**Training Module**

**and materials for the training**

**for professional and general public**

***Advocacy, informing and awareness-raising***

***about the importance of pre-school education***

***and ensuring social justice in education and training***

**Prepared by:**



**2016**

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**1. Theoretical background**

The training module is addressed to teacher trainers working with ECEC professionals.

This training module presents background, theory, and activities needed to conduct training on advocacy, informing and awareness-rising about the importance of pre-school education and ensuring social justice in education and training for adults, specifically those whose everyday work affects the lives of Roma children.

It is based on the training module of the International Step by Step Association (ISSA) “EDUCATION FOR SOCIAL JUSTICE: Training manual for adults” (2005).

The disadvantaged position of Roma in European societies cannot be overcome unless equality of opportunity and access to quality education is guaranteed for Roma children. And, pre-school education is extremely important as an effective means to establish the basis for further learning, preventing school drop-out, increasing equity of outcomes and overall skill levels.

Given the evidence, there is little doubt that pre-primary education for low income and ethnic minority children can contribute importantly to combating the educational disadvantages of low income and minority children, if certain conditions are met. The intercultural learning and combating discrimination should be explicitly recognized as priorities of the education process and should be a key element of inclusive school ethos.

To reach that, all teachers, and particularly those working in pre-schools in ethnically mixed classes, have to receive specialized training on anti-bias education, with a special regard to Roma.

**Education for Social Justice** is an active/activist approach to challenging prejudices and stereotypes. It is not sufficient to say one is not prejudiced and to stand by as an observer. It is necessary for each individual to actively intervene, challenge, and counter the personal and institutional behaviours that perpetuate oppression.

This training helps participants to name and voice issues related to prejudices and oppression, emphasizes the strategies and personal commitment needed to take person and institutional action, and, introduces participants to the concept of alliance building (acting as allies).

**Social Justice** is the general socio-ethical principle. This includes values ​​such as equal rights, human dignity, social solidarity, etc. **Social Justice** means a relatively equal distribution of resources among all members of society to respond to the needs. Implementationof **social justice** is the process of creating an equitable society through challenging prejudices, stereotypes, and the institutions that create and maintain oppressive structures in a society.

**Social justice as goal:**

* Full and equal participation of all groups in a society
* Distribution of resources is equitable and all members are physically and psychologically safe and secure
* Individuals are both self-determining and interdependent
* Social actors with sense of their own agency and sense of social responsibility toward others and society as a whole

**Social justice as process:**

* Democracy
* Participation
* Inclusion
* Affirmation of human agency and human capacities for working collaboratively to create change

**Conceptual Foundation**

**Areas of Understanding**

The training part about Social Justice is built around three areas of understanding: **Naming, Voicing, and Building Allies**. These three areas represent the conceptual or theoretical foundations of the training.

It should be recognized that while naming begins the process of understanding, the three aspects are iterative in nature and not linear. For example, while ‘naming’ may be the focus of a particular activity, ‘voicing’ could be a secondary focus.

**1. Naming**

The process of healing from and dealing with oppression begins by naming it – putting language to the experience. It is important that we all understand (both target and non-target groups) that we have been taught and told misinformation about others and ourselves. To heal from the past we need to create an inclusive and equitable future. To do so, we must learn to process new meanings, through affective understanding coupled with recognition of accurate cognitive information.

We need clear and appropriate language in order to identify the real problems – to name reality in clear and concrete ways. Once reality is named, or exposed, we can move towards building critical consciousness and setting the stage for action.

**2. Voicing**

Voice is the notion that those who are traditionally silenced and/or disempowered begin to be actively involved through dialogue. Voice involves ‘speaking out’ on issues, ideas, and feelings that affect our lives.

Voice suggests having meaningful input, leading to a sense of ownership and empowerment. Through ownership and empowerment comes the ability to act and, ultimately, to influence the destiny of oneself and others. The process of gaining and using voice supports the development of critical consciousness.

**3. Building Allies**

Rather than understanding how diversity enriches a community, people have often been divided from each other based on differences, whether these be economic, cultural, religious, or other observable or perceived characteristics.

Consequently, the dominant and subordinate groups are alienated from one another. There is a need to heal from the hurts of oppression and to notice how we have been divided from each other. In addition, there needs to be a focus on the reality that we are all inherently eager to be allies to each other, to work towards eliminating oppression, and to stand up in the face of injustice.

The process of building allies assumes that all people in your own group, including you, want to be allies to people in other groups. Assume that you, in particular, are good enough and smart enough to be an effective ally. The process of building allies moves us through a process of reflection, dialogue, silence, and eventually concrete action.

**2. Outcomes for the training**

**Participants will:**

* raise awareness of the importance of pre-school education
* gain deeper understanding about the main children rights documents and EU regulations influencing pre-school education, especially for Roma children.as basic for advocacy actions
* increase their knowledge about importance of quality and equality for pre-school education connected with the ISSA Principles of Quality education
* raise awareness of the role of social justice in the strengthening of an inclusive society and providing quality education
* increase their knowledge, understanding, and sensitivity of mechanisms which perpetuate and maintain systems of domination,
* gain an increased understanding of stereotyping, the way what leads from stereotypes to oppression, and will develop the skills to deconstruct stereotypes,
* increase their understanding and respect for diversity
* make a commitment to the process of building capacity for personal, professional, and institutional transformation.
* learn how to apply strategies that will assist in transforming their personal and institutional environments
* act more actively in their local communities against injustice and to promote social inclusion.

Training includes a combination of presentation of theory and participant activity. Activity includes individual work, as well as small and large group activities. The training is intended to stimulate intellectual thinking, as well as personal responses. Time for reflection is embedded in the agenda.

**3. Activities**

**Training Agenda:**

|  |  |  |
| --- | --- | --- |
| **Day 1** | **Activity** | **Timing** |
| **Session 1** | **1. Introduction** |  |
| a. Greeting, Warm-Up and Logistics | 20 min |
| b. Outcomes and Review of the Agenda | 10 min |
| c. Expectations | 20 min |
| d. Lifelong Guidelines | 30 min |
| **2. Importance of pre-school education and legal framework for it** |  |
| a. Defining pre-school education in different countries. | 20 min |
| b. Access to pre-school education connected with children’s right documents and EU regulations | 20 min |
| **Session 2** | c. The hierarchy of legislation | 15 min |
| d. The benefits of early childhood education | 30 min |
| e. Quality and equality of preschool education connected with the ISSA principles of quality education | 20 min |
| f. Blaming the victim | 60 min |
| **Session 3** | **3. Concept of social justice. The role of education in the strengthening of social justice.** |  |
| a. Target, Non-Target | 30 min |
| b. Associations “Social justice” | 30 min |
| c. Social Oppression Matrix | 5 min |
| d. Discussion “Issues of social justice in education” | 30 min |
| e. Never ever | 40 min |
| Closing for Day 1 | 15 min |

|  |  |  |
| --- | --- | --- |
| **Day 2** | **Activity** | **Timing** |
| **Session 1** | **4. Stereotypes as a seeds of segregation** |  |
| a. Greeting, Warm-Up and Logistics | 20 min |
| b. Answers to questions from Day 1 | 10 min |
| c. Leila and Mohamed | 30 min |
| **5. Support to diversity, acceptance of the different** |  |
| a. Lemonland | 60 min |
| **Session 2** | b. Need Inventory | 20 min |
| c. Needs in relation to Roma minority | 40 min |
| **6. Building allies for promoting social justice** |  |
| a. Cheating game | 30min |
| b. Cycles of Violence | 60 min |
| **Session 3** | c. Characteristics of an Ally | 30 min |
| d. Sculptures | 20 min |
| e. Language of Positive - Action Plan | 50 min |
| Closing for the training | 30 min |

