidays are respected; provision is made for pupils to observe religious holidays/rituals (e.g. Friday prayers). Food served in the canteen reflects the diversity in the school. Decoration of the school, displays around the school reflect the diversity e.g. world map, bilingual/multilingual signage, website), library books, newspaper of the school. Active citizenship among students is fostered: - students have opportunity to make their voice heard (there is a school parliament, feedback system etc.).

Domain 4: Teaching methods are effective for heterogeneous groups

The language of instruction as a second language must be taught by specially trained teachers, lessons are implemented in the way they are tailored to individual abilities of students. There is certified staff to teach the language of the host country as a foreign language (English/German etc. as a second language teacher etc.). Second language acquisition is promoted in regular classes.

Equity in attainment and progress is recognized. Individual learning plans are set up and regularly evaluated. Classes and learning groups are organized in a way that students who differ in terms of their abilities, social and linguistic background study together (mixed age groups are also possible), teachers use well guided, cooperative methods, tasks are differentiated. Pupils are offered extra help/guidance (e.g. team teaching, homework club for extra help, mentoring scheme, parent helpers). The school directorate makes sure that career

related decisions are made by minimum 2 teachers (form teacher, subject teacher) and parents and students are also involved and have a say.

Domain 5: Parents involvement is encouraged and supported

Good cooperation with parents is very important for child's school improvement. Parents must feel welcomed at school. There is an information leaflet for parents (education system, curriculum, methodology, role of parents) in several languages. Welcome event for parents is organized. The parents' group/council reflects the diversity of the school. The communication of school staff (director, teachers) is appropriate for not-academically oriented families and non-native families (clear and simple language, translation into home languages, use of intercultural mediators). Teachers and parents meet regularly to discuss the performance and the development of their children (on demand- once or more times per year). Parents are involved in school events

Domain 6: Community partnerships are fostered

School cooperates with education related partners and local community as well. Local and/or global links/school partnerships, exchanges with other schools take place and are well-organized. The school works intensively with other "education-related" partners (crèche, kindergarten, school social workers, school psychologists, professional counselors etc). The school cooperates with other institutes (NGOs, associations, local business, parent associations, migrant organizations, religious organizations, volunteers etc.) and uses the appropriate services of these organizations. The school makes PR work (informs the local community about events and successes).

After introducing six school domains the next activity was planned to be implemented in small groups. Participants had a practical assignment:

- discuss each of the dimensions and give examples on what is going on in your school,
- prepare posters with key words,
- choose 2-3 highlights and present them to the plenary.

Participants were divided in working groups (4-5 in each group). During team work they shared different activities from their schools and at the same time they got new ideas which could be included in their school work in the future.⁷³

Domain 1: Policy, leadership, management

- *Role of the management (Lichtenstein):* Good staff led by a good headmaster helps to blossom cross-cultural projects and approaches.

Domain 2: Staff, recruitment, professional development

- *Special staff ensures that the needs of all learners are taken into account (Scotland):* one person is responsible for making sure that help is targeted. The class teacher collects the needs of pupils (bilingual learners, students with disabilities, etc.).
- *Comenius Assistants:* interns who act as pedagogical assistants may be recruited through the EU initiative. This is free of charge for the school who hosts the intern.
- *Diversity of staff (Scotland):* It is a priority to recruit staff from minority background, e.g. there is a Panjabi teacher; however, it is more difficult to hire staff from Eastern Europe.

Domain 3: Interculturality in everyday school life

- *Cooperative work:* 5th grade pupils go to the first grade class and teach the smaller ones in their own language > practicing Hungarian language
- Intercultural events (Iceland):
 - Annual event: students do a project, in which they prepare a presentation about a country outside of Europe. This event started off on a very small scale, however, with time, students got very involved. Not only do or prepare a power point presentation, but they also bring traditional dishes or clothes.
 - Flying carpet: This activity is organized and conducted in cooperation with a public library in Reykjavik. It begins with a small talk/performance where a person talks about his/her socialization in Denmark as a migrant from Iceland. The talk is illustrated with pictures, objects, all packed up in a small suitcase that also includes a flying carpet. After the performance students also prepare their

⁷³ Good school examples are taken from TTC minutes.

own suitcase that could represent their identity (not necessarily related to their nationality or “culture”, rather with a more open and general approach). Afterwards, a joint gathering is organized where parents and other family members are invited. Usually it is a great success with a high turnout as families are already involved in the preparation of the suitcases.

