***SLOVAKIA***

***Building trust and connecting pre-school with different actors within the local community***

***INTER-CULTURAL CONFLICT IN A SCHOOL***

Learning objective

Participants will identify patterns of behavior and feelings of the persons, who are discriminating and are discriminated, as well as to what model belong the solutions to their conflict – Segregation, Integration or Co-existence.

Time 60’

Process

This exercise is better to be applied after the Trainer has presented the concepts of Social Organization Models for multi-cultural societies: Segregation, Integration and Co-existence.

After the exercise Trainer could present patterns of behavior and feelings of those who discriminate and those who are discriminated.

Trainer forms groups of 5 persons, 4 will play the roles implied by the situation and 1 person will observe their discussion and will report in plenary. The five roles are:

- The Mayor

- The School Director

- Representative of K minority (parent)

- Representative of Z minority (parent)

- Observer

Trainer distributes one copy of the situation description to each participant and roles description to each person playing the respective role. Observers receive an Observer Role to guide their observations and structure their presentation after role-play end.

Trainer gives 5’ for individual reading of handouts.

Trainer forms the groups of five and gives them 15’-20’ to held the meeting and solve the conflicting situation.

Trainer reconvenes the plenary and asks observers to present their findings. After each observer presentation, Trainer asks for comments or supplementary reactions from those who performed their roles.

Trainer summarizes discussions.

**Description of the Situation**

Two ethnic groups live in the Village X: Blue Eyes are the majority and Black Eyes are the minority.

Blue Eyes population is occupied in farming their own lands and some people have also jobs in the nearby city factories. Black Eyes population is generally poor, with a lower educational level and the majority of their people are working in part-time jobs in the construction field, in the nearby city. Black Eyes population lives across the small river that is like a border between Blue Eyes and Black Eyes inhabitants’ houses. Blue Eyes and Black Eyes population have few social contacts, but their children learn together in the Village X School.

According to the new Educational Law and the European Union requirements the Village X School can receive extra funds if a new educational module is introduced: a module on Black Eyes culture and traditions that all children, including Blue Eyes children should learn.

In order to start the educational program the agreement of Black Eyes and Blue Eyes parents is necessary. The director and few teachers worked out a beautiful module on intercultural education, including information on Black Eyes minority culture and traditions.

But when they present it in the parents meeting they have a big surprise: both Blue Eyes and Black Eyes parents are against this initiative. Some of Blue Eyes parents argue that their children do not need to waste their precious time with such a topic but is better to have more mathematics or new languages introduced in the School curricula. The parents of Black Eyes minority are concerned that tension will grow between the two communities because of this program. They do not want to be blamed that children learn less because they have to study their culture and traditions.

The Mayor wants to start this program because this means more financial support from central government, more money that could be used to support the Kindergarten or to buy new computers. The School Director wants also to introduce the new educational module on which he/she worked the last two months.

The Mayor decides to ask the School Director and the representatives of the two communities, one parent representing Blue Eyes community and one parent representing Black Eyes community to have a meeting. He/she hopes that together with the School Director they can persuade the parents to accept the introduction in the curricula of the new educational module.

Each role should be distributed only to the person performing the respective role

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Mayor Role

You are a very ambitious person. Your major interest is to find new sources of money for the School by introducing the new intercultural module of education. The School has received a very attractive proposal from the Ministry of Education. You hope to free from the local budget some money and support the Kindergarten or to buy new computers for the School. But you know that the School Director needs parents’ approval and you are concerned about Blue Eyes resistance. First of all you are a Blue Eyes yourself and you do not want to make them unhappy because you need the majority population votes in the next elections. At the same time you are concerned about possible clashes between the two ethnic groups, as happened in other Villages last year.

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School Director

You know from the newspapers and TV that there were some villages in which last year violent clashes opposed the two ethnic groups. You have developed the educational module and you are convinced that only knowing about each other culture and traditions is the key to build respectful and peaceful relations between the two ethnic groups, avoiding the risks of violent conflicts in the future.

You are also interested to buy new computers for he School and you hope that the supplementary money received from the Ministry of Education, if the new educational module is introduced in the curricula, will be used for that purpose.

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Representative of Black Eyes minority

You are a parent representing the Black Eyes minority. You think that the two minorities have found a peaceful way to live together, but there have been and still are tensions. In your minority group especially old people fear that the old conflicts may blow up again. Your strategy is not to get in the reflector light and try to adjust to the majority. You do not understand why having more computers at school is important, actually you do not want more computers because your children do not have computers at home to practice what they have learned at School. You do not want any conflict.

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Representative of Blue Eyes majority

You are a parent representing the Blue Eyes community. You are a doctor in this Village and your children study in this School. Your concern is about the quality of the school and how the children are prepared to face the challenge of continuing their studies in High School and University in the city. You know that most of Black Eyes children do not study further and this topic is not a priority for Black Eyes parents. You do not understand why Blue Eyes children should waste their time learning about Black Eyes culture and traditions. You feel that Blue Eyes are superior to Black Eyes, but you know that is not politically correct to show it directly. You want more computers and more education for your children on handling them.

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Observer Role

You will observe the meeting among the Village Mayor, the School Director, the Blue Eyes representative and the Black Eyes representative.

Please observe the following aspects and report in plenary after the exercise ending:

• What wanted each party to achieve? What were the common issues on which they agreed to discuss and solve?

• What have you noticed in Blue Eyes and Black Eyes representatives’ behavior?

• What do you think Blue Eyes and Black Eyes representatives’ felt?

• If they have agreed, to what pattern does the agreement belong: Segregation, Integration or Coexistence?