Strategies for Inclusion

Making high quality history and citizenship education more inclusive and accessible

Report

Third and final combined training of special interest group members

8 - 12 May, 2017

Brno and Prague, Czech Republic

Special interest group members of the project met in the Czech Republic. This photo is taken on 12 May 2017, close to DOX – Centre for Contemporary Art in Prague.

This is the public event report of the third and final combined special interest group meeting of the project "Strategies for Inclusion: Making high-quality history and citizenship education more inclusive and accessible". This meeting took place in Brno and Prague, in the Czech Republic, from 8 to 12 May 2017, thanks to the support of the **Erasmus+** programme. This report consists of a short introduction to the project and the special interest groups, an executive summary of the mentioned event, a summary of the activities covered during the event programme, and short biographies of the people involved. This report serves to provide the readers with more insight in the results of the meeting and the next steps in the development of the project, among which the finalising of inclusive and accessible educational resources by members of the special interest groups.

About the project

From 2015 to 2018 EUROCLIO is running the project Strategies for Inclusion – Making high quality history and citizenship education for inclusive and accessible. The aim of the project is to contribute to making the teaching and learning of history and citizenship at school more inclusive and accessible for all learners including those with special educational needs and disabilities and to enhance equity, diversity, and inclusion of educational systems overall, while strengthening the profile of teaching professions and the quality through mobility and cross-border cooperation. EUROCLIO will work with several associations and organizations from six different countries throughout Europe. The **Armenian** member organization (CIVITAS) participates, as well as schools from **Portugal** (Agrupamento de Escolas de Montemor-o-Velho) and **Slovenia** (Zavod za gluhe in ngalusne Ljubliana), and two institutions of higher education from **the Netherlands** (Hogeschool van Amsterdam) and **Norway** (Norges Teknisk-Naturvitenskapelige Universitet) to produce tailored educational resources, build the capacity of educators, increase awareness of the importance of inclusive and citizenship education, and create a transferable model on the implementation of strategies for inclusion that can be adapted for use in other subjects as well.

Special interest groups

The project comprises two special interest groups: one focused on students that are blind, partially sided and/or deaf or hard-of-hearing, and the other focused on motivation and learner variability. Both groups work collaboratively on the development of teaching strategies, learning activities and other resources that educators can use to remove these barriers, based on the principles of Universal Design for Learning. The developed resources will be embedded into the final teachers' guide named "Strategies for Inclusion. A guide for educators to make history and citizenship more accessible and inclusive", which aims to equip educators who seek support in dealing with making their classroom more inclusive with teaching strategies and practical recommendations. In addition, the special interest groups will provide input for policy recommendations to address those issues that stand in the way of high-quality history and citizenship education but are outside of the control of those educators who are directly working with learners.

Removing barriers to learning high-quality history and citizenship education

Within the context of this project, inclusive education is understood as removing barriers to learning and will focus specifically on removing barriers to learning history and citizenship education (as outlined in the EUROCLIO Manifesto and the Recommendations of the Council of Europe). Special interest group members develop resources that have a strong emphasis on removing one of the identified barriers in the project and provide support tools for the educators who would like to work with inclusive resources. As the project is ongoing, the project team continues to identify new approaches, tools and concepts that will increase the impact, reliability and wider use of the project's resources.

The barriers of focus are:

- Perspective taking
- Motivation
- Disconnection with the content
- Imaging the past that is no longer there
- Labels, discrimination, and preconceptions
- History in the making
- Language
- Taking information at face value
- Debating skills
- Extending identities into the past
- Judgments of values and comparisons

Executive summary of the event

The third and final combined special interest group meeting took place in Brno and Prague, in the Czech Republic, from 8 to 12 May 2017. The meeting was hosted by the Labyrinth – Laboratory primary school in Brno, where special interest group member Monika Mandelickova is a teacher, and by the Charles University in Prague. It was realised with support of the **Erasmus+** programme. The special interest group meeting was attended by a total of 21 participants from **Armenia, the Czech Republic, Estonia, Georgia, Germany, Greece, the Netherlands, Portugal, Slovenia, Turkey and the United Kingdom**, of which 18 were special interest group members, and 3 were trainers. The meeting consisted of five full working days with different programme elements, including working sessions, discussions on how education can be made more inclusive, feedback sessions of all the educational resources that are being developed, two piloting sessions and a peer review session with the materials, and a panel session on the topic of inclusive education, especially in the Czech Republic. Included in the meeting were also several cultural elements: the participants visited the Museum of Romani Culture in Brno and DOX – Centre for Contemporary Art in Prague, in which they were told about the educational programmes of both museums.

