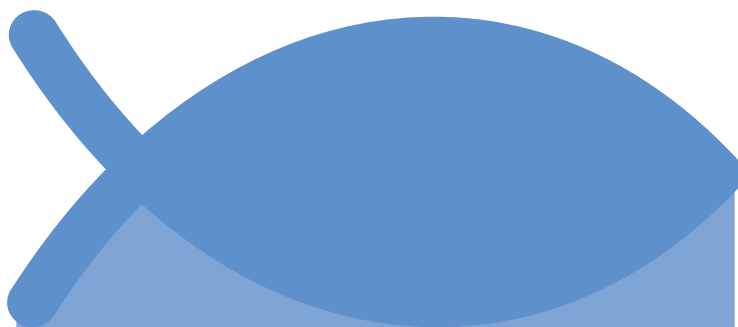# DIVE-IN

a guidebook of guidebooks

for facilitators in **Dive**rsity & **In**clusion pedagogies

*The current guidebook is the result of a one-year-long project entitled **DIVE-IN***

«Mutual skills' building in Diversity, Inclusive pedagogies of trainer»

that took place in four Mediterranean countries, namely Greece, Jordan, Lebanon and Palestine. It reports on the activities held and the lessons learnt while it also incorporates a compilation of free online resources on inclusion.

MIO-ECSDE

MEdIES
The Mediterranean Education Initiative
for Environment & Sustainability

Abbreviations

ALF	Anna Lindh Foundation
BETI	Baltic Education Technology Institute
CSIE	Centre for Studies of Inclusive Education
CREID	Coalition for Religious Equality and Inclusive Development
DARE	Democracy and Human Rights Education in Europe Network
ILO	International Labour Organization
EDC/HRE	Education for Democratic Citizenship and Human Rights Education
ESD	Education for Sustainable Development
IE	Inclusive Education
EC	European Commission
EGC	Education for Global Citizenship
EU	European Union
GAP	Global Action Programme of UNESCO
LHAP	Land and Human to Advocate Progress
MEdIES	Mediterranean Education Initiative for Environment and Sustainability
MIO-ECSDE	Mediterranean Information Office for Environment, Culture and Sustainable Development
MSESD	Mediterranean Strategy on ESD
SCI	Service Civil International
SD	Sustainable Development
SDGs	Sustainable Development Goals (2015-2030)
SEN	Special Educational Needs
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNHCR	United Nations Refugee Agency
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

Contents

Foreword

In September 2015, countries committed to a renewed framework for sustainable development by adopting the Sustainable Development Goals (SDGs). The SDG agenda recognizes the actions that individuals, communities and governments need to undertake in order to secure the well-being of people and the planet, viewed together by promoting inclusive social and human development, effective environmental protection, and equitable economic prosperity.

Education is central within the SDGs, not only because access to it is a fundamental human right, but also because it is both a prerequisite and a powerful tool for attaining all other SDGs. The specific for education SDG, SDG4, calls for **inclusive and equitable, quality education and lifelong learning opportunities for all, by 2030**. By placing inclusiveness and equity as capital determinants of the entire quality education for all, emphasis and due recognition is given to the above mentioned as foundations for quality education and learning. In the seven targets of SDG4 extensive reference is made to different aspects of inclusiveness, which many times refer to "Inclusive Education" (IE), while clear reference is also made to "Education for Sustainable development" (ESD) and "Education for Global Citizenship" (EGC). This is because education, irrespectively of the cognitive content, has to be delivered in an equitable and inclusive way, while the content of the overall education has to contribute to the achievement of sustainable development, which brings together in a balanced way environmental, economic and social concerns, intergenerational equity and provisions for good governance and citizenship at all levels, form local to global and vice versa.

SDG4 therefore calls, *inter alia*, for building and upgrading education facilities that are child, disability and gender-sensitive and for providing safe, non-violent, inclusive and effective learning environments for all. The Education 2030 Agenda (2015) and other important policy documents, including the Mediterranean Strategy on ESD (2014) and its Action Plan (2016) aim to provide administrations and educators the necessary elements to rapidly reshape the existing education frameworks and orient them towards inclusiveness and sustainable development.

In this context, we have now a unique opportunity and entry point in order to try, in a systematic and coherent way, to build a more sustainable society with respect to our planet and its biodiversity through more inclusive and equitable formal and non-formal education systems. This includes taking steps to upgrade and enrich the content in sustainable development issues in school curricula and practices, and by employing simultaneously appropriate pedagogy to prevent and address all forms of exclusion and marginalization, disparity, vulnerability and inequality in educational access and participation. It also requires understanding and interpreting learners' diversities as opportunities in order to enhance and democratize learning for all.

Schools have a key role to play in promoting collective and individual commitment to both sustainability and inclusion, breaking down barriers and cultural divides, opening horizons and instilling values of respect and acceptance that young people would carry with them throughout their lives. Equally important are the non-formal initiatives around sustainability and inclusion that are often more flexible and able to respond to demands created in rapidly changing conditions and environments. Such initiatives are particularly relevant and helpful in the Mediterranean countries that are faced with an unprecedented flow of people, most of whom are highly vulnerable and susceptive to exclusion and discrimination by largely unprepared local communities, many of which are also vulnerable due to lack of awareness, knowledge and education.

The DIVE-IN project was designed to rely equally on ESD and IE approaches for these marginalized groups, through school and out-of-school interventions in 'sending', 'transition', and 'final destination' countries. In all four project countries during the past twelve months, a number of ESD and IE activities have taken place, from which we can all learn. Building learners' sense of belonging, social skills, motivation and academic achievement has been among the project priorities.

This guidebook sums up the collective experience of the DIVE-IN project and is intended to support the relevant education community of the Mediterranean and beyond in their own practices. To do so, the publication offers multiple entry-points and pathways to be followed, by also including many high-quality resources. We are thankful to all contributors to the DIVE-IN project and wish the guidebook success and a wide use.

Michael Scoullos
MIO-ESCDE Chair
MEdIES Coordinator

Introduction

This guidebook is the result of a one-year-long Euro-Mediterranean project during which a range of activities on sustainability, diversity and inclusion pedagogies were held in formal (school) and non-formal (out of school) settings, in four countries.
It will be useful for any educator or facilitator that wishes to gain a basic understanding or dive into diversity and inclusion education.

In the guidebook the terms Education for Sustainable Development, Inclusive Education and Intercultural Education are often used. Instead of giving strict definitions, we prefer to explain the general context of using them. ESD is an "umbrella" type of education that fundamentally embraces the way we think about our complex, rapidly changing globalized world; the way we feel, commit and act in order to address critical challenges and promote sustainable development. Respecting and valuing individual differences and cultural diversity sits also at the heart of ESD. Only by understanding and caring for others can we hope to create an inclusive environment in which everyone feels able to participate and contribute.

The notion of inclusion, despite having started from children with special education needs (SEN), is today seen as a process of addressing and responding to the needs of all learners regardless of gender, ability, disability, race, religion, sexuality, socio-economic status or any other difference. In a truly inclusive setting, every child feels safe and has a sense of belonging.

One objective of this guidebook is to inform of the activities of the DIVE-IN project held in the four countries, and the lessons learned in each. The needs and the conditions in each country are different, and so were the activities undertaken. For example, in Greece, a drama scenario was developed and applied in selected primary school classes of central Athens; in Palestine, a 3-day long intensive workshop for teachers was held in educational drama; in Jordan, the activities took the form of an inclusive sports event; while in Lebanon it was decided to focus on trainings to marginalized vulnerable women (both Lebanese and refugees). This variety in activities and approaches shows that there is no single recipe for the "right way for inclusion", but an inclusive agenda can be open and flexible and is certainly linked to the Education for Sustainable Development (ESD) agenda.

Another objective of the guidebook is to present a compilation of recommended, free online resources that can be useful to any educator or facilitator that wishes to learn more about inclusion pedagogies. Early in the project, it was confirmed that there is a wealth of high-quality resources, including methodologies, lesson plans, workshop formats as well as policy documents. Soon, it became obvious that instead of delivering another "how-to" guidebook, it would be of more service if the DIVE-IN team selected and proposed the resources that attracted us the most, many of which have been tried and tested in recent years.

I hope that interested educators and facilitators will find the guidebook useful, and capitalizing on the DIVE-IN national activities (Part A) and recommended resources (Part B) will start designing and applying their own inclusion strategies in their own multicultural settings.

Iro Alampei
Project Coordinator

The DIVE-IN project

The project

In the last few years, the Mediterranean region is facing an unprecedented flow of migrants and refugees: every year tens of thousands of people leave from war-torn zones, post-conflict or socioeconomically vulnerable countries to enter the European territory. Most of them wish to reach and settle in "prosperous" northern European countries, but they are often stuck for years in a 'transition' country in the Mediterranean due to the lengthy procedures for processing migration and asylum-seeking issues.

The challenges for the educational systems in the countries hosting the newcomers during this transition period are profound. Apart from migrants and refugees, the schools (especially in big city centers) already face the challenge of addressing socio-economically disadvantaged learners coming from poor households; ethnic, religious and linguistic minorities; Roma families, etc. The high concentration of such a mix of learners in schools increases the likelihood of their being bullied or marginalized as well as their submission to underachievement and becoming school dropouts.

Evidently, the range of competences required for today's educator to be able to perform (both in the formal and non-formal system) is widening, as they need to be able to cater to the needs of very diverse and vulnerable learner populations in flux contexts.

Recent literature and day-to-day practice clearly indicate that the average educator lacks the skills to deal with the increased diversity of their learners and respond to the needs of the non-mainstream, disadvantaged ones. To deal with such challenges, new skills are necessary, including an in-depth understanding of effective pedagogies for diverse, multicultural learning environments, and the ability to apply these pedagogies in an effective way under different circumstances.

The aim and objectives

The ultimate aim of the DIVE-IN project is to contribute to more inclusive, more respectful to one another communities, within and outside the formal schooling system by supporting Mediterranean formal and non-formal education practitioners from Jordan, Greece, Lebanon and Palestine in designing and applying inclusive ESD practices for diverse groups, with emphasis on disadvantaged learners.

The expected results were:
- a core community of education practitioners trained on up-to-date teaching and learning methods on inclusive ESD pedagogies;
- more empowered, collaborative and tolerant youth communities (including girls and disadvantaged youth);
- co-created educational resources: This guidebook is the final, tangible deliverable that recapitulates the activities and lessons learnt in the countries.

The partners

The Greece-based leader of the project (MEdIES/MIO-ECSDE)
made an open call for three Mediterranean partners in January 2019.

Mediterranean Information Office for Environment, Culture and Sustainable Development (Greece)

MIO-ECSDE is a non-profit Federation of 130 Mediterranean Non-Governmental Organizations (NGOs) working in the fields of Environment and Development in 28 countries of the Euro-Mediterranean area. The MIO-ESCDE mission is to protect the natural environment and cultural heritage and promote sustainable development in a peaceful Mediterranean by bringing together the efforts of environmental and developmental NGOs and other key actors.

The Mediterranean Education Initiative for Environment & Sustainability (Greece)

MEdIES is the long-standing initiative of MIO-ECSDE dealing with Education for Sustainable Development (ESD). It was launched as a voluntary initiative in the Johannesburg Summit for Sustainable Development in 2002. Since then, it has run ESD projects in countries all around the Mediterranean and has used its website as a window to ESD stories from around the world.

Land and Human to Advocate Progress - LHAP (Jordan)

LHAP is a national NGO assisting local communities in Jordan to ensure sustainable social and economic development within ecological integrity and democracy with respect for human rights. For more than a decade, LHAP has been running a Student Parliament, where issues such as human rights, democracy and development have been addressed. This activity has been adopted by the Ministry of Education and has become part of its curriculum.

Makhzoumi Foundation (Lebanon)

The Makhzoumi Foundation is a private Lebanese non-profit organization that is committed to making a significant humanitarian contribution by providing philanthropic services, namely educational, medical and cultural services to thousands of people throughout the country. To that end, the Foundation operates through four main programmes (development, health, vocational and micro-credits) and a fifth relief unit established in response to the refugee crisis in the country.