Domain 4: Teaching methods are effective for heterogeneous groups

- Differentiation (Scotland):
 - Station learning is used, i.e. active mathematics, when a class is divided into two groups in order to match the needs of different learning levels
 - Interactive smart board is used; it saves a lot of time through its manifold possibilities (access to the internet, access to different work sheets etc.)
 - Diagnosis tools are used to figure out where the special needs are; these tools are connected to policies of the school.
 - Tasks for pupils are available for different learning levels, coinciding mostly with the domain number 4 - Teaching methods are effective for heterogeneous groups.
- *Active learning (Scotland)*: pupils with learning difficulties can take more lessons in crafts, sports, wood work or they have the possibility to choose a topic outside school: i.e. they measure objects, distances in their town and learn calculating more through a rather practical approach. Station learning is also a possibility to include pupils with learning difficulties.
- *PBS: Positive Behaviour Support (Iceland)*: instead of focusing on deficits or behavior problems of a particular child, and punishing those who misbehave, this method is resource orientated and rewards good behavior.
- *Team teaching*: in some schools, team teaching is regular (e.g. Maths is taught by two teachers 3 times a week). Team teaching also allows teachers to deal with specific students or groups of students separately and give them special support. It has to be noted that team teaching is not the matter of single school but must be approved by school regulations. Team teaching is one of teaching methods which are very effective because pupils are treated individually.
- *Homework club*: It may be difficult to attract students, in some instances they do not attend even though they would need it. It is another way to support these children in

need, because most migrant students do not have anyone who could help them at home (e.g. reference was made to migrant Roma children in Scotland).

- *Arabic multiplication*: this activity is a lot of fun and may be used to introduce the theme of cultural diversity in the Math class.
- *Second language teaching (Northern Ireland)*: besides languages that are traditionally offered (e.g. Spanish), now Polish can also be chosen as a second language (financed by the government). Good results: Polish pupils feel that their language is valued.
- *Second language learning (Italy)*: newly arrived students are tested on their knowledge of Italian that they can be placed in different groups; however, money for extra tutorials is very limited, only 20 hours per year are financed.
- *Second language education (Scotland)*: Even though there are 3 full time ESL (English as a Second Language) teachers, the demand is so high that pupils have to be selected.

Domain 5: Parents involvement is encouraged and supported

- School organizes *open afternoon* at the beginning of the academic year, i.e. to show the classroom and other school facilities.
- *Parents' council* is also active in some cases: they organize events, have meetings with the headmaster etc.
- *Attendance of migrant parents* is often problematic: migrant parents do not attend the general assembly or the welcome events. Most of the communication with parents takes place via computers, and those with no or limited access to computer are migrant parents. It is necessary to find other ways to communicate.
- *Parental café (Germany)*: takes place in the dining hall. Sometimes experts are being invited and they hold a short lecture about health issues, housing and employment issues. In Otto Wels School there is a specific café for mothers, in Richard School there is also a fathers' café.

Domain 6: Community partnerships are fostered

- *A good network of professionals (Iceland)*: officials at the public library, psychologists, social workers, nurses.
- *Friend family (Iceland)*: A newly arrived family is matched up with a "friend family", who gives information or even invites the new family to their house.