Aims of the meeting

- To provide updates on the project achievements and assess the progress and challenges with the development of educational resources since the last SIG meeting;
- To improve the educational resources and share lessons learned from the piloting workshops;
- To provide workshops and discussion on the resources developed for the project to local students and teachers;
- To learn about different approaches and strategies of inclusive education in Czechia through the panel discussion with the local practioners;
- To deliver training on technical aspect of the educational resources;
- To agree on the timeline of activities towards the finalization of the educational resources and the final project training.

This meeting has led to a better understanding of inclusive education among the special interest group members, and has, thanks to the many feedback sessions, led to the improvement of the educational materials that the special interest group members continue to work on independently in the coming months. The piloting of these materials will happen in the period fall 2017 – spring 2018. During this meeting, one of the materials has already been piloted in two classrooms, and another resource has been peer-reviewed by the special interest group members. The meeting was overall a great platform for giving and receiving feedback, training, learning and sharing. This has been achieved through concentrated working sessions, brainstorming and discussing, a panel session, and visits to relevant institutes. This meeting was the third and final combined training of special interest group members, but the last meeting of the entire project will be a training with, among other things, the materials that are developed within this project**.** In the following sections of this report are more in-depth descriptions of the activities that took place during the last special interest group meeting in the Czech Republic.

Events

8 May 2017 – Progress since the last special interest group meeting in London, and feedback and working sessions with the educational resources

Presentation on what has happened since London by Judith Geerling and Aysel Gojayeva

The first working day of the meeting took place at the Labyrinth – Laboratory primary school in Brno, where special interest group member Monika Mandelickova teaches. On this day, the progress and developments that have been made since the meeting in London were shared by EUROCLIO Project Managers Aysel Gojayeva and Judith Geerling. They also discussed what is new and what will happen during this meeting. The rest of the day, both individual and collective feedback session on the educational resources took place.

Welcoming words and updates on what has happened since London

EUROCLIO Project Managers Aysel Gojayeva and Judith Geerling gave updates on what has happened within the project since the meeting in London, in November 2016. Authors have submitted updated versions of their resources based on the feedback that was shared in London. They explained that, in this meeting, all participants would receive feedback on their developed resource or resources.

Other progress that has been made since the meeting in London, is that the analysis report of the selection of existing resources and recommendations, and the collected selection of these resources have been made available online. The report of the first phase of the needs assessment has also been published online. Things that are still in progress within the project are the rest of the needs assessment, for which focus groups interviews are being held, the collection of practices, for which interviews are being conducted, and the development of educational

resources, on which the special interest groups are working. During the meeting in the Czech Republic, 14 special interest group members were present, as well as 4 EUROCLIO managers, 1 trainee, 2 trainers, and 1 editor.

Feedback session on the developed educational resources

Collective feedback session

Planning of the meeting

After the first presentation, EUROCLIO Programme Director Steven Stegers presented what the week in Brno and Prague would look like. He explained that collective, but especially many individual feedback sessions with the trainers and EUROCLIO managers would take place. These meetings would also, when relevant, be joined by other special interest group members, so that authors with complementary ideas could work together. This way, all special interest group members would receive the individual feedback and specific training that would help them develop their resources further.

Feedback and work sessions

Throughout the week, the special interest group members continuously worked on the development of their resources. To make sure the resources could be improved as much as possible, two new trainers and co-authors, Ute Ackermann Boeros and Harri Beobide, were involved, as well as editor Kay Coleman. During the entire week, these trainers provided each author with individual feedback.

A total of 21 resources are currently being developed. They fall into either the category of a teaching strategy, which is a model, method or template on how to teach something, or a learning activity, which is one example of how to teach something in practice, a more concrete lesson. Apart from teaching strategies and learning activities.

During the week, the authors continued working on their resources in both individual and collective feedback and working sessions. Much progress was achieved. Halfway through the week, an evaluation was held. All special interest group members shared what they were working on, how this was progressing, and who could receive help from whom. They found the feedback sessions very useful, open and concrete. It was mentioned that on-point ideas were given that help to revise the materials to make them classroom-ready. The focus was on making the resources as inclusive as possible.