A.M. Qattan Foundation - AMQF (Palestine)

The A.M. Qattan Foundation is an independent, not-for-profit developmental organisation working in the fields of culture and education, with a particular focus on children, teachers and young artists. The Educational Research and Development Programme at A.M. Qattan Foundation works towards improving the quality of education in Palestine and across the Arab World, mainly through professional development training of teachers and publications, among other activities.

DIVE IN activity work plan

Jan-Feb 2019

Identification of Partners, after an open call by the leader.

March-April 2019

Needs Analysis conducted and focus groups set up in each country to discuss the needs of the targeted groups. Each Partner proposed their needs-based plan of activities.

May 2019

A Partners' meeting combined with a 2,5 day peer learning seminar took place in Athens.

June-July 2019

Literature compilation and preparation of activities in all countries.

Oct-Nov 2019

Implementation period: piloting of the designed interventions in all the countries. Evaluation of each piloted intervention was also conducted.

Dec 2019

Finalisation of outputs based on the evaluation results. Authoring of the guidebook. Closing, reporting.

The peer learning seminar (Athens, 23-25 May 2019) was a unique opportunity for the DIVE-IN partners to meet and exchange good practices, mostly through experiential workshops.

Peer learning Seminar of DIVE-IN Partners

From May 23 to May 25 2019, more than 20 expert trainers from Greece, Jordan, Lebanon and Palestine, gathered in Athens and exchanged methods, stories, experiences and challenges they face in their countries in Inclusion Education and Education for Sustainable Development. After this seminar, participants felt more inspired and skilled to proceed with our efforts on inclusion at a country level and at work level.

THURSDAY 23 MAY

Morning	Arrivals, settling in the hotel
16.00-17.30	**Partners' Meeting** (DIVE IN contracts, deliverables, deadlines, etc.)
17.30-19.00	**Welcome Session** together *with the Greek Participants*: Ice breakers, trainees' background and expectations, scope of the course.
19.00	welcome dinner

FRIDAY 24 MAY

09:00-11:00	**Workshop A: Sport Improves Community Resilience and Conserves Nature** *by Ziyad Alawneh & Ali Alkhawaldah, LHAP*
11.00-11.30	coffee break
11.00-12.30	**Workshop B: Better Together** *by Sallama Naamani & Cyma Naamani, Makhzoumi Foundation*
12.30-13.30	light lunch break
13.30-15.30	**Workshop C: Living Together** *by Eirini Kareta, British Council, Greece*
15.30-16.00	coffee break
16.00-18.00	**Workshop D: Hotel of Diversity** *by Despoina Kardogerou, ActionAid, Hellas*

SATURDAY 25 MAY

09.00-11.00	**Workshop E: Arts Engagement for Learning as a Context for Inclusion** *by Wasim Alkurdi & Dima Saqfalhait, A.M. Qattan Foundation*
11.00-11.30	coffee break
11.00-13.00	**Workshop F: "… my business is to create"** *by Khaled Tahir, Heraclion Development Agency*
13.00-13.30	**Parents4all European Project** *by Akrivi Panagiotopoulou, Olympic Training, Greece*
13.30-14.30	**Evaluation, Closing**

Greece

Primary school students from Athens experience a not-so-inclusive expedition to Mars through drama

Guided by the outcomes of an insightful focus group of experts that discussed the gaps and needs of educators for more inclusive classrooms, the Greek team of DIVE-IN decided to design a drama activity and then pilot it in selected multiethnic classes of public primary schools in the heart of Athens.

Early in 2019, the Greek team of DIVE-IN was formed, with five experts from the formal and non-formal education sector, namely

Iro Alampei & Vicky Malotidi (MIO-ECSDE / MEdIES),
Demetra Deroyannis (Action Aid Hellas),
Maria Dimopoulou (ESD Directorate for primary level, A' Athens),
Gerasimos Ioannou (English and drama teacher).

A focus group with educators from Athens, organised in February 2019 with selected teachers, headmasters, and ESD officers (seven in total), revealed several dimensions of the problem in Greece.

Diversity: The average percentage of non-native pupils in the schools of the Athens centre is 75% and can be up to 90% in areas with high density of Roma families. One teacher counted 17 nationalities in his classes. These pupils cannot be handled as a homogeneous group as they have very differentiated needs.

Constant move: For refugee pupils especially, there is a high degree of uncertainty in terms of their number, their demographics, their living spaces and conditions. Some of the families already live for some years in the country. Those that only consider Greece as a transition country have a minimal interest in education or in learning the language. The constant in- and out-flow of refugee pupils in a class within the same school year does not allow the building of stable or trustful in-class relations nor the creation of the much-needed positive class climate.

Language and Communication: Apparently, language is not the most important barrier in communication: educators are mostly challenged by how to create an embracive environment in which all their learners are respectful, collaborative and mutually accepting. The *grouping* phenomenon becomes particularly obvious during school breaks, when pupils tend to play only with pupils of the same nationality.

Integration in the Community: The majority of the pupils, especially girls, have minimal opportunities for out-of-school interaction with their host communities which, in some cases, may be xenophobic.
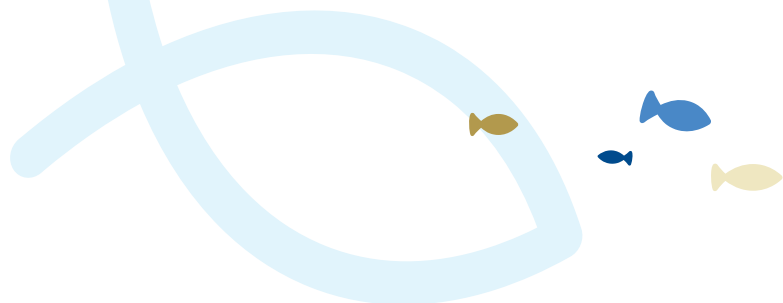
Based on the findings of the focus group and the insights of an interview with Mr. Haravitsides (Headmaster of the 132nd Primary School of Athens, 12/02/2019), the team decided to implement its activities in public schools of central Athens, which are characterized by a high percentage of disadvantaged learners in a constant state of flux in terms of composition due to the constant move of refugees and migrants.

To minimise the language and communication barriers, the team decided to design a drama activity for the school interventions. It was decided to focus on grades three to six of primary level.

The aim was to create an imaginary scenario that would encourage self-expression and allow equal participation of all the class students, helping them develop their perception of themselves as well as a sense of togetherness with their peers at the same time. This scenario needed to have a safe "distance" from the students' current life, so that they could feel comfortable (detached) to share their stories of exclusion and inclusion in a manner as natural and non-traumatic as possible. That is how the idea of a story taking place in a Space Station came up (Described in the text box with the scenario outline).

The team developed the components of the intervention to be implemented in primary schools and in April 2019 submitted it to the Greek Ministry of Education for approval (in Greece, all extra-curricular school interventions require formal approval by the Ministry of Education).

With the launch of the new school year, an introductory seminar for school teachers from central Athens was held on 30 October 2019, to inform about the DIVE-IN intervention and identify interested schools. It was attended by 19 participants from six primary schools of Athens, where the DIVE-IN scenario was "tested". Following the seminar, and based on how the teachers felt that the scenario fitted to their class abilities and needs, three schools were chosen for carrying out the intervention (36th, 54th, and 93rd primary schools). Yet one more school applied parts of the scenario outside of the DIVE-IN programming, at its own pace (3rd primary school).

The schools were responsible for selecting the classes from grade three to grade six. Due to restrictions of the Greek Ministry on non-formal programmes, our intervention could not be longer than four school hours (45 minutes each). Therefore, in Greece, the scenario was run in two sessions of 90 minutes each - usually with one week in between. The schools, classes and schedule of interventions are presented in the following table. Following the suggestion of the 36th school teachers that preferred to work together, on one occasion two classes were merged.

Primary School	Grade	No of students	Date of intervention session	
36	3 (C1, C2 merged)	14+14 = 28	11/11/2019	22/11/2019
54	6	19	20/11/2019	27/11/2019
54	4	18	6/12/2019	11/12/2019
93	6	20	2/12/2019	9/12/2019
93	4	15	12/12/2019	19/12/2019

Many of the steps can be skipped or modified, depending on the experience of the class, the group dynamics and the available time. For groups with many language barriers some of the steps involving writing or speaking can be replaced with drawing, pantomime, etc.

The scenario is designed to be applied in two sessions of 90 minutes each (one week apart from one another). Usually, the first session stops up to the point where the group has depicted the layout of the space station, has agreed on the "greeting", and has experienced "entering" the space station.

Scenario Outline

- Rhythm exercises are held as icebreakers and to identify the degree of eagerness to participate and the diversity of capabilities. The students move randomly: (a) in slow motion; (b) imagining they have very heavy feet; (c) as if they are in a thunderstorm; (d) as if they are weightless.

- We take a look at blown-up photos of imaginary space stations on Mars and brainstorm on the prevailing conditions. (Examples of questions: Is there oxygen? Are there plants, animals? What dangers do astronauts face? How long does a trip to Mars take?).

- We brainstorm also on aspects relating to resources and waste on the Station (Examples of questions: Where does energy come from? How do they find water and fresh food? How do they treat their wastes?) in order to talk about concepts like closed system, finite resources, recycling, circular management, etc.

- In groups of four the students draw what a space station on Mars looks like. Each group presents their drawing one by one and then each student does the same individually.

- Students imagine that they are standing at one of the windows and report what they see.

- We brainstorm on what skills and qualities astronauts need in order to perform their work duties; (If needed, we look at photos of astronauts' trainings). In groups the students rehearse and create (do) a freeze frame (or still image) of such a training.

- Individually the students draw and/or note on a small piece of paper the object that helped "them" (the students-in-role) to train as astronauts. They share with the group.

- We look at a group photo of astronauts after having completed their training and ask the class to form a group still image supposedly taken after "their" group has finished training.

- The facilitator directs students in kinetic improvisation exercises of how astronauts wear the spacesuit; how they move with it, etc. In groups they rehearse and create a still image of a day at work (e.g. sampling rocks, writing a report, fixing a problem with the suit, driving a space vehicle).

- With the help of the students the facilitator uses masking tape on the floor to create an imaginary layout of the central room of the station (We pose questions to elicit the various parts of the station, e.g. bedrooms, laboratory, kitchen, doors, etc.).

- After explaining that people of different cultures greet in different ways, students improvise greetings and then jointly decide on the greeting gesture that the astronauts use at their Station (they can use hands, legs, head only, etc.).

- Using an object signifying rank (e.g. cape, belt, hat), the facilitator takes the role of the Chief of the expedition and stands in the central room. Kinetic exercises: students take position outside the space station; one by one they enter the station following the procedure of opening and closing doors, greeting the Chief, taking the spacesuit off, putting it in the wardrobe, going to the bedrooms.

- Each student writes on a piece of paper why the space station is important to him/her; one by one they place it around the layout of the central room.

- The Chief announces to the group that one member of their team has a problem; s/he doesn't feel included in the team. We brainstorm out of role on why this might be happening. The group decides on the "outsider's" name.

- In groups of four the students rehearse and create a still image depicting how s/he doesn't feel included. While observing the still image, the students of the other groups read thoughts or add dialogue to the roles of the still image. If time allows, each group performs the scene.

- On a chair the facilitator places an object signifying the "outsider" (e.g. hat, tool, belt), and any student that wants comes, sits, and voices in role what this person might be feeling or thinking.

- In role, the Chief explains to the Astronauts how important the "outsider" is to the Station and stresses that they have to include him/her in the team for the sake of the expedition.

- We brainstorm on what the team should do, and what the "outsider" should do in order for him/her to be included.

- In groups they write a scenario, direct and show a scene taking place one month after the discussion with the Chief; the students of each group decide whether the team has included the "outsider" or not; the other groups place captions/titles on each scene.

- Individually the students write a page of the diary of the "outsider" some days later.

- As we step out-of-role the class stands in a circle; everyone gives a word as a reflection on the story; the word should not be an adjective.