- *Exchange of good practice (Scotland)*: e.g. Govanhill learning conference when primary schools from a particular district of Glasgow get together once a year, in order to share best practices and to discuss dilemmas and challenges. These may not be resolved on the spot; nevertheless, it is good to experience that concerns are similar in all schools.
- *Cooperation between different schools (Italy)*: the Commissione intercultural is a network of 10 different schools (directed by the same headmaster). In each school, one teacher is responsible for intercultural activities like festivals, parties or Comenius projects. This network functions well, as it provides an opportunity to share information.
- *Global linking (Italy)*: an Italian school is linked with several schools in Africa, parents and students together fundraise for building and improving schools (i.e. provide potable water). Parents with an African background are also involved. This is a personal initiative of one of the teachers; it is voluntary.
- *Teacher trade unions (Cyprus)*: they play a crucial role in peace education.

From written above one can conclude there are many different activities and initiatives going on in different schools and are appropriate for all schools in all countries. Many of these activities require only trained and motivated staff and not a large amount of money. Little surprising is that teachers very rarely talked about the positive role of leadership who should be the first to encourage interculturality in school.

After presenting a group work teachers were asked to answer the following questions by themselves:

1. What have been the most important learning points for me?
2. How will I change my working practice after this training?
3. What and who can support me in this?
4. What are the threats to overcome?

The last task for participants was to fill in the action plan to ensure that one or two ideas would be implemented at their schools. Action points need to be achievable and widely endorsed and it is important that everyone works together.

Action plan! The steps I will take to put into practice/further develop what I have learnt at this training:

When I arrive home ...

Next week ...

Next month ...

In half a year ...

Afterwards ...

4.3.4.5 Module 5: Teach me

Although none volunteered to participate and share his experiences in the module “Teach me” this spontaneously happened especially during the module “Whole school approach” at last activity. There was also the poster on the wall, on which everyone could post ideas of the recommended literature, websites or other material which is useful for intercultural education. It is evident that there is a lot of material available but it takes time and effort to find it because it cannot be found in one place or in a few places, concerning websites.

The content of the poster is put in Appendix 6.

4.4 Applicability of the results of the project in the Slovenian environment

As it has been already mentioned the migration topic is not a part of teachers’ training in Slovenia. Teachers therefore have very little knowledge about current migration flows and migration policy in Slovenia. For that reason it would be necessary to give them some basic information about the situation in Slovenia (some statistical data and legal frameworks). Practical activities included in TTC in Berlin are all also appropriate for Slovene teachers.

The module Cross-cultural competences is very practically structured. All activities included would be suitable also for teachers training in Slovenia.

The third module (Managing cultural and linguistic diversity) gives priority to the language and identity. When a migrant pupil comes to Slovenia he doesn’t speak a language of instruction at a new school. Among Slovene teachers there is an opinion that a migrant pupil should learn Slovene language as fast as possible but at the same time they forget the importance of pupil’s mother tongue. Many of them share the opinion that it is impossible to have a good language proficiency in more than one language. Teachers are not aware of the

importance of mother tongue as a significant part of one's personal identity. From this point of view the whole module is very convenient for Slovene teachers.

The module Whole school approach is - as the title shows – aimed at everybody working at school. It would be very useful if it was implemented for the entire school staff, especially leadership. It is often heard that Slovene teachers are those responsible for successful integration of migrant pupils but it is evident that each person working at school must contribute to a favorable climate. The school management is therefore very welcomed to join this module and consequently influence a positive school atmosphere.

The Teach me module is always very good accepted among teachers and Slovene are not an exception. As it was recognized through the teacher training course in Berlin it would be better to implement examples of good practice into other modules not the separate one.

5 CONCLUSIONS

Through writing this thesis it was confirmed that the increasing diversity of our society produces a need for more knowledge-sharing on the nature and effectiveness of cultural and social integration processes in Slovenian primary schools. There is no doubt that there have been many actions going on lately (in the last 10 years) which have been focused on intercultural education, but it is also obvious that this is not enough. Slovene school system is still too rigid and theory and practice are often far apart. What should be done to change the situation in Slovenian school system to improve the current, possibly unequal, opportunity-situation in the area of education and to encourage inclusion not exclusion? The answer is definitely to have well educated teachers. In the thesis I tried to find the position of intercultural education in Slovenian primary schools and at the same time give a possible answer on how to improve intercultural competences of primary school teachers.