The resources that are being developed are very diverse, and include topics like the industrial revolution, the refugee crisis, Stalin, democracy, clothing and fashion, and interpreting historical sources. They will be made available online once the project is finished.

9 May 2017 – Presentation on inclusive assessment, piloting and peer-review sessions

The second day also took place at the Labyrinth – Laboratory school, where, in the morning, the participants received presentations on inclusive assessment and a "still picture" teaching strategy. After this, the participants were split up, with half of them staying in the school to peer-review a lesson by special interest group member Stephen Johnson, and half of them visiting the ZŠ Gajdošova primary school where special interest group member Lilia Khachatryan's learning activity was piloted by herself and Monika Mandelickova with local students.

Presentation on inclusive assessment

Tuesday morning, at the Labyrinth – Laboratory school, Ms. Jana Kratochvilova, from the Masaryk University in Brno, gave a presentation on pupil assessment within the context of inclusive education, in which she mainly addressed the question of how to assess learners in different ways. She talked about the importance of assessment, the relationship between assessment and inclusive education, and explained the method of comprehensive development assessment. Assessment is one important part of the entire "support system" that enables inclusive education. It serves as a strong motivation tool. Other parts of this support system are, according to Jana Kratochvilova, teaching conditions, teaching strategies, and cooperation.

The "classic" form of assessment, that is often still in use, focuses on normative and summative assessment. The emphasis is on subject knowledge, based on facts, concepts, and definitions. There is insufficient involvement of the pupil in the assessment. This form of assessment moreover does not distinguish between the assessment of the process and the final

Presentation by Jana Kratochvilova on inclusive assessment

result of something. This format does not easily allow for inclusion within a classroom. How can we then achieve a more inclusive assessment?

Inclusive assessment should be more formative than summative. The concept of assessment should be consistent with the overall concept of a school. Two basic concepts should always be taken into account: 1. there are different learners, and 2. we have inclusive values. The reason that assessment and self-assessment are so important is because they are key components of the communication between pupil, teacher, and parent. It is moreover a skill, and it links with the final aim of education: being able to demonstrate that (and what) students have learned. Assessment should be **for** learning, so that teachers can collect information that will inform them on the next teaching steps and the student's learning steps. It helps them to support the attitudes of the learners towards learning, and enables the learners to be motivated to learn. Assessment should thus not only be a tool for the teacher's assessment **of** learning.

Principles of inclusive education

1. Respect among the participants of the educational process;
2. Personal maximum potential of all with mutual support;
3. Individualisation and differentiation for the benefit of the development of pupils;
4. Cooperation between the participants in the educational process;
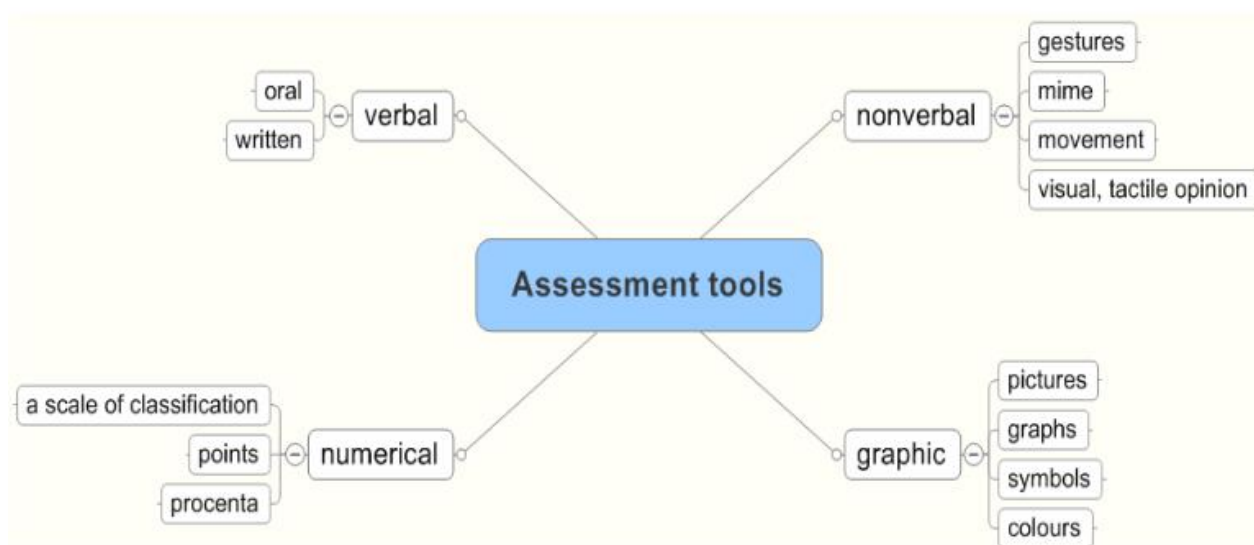5. Communication among all participants.