Application & evaluation

Between November and December 2019, the drama was applied with five different groups; four of them were single-class groups and one consisted of two joint classes. All groups were multi-ethnic and included students with Special Educational Needs (SEN) of various types ranging from hyperactivity, dyslexia, autism, to special needs: Only some students in need of a special educator actually had one. The percentage of girls vs. boys was more or less balanced. Language was a barrier in some occasions (especially in two cases of newcomer refugee students that had joined the class only some days before and could barely understand).

In each case, the scenario was applied with a number of variations considering and adapting to the prior experience of the class with similar activities and the level of interest, participation, degree of comprehension of the tasks, capabilities within each group, etc.

In all occasions, not counting the milder exclusions and sub-groupings, there were individual students who had already been experiencing exclusion at a considerable level. Some had been experiencing exclusion due to a complete lack of knowledge of the language, some because of their lack of focus which resulted in misbehavior or boredom during the sessions, some for other reasons like low self-confidence; there were a few students that manifested more than one of these factors. In one group, the teacher reported that she, along with the students and the school community, had been trying to include a specific girl for years. Finally, with the group of the two joint classes, it proved rather difficult at certain stages of each session to function as one unified team.

In all the groups, students depicted a high level of understanding or even sensitivity about the issues of inclusion/exclusion that were discussed during the intervention. In almost every group, the students stated a wide number of factors as reasons for exclusion; "neutral" factors like the lack of knowledge of the spoken language or differences in taste, preferences, etc.; "negative" factors, like illness, tendency to misbehave, show-off; but also "positive" factors, like over-qualification of the excluded person, high intelligence, popularity.

The students proposed an array of ideas for solving the problem. They had a host of things to propose to both the team that excludes people ("second chance", "forgiveness") and to those who find themselves excluded ("learn things", "try harder", "do not give up").

The students also showed signs of being affected by the content of the drama: most showed an eagerness to continue at the beginning of the second (follow-up) session. However, there were some students who withdrew to their own thoughts and even a few that were laughing or ridiculing the content. The evaluation words that they provided at the end of the drama were amazingly diverse, with some of them not having been mentioned during the sessions: "participation", "empathy", "insight", but also "sadness", "loneliness", "struggle".

Only the two older groups (grade six) reached the point of the scenario towards the end, where one month has passed after the discussion with the Chief. In one of the two groups, the scenes were more optimistic: in all of them the "outsider" was included in the team. In this very diverse group, the teacher has almost eliminated exclusion issues in the class, and has addressed the language barrier with amazing results (for example, he asked the class to spell out loud in unison the new words that came up as the drama evolved). In the other group, the scenes were more "realistic", with half of them showing acceptance and inclusion, and half showing hesitation and distance. This is a group that has fewer impediments, could work more, and reached a further level of negotiation with the content.

Overall, the scenario was piloted in classes of grade three, four and six. The students' responses and level of engagement showed that drama worked more effectively in the 6th grade classes it was applied to. This "optimum student age" should be considered on future occasions of applications.

The case where the scenario was applied in a group of two joint classes showed this clearly: engagement was lower. The ideal is to implement such drama activities in groups of max the average class size (20-25 students).

lessons learnt

- The use of drama allows for a plethora of methods encouraging expression, group work and creativity, both in-role and out-of-role (ref. to underlined phrases in scenario outline textbox), from kinetic exercises, to forming still images, brainstorming, improvisation, writing and drawing. In this sense, it gives the opportunity to students of varying talents to participate equally.

- Ideally, such drama activities should be implemented in groups of max the average class size (20-25 students).

- The scenario was designed to be applied in two sessions of 90 minutes each. At least one additional 90-minute session would be more effective. The issues the educator/facilitator has to deal with are many and sensitive and time is needed to build a trustful relationship with the students.

- One way or the other, all groups were affected by the content of the drama. Surely it wasn't enough to eradicate all class exclusions, but the students' responses indicate that drama, and variations of this specific scenario, is a good starting point for primary school classes to start confronting the problems. After the activities, these classes have a very good basis on which to continue the discussion on the topics of inclusion and exclusion, become "inclusion investigators" and work on making first their class, and then their school, more inclusive.

- In its current form the scenario works at class-level. On future occasions the scenario can be elaborated further to include the students' families (e.g. with some take-home tasks) and the whole-school (e.g. tasks for other classes, the headmaster, etc.).

Meeting the Inclusive Schools project

Early in the implementation of DIVE-IN (March 2019), we crossed paths with a complementary project taking place during the same period, with which DIVE-IN collaborated, for mutual strengthening and a greater outreach. The Inclusive Schools project is run by the British Council in several European countries, and is co-funded by the Erasmus+ program of the European Union. It is a 2-year-long project aiming to empower schools across Europe to create inclusive learning practices that are designed to actively engage and challenge their community.

Specific activities run jointly by the DIVE-IN and Inclusive Schools teams were:
- The experts' peer learning seminar, 23-25 May 2019
- The introduction seminar for Greek teachers, 30 October 2019
- The evaluation seminar for the Greek teachers, 18 December 2019

The DIVE-IN project officially ended in December 2019, with the compilation of the current guidebook. However, the Inclusive Schools project continues in 2020, and provides the opportunity for the class work to continue and step out of the imaginary scenario (drama) to actual school life.

In essence, building on the discussions held during the DIVE-IN drama about the concepts of inclusion and exclusion, students are asked to make connections to their actual school life and become "inclusion investigators" of their class or school. At a final stage, students are asked to draft their own action plans to create a more inclusive class as well as to run an Inclusion Week in their school. This methodology is based on the Inclusive Schools Toolkit (Described in Part B, page 64).

Read more: https://inclusiveschools.net/

Jordan

Sport for community cohesion and development

Bringing people of different roots and nationalities to play and do sport activities together can be an effective tool to improve community inclusion, cohesion, tolerance and avoid conflicts. This is the outcome of the project run in northern Jordan, a region with a high concentration of Syrian refugees. The activities included info sessions on ways to minimize the footprints of sports events.

Early in the project, the Jordanian DIVE-IN team was formed by two LHAP experts experienced in education, in connection to refugees: Mr. Ziyad Alawneh and Dr. Ali Khawaldah. It was decided that the DIVE-IN activities would take place in northern Jordan, a region where the majority of Syrian refugees have settled. The aim was to facilitate acceptance by the local Jordanian communities and reduce the perceived negative impacts of the refugee communities (social, economic, environment and political). Sport was used as the means to strengthen community cohesion and thus boost development in the region.

A sport activity can have many benefits, from enhancing physical fitness and thus health; psychological well-being; anxiety/stress reduction; sense of well-being; personality development; tolerance and resilience; co-operation/social skills; team building skills, etc.

The event entailed various types of sports popular to Jordanians as well as to refugees and laborers in Jordan (Egyptians, Syrians and Yemeni). Apart from the LHAP experts, the coalition responsible for the organization of the activities in Jordan also included two registered sport clubs (Kofer Almaa and Ashrafieh) of the Kora sub-governorate of Irbid, other clubs from the same region and other informal groups.

The one-day massive event was held on December 14th 2019, in Deer Abi Saeed of Irbid governorate, in the northwest of Jordan, 90 Km from Amman, welcoming participants from other parts of the country (Amman, Jordan Valley and Irbid governorate). The 60 'athletes' were split into teams, each participating in one or more of the following games:

- Four football teams (and rounds)
- One basketball game.
- Two traditional games (Zompist and the Cup)
- A chess tournament
- Ping Pong games
- A Racquet Sport
- Billiard game

At the beginning of the event, some material was distributed to the participants with information about the importance of sport in tolerance and respect of diversity. Other material was handed to the coordinators and referees to guide them on what to do prior to starting the games and questions to address to the participants with regard to their feelings in relation to their participation in the tournament and sport competition.

To the extent possible, the teams were mixed; they composed of Jordanians, Yemeni, Egyptian and Syrians. Moreover, it was attempted to mix locals with those coming from elsewhere, e.g. from Amman and the Jordan Valley as well as those from the two different Sport Clubs. There were games suitable for all ages, female and male alike.

The distributed T shirts and hanging banners state "Sport for Community Cohesion and Development".

After playing the games, the teams, with the help of the LHAP coordinators, held insightful group discussions and interviews reflecting on the impact of playing together with people of other nationalities, their feelings and the dynamics created within the teams. The participants greatly appreciated these discussions as well as networking with other people. Particularly the Egyptians, Yemeni and Syrians stated that the activities helped them interact with the Jordanians and feel well received, accepted and integrated. In the recorded interviews (live facebook videos), all participants expressed their excitement and gratitude for taking part and their wish for such events to continue.

lessons learnt

- The sport community is not appreciated enough, in terms of the important role it can play in overall community development, in bridging the gaps and contributing to improved tolerance among community members and strengthened resilience.

- Sporting activities themselves are underestimated in their effectiveness in improving community resilience, cohesion and in boosting development.

- Participants in such sporting events and local sport clubs, especially in remote rural areas, highly encourage more of such types of activities.

- Sport can be a useful means for the consolidation of lasting partnerships and the establishment of long term and effective networking.

- The little seed money invested has had a large impact on the community. It leveraged a lot of in-kind efforts by people who were excited by the opportunity to practice tolerance and promote sustainable community development.

Lebanon

SDGs & the environment as a tool to enhance deprived & marginalized groups

There are social and economic benefits from combining art with respect to the environment. With the proper training and enhancement of creativity, there is a chance for the trainee to start an income generating activity at minimum cost. It is an opportunity, especially for women, to explore skills and talents, to improve their sense of self-efficacy and self-esteem, and to form partnerships.

Over the last decade, the term "up-cycling" has been coined and used in the discourse of sustainability efforts. Crafts based on the up-cycling of materials can both help protect the environment and generate some income, by using available free-of-charge materials (mostly household waste) or easy-to-purchase materials. This was the rationale behind the proposal of the Makhzoumi Foundation to undertake, within the DIVE-IN project, hands-on trainings on environmental crafts, targeted to vulnerable women.

During the period of August-September 2019, two trainings, the first one on decoupage and the second one on loom weaving, were held in Beirut. Participants were approached through the Foundation's trainers and the Relief unit of the Makhzoumi Foundation, that was initiated in 2011 as an emergency response to the Iraqi and Syrian crisis in Lebanon with the

I was very glad to learn these skills in such a short period. After only 3 days, I started producing, made 2 pieces, and sold them directly after taking the workshop.
*Fatima Shamla [Syrian]*

objective of addressing needs to refugees, displaced people and vulnerable host communities. In total, 24 women attended (11 for the decoupage and 13 for the loom weaving). At the end of each workshop, which consisted of three sessions, every trainee received a kit with materials to help start her production.

The evaluation forms filled by all participants at the end of each training showed:
• 100% reported having benefited from the workshop.
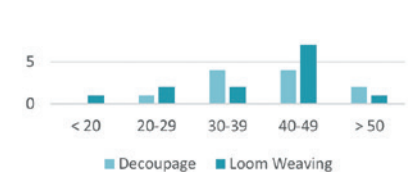• 72% rated the workshop as very well organized
• 63% considered it lasted long enough while only 18% wished it lasted longer.

Some demographic statistics on the participants are presented in the charts below:

NATIONALITIES OF PARTICIPANTS

- Lebanese: 3
- Syrian: 18
- Iraqi: 3
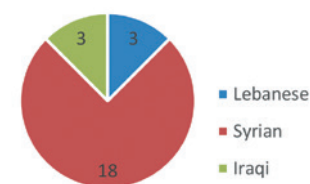
AGE RANGE OF PARTICIPANTS

Decoupage | Loom Weaving
< 20 | 20-29 | 30-39 | 40-49 | > 50

> **"** *I was amazed at the possibility of converting these damaged things into presentable, useful items and at a very low cost! The opportunity to make an occupation out of this craft without a need for capital or a costly location (such as a shop) was of particular interest to all of us alike.* **"**
>
> *Rola Rashidi [Lebanese]*

A second activity targeting the children of the 24 participants was to be held during October 2019. However, due to the abrupt rising of the Lebanese revolution and the escalation of the situation, it was deemed risky to accompany the mothers and children on a trip to the "Green Demonstration Room" located outside Beirut. Accordingly, it was decided to invite participants to our premises and offer an extra class that would once again gather the women from different backgrounds together in an educational setting. Unfortunately, due to the financial instability, the blocking of roads, and the lack of security on some days, most of our beneficiaries found it difficult to join and the activity had to be cancelled.