After analyzing documents which cover people's rights in general and primary school curriculum I discovered that attitudes towards intercultural education have changed lately resulting in more active inclusion of it in daily school life. There were several studies conducted which showed that the population of Slovenian pupils is more heterogeneous concerning cultural background than the general opinion presumes. This requests additional professional skills from teachers. This was also confirmed by research in the international project MIRACLE - »Migrants and Refugees – A Challenge for Learning in European Schools« where teachers were asked to fill a questionnaire about diversity in their classes. It is evident that pupils with migrant background show the most cultural difference in comparison with the majority of pupils. In theory, students with migrant background have the same opportunities as others, but in practice they are a disadvantaged group with lower grades at school and are often the target of mocking. On the other hand, in practice they should have special status, not as special needs pupils, but as normal children with a language deficit, because the language of instruction is not their first language. It is a fact that even if they don't speak Slovenian, they don't have many learning adjustments except two years of special grading. Teachers are therefore very insecure about how to treat them and worried about violating the law. A significant document that announces changes (but is not the law) is *Guidelines for including immigrant children in kindergartens and schools*. It would be interesting to research how many teachers know about this document and take this document into account in their work. The impression is that most teachers recognize the heterogeneity of

classes they teach, but because it is not legally determined, they or their schools don't show enough willingness for further education. That was also recognized in Brezovica pri Ljubljani primary school with approx. 70 teachers employed there. The trial course was attended by only four of them. The others were not interested in the course.

A big step towards intercultural education is changing the school curriculum. I was focused on general aims in curriculum for all school subjects in primary school and noticed that the majority of experts who renovated it are aware of importance of intercultural education, but at the same time it is often heard that school books are still full of content which is not appropriate and is full of stereotypes, prejudice and even incorrect information about other cultures. It is obvious that many school books are written by experts who do not encourage intercultural dialogue; on the contrary, they sometimes even promote negative perception of others. Within the curriculum, the integrated intercultural approach is important in order to help children develop the ability to recognize inequality, injustice, racism, prejudice, etc. and teach them how to respond. The integrated approach refers to the inclusion of examples and case studies from different cultures in as many teaching subjects as possible.

Moreover it would be interesting to research how teachers who didn't get any professional training about intercultural education during the study and later in their professional career understand this term or the term "intercultural dialogue". A good option, in my opinion, is to adopt a legal framework that would provide teachers with additional training and change their often incorrect view of intercultural relations and intercultural education. Pupils with migrant background would not be viewed as a problem anymore (how to explain class material if they don't understand or speak Slovenian well; how to evaluate them; how to motivate them for better school achievements), but a challenge and opportunity for other pupils to understand the wider world, accept others, be tolerant and respectful.

During the project MIRACLE I recognized that intercultural competences have a very wide range and cannot be achieved in a one-day training course, but on the other hand, they are very universal and are the same for all teachers no matter where they come from. Apparently all teachers face very similar problems and obstacles in their school practice. It has to be stressed that all teachers participated in both courses – the trial course in Slovenia and the final course in Berlin – voluntarily because they felt the need for further education in order to improve their teaching and at the same time to exchange school practices. The key question in

the project was: What are the skills and knowledge that teachers need to possess when teaching in a heterogeneous class? It was found that there are many themes which could be interesting and educational so we had to limit their number. I think the final set of themes was adequate because it covered all the most important topics when talking about intercultural education and intercultural competences. All modules gave participants the opportunity to determine prejudice and stereotypes that they are often not even aware of. In my opinion they were implemented well enough and gave teachers the basic knowledge how to promote the values of cultural pluralism, human rights, equality, non-discrimination, non-violence, and responsible/active citizenship.