**DAY 1**

**1. Introduction**

**a) Greeting, Warm-Up, and Logistics 20 min**

The welcome and introduction are important as they set the tone for the training. Be sure to introduce yourself in some detail so the participants know something about you both professionally and personally. Then use a short **warm-up activity** to encourage people to meet, get to know and start talking to each other.

Inform the participants of any **logistics**, such as:

* location of washrooms
* use of facilities in the training centre
* times for meals and any special events
* turn off mobile phones

**b)** **Outcomes and Review of the Agenda 10 min**

Review the outcomes for the training **-** what participants will know, feel, and be able to do as a result of the training. It is good to have PP slide for it.

**c)** **Expectations 20 min**

***Materials required: post-it notes or ‘leaves’, markers, chart paper, glue, drawing of the tree.***

1. Give participants 3 ‘leaves’ - pieces of paper in different colours.

*2.* Tell them that you, as a trainer, need to know their expectations. Ask them on the first piece of paper, tell us your expectations for the training. Write on it: *I would like ….*

* On the second piece of paper, write: *I would not like….*
* On the third piece of paper, write the main expectation you have for yourself: *I would like to learn …*

3. Once they have finished writing, ask them to share their expectations, have each person express his/her two expectations to the large group and, if possible, put their post-it up on the appropriate chart paper (tree).

4. The expectation about what they *would not like* should be kept private from the large group. Participants can fold up the paper with this expectation and ‘put it in their pocket.’

5. Post the tree with participant expectations and refer back to them, time permitting, at the end of the training.

**d) Lifelong Guidelines 30 min**

***Outcome:*** *Participants will follow norms conducive to healthy interaction during the training session.*

*Participants will experience the effects of positive communication when norms are established and followed.*

***Materials required: paper, markers, chart paper, multi -fix***

1. Ask participants to consider this question: “What do I expect from my significant others [spouse, partner, children] in order for us to live in harmony with each other?”

2. Individually, have participants think about FIVE things that they feel are most important and write them down.

3. Tell participants that they are now going to work in small groups of three or four people. Explain that in any group there are norms that are explicitly or implicitly established. These norms establish a culture which determines how people interact with each other.

4. Ask groups to discuss, do they have similar expectations. Together they create their list of 5 expectations. Ask groups to present their work.

**5.** Put up the PP slide Lifelong Guidelines (**hand – outs 1.d.1 “Lifelong Guidelines” and 1.d.2.“Skills to Support Lifelong Guidelines”**).

6. Make comparing what the groups reported with the Lifelong Guidelines.

**7.** Explain that in any environment (home, school, workplace) these Lifelong Guidelines are highly effective in creating a safe and cooperative learning environment.

**8.** Ask the group to point out the similarities. Then add any top priority characteristic that may not be in the Lifelong Guidelines. [Note: This rarely happens but it can.]

**9.** Once you have completed the exercise on Lifelong Guidelines and Life skills, invite the group to commit to these Guidelines for the training.

These Guidelines are intended to establish a positive, cooperative, safe and supportive learning environment for the remainder of the training.

Emphasize that everyone will be involved in intense cognitive and emotional work over the course of the training.

**10.** Have everyone show a ‘thumbs-up’ (or raise their hands) to show their commitment.

**2. Importance of pre-school education and legal framework for it**

***Outcome:*** *Participants’ will gain increased awareness about the results of national and international research/surveys, which show the importance of pre-school education*

***Materials required: markers, chart paper***

**a. Defining pre-school education in different countries 20 min**

***Outcome:*** *Participants’ will gain increased awareness about the differences in defining pre-school education in different countries.*

1. Participants in the small groups (by countries) define what is meant by pre-school education in each country and write it down on the chart paper. Ask participants to mention such characteristics as age of the children, provider and financer of services, and organization of the process.

2. Country teams present their work to whole group.

3. After presentations, in the group discussion pay attention to similarities and differences among countries.

**b. Access to pre-school education connected with EU regulations 10 min**

***Outcome:*** *Participants’ will gain increased awareness about main children rights documents and legal framework of pre-school education as basis for advocacy actions.*

1. Put up the PP slide of the main Children’s rights documents and provide **hand-out 2.b**. Briefly inform participants about the four basic principles which summarize the foundation for work with young children:

* the right to live, survival, and development;
* the right to non-discrimination;
* the best interest of the child as a primary consideration in all actions concerning child;
* respect for the views and voices of the child.

2. Put a stress on the educational goals defined in the UN Convention of the Children Rights as:

»The education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.”

3. Provide the slide with information about, and the the COUNCIL RECOMMENDATIONS of 9 December 2013 on effective Roma integration measures in the Member States ***Access to education*** in particular:

1.3. Take effective measures to ensure equal treatment and full access for Roma boys and girls to quality and mainstream education and to ensure that all Roma pupils complete at least compulsory education. This goal could be attained by means of measures such as measures:

(a) eliminating any school segregation;

(b) putting an end to any inappropriate placement of Roma pupils in special needs schools;

(c) reducing early school leaving (1) throughout all levels of education, including at secondary level and vocational training;

(d) increasing **the access** to, and **quality** of, early childhood education and care, including **targeted support**, as necessary;

(e) considering the **needs of individual** pupils and addressing those accordingly, in close cooperation with their families;

(f) using **inclusive** and tailor-made teaching and learning methods, including learning support for struggling learners and measures to fight illiteracy, and promoting the availability and use of extracurricular activities;

(g) encouraging greater parental involvement and improving teacher training, where relevant.

4. Discuss with participants about the understanding of the term “Access to education”, and point on the widespread myth that “access” is provided if education is allowed. Confirm it with quotation from COUNCIL OF EUROPE COMMITTEE OF MINISTERS **Recommendation CM/Rec(2009)4 of the Committee of Ministers to member states on the education of Roma and Travellers in Europe:**

**II. Structures and provision for access to education**

10. **Attendance of preschool** education for Roma and Traveller children **should be encouraged**, under equal conditions as for other children, **and enrolment in preschool education should be promoted** if necessary by providing specific support measures.