As a way to compensate for this final part of the project not taking place, due to *force majeure*, it was decided to prepare and distribute a package including games and educational information for the children. The package included the following:

- A booklet by the Lebanese Ministry of Environment and UNDP including environmental lessons, coloring pages and games.
- A key chain/pamphlet stating children's rights with brief explanations and illustrations.
- A memory card game on SDGs. This game was prepared for this project; each package contains 35 cards (one instruction card and two cards for each of the 17 SDGs). The full deck was placed in a small reusable wooden box.
- A puzzle depicting SDG10 and pictures showing disparities in wealth or helping hands to transmit the message of reducing inequalities.
- The full set was distributed in colored reusable paper bags.

> **"** *I used to make crochet items before. But I was glad to learn loom weaving especially by using plastic nylon bags to make threads! I made coasters.* **"**
>
> *Ghalia Bakhos [Syrian]*

> **"** *I have previously tried to learn similar skills but did not benefit as much as I did here. The fact that we implemented directly and that we were all helping each other to learn despite our differences in terms of not only experience levels but also backgrounds was a great push forward!* **"**
>
> *Colette Zakaria [Lebanese]*

lessons learnt

- The trainers drew attention to the fact that the majority of the participants in the course were illiterate and yet managed to learn these crafts easily and in a short time. This emphasized our belief that learning based on arts and environmental crafts can be made accessible to all.

- The women not only benefited from what they were being offered as tools and ideas, but were also quick to start bringing in available products at home to create gifts for their loved ones. They were all happy to learn those skills as a way to become able to make money as well. For us, this meant that women from all backgrounds alike still need to be empowered! The participants were able to bond by discussing financial concerns, fears, and psychological improvement they felt by believing they were learning something of value.

- It is extremely important that we continue to offer kits to participants in any of our classes and projects. Many women found that this was a very special initiative in comparison to other activities they had participated in, as it allowed them to start taking immediate action after completion of the workshop.

Palestine

The Arts as a context for Inclusive Education

"Drama captures our life. Through it we see our own stories."

That is what Ms Thaera Qindah from Beit Our Alfoa School said when asked about what she liked most about the workshop. It was for this particular reason that the two experts from A.M. Qattan Foundation, Mr. Wasim Kurdi & Ms Dima Saqfalhait, chose the arts as the most appropriate approach to work on inclusive education with teachers.

On a personal level, I enjoyed meeting people who are very different from me.
Samia Hamad, Tireh Secondary School

The arts have always been hailed as a powerful tool for the development of the brain and learning for students, as they aid in people's understanding of the world and of one another. In drama, cinema and theatre, one can explore different situations and contexts while adopting different perspectives, and examining different implications. This helps develop an informed understanding (of both situations and people), rather than jump to misinformed conclusions which is sadly what our modern world has come to.

In this context, the Palestinian experts proposed to hold an experimental multidisciplinary training workshop mixing cinema, storytelling and drama, as a Context for Inclusion Education for approximately 20 class teachers from 11 neighboring villages in the Nilin area, that would run 1 day per week (Saturday) over 3 weeks. Indeed, the workshop was organised in three sessions during October and November 2019 (total training time of 18 hours), and it was attended by 23 teachers from Nilin and its neighboring villages.

The aim was to employ different kinds of art within a methodology intended to enhance the engagement of socially and culturally diverse students in the learning/teaching process, giving them a chance to create meaning of their own realities through research, exploration and imagination.

When deciding to run the series of workshop sessions on the topic of inclusive education, the most meaningful place to host it was considered the Nilin Teacher Centre, which was originally established by AMQF as a cultural programme that targets teachers, students and local communities in the Nilin area. An open call for a workshop titled "arts as a context for inclusive education" received 45 applications from teachers (23 of which were accepted). Most of the participants were teachers working in the public sector, with different specializations, teaching different age groups, and different subjects. They were also quite a diverse group in terms of religious, cultural and socio-economic background, which is typical of the Nilin area.

Throughout the workshop sessions, schoolteachers were engaged in a professional development journey using mainly arts. It was attempted to explore the concept of travel, and to be more exact: migration. What drives people to leave their homeland and head towards the unknown? How do they feel about it?

A film was used as a starting point throughout the three days workshop, demonstrating how resourceful one film can be. The starting point was the opening scene of *The Legend of 1900* (1998)[1] by Italian filmmaker Giuseppe Tornatore, which shows hundreds of Italian immigrants' arrival to the United States of America at the onset of year 1900. Participants were encouraged to analyse the scene starting from the informational, to the symbolic, and ending with the signified (emotion-value that cannot be described verbally) using Roland Barthes' three suggested orders of meaning in a film scene[2]. Participants were encouraged to use the questions of "Who, what, why and where?" as they analysed each scene (and later drama still images, photography and paintings) which was intended to enhance their ability to contemplate and understand art in all its forms.[3]

1 The film narrates the story of a baby boy, found in 1900 on a sailing ship, who grows up to become a master piano player without ever setting foot on land.

2 They are listed in *The Third Meaning* (1980) collection of essays.

3 The methodology was based also on the book "Drama and Traditional Story for the Early Years" by Nigel Toye and Francis Prendiville.

Participants were encouraged to raise inquisitive questions related to values and issues inferred from the film that can be discussed with their students like class distinction and immigrants' aspiration for a better reality. Since excitement to know more about the events in the story can distract children from exploration and research, during the workshop strong focus was given in the processes of reflection and research, not on suspense.

Furthermore, the written monodrama of 1900, The Pianist on the Ocean (1994) by Alessandro Baricco was used, to shift smoothly from film to drama, from the general context to the specific, introducing participants to the mystery surrounding the "pianist" in the film. The "belief creation" in the drama was done through craftwork, where participants made musical instruments from cardboard paper and placed them carefully in a secondhand music shop.

The drama started as a trumpet player (Mr. Kurdi in role) entering the shop to sell his own instrument saying "this isn't just a music instrument. This is my entire life." The sentence gave participants the space to explore the reasons that may drive someone to sell his "life", which led to further exploration of the topic of migration.

Participants continued their journey with music instruments on the second day of the workshop through making a pipe, leading to another drama, this time of the Pied Piper of Hamelin, taken from Drama and Traditional Story for the Early Years (2000) by Nigel Toye and Francis Prendiville, which the A.M. Qattan Foundation has translated and published into Arabic. Copies of the book were distributed to participants as it included several useful examples of drama in education plans which teachers can apply in their classroom. The day included many activities like writing, as well as drawing, performing still images, analyzing paintings and photography, which the teacher can use (with the guidance of the book) in the classroom.

> *" I started seeing the world from a different perspective. The workshop taught me how to analyze characters, and do an in-depth exploration of details as a source of inspiration for writing. "*
> *Buthaya Dergham Hajjeh, the Small Step Kindergarten*

As for the third day, "the pianist's inability to leave the ship" scene from the same film was used as a starting point to teach screenwriting. Participants were given many writing exercises for the purpose of exploring the numerous ways by which one can create tension in writing, which is essential in writing lively scenes in both theatre and cinema. What do the characters want? Why can't they have it? What implications will their action have on their lives and others'? Are they willing to take the risk? Teachers learned how potential implications can be a great driver behind people's actions. Focusing on reality as a rich source of inspiration for writing fiction helped show participants the parallels between fiction and reality. And thus, have a better understanding of the "characters" in their own life, which they struggled with throughout all the writing exercises. Participants found it particularly difficult to grasp how there is no character that is purely good or evil, but rather there are different shades of both, at times.

- The mixed yet complementary expertise of the two trainers, Wasim Kurdi (with a background of education, drama and theatre) and Dima Saqfalhait (with a background of cinema and education) enriched the approach during the workshop.

- The experimental approach followed during the workshop gave the trainers more flexibility to build on the participants' needs. For example, it was decided to use the explicit steps described in Toye's and Pendville's book after participants struggled with understanding drama at first. It was useful to do a drama that they can later apply in their classroom with a book's guidance.

- By the third day of the workshop it was clear that teachers were by then more confident with the work they were doing. It is recommended that any follow-up workshop spreads over a longer period, as three days were barely enough for participants to familiarize themselves with each other, the trainers, and the content of the workshop which is a relatively new theme for them.

- With the help of a professional artist, the participants could perhaps have learned more through the artwork exercises. Many people commented on how arts reflect their own reality. There was an eagerness to write more and explore further their own realities through making art, which could be a follow-up step of this workshop.

" I experienced how drama can be used in the classroom as a fun methodology to encourage students to speak and express themselves, as well as listen to one another. "
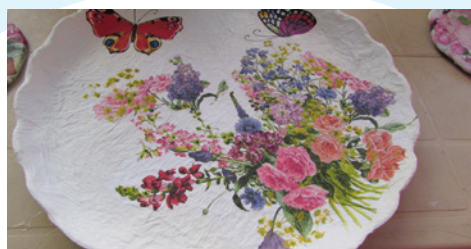Sama Esteih, Deir Qeddees Secondary School

Conclusions and recommendations

The experience and lessons learnt from the activities that took place in the four countries allows us to draw some general conclusions and recommendations:

- All approaches offered many opportunities to instill sustainable development concepts and principles within their content. Yet it is not easy to embed and communicate sustainability topics in a systemic way. This requires experienced educators, able to provide a more 'integrated' approach or 'scenario' and a thorough interpretation of concepts like product life cycle and waste management (e.g. in the waste valorization workshops of Lebanon); carrying capacity and finite resources (in the drama scenario of the Mars expedition of Greece), etc.

- Art, drama, sports and crafts that bring together people of different ethnicity, race, religion, gender, abilities are effective tools to obtain/ enhance inclusion, a sense of belonging and a spirit of ownership.

- Training the trainers (e.g. educators) in the presence of the actual learner groups (e.g. students) could be more productive.

- There should be ideally one or more follow-up trainings / meetings with the same targeted participants a short while afterwards in order to further enhance inclusiveness and facilitate a better mutual understanding. In almost all occasions the participants requested either follow-up activities, or replication for other target groups.

- This project offered the opportunity to pilot some initial ideas with a limited budget and timeframe. The next step is to upscale, include more countries and cases within a mid- to large-scale project on Inclusion Education and Education for Sustainable Development.
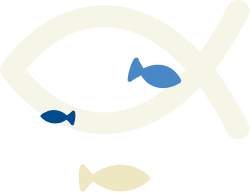
Resources

Recommended by the DIVE-In team

Starting in the first months of the project, the DIVE-IN team studying the relevant literature began compiling the wealth of online, free, high-quality resources.

Instead of delivering another "how-to" guidebook, it was decided to select the most useful resources, many of which have been tried and tested and make them easily available.

The list is certainly not exhaustive, and there are other important publications out there. However, if one browses in the resources recommended in the following pages, he/she will gain a good understanding of the theory and practices of Inclusion Education and Education for Sustainable Development, and discover inspiring success stories.

In the process of screening the 100+ resources found, the following criteria were used:

- **Cost:** All selected resources are free of charge.

- **Online Access:** All selected resources are available online.

- **Balanced typology:** The list includes different types of resources such as teaching and learning methodologies, lesson plans, case studies, workshops, conference proceedings, multimedia as well as policy documents.

- **Theme & target audience:** The list includes resources on a variety of relevant themes and target groups including intercultural dialogue, gender topics, people with disabilities, refugees, bullying prevention, etc.

- **Language:** The primary language of all selected resources is English, however many of them are multilingual, and a few have versions for the visually impaired.

- **Timeframe:** In the list we included resources published after 2000.

- **Euro-Mediterranean context:** We chose to focus on resources that are useful for people living in European and Mediterranean countries.