When the discussion in the course was about the cultural identity of the individual, we agreed on the importance of mother tongue. On the contrary, through discussions with teachers, short interviews, my observations and analysis of questionnaires, the hypothesis that there is too little done for preserving mother tongue in Slovenian primary schools (if it is not Slovenian language) was proved to be correct. Many teachers are not aware of the importance of pupils' mother tongue and they encourage only learning and use of Slovenian language although at the expense of pupils' mother tongue. Bilingualism is not seen as an added value. Only a few Slovenian schools are providing extra mother tongue lessons for Non-Slovenian pupils, which are co-financed by the Ministry of education, science, culture and sport. Teachers' view of bilingualism would definitely change if they were informed about the latest surveys on importance of mastering the mother tongue.

Apparently more and more teachers are aware of the necessity of intercultural education, but the school leaderships in many cases aren't. Their attitudes and initiatives have a lot of influence on school climate. Many teachers complained that they miss concrete support by their headmaster, for example, organizing teacher training courses for the whole school. In general opinion, the domain of intercultural education is the responsibility of teachers of Slovenian language and partly other humanistic subjects, but not natural science subjects. It is also true that there are almost no seminars organized, which is a matter of concern. The question is why. Lack of initiatives, money or maybe experts?

Teachers who filled questionnaires asked for more teaching/learning material for successful work in heterogeneous classes. It was obvious after both courses (in Ljubljana and in Berlin) that there is quite a lot of material developed - teaching units and other didactical material -

but it is very dispersed and it takes a lot of time for teachers to find it. This prevents some teachers from implementing it into their teaching practice. Concerning Slovenia it would be very useful if there were a website which would cover the list of useful literature sources and didactical materials. Teachers would also have an opportunity to exchange ideas and experiences. This would be a good way for self-education which wouldn't be time-dependent.

We cannot neglect another important facet of intercultural pedagogy: self-reflection. More precisely, this encompasses questioning people's own patterns of perception and behavior and trying to avoid ethnic ascriptions and tendencies of homogenization concerning discrimination. All participants who joined the courses expressed a very high level of sensibility and respect towards "others", but at the same time I dare to say there will always be some teachers who, despite participating in courses, won't accept new and different approaches in pedagogy.

It is a fact that teachers with their innovative teaching approaches are not enough to raise responsible, open-minded, respectful pupils. Examples of good practice showed that collaboration with parents and their education is very important, as well as cooperation with the local community and various organizations.

I can conclude that a good educational system nowadays cannot exist without intercultural education. For its implementation it is necessary to educate teachers. The key question of this thesis was: How to encourage and educate Slovenian teachers to become competent enough to successfully implement intercultural education in everyday school practice? At first teachers must recognize diversity in their classes and consequently a need for additional professional training. At this point the school leadership has a significant role. Through this thesis it was proved that one of effective options can be a teacher training course as it was implemented within the project MIRACLE. Currently, I am afraid that the situation won't improve because of difficult economic situation in Slovenia. The consequent lack of financial resources will lead to voluntary self-directed learning becoming even more desirable.

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7 APPENDIX

Appendix 1

Questionnaire for teachers in elementary school

This questionnaire was developed by a consortium of different stakeholders in the EU, who are going to develop a teacher training course. We would like to ask you to take a little time and to fill in your answers. The answers of ca. 200 teachers will be the base for the development of different course modules.

1. IN GENERAL

1.1 In what kind of school are you working/teaching? (system)

1.2 Which subjects do you teach?

1.3 How old are the pupils you are working with?

1.4 What is your understanding of “a pupil with migration background”?

2. CLASS COMPOSITION

2. How are your classes composed considering

- migratory background? (% of pupils with migratory background/ % without)
- gender? (% females/ % males)
- social-economic background? (% rather privileged/ % rather not privileged)
- other? ()

3. CHALLENGES

3.1 What kind of challenges do you face in your daily teaching?

3.2 What challenges do you face because of the heterogeneous composition of your classes and what special needs do you have? Please, refer to your personal experience.