**c. The hierarchy of legislation 15 min**

***Outcome:*** *Participants’ will gain increased understanding about the main principles and importance of the hierarchy of legislation.*

***Materials required:*** *Envelops with the strips of paper with the names of the different regulatory documents.*

**1.** Divide participants in the groups.

**2.** Each group receives an envelope with strips of paper with names of the different regulatory documents on them.

**3.** The task for each group is to arrange the names of the regulatory document in the hierarchical order beginning with the strongest document in the top. Give time for groups to discuss and

**4.** When the groups have completed the task, compare results by showing the right hierarchy step by step, beginning with the strongest document which is constitution of the country.

**5.** Explain to participants, that legislation is categorised by what is known as ‘legal force’. Legal force refers to the properties of legal norms, one piece of legislation being subordinate to another (i.e. one with greater legal force). In a situation involving legal norms with different legal force, the weaker norm may not contradict the stronger one, and the stronger norm may override the weaker one.

**d. The benefits of early childhood education 30 min**

***Outcome:*** *Participants’ will gain increased understanding about the main direct and long term benefits of early childhood education for different members of society.*

***Materials required:*** *chart paper, markers.*

1. Divide participants in 3 groups.

2. Each group has to discuss and write on the chart paper benefits of pre-school education for one target group:

1 group – benefits for children,

2 group – benefits for parents,

3 group – benefits for society.

3. Present the results to whole group, let others groups to add something if they are willing.

4. Put up PP slide with researches’ results and compare with results gained through the group work.

Stress the attention of the participants, that benefits can be gained only by providing **quality** education.

**e. Quality and equality of preschool education connected with the ISSA principles of quality education 10 min**

***Outcome:*** *Participants’ will gain increased awareness of the ISSA Principles of Quality education especially on the inclusion, diversity and values of democracy.*

1. Discussion about the quality is always present. Put up the PP slide with seven focus areas which are crucial to ensure high quality support for children’s development and learning:

1. Interaction
2. Family and Community
3. Inclusion, Diversity and Values of Democracy
4. Assesment and Planning
5. Teaching Strategies
6. Learning Enviroment
7. Professional development

and briefly inform participants about ISSA Principles of Quality education.

2. Stress attention to the focus area of Inclusion, Diversity and Values of Democracy. It is crucial that everyday practice reflect the beliefs embraced in the UN Convention on the Rights of the Child . The educator serves as a model and assures that through everyday experiences, children learn to appreciate and value diversity and to develop the skills to participate as an individual and as an equal member of the community.

3. Also, stress attention to professional development of teachers. Confirm it with quotation from COUNCIL OF EUROPE COMMITTEE OF MINISTERS **Recommendation CM/Rec(2009)4 of the Committee of Ministers to member states on the education of Roma and Travellers in Europe:**

19. Educational authorities should ensure that **all teachers**, and particularly those working in ethnically mixed classes, **receive specialised training on intercultural education**, **with a special regard to Roma** and Travellers. Such training should be included in officially recognised programmes and should be made available in various forms, including distance and online learning, summer schools, etc.

20. **Teachers working directly with Roma** and Traveller children should be adequately supported by Roma or Traveller mediators or assistants and **should be made aware that they need to engage Roma** and Traveller **children** **more in all educational activities** and **not de-motivate them by placing lower demands** upon them and encourage them to develop their full potential.

**f. Blaming the victim 60 min**

***Outcome:*** *Participants will gain increased awareness of the effects of being in a privileged as compared to a disadvantaged group. Participants will gain a greater understanding of power and power relationships.*

***Materials required:***  *Three (or 2 x 3) cards with numbers (single number 1, 2 and 3 on each), scissors, materials e.g., tape, straws, play dough, newspapers, magazines, cartoon boxes, toothpicks, paper wipes etc.*

**1.** Begin by dividing participants into three groups. If you have a large number of participants, you could have six groups, two of each type.

**2.** Each group choose one card with numbers 1, 2 or 3.

**3.** Each group gets a set of materials:

- Group I has everything in abundance, even more than needed

- Group II has exactly what it needs

- Group III has a minimal amount of materials and the materials it does have are in bad condition (for example, scissors are not sharp).

**4.** Tell participants:

*I am giving each group a set of building materials. Your task is to create as high and stable a building as possible out of the straws, newspaper and other materials you have received. I will come around while you work to check on your progress and let you know how much time is remaining for the activity.*

**5.** While the participants are working, go around praising the group (Group 1) that received the most materials and comparing their work to others in a favourable manner. For Group 2 you can be minimally supportive. From Group 3 you can take away what they have, suffocate every attempt to be creative, blame them for poor work, and so on. It is desirable to give the participants in Group 3 instructions and feedback in such a way that they find it difficult to understand you (for example, speak softly, be incomprehensible, or give them semi-information... everything that could irritate them).

**6.** When the groups are finished, have them exhibit their work. Choose the best one. Encourage the ‘deprived’ group (Group 3) to object. Ask others why this unsuccessful group should be complaining. Whose fault is it?

**7.** Then stop the game. Apologize to the group that suffered and thank them for their contribution. Direct the discussion with the following questions:

* How did you feel during the activity? [Note: Try to keep them thinking about their feelings for as long as possible.]
* How does this relate to what happens in schools/ pre-schools? (For example, think about how it would feel to be the child that starts school without skills in the majority language.)

**8.** To further summarize the activity, you might choose to give participants a few minutes for ‘free talk.’ You may also choose to give participants **Hand- out 2.f**.as a focus for their talk.

**3. Concept of social justice. The role of education in the strengthening of social justice.**

**a) Target, Non-Target 30 min**

**Outcome:** *Participants will become more aware that issues of social justice is concerned to everyone, will experience how privilege operates in everyday culture and how likely it is that at least one of the basic oppressions will affect a person.*

***Materials required:*** *The table with examples, hand-outs “Glossary”.*

This is a major activity to which you will link theory on oppression. On an affective level, participants will need to be reminded of the importance of emotional release.

As a trainer, you may need to develop your own set of examples and text to facilitate this activity. It is important that some examples are specific to the country or context in which you are working. For example, Albanians living in Macedonia would be targets and the Macedonians would be non-targets.