A guide for ensuring inclusion and equity in education
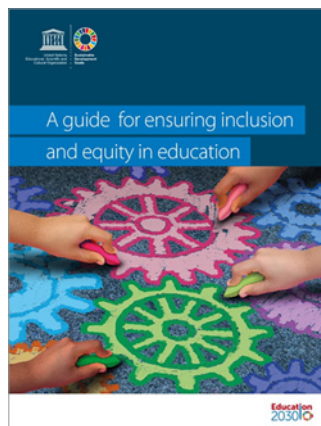
UNESCO, 2017

Format: PDF, 46 pp
Language: EN, FR, ES

in a nutshell

Serves as a resource for countries and contributes to their efforts towards embedding inclusion and equity in educational policy.

useful for	Policy makers, working with key stakeholders, such as teachers, educators, families, students, community representatives and development partners who can facilitate a policy review process
why should I read it?	This guide is structured around an assessment framework that reviews the role of inclusion and equity in existing policies, monitors progress and shows which actions are needed to improve policies and their implementation. It includes examples of initiatives and actions in different parts of the world that contribute to inclusive and equitable educational systems.
keywords	SDG 4, Agenda 2030, Inclusive education, equity and inclusion, gender equality, special educational needs, policy.
links	https://unesdoc.unesco.org/ark:/48223/pf0000248254

A Journey to 21st century education: This is how the world's most innovative schools work
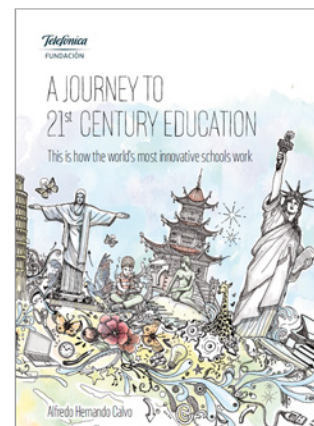
Fundacion Telefonica, 2015

Format: PDF, 201 pp
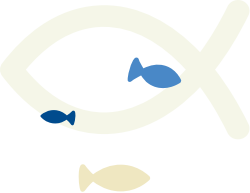Language: EN, ES

in a nutshell

A practical guide that answers to the common question: "What can I do in my school?" through 80 specific actions.

useful for	Teachers, school counsellors and managers, youth workers, facilitators
why should I read it?	With the intention of documenting the most innovative learning techniques and making the methodologies easy for all schools to apply, the author, psychologist and researcher travelled to five continents in nine months. The book not only presents, in a rigorous yet entertaining manner, the most innovative trends in education throughout the world but also encourages the reader to promote innovation by following concrete steps. The inspirational examples range from Gardner's Theory of Multiple Intelligences, project-based learning, design thinking and blended learning to gamification models and integrated, open to community schools.
keywords	teaching and learning methods
links	https://bit.ly/2LNpob1

Adult Education for Inclusion and Diversity

CREID, University of Edinburg, 2017

Format: Conference proceedings, PDF, 435 pp
Language: EN

in a nutshell

Explores the education of adults within the contemporary context of austerity, increasing inequalities and the positive impacts and benefits of adult education.

useful for	Teachers, trainers, university staff, non-formal educators
why should I read it?	The proceedings cover a wide variety of topics on inclusion in Adult Education e.g. life-long learning inclusion projects, training, migrants in higher education, disadvantaged adults, life-long learning opportunities, etc.
keywords	adult education, inclusion
links	https://bit.ly/2PfVT3R

Challenges and good practices related to promoting citizenship and values of freedom, tolerance and non-discrimination through education
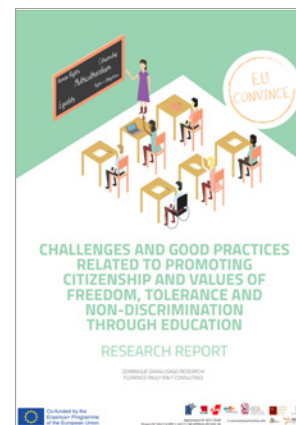
EU CONVINCE (Common Values Inclusive Education) project, 2019

Format: Summary Report, PDF, 16 pp
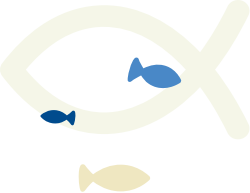Language: EN, DE, ES, FR, IT, PL, RU

in a nutshell

Presents the main findings of a 2018 online survey of experts from 46 regions and countries in Europe who were asked to share challenges and good practices on citizenship education.

useful for	Policy makers, teachers, school leaders and other education personnel
why should I read it?	Both a 12-page executive summary and the full version (206 pages) of the research report are available. The conclusions/ recommendations include a mixture of 'emerging', 'promising' and 'good' practices. They provide teachers, educators and educational institutions with examples of tools and methods to better deal with citizenship-related issues both in the classroom and in extra-curricular activities.
keywords	citizenship education, school culture, intercultural dialogue, digital citizenship, school-leadership, whole-school approach, radicalisation and extremism
links	https://bit.ly/2LLrgku

Coloured Glasses

European Youth Foundation of the Council of Europe and the European Commission, 2016

Format: Manual for Youth Workshops, PDF, 224 pp

Language: EN

in a nutshell

Encourages young people to examine their attitudes towards their own and other cultures, and better understand issues such as culture and identity, intercultural communication, stereotypes, discrimination, inequality and human rights. It also supports trainers in conducting youth workshops using the Coloured Glassess project methodology.

useful for: Youth trainers/facilitators, Youth Groups and Associations, youth

why should I read it?: The Coloured Glasses manual includes the programme's history, the educational theoretical background for youth trainers who wish to design similar workshops, references, a glossary, the methodology to follow in youth workshops, outlines of two examples of workshops, etc.

keywords: youth action, citizenship, human rights, inclusion

links: https://bit.ly/2rE3d03

COMPETENDO: The Open Source Toolbox for Civic Education

EU Erasmus+ Project coordinated by DARE, 2016

Format: Portal and PDFs
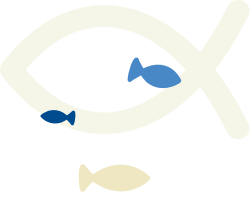
Language: EN

in a nutshell

Provides methods and tools for facilitators and educators working on civic education.

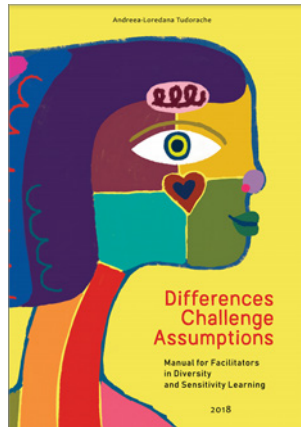useful for: Trainers/facilitators, educators, schools, citizens

why should I read it?: The COMPETENDO platform provides the methodology and tools produced through the respective Erasmus+ Programme to develop citizenship competences and create better learning spaces for empowerment. The toolbox offers and shares experience, methods and inspiration for competency-based learning in a community, school, organization, non-formal group or institution.

keywords: social skills, citizenship, human rights, training, mentoring

links: http://competendo.net/en/Main_Page

Differences challenge assumptions.
A manual for facilitators in Diversity and Sensitivity Learning

EU Erasmus+ KA2 project, 2018

Format: Educational resource, PDF, 124 pp
Language: EN

in a nutshell

Supports youth workers in the field of intercultural learning.

useful for	Trainers, youth workers and workshop facilitators
why should I read it?	This manual includes 45 learning activities that address topics related to diversity and sensitivity. Their most important feature is their challenging and provocative nature. Activities are described in step-by-step details and contain clear debriefing plans.
keywords	intercultural and sensitivity learning, diversity, developmental model of intercultural sensitivity, stereotypes
links	https://bit.ly/2E7pzd7

Digital, Social and Civic Competences Development for Adults working with Migrants and Refugees

EU Erasmus+ Project coordinated by the Baltic Education Technology Institute (BETI), 2017

Format: Portal
Language: EN, ES, LT, GR
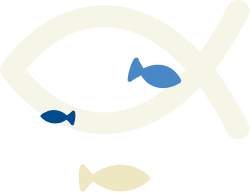
in a nutshell

Develops the digital, social and civic competences of adult educators in order to help them reach their learners better and improve the learning outcomes of the programmes for migrants and refugees.

|	
useful for	Trainers, educators, migrants and refugees
why should I read it?	Aiming to encourage competences development for adult educators working with migrants, refugees and diversified groups in Europe, DiSoCi developed a series of resources and tools, including a model to assess the needs of educators, a curriculum/programme for training educators and an e-repository of relevant open educational recourses. All resources are available in the "Dock portal".
keywords	development for adult educators, digital, social and civic competences
links	http://disoci.eu/

EDUCATION 2030
Incheon Declaration and Framework for Action for the implementation of SDG 4
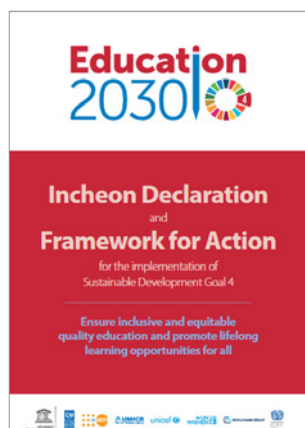
UNESCO, UNDP,UNFPA, UNICEF, UNHCR, UN WOMEN, World Bank, ILO, 2016

Format: UN Policy Document, PDF, 83 pp
Language: EN

in a nutshell

Presents the UN Declaration (Incheon) and the overall Framework for Action to implement the SDG4 "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

useful for	Policy makers, education officers, educators & school directors, non-formal educators, educational staff, etc.
why should I read it?	This policy document sets out the UN vision, principles, goals, approaches, means of implementation, indicators and strategies for education up to 2030.
keywords	education for all, quality education, lifelong learning, policies, plan of action
links	Document: https://unesdoc.unesco.org/ark:/48223/pf0000245656
	Platform: https://sustainabledevelopment.un.org/sdg4

Embracing diversity:
a toolkit to create inclusive, learning-friendly environments

UNICEF, 2015

Format: Toolkit, PDF, 344 pp
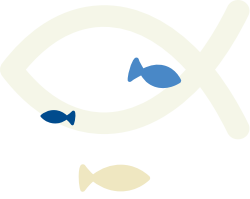Language: EN

in a nutshell

Supports educators in creating inclusive and learning-friendly environments and managing them with the full participation of educators, students, parents, and community members.

useful for	Teachers, students, schools, local societies
why should I read it?	The Toolkit provides a holistic, practical perspective on how schools and classrooms can become more inclusive and learning-friendly. It builds on experience gained over many years and on the strategies and tools developed by many organizations and individuals working on inclusive education. This Toolkit is meant to be user-friendly and a means of inspiration for teachers who find themselves working in ever more diverse classrooms. It provides a whole range of guidelines for teachers, lesson plans, matrixes, checklists and recommendations for engaging the local society in inclusive education practices.
keywords	inclusive class, whole-school approach, diversity, methodology
links	https://unesdoc.unesco.org/ark:/48223/pf0000137522

Equity and inclusion: Play your part

WaterAid, 2014 (updated)

Format: Facilitators' guide for a one-day long training, PDF, 50 pp
Language: EN

in a nutshell

Creates a common understanding among WaterAid staff of equity and inclusion in Water, Sanitation and Hygiene (WASH) (but applicable to any organization).

useful for Workshop facilitators, HR Managers of institutions

why should I read it? The guide has been developed to support the equity and inclusion policy of WaterAid and raise awareness among its staff. It has been designed as a one-day face-to-face interactive workshop for all the staff members but can be adapted for use in other situations. It provides the opportunity for the staff to think about how this applies to their area of work. The training has been regularly organised in the UK and elsewhere. Based on the feedback received, an update was released in 2014. The guide is very practical for facilitators who run workshops on inclusion and equity.

keywords institution policy, equity, inclusion, Water Sanitation and Hygiene (WASH)

links https://bit.ly/35grCXY

European Toolkit for Schools
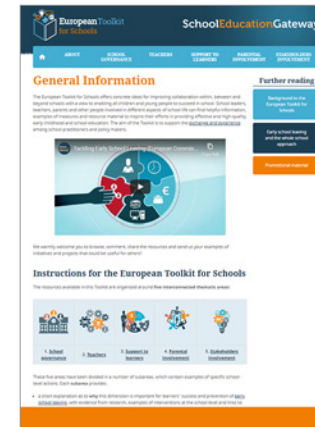
School Education Gateway, ongoing