In relation to the principles of inclusive education (see the text block on the left), there are numerous things that teachers can do to make their teaching more inclusive. A key question related to the first point, "respect among the participants of the education process", is how the teacher and learner can work effectively together in the assessment of learning outcomes. Here, a balance between autonomous and heteronomous assessment is important; both types of assessment exist in the classroom in separate forms, but heteronomous assessment is seen as superior. Self-assessment already has a place within the education process, but it is not systematically applied. Moreover, self-assessment is often concentrated on the affective domain, with students expressing their opinion, stating for example "I liked it", or "I didn't think it was interesting". This lacks a concrete formulation. Self-assessment usually exists in verbal form. This can be improved by systematically using both autonomous and heteronomous assessment, in which assessment is conducted by the teacher in collaboration with the learner. An example of a workbook in shown, in which primary school students write down every day how they have worked on their learning goals. Each month, there is an evaluation of the general progress of these students. An example of such a workbook for secondary school is shown as well. Here, students assess themselves, and discuss with teachers about their achievements, and about what they could do to improve. The questions that are asked in such workbooks are: what am I good at, what is something I can and should still learn, how am I going to work on this? Jana Kratochvilova explains that the learners react well to this way of self-assessment; they realise what they need to improve, and some even say that they start to learn for themselves, instead of just for exams.

In relation to principle 2, "personal maximum potential of all with mutual support", questions that are asked are: is the individual learner's progress considered; how is formative assessment used? To achieve the personal maximum potential of a learner, a lot of feedback is given, and other classmates are involved. The emphasis is on formative assessment as support of their maximum potential. In cooperation with the students, teachers assess the individual progress of pupils and plan how they can develop. Also, pupils are encouraged to evaluate the results of other classmates. This way, the three functions of assessment, which are motivational, informative, and corrective, are included. The teacher assesses

the students using descriptive language. The students first had to get used to this way of assessment; they felt criticised, but later realised the descriptive feedback was just to help them. Examples of such descriptive language for assessment are: "Jan, you can read **fluently** and without making mistakes all one-syllable and two-syllable words. The most of the longer (three-syllable) words you read **correctly**, but not as fluently." Another example is: "Anna, you are drawing very **precisely** and **lightly** today."

For principle 3, "Individualisation and differentiation for the benefit of the development of pupils", it should be considered how the assessment of learning outcomes in education can take place with regard to the diverse needs of students. Is the assessment modified and if so, how? During lessons the goals are clearly identified and individualised. The success of the students is evaluated in comparison with their individual possibilities. There is a variety of ways in which teachers can assess: a teacher can not only use numbers or grades, but also verbal assessment, either oral or written. A teacher can also use visual, tactile tools, physical steps, pie charts, graphs, etc.

Several (alternative) assessment tools that Jana Kratochvilova addressed in her presentation

Regarding principle 4, a comprehensive assessment of all dimensions of the personality of a learner is important. Is the assessment focused on the "whole" learner? The outcomes that can be looked at are any changes in the quality of life of the pupil achieved in lessons. The assessment method focuses on the quality of life of the pupil in all dimensions of human existence, including their self-development, and thus the ability to direct their behaviour towards realisation of the set objectives. This kind of assessment includes assessment of intellectual development, as well as assessment of social development and of development of the learner's sense of self.

For point 5, addressing cooperation between and communication among all participants, it is important to evaluate in what way the results of the pupils' education are communicated to the pupils themselves and their parents, in content, form and purpose. In conversations between teachers and parents, assessment from parents can be used as a tool to find out what their child knows and what they would like to see improved. They can write this down or state it orally.