**1.** Have participants stand. The following represents the text you need to process this activity.

**2.** Tell participants:

*I want to begin by reminding us all about the need for confidentiality. After this exercise no one will bring up an issue or item to another participant. Neither will we talk amongst ourselves about how other people participated or reacted during the activity.*

*I also want to be clear that if you are not ready to disclose something about yourself – do NOT cross the line. You may feel terrible that you are not crossing the line, but it is really OK to lie in this instance.*

*For some people this exercise can be very emotional. I want you to feel free to fully express your emotion - to let it go. The only thing we are going to ask you is, please do NOT leave the group. If you run away from the emotion, we will have to stop the exercise. We will have to go after you, so please stay with us. Isolation colludes with oppression. If you feel overwhelmed, please stay with us anyway.*

*This is a non-verbal exercise. We will take time at the end to process. However, during the activity itself there must be absolute silence. Please resist the temptation to laugh or talk or encourage others to cross the line with you.*

*You must always make a choice. No one stands in the middle. If, in some case, you have experienced*

*‘both,’ you need to decide which side to be on by answering the following questions: Did it have an*

*impact on your life? Which had more impact on your life? And/or which one occurred in your youth?*

*I am going to have the non-target on my right and the target on my left. I am going to ask you to move across as I give the categories. We will cross in silence.*

**We will start with the most obvious of categories, men on my right, women on my left. Please come closer to the center of the room and line up across from each other. Make as much eye contact as you can with people across the line from you as I talk for a minute or two about this oppression. I understand that this may push some cultural patterns.**

This is the oppression of sexism. It breaks down this way. I want you to think about what it must feel like to be a target of this oppression. From the moment we are born, we are socialized to not trust our thinking, to defer. We are socialized to be servants, to not be taken seriously. We experience our bodies from the outside, as other people see them, rather than from the inside as active people. We are socialized to take more than our fair share of responsibility for taking care of personal and emotional needs. We are socialized and forced into accepting lower paying jobs, and to be trapped into those jobs. Think about this oppression. Look into the target/non-target eyes, and make a human connection.

**Note:** The table below shows examples that you will use of target and non - target (adapted from J. Reza, Education for Social Justice: A Program for Adults).

|  |  |
| --- | --- |
| **Target (on left)** | **Non-Target (on right)** |
| Women | Men |
| Office Workers | Intelligentsia/Intellectual |
| Parents not college educated | Parents college educated (even one) |
| Parents street or outdoor worker(s) | Parents professional (self-employed) |
| Fat | Not fat |
| Roma | Non-Roma |
| Chrisnait | Christian (can replace with whichever is the dominant religion of an area) |
| 40 and over | Under 40 |
| 25 or under | Over 25 |
| Gay lesbian bisexual | Heterosexual |
| Grew up rural | Urban |
| State language\* not your first language (\*replace with dominant culture’s  mother tongue of an area) | State language\* is your first language  (\*replace with dominant culture’s  mother tongue of an area) |
| History of alcohol abuse in family | No alcohol abuse |
| Recovering alcoholics and other addictions | No addictions |
| Raised by a single parent | Raised by both parents, even a stepparent |
| You are currently a single parent | A two-partner family or not a parent |
| Are you disabled or anyone in your family | Are you able-bodied and every one else in your family able-bodied |
| Mental illness in your family | No mental illness in your family |
| History of abuse in your childhood | No history of abuse in your childhood |

**3.** After going through all the categories, ask the group to sit on the floor or in chairs in a circle - no double rows. Wait until everyone is seated to begin.

**4.** Ask participants about their thoughts or feelings. Be sure to take your time processing. You will find the group keeps looking to you for guidance. They will want to move away from the pain. It is your job as a facilitator to move into the pain, process it, and then connect it to the theory. Do not rush – allow people time to think.

**Caution: Some groups become EXTREMELY angry with the facilitator. Stay calm. It becomes important to work with the anger and get to the pain underneath. Take your time. Make sure you have done plenty of processing yourself so you can stay out of your own issues and focus on the issues that arise from the group. Remind people that each of us experiences multiple layers of oppression. If we are hurting, imagine what others are also feeling as a result of internalized oppression.**

**5.** After processing - if no one speaks of anger – you need to ask the following question.

*Is there anyone here angry with this activity or about what we have done?*

There is always someone! Encourage them to speak and then, depending on who it is and what issues surface, move the process in that direction.

**6.** Give each of the participants a copy of the **Glossary (handout 3.a.).** Ask participants to review the Glossary and identify any terms they find confusing or about which they have questions. Connect this activity to theory so participants can go beyond their feelings and better understand the purpose of this activity, tell participants as they review the terms to think about the examples for the terms listed, particularly the ‘ isms.’

**7**. Remind participants, that the ‘isms’ are observable also in pre-school various levels of relations: children – children, children – adults, parents – teachers etc.

**8.** To close the activity, have all participants rise, hold hands, and give one thought. Be sure to end with a feeling, one positive word. You or your co-trainer should begin and the other person end to ensure a positive beginning and ending.

**b. Associations “Social justice” 30 min**

**Outcome:** *participants will get beeter understanding about the concept of Social Justice.*

***Materials required****: magazines, sccissors, glue, markers, chart paper*

1. Divide prticipants in groups of 4-5 persons.

2. Ask participants to think about assocoations what come to mind, when he/she hears the term “Social justice”. Share in the small group.

2. Each group receives pack of magazines and other necesarry materials and has to create common collage visualizing their associations of the term “Social justice”.

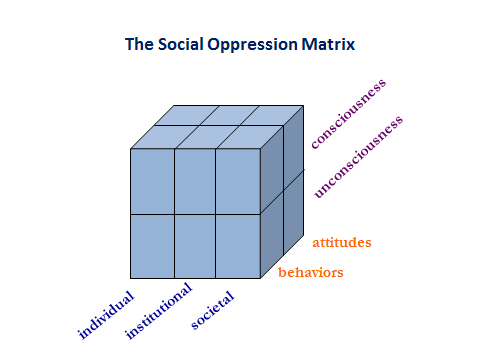
3. Groups present their collages to the whole group.

4. Provide PP slide with definition of the “Social justice” and handouts 3.b. Remaind participants, that social justice can be seen as a rezulat and as a process.

**c. Social Oppression Matrix 5 min**

1.Provide participants with the hand – out 3c and briefly explane the matrix.

**Mini – lecture The social oppression matrix**



**The Context**

* Individual level - refers to actions or attitudes of individual that maintain oppression
* Institutional level - Focus is on institutions that maintain and perpetuate system of oppression
* Societal/Cultural level
* cultural norms that perpetuate implicit and explicit values
* cultural perspective of the dominant group that is imposed on institutions by individuals and on individuals by institutions
* cultural guidelines: philosophies of life, definitions of the good, normal, health, deviance, etc. – served for the justification of social oppression.
* foundation of all the “isms”, as well as the internalized oppression/ domination.
* hegemony - maintained through “regimes of truth” (Foucault)

**The Psycho-Social Processes**

* Conscious processes - knowingly supporting the maintenance of social oppression through individual, institutional and cultural/societal attributes.
* Unconscious processes - unknowing or naive collusion with the maintenance of social oppression; occur when the target or agent comes to accept the dominant logic system and justifies oppression as normal part of the natural order.

**The Application**

* Attitudinal level - individual and systemic values, beliefs, philosophies and stereotypes that feed the system of oppression
* Behavioural level - actions of individual and systems that support and maintain social oppression

**d. Discussion “Issues of social justice in education” 30 min**

***Outcome:*** *Participants will analyse issues of social justice in the everyday practice of the educational institutions and gain better awareness about role of teacher in the providing social justice in education.*

***Materials required:***  *Chart paper, markers, paper*

**1.** Ask participants to think about 3 examples in practice of pre-school education when social justice is not provided.