Format: platform
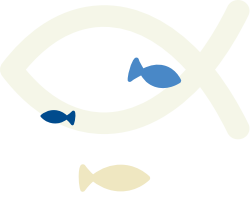Language: EN

in a nutshell

Provides examples of effective whole-school approaches to prevent early school leaving.

useful for Policy makers, school leaders, teachers, parents and other people involved in different aspects of school life

why should I read it? This toolkit offers concrete ideas for improving collaboration within, between and beyond schools with a view to enabling all children and young people to succeed in school. It presents helpful examples of 'what works' to inspire and support the prevention of early school leaving. The resources are organised around five interconnected thematic areas: 1. School governance 2. Teachers 3. Support to learners 4. Parental involvement 5. Stakeholders involvement. Educators developing whole-school approaches will want to develop a coherent strategy to address each of the five areas, using the examples as inspiration rather than as recipes for replication.

keywords early school leaving, whole-school approach

links https://bit.ly/2RKAz89

"Free to speak - safe to learn"
Democratic Schools for All

Council of Europe, ongoing

Format: website (online campaign)

Language: EN, FR

in a nutshell

Aims to safeguard human rights principles and the fundamental mission of education in developing and maintaining a culture of democracy in European societies.

useful for	Teachers and school heads who are interested in building and maintaining a democratic culture in their classroom
why should I read it?	This online compendium covers the six main themes of the "Free to speak - safe to learn" Democratic Schools for All project that can be adapted to the priorities and needs of every school: making children's and students' voices heard, addressing controversial issues, preventing violence and bullying, dealing with propaganda, misinformation and fake news, tackling discrimination, improving well-being in school.
keywords	controversial issues, democratic education, values, freedom of speech
links	www.coe.int/en/web/campaign-free-to-speak-safe-to-learn 35grCXY

Gender
in education and training
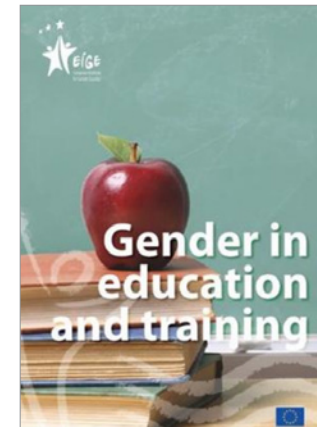
European Institute for Gender Inequality, 2016

Format: Report, PDF, 28 pp

Language: EN

in a nutshell

Provides insights and guidance on mainstreaming gender equality in education and training policy in Europe.

useful for	Policy makers, educators and school staff, evaluators
why should I read it?	The publication provides information on gender inequality in education, the proliferation of gender stereotypes, gender-based violence in schools, links to low achievemnet levels and the labour market, etc. It provides resources and practical examples for mainstreaming gender into education and training and makes the link between education, training and the integration of the gender dimension into the policy cycle.
keywords	gender mainstreaming, stereotypes, gender exclusion, education
links	https://eige.europa.eu/publications/gender-education-and-training
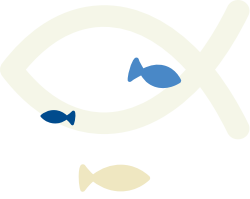
Handbook
on teaching in diversity

EU Erasmus+ KA2 project, 2019

Format: PDF, 90 pp
Language:EN, BG, DE, PL, RO

in a nutshell

Enables teachers to build knowledge necessary in the daily work of multicultural environments. It is a tool for reference and self-learning, combined with other materials of the TEACH-D project.

useful for | Teachers, school leaders and other education personnel

why should I read it? | The handbook was developed within the "TEACH-D Teaching in Diversity" Erasmus+ project. The aim of the project was to address diversity management at school, focusing on the teachers as key actors in the process of transferring knowledge, values, skills and competences. Unlike other initiatives which merely provide teachers with skills and competences on 'how to teach diversity', the TEACH-D project focused on: how to teach diversity, how to teach in diversity and how to manage diversity.

keywords | cultural, linguistic, and religious diversity, migrant students

links | https://bit.ly/2sg5kqR

Ideas for a bullying-free classroom:
Manual for teachers and school staff

DAPHNE Programme, European Commission, 2016

Format: PDF, 94 pp
Language: EN

in a nutshell

Offers practical support to teachers and staff in dealing effectively with bullying at school. It introduces an intervention approach, implemented in 7 EU countries, based on the active involvement of children as agents of prevention, identification and tackling of bullying at school.
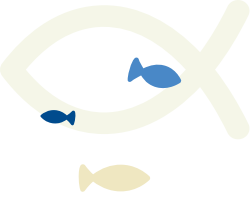
useful for | Teachers, teaching assistants, school counsellors, youth workers, parents

why should I read it? | You should read it because:
- It presents a methodology developed and applied in seven EU countries and contains country-specific findings and possible interventions.
- The methodology proposed is linked to the Whole-School-Approach, involving teachers, management staff, students and parents.
- It proposes more than 15 interactive activities (for specific age groups and duration) you can choose from, in order to apply the manual in your own setting.
- It is complemented with a book produced by children (Listen!)
- It is wonderfully decorated with students' drawings.

keywords | bullying, practical guidelines

links | Teachers' manual: https://bit.ly/2E6HUHc
Children's book: https://bit.ly/38yWTYf

Images of Others: an Autobiography of Intercultural Encounters through Visual Media

Council of Europe, 2013

Format: online resource (with PDFs, images, etc.)
Language: EN, FR

in a nutshell

It helps children analyse a specific intercultural encounter (an experience of meeting individuals from different cultural backgrounds) which they themselves have experienced, by answering a sequence of questions about various aspects of that encounter.

useful for — Teachers, workshop facilitators

why should I read it? — You should read it because:

- It starts with self-reflection questions on our everyday encounters with "people not like us" and gradually expands into concepts of intercultural encounters.
- It poses a series of questions about a particular striking image that leaves an impression (the methodology of image interpretation).
- It has two versions: the standard version, for older learners, and another one for younger ones (to run with the help of an adult or teacher).
- Depending on how much you wish to engage with the material, you can use the facilitators' notes, read the theoretical text, or do the online self-study course.
- It can be used in formal (classroom) and non-formal contexts.

keywords — culture, identity, intercultural encounter, intercultural competences

links — https://bit.ly/2SEPy2c

Inclusive education for learners with disabilities
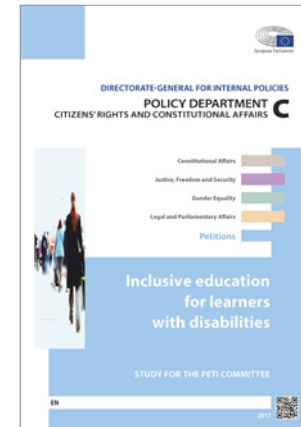
Policy Department C: Citizens' Rights and Constitutional Affairs, European Parliament, 2017

Format: Study, PDF, 47 pp
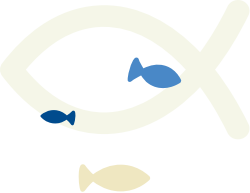Language: EN

in a nutshell

Examines the state of inclusive education in Europe, the role of international organizations and the European Union.

useful for — Teachers in formal and non-formal education

why should I read it? — The definition and concept of inclusion has been debated for many years. This study provides definitions and background information on inclusive education terms. It also provides key findings on how inclusive education is perceived and applied across European countries, what some of the trends and main perspectives for the future are.

keywords — inclusive education, special education needs, right to education

links — https://bit.ly/35z2r3a

Inclusive Schools
Toolkit

British Council (through Erasmus+ KA2 project: Inclusive Schools), 2019

Format: Toolkit, PDF, 222 pp

Language: EN

in a nutshell

Offers a a range of materials to help working with everyone involved in a school, so that it becomes more inclusive.

useful for — School heads, administration and teaching staff, parents

why should I read it? — This toolkit is designed to easily guide you through the journey towards inclusion in ways that best suit your school: improving personal and academic outcomes for all students by focusing on their access to and participation in quality education. A key point about this journey is that it does not have a final destination. Rather, it is about cumulative change that has, at its heart, a continuous focus on including more students in school life: "an inclusive school is one that is on the move". The toolkit presents five phases over the course of an academic year. However, as each school population and culture is different, the starting point and the journey will be different for each one. The toolkit's methodology is based, to some extent, on an earlier campaign "Index for Inclusion" of the Centre for Studies of Inclusive Education (CSIE, 2002).

keywords — Inclusion or inclusive education, inclusive pedadogy, whole-school approach

links — The toolkit: https://bit.ly/2rDGxwQ
The project: https://inclusiveschools.net/

Training Tools
for Curriculum Development:
Inclusive Student Assessment

UNESCO/International Bureau of Education, 2017

Format: Training module, PDF, 59 pp
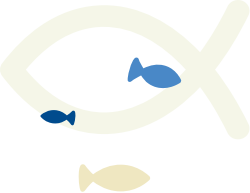
Language: EN

in a nutshell

Supports the training of teachers and education practitioners by strengthening capacities in the field of student assessment under a broadened concept of inclusive education.

useful for — Teachers, principles, inspectors, teacher trainers, educators and curriculum development specialists

why should I read it? — This material provides perspectives on assessment that practitioners can reflect upon to set up their own practices. It is structured in two sections: the first deals with the conceptual framework, concepts, theories and types of assessment and the second presents the training activities, based on five key areas: How inclusive are the current assessment systems? How can assessment contribute to inclusive and quality education? What competences are needed to make assessment more inclusive? What is the relationship between international, national and school-level assessments? How can one adopt a holistic approach? The training activities put the reader in the place of the curriculum developer, so as to make him/her capable of analysing and applying assessment practices to face the challenges he/she encounters.

keywords — inclusive education, quality education, student assessment, curriculum

links — https://unesdoc.unesco.org/ark:/48223/pf0000250054

Index for Inclusion:
Developing learning and participation in schools
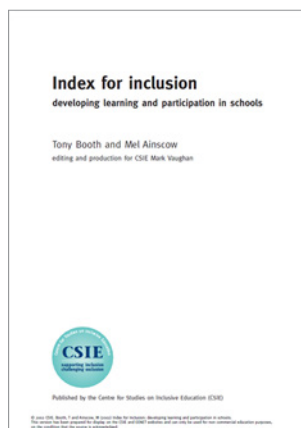
Centre for Studies of Inclusive Education (CSIE), 2002

Format: PDF, 102 pp
Language: EN

in a nutshell

Supports schools in their self-review and development, drawing on the views of staff, heads, students, parents and the community.

|	
useful for	School heads, administration and teaching staff
why should I read it?	You should read it because:

- It is a practical document setting out what inclusion means in all aspects of schools: staffrooms, classrooms, playgrounds.
- It is the result of a 3-year implementation and reviewing process.
- It is something you can dive in and out of as you wish: It can be followed in a very basic or profound manner.
- It includes case studies and testimonies from schools that have implemented it.
- It is multilingual and has been used in many countries, for many years.

keywords	indicators, development plan, questionnaire
links	https://www.eenet.org.uk/resources/docs/Index%20English.pdf

Intercultural Competences:
Conceptual and Operational Framework
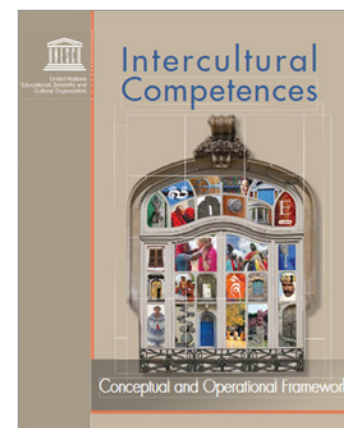
UNESCO, 2013

Format: PDF, 46 pp
Language: EN, AR, FR, RU, ES

in a nutshell

Examines: a) what intercultural competences are and why they are necessary in our globalizing world where people of different backgrounds live closer together; and b) what place intercultural competences take – and what place they should take – in shaping this world.