Jana Kratochvilova has addressed the most important aspects of comprehensive developing assessment. She concludes that this form of assessment, which can make education more inclusive, consists of the following "puzzle pieces":

- A balance between autonomous and heteronomous evaluation (assessment and self-assessment);
- Clear target orientation: evaluation is closely linked to goals;
- A variety of methods and forms of evaluation;
- Emphasis on formative assessment to support learners' maximum potential;
- Comprehensive evaluation of all dimensions of the personality of a pupil;
- Communication of the results with students, teachers and parents.

Presentation on a "still picture" teaching strategy

The following presentation was given by Veronika Jetelinová from the Labyrinth – Laboratory primary school. She introduced a method that she uses in which she works with resources in the form of written texts or pictures, and drama as a method. She mentioned a specific example that she used with her class to teach them about Greek mythology. The group was divided into small groups, in which they discussed the Greek gods they knew. Afterwards, one speaker of each group presented the outcomes of their discussion to the rest of the class. This way, the knowledge is already activated before the teacher explained the facts about Greek mythology. This topic is, according to Veronika Jetelinová, crucial because Greek mythology is included everywhere in society. Students had now combined their own knowledge with the knowledge of the teacher. Then, the lesson became more creative: the group created a still picture on the theme of mythology that represented one or more of the gods. They also came up with a sentence that represented their god. At the end, all the groups did "performances" to each other, in which the other students had to guess which god they represented, based on the position they take in the still picture, and the sentence. This system allows a teacher to explore different topics such as politics and dynasties, like ancient Rome. While this practice is time-demanding, it can be very interesting. The assessment regarding this practice comes from the other students that are watching the "performance". They assess whether they do or do not understand what is going on in the photos or performances of a group, and also engage in a discussion.

After these two presentations, by Jana Kratochvilova and Veronika Jetelinová, there was room for questions and discussion. A specific topic that was addressed was how to include students with visual/hearing or mental disabilities in assessment. As there are many forms of assessment, a teacher can choose which form of assessment is suited for which type of learner, such as blind students. The learner objectives can also be different for different learners. Students can for example have personal goals to work towards. This way, learners can become autonomous learners and independently assessing students, which are good skills for their entire life. The question of how to keep very good students who are ahead motivated was also discussed. Here, it was stressed that respect is always very important; if there is real respect in the classroom, the

students know that each of them has a different level. Teachers should create a safe environment for this, and should push the good students to the highest level possible.

Piloting and peer-review sessions

After the presentations, a part of the SIG members stayed at the Labyrinth – Laboratory school to peer-review a lesson by group member Stephen Johnson, while the other half of the group visited the ZŠ Gajdošova primary school where special interest group members Lilia Khachatryan (in English) and Monika Mandelickova (in Czech) piloted Lilia's learning activity "The right to be forgotten".

This school has around 700 students, and includes one Montessori class each year, alongside the regular classes. This school was the first in the Czech Republic that implemented Montessori principles in a higher level and age primary school. Markéta Olbertová, principal of the ZŠ Gajdošova school, briefly introduced the principles of Montessori to the special interest group members that were present. She explained that the focus is on assessing students in other ways than just by grades. There is also emphasis on individual and project work, in which different subjects are integrated. Whereas on a regular higher level primary school there are many teachers for the subjects, on this school, there is one teacher responsible for one class, so that students have the same person in front of them during the day. Markéta Olbertová noted that a big asset of the Montessori Method is that students are motivated. This is also reflected in their further career, for example on secondary schools.

The resource that was piloted at this school by Lilia Khachatryan and Monika Mandelickova, "the right to be forgotten", aimed to make students aware of the way we store and collect data, especially on the internet. It demonstrates a case where the Spanish Mario Costeja Gonzalez sued Google Spain because of links he wanted removed from Google's search results. These links were about the forced sale, resulting from a debt, of a property that he owned. This issue had already been solved, but the links to articles about this still appeared on Google, which made it difficult for him to find a job. The EU Court then ruled that Google should remove these links, and that people have the "right to be forgotten". Any individual who wants to remove a search result made with their name can request this to Google, after which they will review the request and delete the link if the legal conditions are met. This exemplar case addressed the issue that any information that once appears on the internet remains there forever, and shows that people desire to develop their lives without always being linked to a story from the past that can be found through Google. This resource thus aims to make the students aware of the effects of all the openly accessible data on internet and in Google's search results specifically. After the case was introduced, the students had a silent discussion (in which they only wrote down things instead of speaking) in groups of four or five, on statements regarding this case and the right to be forgotten in general. They had ten minutes to write down if they agreed with this viewpoint or not. Afterwards, one person of each group presented their comments on the statements.