3.3 What challenges do you face in your daily teaching...

a) with regard to pupils who belong to a minority? **Please, refer to your personal experience.**

b) with regard to pupils who belong to the majority? **Please, refer to your personal experience.**

3.4 What is needed to meet the above mentioned challenges (see point 3.2 and 3.3)?

What kind of support would be helpful

a) for teachers?

b) for pupils who belong to a minority?

c) for pupils who belong to the majority?

4. MOTIVATION

4.1 Are there any activities connected with the topic of migration in your school? What are these?

4.2 Thinking of pupils with migration background. What needs to be considered to maximize their motivation?

4.3 Do you already pursue some activities? What are the steps you have taken to increase the motivation?

4.4 How do you see the role of the parents in maximizing the motivation of migrant students?

5. TEACHER TRAINING COURSE

5.1 Please think of the needs teachers, minority and majority students have in heterogeneous classrooms. If there were a teacher training course designed for teachers, what should be the contents of such a course?

5.2 What kind of offers should be in this teacher training course regarding the skills and the attitudes of the teachers?

5.3 The training course should also deal with the comprehensive topics flight and migration. Regarding these topics – what could be useful for a teacher and his/her daily teaching?

6. LEARNING MATERIAL – EXERCISES FOR LEARNING

6.1 How should learning material for elementary school pupils look like – considering the topics flight and migration?

- What could be sub-topics which are linked to flight and migration?

What could be the didactical approach of the topics flight and migration in elementary schools?

- How should learning material look like to motivate especially pupils with migratory background?

6.2 Do you know about already existing learning/teaching materials? If, yes, what kind of? Where can you find them? What is your personal experience with their use?

7. YOUR PERSONAL INTERESTS - concerning the topics flight and migration

Are you interested in one or more of the following aspects, which could be contents of a training course?

Which? Please make a check mark after the sentence.

- a) Material/methods which deal with the topic of migration that I can use in my daily teaching.
- b) Explanations/practical approaches how to deal with the diversity situation in my class.
- c) There should be roleplays etc. with the help of which I can understand and learn to handle misunderstandings and conflicts in class that can arise from different convictions/values (due to different cultural/social backgrounds).
- d) I would like to get information on the living situation of refugees and their rights/duties in the European Union.
- e) I would like to know what to do, in case one of my pupils faces the risk of being deported.
- f) I would like to get detailed and differentiated knowledge about the reasons why people leave their countries and come to Europe.
- g) I would like to know more about the historical implications of countries which loose inhabitants and those which receive people, i.e. colonialisation.
- h) I would like to know more about different EU policies towards migrants/refugees (i.e. the agency FRONTEX for protecting the EU borders).
- j) other:

Thank you very much for your support!

Appendix 2

The schedule of the trial course at Brezovica Primary School

hour/day	Friday, 15. 4.	hour/day	Saturday, 16. 4.
8.45	Registration	8.45	Coffee, tea
9.00- 9.30	Introductory words, presentation of the project MIRACLE and the trial course (Kristina Toplak, Mojca Vah Jevšnik and Špela Čekada Zorn)		
9.30- 12.00	Migration (Facilitator Mojca Vah Jevšnik): Migration and Welfare states 1. Introduction 2. Work in groups 3. Defending the argument and discussion 4. Evaluation Break Migration and integration 1. Introduction to the topic; short video clip (youtube) 2. Discussing controversies of integration and multiculturalism: 1) Article: France sends Roma gypsies back to Romania 2) Article: European court confirms headscarf ban in school no violation to rights	9.00- 12.00	Cross-cultural competences (Facilitator Kristina Toplak): 1. Introductory Exercise: "I am the only one, who..." 2. Crossing Culture: Bringing up challenges and difficulties of participants concerning "culture" Break 3. Cultural Norms: Visitors and guests 4. In-put stations and silent discussion: Input Walk 5. Evaluation