**2.** Ask participants to share their examples and discuss them in small groups.

**3**. The groups choose the most significant example and think about possible solution for this situation.

**4.** The groups write it on chart paper and present to whole group.

**e. Never ever 40 min**

***Outcome:*** *Participants will begin the process of alliance building whether they are members of the target or non-target group victimized by various forms of oppression*

***Materials required*** *Chart paper, markers, paper, tape, the oppression sentence strips (write the various forms of oppression on separate sentence strips: Ageism, Sexism, Classism, Racism, Heterosexism, Religionism, Ablebodism, Sizeism, and Linguicism).*

**1.** On chart paper, write a model sample of how an “I” statement is put together. Example: “As members of the target group for the Oppression of \_\_\_\_\_\_\_\_ I would like for you to Never-Ever say (or do) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ again because it makes me feel \_\_\_\_\_\_\_\_\_\_\_\_ and I would like to be treated as an equal human being.”

**2.** On another chart paper write a model sample of an “I” statement for someone in the non-target group who can be an ally. The ally “I” statement can be said expressing mutual understanding of the other person’s needs and feelings: “As Allies to the oppression of \_\_\_\_\_\_\_\_\_ we promise to Never-Ever say (or do) \_\_\_\_\_\_\_\_\_\_ because we know that it makes you feel \_\_\_\_\_\_\_\_\_\_\_\_\_ and you would like to be treated as an equal human being.”

**3.** Make sure there is an open space to form a circle with the participants, where the activity can take place. Participants will also need tables to work on.

**4.** Place the oppression sentence strips in a circle at the center of the room. Ask participants to go and stand next to a form of oppression sentence strip that they find themselves as members of the target group. Ask them to choose the one that seems to be the most significant for them. Try to have people grouped as evenly as possible. No more than three to six people per oppression.

**5.** Tell each group:

* Take 10 minutes to come up with a list of as many as possible actions or statements that you want your oppressors to “Never-Ever” say or do again.
* Choose the most significant 2 – 3 actions/ statements.
* Take 5 minutes to come up with at least two “I” statements they will ask the oppressors to “Never-Ever” do again. [Note: The trainer shows and explains chart paper with model on how to write “I” statements.]
* Take 5 minutes to prepare a way each oppression group will present their “I” statements as a team.
* Then you will make your presentations.

**6.** Monitor and assist as participants work on completing the activity using a timer and chimes to remind the group of progress.

**7.** Ask the group to get into a Circle of Alliance. Model how each oppression group will come to the centre of the circle and present their “I” statements.

**8.** Then have the group practice chorally how they will respond after they have heard each target group statement. They will repeat the statement out loud.

**9.** Each group presents their “I” statements and the Alliance Circle responds.

**10.** Thank each group for their participation and close with any questions or answers participants may have.

**Closing for Day 1 15 min**

**1.** Summarize what has been done so far, mention key terms, remind participants about the activities in which they have participated.

**2.** Ask participants if they have any questions. Give them thinking time or a few minutes of ‘free talk’ with a partner.

**3.** End the day with some type of reflection and/or written evaluation. Choose the reflection and evaluation based on the time you have remaining and the dynamics of the group. Reflection could be as simple as ‘One Word,’ or a ‘Fish Bowl,’ or you could have people talk to a partner about how they

feel about the day. Alternatively, you could have people write a personal reflection in their own journal.

**4.** You will also want some type of written evaluation done by individuals, whether this be through ‘Exit Slips,’ a more formal questionnaire, or open-ended feedback on two or three key questions. It is important that people have the chance to write their thoughts as individuals in case there is something they do not want to share out loud.

**5.** Finally, give participants the opportunity to ask any questions or raise any issues that may be troubling them before you end the day.

**DAY 2**

**4. Stereotypes as seeds of segregation**

**a. Greeting, Answers to questions from Day 1 10 min**

It is important to spend some time responding to feedback from participants regarding Day 1 of the training. It is also important that there is time set aside for participants to consolidate what they learned on the first day.

Be sure you have reviewed participants’ questions prior to beginning Day 2 of the training. If you are training with a partner, review the questions and your planned responses together.

Respond to questions or comments that you received from the Day 1 feedback form. Begin with answering the simpler questions. If there are two trainers, take turns answering the questions. Of course, you may also build on each other’s responses.

You may also wish to ask participants to share their experiences in response to questions, as appropriate.

Review the outcomes for the training and the agenda for Day 2. Remind participants what has been done to address the training outcomes up to this point and tell them what will be addressed today.

Engage participants in a warm-up activity either before or after answering the questions from the previous day.

**b. Warm-up activity Culture Bingo 20 min.**

**Outcome:** *Participants will get better know each other.*

***Materials required:*** *hand-out 4.b.*

1. Provide each participant the **hand-out 4.b**.

2. Instruct the participants, to interview the other participants and if any following points of table applies to the member you are talking to, please, ask him/her to enter his/her name in the appropriate square. Invite this person to tell what he/she knows about the issue where he/she has written his/her name.

3. Questions on the table has to be formulated in a way, that there are few question which everybody is able to answer, some questions, what can be answered by some of participants, and, at least one question, where almost nobody knows the answer. It motivates participants to talk with more people.

4. Remind participants, that though a person could enter his/her name in several squares, he/she is allowed to enter it ONLY IN TWO SQUARES (it can be changed accordingly to the number of participants in a group).

5. When a time finished, ask participants to count, who has higher number of filled in squares. The winner gets small prize.

**c. Leila and Mohamed 30 min**

**Outcome:** *Participants will understand the importance of context. Participants will understand how boundaries and information frame our thoughts, potentially leading to prejudice and stereotyping.*

***Materials required:*** *Story of Leila and Mohamed, paper, chart paper with the table, markers*

**1**. Tell participants that you are going to share a story with them and read the story out loud:

*“The Nile is a long-long river, which runs to the North. There are many crocodiles in it and there are only a few bridges over it.*

*LEILA is living at the bank of the river. LEILA is a 17 year old girl, who is desperately in love with MOHAMED, who is living on the opposite side of the Nile. LEILA is determined to visit her love, and therefore goes to AHMED and asks him to take her to the opposite side of the river. Although AHMED has the time and he has the boat, he still does not take LEILA over the river.*

*LEILA does not give up, goes to TARIK, and asks him to take her to the opposite side of the river. TARIK says ok, but he will do so only the next morning, and demands that LEILA should spend the night with him. And so it has happened.*

*LEILA wanted to visit MOHAMED by all means, so she spent the night with TARIK and in the morning TARIK took her to the opposite side of the river.*

*LEILA went flying into the arms of her love to whom she told what kind difficulties she had had to go through in order to get to him. MOHAMED sent LEILA away.*

*LEILA was walking unhappily along the bank of the Nile, fighting her tears until she happened to come across DZSAFAR. DZSAFAR asked her what her sorrow was about and LEILA told him her story. DZSAFAR went to MOHAMED and slapped him twice heavily in his face without saying a single word.”*

[Note: It is worth illustrating the story by drawing a river on the chart paper, with the crocodiles and faces of the characters.]