In the class where the lesson was given in English, the students had difficulties understanding the English statements and expressing their opinion on this in English. Students could write their comments in Czech if they wanted. However, the viewpoints were in English, and students found it quite difficult to understand them. During the silent discussion, there was still a lot of spoken discussion. When one of each group had to present their comments on the viewpoints, they also had difficulties to express themselves, as this was done in English. These "presentations" were therefore very short. Still the students had clear ideas about whether they agreed or disagreed; most agreed with the right to be forgotten. In the lesson that was done in Czech, the students did not have this barrier, which made it easier for them to engage. Here, many students did not really see the significance of the right to be forgotten. In conclusion, despite the language barrier, all students learned what the right to be forgotten is, and that there is an issue between the right to know things and the right to be forgotten.

At the Labyrinth – Laboratory school, the peer-review session of Stephen Johnson's resource on democracy also proved to be useful. The special interest group members engaged in the activities that were prepared and gave feedback on how the resource could be improved.

Working sessions at the Labyrinth – Laboratory school

Monika Mandelickova presents the concept of the Labyrinth – Laboratory school

To conclude the day, special interest group member Monika Mandelickova gave a presentation on the concept of her school, the Labyrinth – Laboratory school. The school aims to be progressive and innovative. The teachers work with integrated subjects, meaning that all subjects are addressed within the context of a certain theme. They have broad themes per year – for example, in the first year, the students learn all about the topic "Discovering me, myself", in which they observe themselves and their family. Alongside this, there are monthly themes. In all integrated subjects, competences that are very important for the rest of a student's life are reflected – the school really aims to prepare them for their future.

The idea of mentoring and coaching as a teachers profession, in that teachers for example give support to future teachers, is also part of the school's concept. The school is moreover community based, and works with the concept of open space. Not only do they have open classrooms, they also go outside with their lessons. For example, when a lesson is about reading, they will go to the library and talk with people there. Art is also a very important part of the school. Children are given the opportunity to meet real artists and work with them. The school works on the basis of weekly plans. In these plans, students learn to self-assess, and share their feelings about a subject. The teacher can comment on their weekly progress. There is also room for the parents to give feedback. While this practice is quite time-demanding, it works very well. In general, the school is in close contact and cooperation with the parents.

10 May 2017 – Visit to the Museum of Romani Culture in Brno

The Wednesday morning was spent at the [Museum of Romani Culture](#) in Brno. In the afternoon, the entire group travelled by bus to Prague, where everyone could enjoy a free evening.

Presentation and tour at the Museum of Romani Culture

At the Museum of Romani Culture, we were welcomed by Ms. Eva Dittingerová, the person responsible for programmes for schools of the museum. She introduced us to the museum, which was founded in 1991 as a non-profit organisation. The aim of the museum is to document and present the history and culture of Roman people.

The group was asked to do an exercise to write down what comes to mind when thinking of Roma or Gypsy people and culture. They were encouraged to think where these idea came from. This was discussed in small groups. Many people found out that the stereotypes, both positive and negative, surrounding Roma people were very similar all over Europe. The ideas came from TV and news to internet, movies, and people's own experiences. The group engaged in a discussion about how teachers could integrate the subject of Roma history and culture into their lessons and what the best way to teach about Roma would be. Most people acknowledged that this is challenging as Roma culture is surrounded by strong stereotypes and segregation of Roma people is still in place. After this interactive introductory part, the group had a guided tour. The museum included interesting features, such as an interactive system that pronounced words in order to demonstrate the similarity of words in Hindi and the Roma language. This was created to show that Roma people originate from the area of India.

Welcome by Ms. Eva Dittingerová

11 May 2017 – Panel session on inclusive education

On Thursday, the day was spent at the Charles University in Prague. The special interest group members continued working on their resources and a panel session about inclusive education took place.