	<p>3. Discussion: The role of teachers in facilitating integration of immigrant children into the school environment.</p> <p>4. Exchanging good practices, suggestions, ideas.</p>		
12.00-13.30	Lunch	12.00-13.30	Lunch
13.30-17.00	<p>Whole school approach (Facilitator Špela Čekada Zorn):</p> <p>Themes</p> <ol style="list-style-type: none"> 1. Policy, leadership, management 2. Staff, recruitment, professional development 3. Attitudes, school environment 4. Language acquisition (second language, home language) is promoted effectively 5. There is equity in attainment and progress, admission, attendance, discipline and exclusion 6. Curricula 7. Parents involvement is encouraged and supported 8. Community partnerships are fostered 9. The school promotes active citizenship among students. 	13.30-17.00	<p>Teach-Me (discussing, sharing the experiences, teaching materials)</p> <p>Final evaluation</p>

Appendix 3

Building a House for Diversity - The Giraffe and the Elephant

By: R. Roosevelt Thomas, Jr with Marjorie I. Woodruff, American Management Association, New York, 1991⁷⁴

In a small suburban community just outside the city of Artiodact, a giraffe had a new home built to his family's specifications. It was a wonderful house for giraffes, with soaring ceilings and tall doorways. High windows ensured maximum light and good views while protecting the family's privacy. Narrow hallways saved valuable space without compromising convenience. So well done was the house that it won the national Giraffe Home of the Year Award. The home's owners were understandably proud.

One day the giraffe, working in his state-of-the-art wood shop in the basement, happened to look out the window. Coming down the street was an elephant. "I know him," he thought. "We worked together on a PTA committee. He's an excellent woodworker too. I think I'll ask him in to see my new shop. Maybe we can even work together on some projects." So the giraffe reached his head out the window and invited the elephant in. The elephant was delighted; he had liked working with the giraffe and looked forward to knowing him better. Besides, he knew about the wood shop and wanted to see it. So he walked up to the basement door and waited for it to open. "Come in; come in," the giraffe said. But immediately they encountered a problem. While the elephant could get his head in the door, he could go no farther. "It's a good thing we made this door expandable to accommodate my wood shop equipment," the giraffe said. "Give me a minute while I take care of our problem." He removed some bolts and panels to allow the elephant in.

The acquaintances were happily exchanging wood-working stories when the giraffe's wife leaned her head down the basement stairs and called out to her husband: "Telephone, dear; it's your boss." "I'd better take that upstairs in the den," the giraffe told the elephant. "Please make yourself at home; this may take a while." The elephant looked around, saw a half-finished project on the lathe table in the far corner, and decided to explore it further. As he moved

⁷⁴ <http://www.amazon.com/Building-House-Diversity-Strategies-Workforce/dp/0814404634>.

through the doorway that led to that area of the shop, however, he heard an ominous scrunch. He backed out, scratching his head. "Maybe I'll join the giraffe upstairs," he thought. But as he started up the stairs, he heard them begin to crack. He jumped off and fell against the wall. It too began to crumble. As he sat there disheveled and dismayed, the giraffe came down the stairs.

"What on earth is happening here?" the giraffe asked in amazement. "I was trying to make myself at home." the elephant said. The giraffe looked around. "OK, I see the problem. The doorway is too narrow. We'll have to make you smaller. There's an aerobics studio near here. If you take some classes there, we could get you down to size."

Appendix 4

The schedule of the course

SUNDAY, October 16 th 2011	
Day of arrival	
MONDAY, October 17 th 2011	
Morning: Introduction Ice-breaks Key note: Historical and Contemporary movements to Europe (Dr. Paolo Ruspini)	Afternoon: Module: Migration
TUESDAY, October 18 th 2011	
Morning: Module Cross-cultural Competences (CCC)	Afternoon: Introduction of exercises and material dealing with flight/migration/cross-cultural competences Short introduction: German School System
WEDNESDAY, October 19 th 2011	
Morning: Visiting an elementary school in the district of Berlin Kreuzberg	Afternoon: Free time
THURSDAY, October 20 th 2011	
Morning: Managing Cultural and Linguistic Diversity (MCLD)	Afternoon: Introduction of exercises and material Our languages Languages in contact
FRIDAY, October 20 th 2011	
Morning: Module Whole School Approach	Afternoon: Introduction of exercises and material Course evaluation
SATURDAY, October 21 st 2011	
Departure time	

Appendix 5

The Story of the Animal School (Out of: Preparing our children for success by Rabbi Z. Greenwald)

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

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

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

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

The zebra stayed at home a lot because the ponies at school made fun of his stripes, which made him very sad.