**2.** After they have read the story, tell participants they are each going to do their own personal ranking of the given characters.

**3.** Tell the participants: You have five scores (1 to 5) and five characters.

* Give your favourite character the highest score which is five. Give your least favourite character the score of 1.
* Rank each character.

**4.** Set up a chart:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participants** | **Leila** | **Mohamed** | **Ahmed** | **Tarik** | **Dzafar** |
| **Person1** |  |  |  |  |  |
| **Person 2** |  |  |  |  |  |
| **Person 3** |  |  |  |  |  |
| **…** |  |  |  |  |  |
| **Common Score** |  |  |  |  |  |

**5.** Each person will enter his/her scores or tally on the chart and explain why she/he rated the characters as she/he did.

**6.** Break into small groups. Each group comes to agreement on common scores/rankings based on what they heard. Give participants about 10 minutes to complete this task.

**7.** After coming to an agreement, appoint one person to be the group’s representative.

**8.** The representatives come forward to form a new group. Everyone else will be an observer. Move the chairs to form a fishbowl arrangement, with representatives sitting in an inner circle and observers in an outer circle around them.

**9.** Tell the observers they will be providing feedback to their representative regarding his/her performance in the new group after the representatives finish their task.

**10.** The group of representatives needs to create the common ranking within 10 minutes.

**11.** The representatives receive feedback in the large group from the observers about how they performed.

**12.** Then, the representatives have the opportunity to express their own feelings.

**13.** Next, read the group ‘some new details’ that have emerged regarding the Leila story:

*“LEILA is a 17 year old pupil at a secondary grammar school and MOHAMED is her teacher, who is happily married. AHMED also teaches at the same secondary school. MOHAMED is his colleague. TARIK is LEILA’S grandfather, who has not met his favourite grandchild for long, and with whom he is having tea together; they talked the whole night. DZSAFAR is a psychopath killer. It is sheer luck that he has only slapped MOHAMED in the face. “*

**14.** Ask participants how they are reacting to what they have just heard. What does this tell us about how we make judgements? [Note: Introduce Hand-out on stereotypes).

**15.** Summarize by talking about the boundaries we have in our own frames of reference. We need to

know about the context in which people are operating in order to ‘connect the dots.’

**16.** Provide PP and **hand – outs 4.c 1 „Stereotypes and Prejudice” and 4.c.2. “Cyrcle of oppression”.** Explain the way from simple stereotypes to oppression.

**5. Support to diversity, acceptance of the different**

**a. Lemonland 60 min**

**Outcome:** *Participants will understand the issues of minority – majority dynamics, including the risks in the process of integration and interculturalism. Participants will understand the different needs that are connected with the process of integration and interculturalism . Participants will become aware of the risk factors associated with intercultural learning***.**

***Materials required:***  *Assorted fruits and vegetables (an orange, apple, banana, grapefruit, beet, onion, pepper and so on), chart paper, markers*

**1.** Place the group of lemons in the front of the whole group.

**2.** Ask the participants to brainstorm about the characteristics of lemons. Record the characteristics on a chart paper.

**3.** Then divide participants in small groups and ask each group to choose one of the lemons.

**4.** Tell the participants:

* This is your lemon. Study your lemon closely and give him or her a name.
* Then take a few minutes to create a song, a rhyme/poem, a short story, or a motto that celebrates your lemon.

**5.** Now have each group introduce its lemon and sing their song or whatever they have chosen.

**6.** Collect all the lemons and put them back in the middle or at the front of the training room.

**7.** Tell each group to send one representative to go and reclaim their lemon.

**8.** Then ask each group how they know this is their lemon. How did they recognize their lemon?

**9.** After asking the group to recognize their lemon and explaining why they are so sure about it, make a small comment about the stereotypical way of thinking in which we claim that all members of a group are the same, but when we have a chance to meet them and get to know them better, we see many diferences among them.

**10.** Next tell the group:

* Things are changing in Lemonland. One day a new fruit or vegetable appears in Lemonland. [Give a different fruit or vegetable to each group.]
* You are the Supreme Council of Lemonland and you need to decide whether or not to accept this new fruit/vegetable into Lemonland.
* Write your reasons for and against accepting the new fruit/vegetable on a chart paper.
* Then after you give the „+” and „-”, tell us your decision whether to accept or reject the newcomer.

**11.** Have each group report. Reading the reasons for and against acceptance, finishing with their decision.

**12.** Use **hand -out 5.a** to review the **10 Risk Factors in Intercultural Learning**.

**13.** Allow participants a few minutes in their groups to discuss the question:

Which are the highest risk factors in our school/work environment?

**b) Needs Inventory 20 min**

**1.** Ask participants to think about the reasons they had for accepting or rejecting newcomers to Lemonland in relation to what you are going to present.

**2.** Explain that people often act in response to their own needs. Needs are important to everyone and can be a source of energy. Needs are neutral, but the ways in which we fulfill them are not. Give participants hand – out **5.b „Needs inventory”**

**3.** Explain the relationship between the „+” and „-”, they listed, the risk factors, and needs.

|  |  |
| --- | --- |
| Head | Analysis of situation – pros and cons |
|  |  |
| Heart | Risk factors – emotions |
|  |  |
| Physical | Needs |

**4.** Ask participants to go back into their groups. Translate the reasons **for and against** into **needs.**

**5.** Ask groups to report on at least one reason for and one reason against and what the related needs were. [You will likely notice that some needs appear in both the reasons for and the reasons against.]

**6.** Point out the conflict of needs (e.g., we want to open up and to preserve our authenticity and identity). You may wish to highlight how homogenous groups fear change that is brought by novelty (new people, new habits, new qualities). Invite participants to think how different needs could beharmonized, how the paradox of at least two equally important, but conflicted needs could be overcome. You may wish to show examples.

7. Have participants take off their Lemonland roles. Have participants ‘unzip’ their Lemon suits and throw them away.

**c. Needs in relation to Roma minority 40 min**

1. Divide participants into 3 groups. Each group will write three sentences.

* Group 1 – Write three sentences about Roma children which can be heard in schools as said by stuff of the educational institution.
* Group 2 – Write three sentences which are said by non-Roma parents as the reasons they do not want to enrol their children in schools where the majority are Roma.
* Group 3 – Write three sentences which are said by Roma to explain why they do not want to enrol their children in schools where they are the minority.

2. Ask each group to take a chart paper and divide it into two columns. In the right column, write the sentences and in the left column try to determine the needs that are the basis for these statements.

3. Then have each group think about how they would respond to someone making the statement, considering the need(s) that the person has. Each group will present the sentence, the need(s), and their response to the large group.