|	
useful for	Policy makers, anyone with an interest in education and intercultural dialogue
why should I read it?	It is a theoretical and philosophical text providing the basic terminology related to intercultural competences and ideas on how to put these competences in operation. A flexible booklet, it allows the reader to espouse many different concepts and guidelines. It links intercultural dialogue to sustainable development and social cohesion.
keywords	Intercultural competences
links	https://unesdoc.unesco.org/ark:/48223/pf0000219768
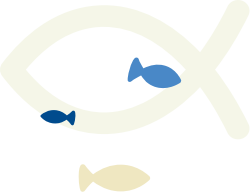
Project Review:
Non-formal education activities for Skaramagas refugee camp in Greece
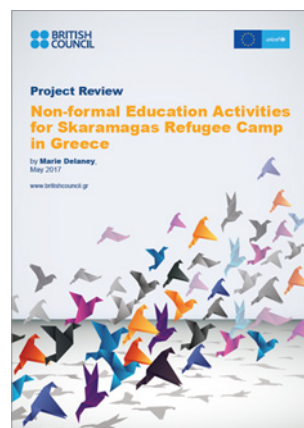
British Council (funded by UNICEF), 2017

Format: Review document, PDF, 44 pp
Language: EN

in a nutshell

*Describes and highlights the good practices and lessons learned of the project, as well as the way forward.*

useful for
Educators, animators, developers of educational programmes, refugee and migrant children

why should I read it?
The project that ran between 2016-2017 in Skaramagas refugee camp in Attica offered 12 to 17-year-old refugee and migrant students a structured curriculum of English and Life Skills classes. The project combined the structure and consistency of a formal school curriculum with the flexibility of a non-formal curriculum in developing life and learning skills. In line with good practices of access and engagement in education, the project provided children with access to a safe learning space in order to work on their skills and engage with the curriculum. The project has been instrumental in getting children back to education. The teachers have met both challenges and opportunities. The project experience could give important lessons to all education providers working in the same context.

keywords
non-formal education, migrants, educational methodology, inclusive practices

links
https://bit.ly/38xEmMb

Non-formal Education as means to meet learning needs of out-of-school children and adolescents
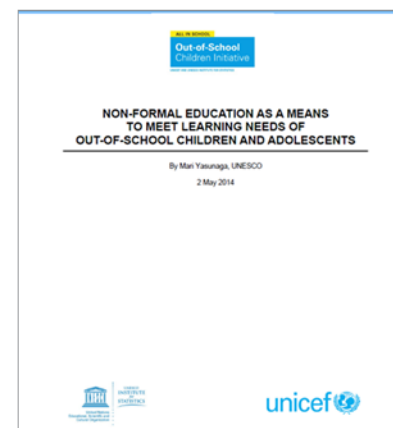
UNICEF & UNESCO Institute of Statistics, 2014

Format: Background paper, PDF, 26 pp
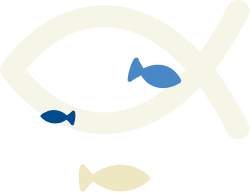Language: EN

in a nutshell

Explores the potential of non-formal education to meet learning needs of out-of-school children and adolescents, based on country reports and literature.

useful for
Policy makers, education officials, school directors, educators at all levels

why should I read it?
This background paper provides terminology, good examples and practices as well as policy recommendations on how non-formal education can offer learning possibilities to the out-of-school children and adolescents, despite the multiple and often inter-connected disadvantages they suffer, such as poverty, rural location, gender bias, disability and social discrimination. The paper acknowledges non-formal education as a potential driver and tool to design and apply effective and inclusive educational practices particularly for these marginalised groups.

keywords
out-of-school children and adolescents, non-formal education, data and knowledge basis, policies

links
https://bit.ly/35fjxTD

Open file on inclusive education: support materials for managers and administrators
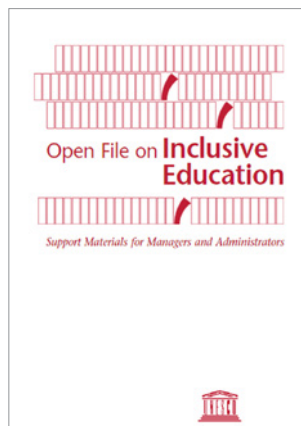
UNESCO, 2002

Format: Support material for managers, PDF, 16 pp
Language: EN, FR, ES, AR, RU, CH (also for the visually impaired)

in a nutshell

Introduces inclusive education to policy-makers and managers who play a role in bringing about the change needed to make inclusive education a reality.

useful for : School managers, administrators, policy makers

why should I read it? : It is linked to the 'Education for All' agenda. Although it is a condensed 16-page booklet, a full version (146 pages) is also available. It highlights nine issues affecting the needed transition to inclusive schools and poses a series of key questions for self-check and discussion on each one of them.

keywords : education for all, policies, professional development, managing & sustaining change

links : https://unesdoc.unesco.org/ark:/48223/pf0000132164

Policy Guidelines on Inclusion Education

UNESCO, 2009

Format: Meeting document, PDF, 38 pp
Language: EN, FR, ES, AR, RU, AR, CH, DE

in a nutshell

These guidelines were discussed in a side event of the International Conference on Education (48th session of ICE, Geneva, 2008) and recommendations from that meeting have been built into this publication.
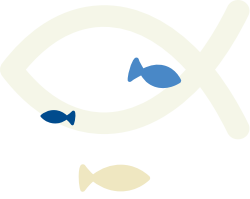
useful for : Teachers, school managers, administrators, policy makers

why should I read it? : You should read it because:
- It assists developing and developed countries alike in strengthening the focus on inclusion in their education strategies.
- It is linked to the agendas of 'Education for All' (EfA), the Millenium Development Goals (MDGs) as well as Education for Sustainable Development (ESD).
- It contains a lot of self-check boxes and proposed actions to resolve the designated gaps.
- It identifies attitudinal change towards inclusion as a prerequisite to effective policy development.

keywords : education for all, policies, teachers' attitudes

links : https://unesdoc.unesco.org/ark:/48223/pf0000177849

Quality Education for all children

British Council, 2017

Format: Lesson plans and learning materials, PDF

Language: EN

in a nutshell

Supports teachers via a collaborative template in the development of their pupils' core skills through the study of the UN SDG4 to 'ensure inclusive and equitable quality education and promote lifelong opportunities for all.'

useful for	Teachers, school leaders, students, schools as a whole
why should I read it?	It contains easy-to-adapt lesson plans and learning materials are provided as well as supporting slides to facilitate the development of pupils' core skills, specifically communication, collaboration, citizenship and student leadership. Teachers can apply the template with a range of subjects across the curriculum including English, social studies, geography and languages. Schools can collaborate in implementing the lesson plans.
keywords	SDG 4, SDGs, inclusive and equitable school, sustainable development
links	https://bit.ly/2HcOKfL

Reaching out to all learners: a Resource Pack for Supporting Inclusive Education
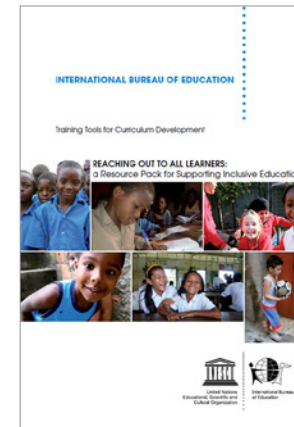
UNESCO/ International Bureau of Education, 2016

Format: Resource pack, PDF, 179 pp
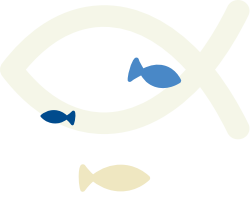
Language: EN

in a nutshell

Designed to support countries in education and curriculum reforms, it intends to share the broader understanding of the theory and practice of inclusive education to support its effective implementation at the school and classroom levels.

|	
useful for	Teachers, school leaders, district level administrators, teacher trainers and policy makers.
why should I read it?	The Resource pack consists of three inter-connected guides: 1. Reviewing National Policies: Provides a framework for reviewing national policies in order to create a policy context in which the other two guides can be used effectively. 2. Leading Inclusive School Development: Supports head teachers and other senior staff in reviewing and developing their schools in order to make all their students feel welcome and supported in their learning. 3. Developing Inclusive Classrooms: Supports teachers in developing more effective ways in engaging all children in their lessons.
keywords	inclusive school, whole-school approach, diversity, methodology, policies, methodologies, teachers' empowerment
links	https://bit.ly/36uO0Py

Teaching about refugees. Guidance on working with refugee children struggling with trauma and stress
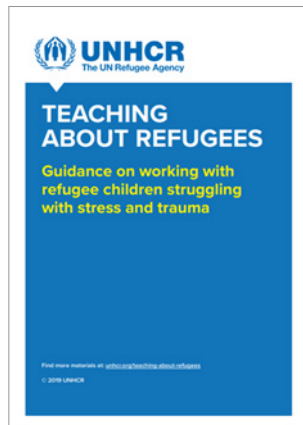
UNCHR, 2019

Format: Guidebook, PDF, 40 pp
Language: EN

in a nutshell

Helps teachers understand how stress and trauma can affect refugee children and students.

useful for	Teachers who have in their classrooms refugee students
why should I read it?	The guidebook contains a number of exercises that can be helpful to teachers with classes in which there are refugee students who may suffer from stress and trauma. It provides guidance on creating an environment in the classroom and school that promotes wellbeing of children who struggle with trauma and stress. Furthermore, a dedicated portal presents a series of other free-of-charge and adaptable teaching materials on refugees, asylum, migration and statelessness.
keywords	stress, trauma, refugee children
links	Guidebook: https://bit.ly/34idsnT Portal: https://www.unhcr.org/teaching-about-refugees.html

Living with Controversy: Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights (EDC/HRE)

Council of Europe, 2016

Format: Training pack, PDF, 69 pp
Language: EN & 20 more languages

in a nutshell

Supports and promotes the teaching of controversial issues in schools in Europe. It is the result of a European project within the 'Democratic and Inclusive School Culture in Operation (DIS-CO)' joint Programme.

useful for	Formal and non-formal educators
why should I read it?	Learning how to engage in dialogue with people whose values are different from one's own and to respect them is central to the democratic process and essential for fostering a culture of protecting human rights. This Training Pack is a professional development programme for teachers as a response to policy-makers and practitioners in a number of European countries calling for more effective teacher training on controversial issues (e.g. various types of exclusion, extremism, gender violence, child abuse, or sexual orientation). It promotes an open and collaborative approach to teaching and learning, emphasizing on self-reflection and thoughtful informed action. Teachers are encouraged to reflect on the way their personal beliefs and values affect their professional attitudes towards handling contentious material.
keywords	European values, citizenship, dialogue
links	The Pack: https://rm.coe.int/16806948b6 The Project: https://bit.ly/38yTXe7
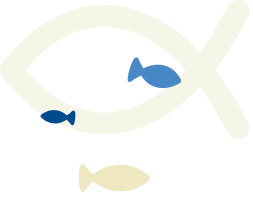
Teaching controversial issues: A guide for teachers

Oxfam GB, 2018

Format: Guide, PDF, 20 pp
Language: EN

in a nutshell

Explores the value of taking a global citizenship approach to teaching about controversial issues. It includes guidance, classroom strategies and practical teaching activities.

useful for — Trainers, teachers of all grades and subjects, curriculum planners

why should I read it? — Young people are often asked to decide on a wide range of issues discussing controversial perspectives. Issues like sexuality, religion, bullying and war can incite strong, varied and often contradictory responses. This revised and updated version of Oxfam's popular guide recognizes the "seismic" shifts in social and political contexts in recent years. It seeks to support educators in developing essential skills that allow learners to constructively discuss their own values and ideas and develop as active global citizens.

keywords — controversial issues, global citizenship, safe spaces for discussion

links — www.oxfam.org.uk/education/resources/teaching-controversial-issues

The ALF Education Handbook: Intercultural Citizenship in the Euro -Mediterranean Region