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

The fish dropped out of school because he was bored. To him, all four subjects were the same. Nobody could understand that because they had never been a fish.

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

The duck?

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

The eagle?

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

The bear?

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

The zebra?

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

The kangaroo?

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

The fish?

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

The bee?

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

Appendix 6

Poster with ideas

TOPIC	TITLE	TO BE FOUND
<p>English „Easy Reader“: Teenage refugee’s journey Award-winning original fiction for learners of English. At seven levels, from Starter to Advanced, this impressive selection of carefully graded readers offers exciting reading for every student's capabilities. Arman, a teenage refugee, makes an epic journey across Europe, often in the hands of people smugglers. He lives and works as an illegal immigrant in the UK until one day love comes into his life.</p>	<p>Arman’s Journey by Philip Prowse</p>	<p>Cambridge University Press, also available with Audio</p>
<p>English „Easy Reader“: War torn country, loss of family, self discovery</p>	<p>Jojo’s Story by Antoinette</p>	<p>Moses Cambridge University Press, also available with Audio CD</p>
<p>English „Easy Reader“: three short stories – kid’s life back home and now in UK. The graded readers series of original fiction, adapted fiction and factbooks especially written for teenagers. Through different voices, this book explores the 'Two Worlds' of immigrants to Britain: the home they left and the home they are now in. The</p>	<p>Two Worlds by Helen Everett-Camplin</p>	<p>Cambridge Discovery Readers American English; Paperback ISBN: 9780521148887</p>

characters outline their reasons for leaving their home country and their impressions of the United Kingdom.		
Gender roles, the role of religion etc. (documentary about Muslim school girls in France during the time when the ban on headscarves is introduced)	The Headmaster and the Headscarves, dir. Elizabeth C. Jones (film)	
Inclusion and Diversity (primary, post-primary, special)	Toolkit for Diversity	http://www.educationsupport.org.uk/Teachers/ids/
About nationalities, languages, religions, distribution of water – if there were 100 people living on the world If the world were a village:	A book about the world's people (German: Wenn die Welt ein Dorf wäre) By: David J. Smith; Shelagh Armstrong	
Roleplay about a flight (available for adults as well as for children, in German only) Das Rollenspiel "Stationen einer Flucht" ist ein pädagogisches Werkzeug, um Erwachsene und Jugendliche für die Probleme des Flüchtlingsdaseins zu sensibilisieren, indem sie selbst die Rolle von Flüchtlingen annehmen.	Stationen einer Flucht (by UNHCR 1997)	http://www.unhcr.de/service/unterri
LTS website – lots of classroom ideas suitable for all children	Education Scotland Support and resources for learning and teaching Curriculum guidance, learning and teaching resources and examples of practice are still available on	http://www.ltscotland.org.uk/

	the LTS website.	
Classroom materials on flight and migration, made by the Ulster American Folk Park Museum in Northern Ireland	For example: <i>Moving On</i> is a specially designed classroom pack for teachers written around the needs of the Northern Ireland citizenship curriculum. It deals with pupils' personal experiences of migration, family migration and historical migration, finishing with an action project on current immigration issues. <i>Moving On</i> comprises clear, photocopiable, A4 resource sheets and a CD with further material. Ideal for Year 8 when pupils have 'moved on' to post-primary school, it explores Diversity and Inclusion within the Citizenship curriculum	http://www.nmni.com/uafp/Learning/Resources/Classroom-Materials