4. Give participants hand –outs **5. c.** **1**. **“Basic Principles of Work on Prejudice and Discrimination”**  and review the points under **5.c. 2** .**“How to Stand Up to Various Isms.”**

5. To de-brief the activity have participants engage in a free discussion in triads or use constructivist listening: “What was the purpose of the Lemonland activity? What did you learn?”

**6.** You may wish to use One Word to close the session or ask for any final thoughts from participants.

**6. Building allies for promoting social justice**

**a. Cheating game 30 min**

**Outcome:** *Participants will begin to understand their role in promoting social justice through taking action.*

***Materials required:*** *copies of the Rules of the Cheating game* *for all trainers and interpreters (if available)*

Trainers (and interpreters or extra readers) go over the rules and purpose of the activity together before starting. Do not let participants hear you discussing this activity. Decide who will be the lead trainer, who will explain the activity to participants, who will stop the activity, and who will lead the discussion.

Rules for the Cheating Game:

Rule #1: Don’t cheat.

Rule #2: If I tap you once you may stand up but keep your eyes closed.

Rule #3: If I tap you twice you may sit down and repeat the rules out loud.

Rule #4: If I tap you three times you may do whatever you want.

Your readers must be ready to read the rules. If there are only two trainers, make sure you each read loudly and hurriedly, and move around the room quickly. The point of reading the rules loudly and quickly is to create confusion purposely and noise, which makes it difficult for the participants to think.

Notice that the numbers of the rules do not correspond to the number of taps, which makes it difficult to learn the rules.

**1.** Begin by having the participants form one large circle. Explain to the group that they will now be participating in **The Cheating Game** activity and that you will clearly state the rules so that they all know just what the rules are. This is important so that when you debrief the activity, you can state that you do not understand their confusion, and that you clearly stated the rules at the beginning of the activity.

**2.** Keep directions precise and minimal when explaining to participants. Participants will not move, but trainers and/or translators will read the rules repeatedly as they move around the inner circle of participants.

**3.** It is important to physically model expectations for participants who are capable. Demonstrate how participants will kneel down on the floor, covering their eyes with their hands. Have participants practice. For those participants who find this position physically challenging, offer an alternative of sitting on the floor, or sitting in a chair. Encourage participants to kneel if possible. The physically lower subjugated position will give better results for the activity.

**4.** You are now ready to start the activity. Make sure participants are on their knees with their eyes covered. Lead trainer gives the signal and everyone begins moving around the circle and reading the Rules for the Cheating Game at the same time.

**5.** As you begin walking around, read the Rules of the Cheating Game just as they are written, i.e., “Rule #1 ... etc.” and in sequential order without stopping over and over again. Make sure you are spread out around the circle, not bunched up together in one area.

**6.** Readers will continue until they see the designated trainer give the signal to stop. The designated trainer needs to watch the group carefully and stop the activity only when they see that participants have **all** been released from the game or fled the circle. Keep the pace fairly quick to keep the participants confused as to what each rule is.

**7**. Readers will decide who they wish to release by tapping three times, who they will allow to sit down and repeat the rules by tapping twice, etc. Make sure you don’t release participants by tapping three times too quickly. Create a mixture of taps, or even different taps to confuse the participants.

**8.** To debrief the activity, have the group come back together and sit in chairs. There will probably be pandemonium in the room after the activity, give them a moment to settle back into the large group again. If the group does not respond well to large group dialogue break into small groups before initiating the large group discussion.

**9.** Ask for their reaction. Be sure to tie the dialogue eventually back to the theory and participants’ own experiences.

**10.** The following questions may be helpful to start the dialogue.

* What happened during this activity?
* How did you feel during the activity?
* How do you feel now? Does anyone feel angry? Why or why not?
* What were you thinking about during the activity? What was running through your mind as you participated?
* Did anyone feel victimized? How? Why? Why not?
* What was the first thing you did when you were tapped three times? Why did you react that way?
* Why did/did you not liberate others when you had the opportunity?
* How did it feel to be a victim? How have you been socialized into staying a victim? Why were you or were you not passively participating in this activity?
* What is the role of rules in liberation and alliance building?
* What does this activity teach us about alliance building?

**b) Cycles of Violence**  **60 min**

**Outcome:** *Participants will understand the different roles (active and passive) which might contribute to developing and maintaining the cycles of violence. Participants will become more aware of the importance of the silent majority in the process of supporting the cycles of violence. Participants will become more aware of the possible strategies to influence and activate the silent majority in trying to stop the cycles of violence.*

**1**. Present **Cycles of Violence (Hand –out 6.b.1)** explaining each circle (role) within the chart.

**2.** Then have participants work individually. For each of the roles, write down a situation when you were in this role. [Note: Depending on the group, you may have participants try to remember when, during their own schooling, they were in each of these roles.]

**3**. Put participants in pairs for constructivist listening for four minutes. The question is: “What were your experiences in various roles?”

**4.** Following constructivist listening, put two pairs together to form small groups of four. Give the small groups time for free talk about their experiences. After about 10 minutes, ask the groups to consider the similarities and differences between the two circles. [Note: Stress the similarities and differences between feelings and needs, particularly when the situations are different but the needs and feelings are similar.]

**5.** Have participants go back into pairs and talk about the following questions. [Note: write questions on the flip-chart paper.] 􀃘 Are there situations when we think that we are doing something out of best intentions, but we are actually committing violence? How can we stop the violence (actively and passively)?

**6.** Open the discussion to the large group. Be aware that this activity is stressful for most participants – and may be stressful for you as the facilitator as well. Many people become aware, for the first time, that they have sometimes, in some way, actively or passively encouraged and supported violence. In order to avoid self-accusations (coward, weakling, spineless, etc.), or labelling of others (bullies, aggressors, tyrants, etc.), it is important to continuously direct the participants to feelings and needs that are in the basis of our behaviour (why we do something, or don't). It is important to emphasize a proactive approach, so that they can act to change the situation, instead of feeling bad about it. Also, it is important to mention the importance of establishing harmony between conflicting needs (e.g. need for protection, safety and need for change), since this also influences our roles in violence. (Are we a silent majority, with primary need for self-protection? or activists with primary need for change of existing, unjust conditions?) If we do not find a way to harmonize our needs, we are in danger of being trapped in one role (e.g. suffer violence silently, or doing nothing), or to keep trying to change people and situations around us, without taking care of ourselves.

**7.** Give participants **Hand – out 6.b.2. on Triangle of Violence**. Be sure to make the point that violence can be physical or emotional.

**8**. To end this session, ask participants to make a personal commitment to helping stop the violence. Have participants reflect in silence for one minute – watch the time for one minute to elapse.