Anna Lindh Foundation (ALF), 2014

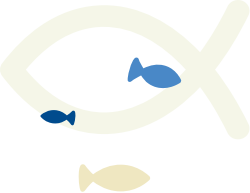Format: Handbook, PDF, 160 pp
Language: EN

in a nutshell

Helps young people to appreciate and benefit from the cultural diversity of Euro-Mediterranean societies and prepare them to live in multicultural societies.

useful for — Formal and non-formal educators working with ages 15+ (however most of the activities are easily modifiable for younger children)

why should I read it? — The Handbook was developed by educators of the Mediterranean region and Europe over the course of 3 years. It is a tool to support the education of young people who will play an active role in civic life at the local and international level. It covers theoretical and practical aspects of intercultural citizenship learning, including 23 practical case studies from across the Mediterranean. An online portal complements the paper version and provides an opportunity to join the community.

keywords — Euro-Mediterranean, intercultural dialogue, citizenship, secondary level

links — The handbook: https://bit.ly/2YHRPw4
The portal: https://bit.ly/2rDktm8

T-kits

Council of Europe and European Commission, ongoing

Format: On-line Training Kits (also PDFs)

Language: EN (some in FR, DE)

in a nutshell

Supports youth workers, trainers and teachers via easy-to-use handbooks for use in training and study sessions.

useful for	Youth workers, educators, training facilitators
why should I read it?	The T-kits (Training Kits) are thematic publications written by experienced youth trainers. They are produced in English and some of them are also available in French or German. A total of 13 kits are available so far. Their topics range from sustainability, resolving conflict, Euro-Mediterranean dialogue, evaluation, funding, social inclusion to project management, language learning, etc.
keywords	training, youth work
links	https://pjp-eu.coe.int/en/web/youth-partnership/t-kits

T-kit 4: intercultural learning (revised edition)

Council of Europe and European Commission, 2018

Format: Training Kit, PDF, 126 pp
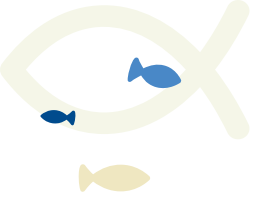
Language: EN

in a nutshell

Provides youth workers and trainers with theoretical background and practical tools on intercultural learning when working with and training young people.

|	
useful for	Trainers and practitioners in the field of youth work
why should I read it?	This training kit is written by a diverse group of practitioners from different cultural, organizational and professional backgrounds representing the diversity of approaches across Europe. This revised edition (the original was published in 2000) brings together intercultural matters with human rights education. The kit presents activities that facilitate intercultural learning in the context of youth work and non-formal education. The ultimate goal of the educational processes is to enable young people to live together in peace and respect in a multicultural world.
keywords	intercultural learning and dialogue, culture, cultural diversity, human rights, values, youth work
links	The training kit: https://bit.ly/2YI0IGb The website: https://pjp-eu.coe.int/en/web/youth-partnership

Toolkit
on intercultural dialogue
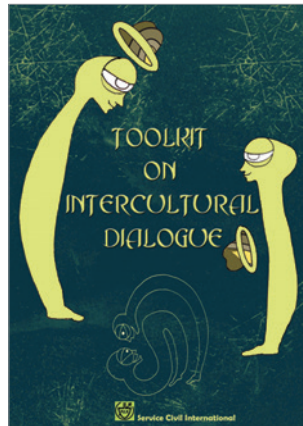
Service Civil International (SCI), 2018

Format: Toolkit, PDF, 104 pp
Language: EN

in a nutshell

Supports volunteers and trainers holding non-formal education sessions in trainings, seminars or workcamps.

useful for — Trainers, facilitators, teachers, coordinators, mentors in EVS projects and in general practitioners who work with audiences of diverse backgrounds

why should I read it? — This toolkit contains an introduction on intercultural dialogue, information on Service Civil International (CSI) and its history, guidelines for non-formal educators and step-by-step instructions on running workshops on international dialogue. Readers get the knowledge and inspiration they need to hold non-formal education sessions on projects, trainings, seminars and to give participants the chance to reflect on their own intercultural learning process.

keywords — diversity, antiracism, intercultural dialogue, Peer Education

links — The toolkit: https://bit.ly/2qM1llB
The website: https://bit.ly/36wpJHc

Towards Inclusive Education:
Examples of Good Practices
of Inclusive Education

Inclusion Europe, 2017

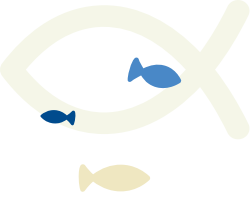Format: Training Kit, PDF, 126 pp
Language: EN

in a nutshell

Provides good examples of inclusive education practices of schools and NGOs from different European countries.

useful for — Teachers in formal and non-formal education, parents, communities, school authorities

why should I read it? — This publication presents six good practices of inclusive processes performed by schools, NGOs and other educational institutions across Europe. All of them follow the Guidelines for Inclusion (UNESCO, 2005) and more specifically the key elements to bring change: Clarity of purpose, realistic goals and motivation. Teacher trainings, educational tools and materials, evaluation models, relationships with peers and the role of parents are among the most common approaches to support inclusive processes. All examples are well structured, two pages long each and easy to read.

keywords — inclusive education, education for all, disabilities

links — The guide: https://bit.ly/34gBOtk
The website: https://www.inclusion-europe.eu/

Parents for All: Training Material for the development of intercultural skills by parents

EU Erasmus+ KA2 project, 2019
Format: On line training materials / PDF
Language: EN, GR

in a nutshell

Empowers parents in the host communities and migrant parents to deal with ethnic and cultural diversity in multicultural Europe.

useful for	Migrant and refugee parents as well as parents from the host communities in EU countries
why should I read it?	The training materials have been created for: • migrant, refugee and ethnic and cultural minority parents as well as • parents from the host communities (Germany, Greece, Italy, Lithuania, Scotland, Spain), created with a diversified, country-specific content. The training material is suitable for both trainer-facilitated face-to-face sessions and self-study. Other interesting outputs of the "Parents for all" project is a self-assessment questionnaire on intercultural competences for parents, as well as the tailor-made audio-visual material.
keywords	intercultural competences, parents
links	https://bit.ly/2SySSfi

Teaching about refugees

UNCHR, ongoing
Format: e-platform with lesson plans and rich audiovisual material
Language: EN (and many other languages)

in a nutshell

Helps teachers understand forced displacement and its complexities.

useful for	Primary and secondary education teachers wishing to explain the situation of refugees and migrants to their students, and/or wishing to develop professionally
why should I read it?	This resource provides the reader with a plethora of adaptable teaching materials on refugees, asylum, migration and statelessness; it includes a professional development section for primary and secondary school teachers on including refugee children in their classes. Teachers are welcome to combine these materials as they see fit in their classes. Although the core curriculum is the same (Diversity, Migration, Refugees, Asylum seekers, etc.), the available material is divided into four age groups: 6-9, 9-12, 12-15, 15-18 years old. Information on the topic, activity sheets, cards (props), video clips, infographics, etc. for every age group are also included.
keywords	migrants, refugees, primary & secondary level
links	www.unhcr.org/teaching-about-refugees.html

Inclusive Education in Action

European Agency for Special Needs and Inclusive Education in Partnership with UNESCO, ongoing

Format: website
Language: EN (and other languages)

in a nutshell

Provides countries and stakeholders at the European level with evidence-based information and guidance on implementing inclusive education systems.

useful for	Policy makers, teachers, school leaders and other education personnel
why should I read it?	This rich website (resource base) includes regularly updated case studies of interesting practices from around the world as well as publications, multimedia material, a glossary and online tools. The resources also include international normative instruments, national policy and legislative documents, guidelines, research policy papers and practical tools. They cover a collection of topics such as inclusive pedagogy and practices, professional development, language of instruction, curriculum and the physical learning environment.
keywords	inclusive pedagogy and practices, professional development, curriculum
links	http://www.inclusive-education-in-action.org/

Sport for development, assist value of forgiveness, diversity and cultural pluralism

Land and Human to Advocate Progress (LHAP), 2015
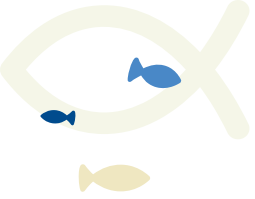
Format: PDF
Language: AR

in a nutshell

This is a training manual designed to support workers with youth. It uses sports as a tool for community cohesion and development.

useful for	Training manual for youth workers
why should I read it?	The manual contains sport values for community and youth cohesion in the form of text and examples. It uses different skills techniques and exercises through which youth can vividly understand and realize the message behind each chapter.
keywords	Sport, diversity, forgiveness, culture, cohesion
links	https://bit.ly/2weMXV0

Civic Education and Citizenship for the Sake of Successful Democratic Transition

التربية المدنية والمواطنة
من أجل تحول ديمقراطي ناجح

دليل تدريبي

Land and Human to Advocate Progress (LHAP), 2015
Format: PDF
Language: AR

in a nutshell

A training material designed for teachers: it helps teachers empower students about civic education, school parliament, democracy, human rights, citizenship and its values.

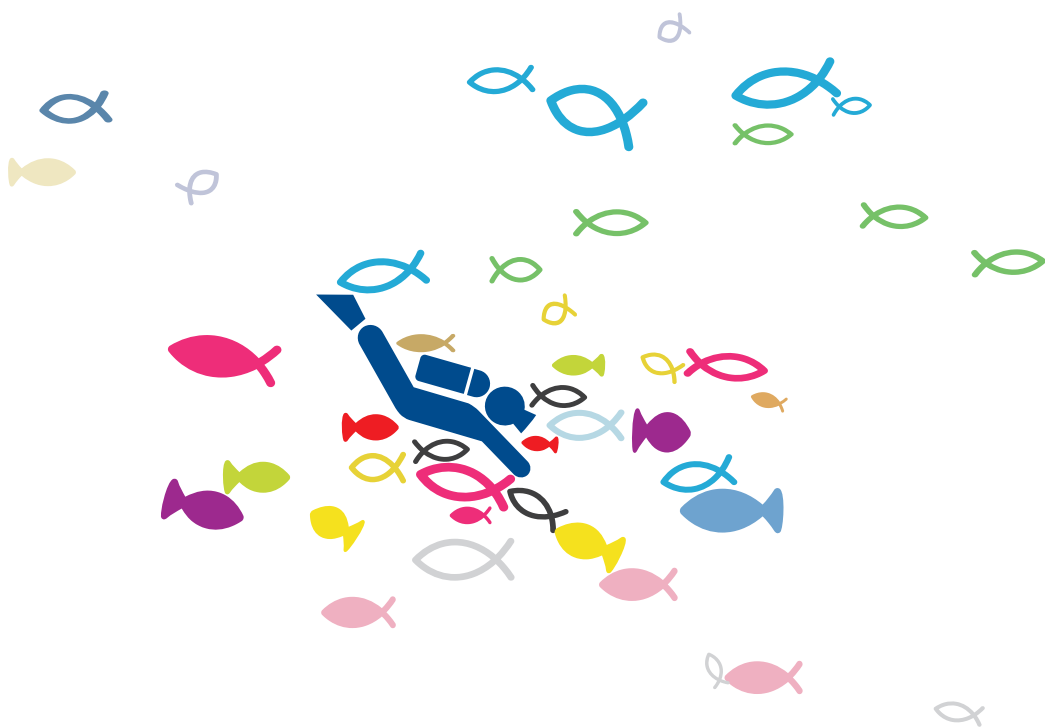|	
useful for	School Teachers
why should I read it?	The training material is written in a simple language easy to absorb and understand. The booklet contains plenty of exercises to facilitate understanding of themes and uses different training skills and communication methods to transfer ideas easily to students.
keywords	civic education, democracy, school parliament, citizenship, human rights
links	https://bit.ly/3dffNpB

*The current guidebook is the result of a one-year-long project entitled **DIVE-IN «Mutual skills' building in Diversity, Inclusive pedagogies of trainer»,** that took place in four Mediterranean countries, namely Greece, Jordan, Lebanon and Palestine. It reports on the activities held and the lessons learnt while it also includes a compilation of free online resources on inclusion.*