**c) Characteristics of an Ally 20 min**

**Outcome:** *Participants will become aware that there are non – target people who do NOT support oppression of target groups****.***

***Materials required:*** *the hand - outs “Strategies for Winning Allies” and “Characteristics of an Ally”*

**1.** Provide participants the **hand - outs 6.c.1. “Strategies for Winning Allies” and 6.c.2. “Characteristics of an Ally”.**

**2.** Review the hand - outs.

**3.** Then ask participants to select three characteristics of an ally that they think they have already developed. Where are they already strong as an ally?

4. Have participants write their strengths on a piece of paper, while thinking about the strengths they still need to develop.

**5.** Then have everyone get up and move around the room, carrying the piece of paper that has their strengths. Have them find someone who has one – or preferably more – of the strengths they do not have.

**6.** Then with a partner, participants share how they think they have developed these strengths. What can they learn from each other?

**7.** If you have time, in the large group you could de-brief by having people share some strategies.

**d) Sculptures - From Exclusion to Inclusion 10 min**

**Outcome:** *Participants will have experience change of the exclusion to inclusion through single motion.*

**1.** Divide participants in 2 groups.

**2.** The participants of the first group represent the sculptures of excluded children.

**3**. Participants of the second group are sculptors, who can make one change – improvement to each sculpture with the goal that changed posture of the sculpture suggest inclusion.

**4**. After changes are made, ask participants to reflect about their thoughts and feelings during this activity.

5. Pay attention of participants, that sometimes there is just one movement/ action needed to make change from exclusion to inclusion.

**e) A Commitment to Action - Action Plan 50 min**

**Outcome:** *Participants will have learned strategies they can use for gaining allies.*

***Materials required:*** *paper*

**1.** Tell participants that they are first going to draw a circle on a piece of paper. The circle should be large and take up most of the piece of paper.

**2.** In the circle they should write any barriers or obstacles they face professionally and personally in doing social justice work. [Note: Give participants three or four minutes to do this.]

**3.** Then tell participants to choose one obstacle they have identified.

**4.** Put participants into groups of three.

**5.** In their small groups they are to talk about their chosen obstacle. The other two people in the group will help them brainstorm small steps about how to overcome this obstacle.

**6.** Each person will have a chance to share their obstacle and get help from their colleagues.

**7.** Emphasize to participants that this discussion will remain in the small group.

**8.** Close the small group by asking each participant to look at the steps that have been identified for them in overcoming their obstacle. Take a moment to make a personal commitment to taking these steps: What actions are you going to commit to in order to support social justice and become a more effective ally?

**f) Summary, Reflection, Evaluation 30 min**

***Materials require:***  *Evaluation forms*

**1.** Have participants begin with an individual reflection. They should refer back to their expectations for themselves – what did they want to learn? Did they meet their own expectations? Write it down.

**2.** Then bring the group together to share their thoughts with each other. Have participants move their chairs into a large circle. Move tables and any other objects out of the way. Everyone should be in the circle and should be able to see one another.

*I am going to go around the circle and ask each of you to share your final thoughts or reflection on the training – one or two sentences are fine.*

*You may choose to say anything you wish – what you liked, what you learned, what you would have wished were different – whatever is on your mind at this time. If you do not have anything you wish to say, you can pass.*

*Who would like to start? Each person will have the opportunity to speak without interruption. Go ahead.*

**3.** Give participants the **hand - out “Evaluation of the Training”.**

Remind them that it is important to give honest and comprehensive feedback so that the next workshop can reinforce and extend their learning.

Remember to leave time at the end of the agenda for ‘thank you’s’ as well as for any certificates or other closing activities that are appropriate.

***4. Additional Sources***

**UN Convention on the Rights of the Child,** Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November

1989 <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

**UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities,** Adopted by the General Assembly in its resolution 47/135 of 18 December 1992 <http://www.un.org/documents/ga/res/47/a47r135.htm>

**The Hague Recommendations Regarding the Education Rights of National Minorities**, High Commissioner on National Minorities 1 October 1996

<http://www.refworld.org/docid/3dde52563.html>

**EU Council Recommendation of 9 December 2013 on effective Roma integration measures in the Member States** <http://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A32013H1224(01)>

**Recommendation CM/Rec 2009) 4 of the Committee of Ministers to member states  on the education of Roma and Travellers in Europe** (Adopted by the Committee of Ministers on 17 June 2009  at the 1061st meeting of the Ministers’ Deputies)

<https://wcd.coe.int/ViewDoc.jsp?id=1462637&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383>

Council of Europe Committee of Ministers  **Recommendation No R (2000) 4 of the Committee of Ministers to member states on the education of Roma/Gypsy children in Europe** (Adopted by the Committee of Ministers on 3 February 2000 at the 696thmeeting of the Ministers' Deputies)

<https://wcd.coe.int/ViewDoc.jsp?id=336669&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383>

**The European e-Justice Portal:**

[https://e-justice.europa.eu/content\_member\_state\_law](https://e-justice.europa.eu/content_member_state_law-6-lv-lv.do)

**Education for Social Justice: Training Manual for Adults** ISSA, 20015

**Dosta! Enough! Go beyond prejudice, discover the Roma!** Council of Europe Roma and Travellers Division

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680089825>

**Review of Available Resources on Education for Social Justice Concepts** [*http://www.issa.nl/oc/index.php/library.html?task=view&id=114&catid=570*](http://www.issa.nl/oc/index.php/library.html?task=view&id=114&catid=570)

**Tackling Social and Cultural Inequalities through Early Childhood Education and Care in Europe**

<http://eacea.ec.europa.eu/about/eurydice/documents/098EN.pdf>

**Training Manual for Diversity Management**. Marion Keil, Badrudin Amershi, Stephen Holmes, Hans Jablonski, Erika Lüthi, Kazuma Matoba, Angelika Plett and Kailash von Unruh

<http://www.issa.nl/oc/index.php/library.html?task=view&id=119&catid=57>

***Recommendations for users of the training module.***

* Include a representative of the Romani community as one of the trainers, if possible
* The trainers have three roles at this training: planner, presenter, and facilitator. A trainer needs to be an expert in all of these roles.
* The physical space where you conduct the training is important. It needs to be a private space where people who are not directly participating in the activity cannot observe the participants.
* Use examples from real life as much as possible.
* Try to link activities and theory with everyday life of Roma community as often as possible.
* It is important to begin the session on time, particularly the first day, as it will set expectations for the training.
* Please, pay attention, that it is very important for this training to create open, safe, respectful and trustful atmosphere in the group from very beginning of the training
* Keep mixing the participants so they have the opportunity to get to know one another better.
* It’s extremely important for trainers to be comfortable with extended periods of silence. Remember that different people need different thinking time.
* You may want each participant to have a notebook or ‘reflective journal.’ At various times during the workshop you will be asking participants to write down their individual thoughts, feelings, or reflections. It would be useful for participants to have these collected in one place for future reference
* Leaving on a positive note: Always leave with hope. Remind the participants that this is hard work and the journey is life-long.
* Always remember to thank the participants, your hosts, and translators (if any) at the end of the training