Panel session on inclusive education in the Czech Republic

In the afternoon, a panel session on inclusive education was held. This panel was moderated by Bohumil Kartous, head of communications, analysist and moderator of think tank EDUin, which focuses on support for education and inclusive education. The speakers of the panel consisted of Karina Hoření, working for the Department of Education of the Institute for the Study of Totalitarian Regimes, and leader of the project "Research for Action: Eliminating Antisemitism and Anti-gypsism in the Czech Republic"; Karin Marques, inclusive education specialist for the Open Society Foundation, advisor to the Minister of Education in the Czech Republic, and member of an advisory group for the Government Council regarding Roma issues; Lenka Felcmanova, responsible for inclusive education at the Faculty of Education of the Charles University, focusing on students with special needs, and promotor of inclusive education in the Czech educational system; and Steven Stegers, Programme Director of EUROCLIO, who led the development of the Historiana.eu online portal and its first online educational resources.

The panel session on inclusive education. Left to right: Karina Hoření, Karin Marques, Lenka Felcmanova, Steven Stegers, Bohumil Kartous.

The topic of the panel was the **understanding of challenges and approaches to inclusive education in the Czech Republic**. Inclusive education was discussed in the sense of making the teaching content inclusive by including minority narratives, as well as in the sense of making learning accessible to all students, regardless of their (special) needs. The aim was to raise discussion on inclusive education in different contexts and on the process of the transition from special needs education to inclusive education. It also aimed to reflect on the challenges, lessons and strategies

in this process and the ongoing debates on the topic of inclusive education. The panel hoped to encourage the educators to achieve inclusion within their educational system and offer responsible history and citizenship education in their countries.

The panellists started by introducing themselves and saying a few words about their work and current project. They mentioned challenges that they encountered during their work and in regards to inclusive education in general.

Karina Marques mentioned that the Czech history education is much based on a nationalistic narrative, while schools experience a growing number of students who have different cultural backgrounds. It is important to therefore **include minority narratives into the history and citizenship curricula**. Karina mentioned that she is working on the preparation of teaching materials that encourage teachers to include also family histories of these students or that are showing how "Czech" history was always diverse and shaped by several language, ethnic or cultural groups. In the institute's most recent project *"Research for Action: Eliminating Antisemitism and Anti-gypsism in the Czech Republic"*, she looks closely at the impact of tolerance-promoting education in practice – what programmes and project are available for teachers? How do teachers approach topics such as xenophobia and racism in the classroom? How do students react? While this project has only preliminary findings, similar research has shown that **the role of schools is only limited in the forming of students' opinions** on such topics. Karina explains that the attempts of her team to create truly inclusive learning materials, that are available for children with all kinds of physical abilities, succeeded only partially until now. They are trying to discuss revisions of the school curricula – which is already quite flexible in the Czech Republic – with schools and teachers, to promote individual or experimental forms of evaluation that suit students' different needs.

Karina moreover stated that inclusion of students with physical disabilities is not the biggest problem in the Czech Republic – teachers are open to this and try to adjust their classrooms. The **biggest problem is the inclusion of students with a Roma background**. There are segregated schools for Roma children, which makes it difficult to include these children physically in mainstream classrooms. A second challenge is to include the topic of Roma culture, society and segregation in the lessons of mainstream classrooms. The history and citizenship education is still dominated by the narrative of one common Czech nation and history. Children in mainstream schools therefore have limited possibilities to meet and learn about people of Roma origins.

Karin added that inclusive education is a tool that is necessary to equate all children in Czech schools, not only Roma people. This includes children with all kinds of disabilities. She advocates for an inclusive reform in education, which is now in progress. The findings of the Open Society Foundation in the Czech Republic are that this reform works very well for children with disabilities, but not for children with a minority background who are socially and culturally segregated. She noted the shocking statistics that 6 percent of all Europeans would NOT like to have a black or Asian person at work; yet 20 percent would not like to have a colleague of Roma origin. Moreover, only 11 percent of Czech people

would not mind having Roma people as their neighbours. People of Roma origin are the most discriminated against in Czech society. The question was raised whether this is not the result of already educating these children separately? Does this still reinforce barriers?

Bohumil Kartous (EDUin) stated that inclusion is thus a much politicised issue in the Czech Republic. Lenka Felcmanova (Charles University) mentioned the amendment that regulated many **special needs schools to be replaced by inclusive schools**, that was implemented on 1 September 2016. This means that this school year is the first one in which these changes are visible. The leading change is the provision of supportive materials to all children, which they need due to health conditions, culture background or other reasons. Before this amendment, schools would only receive extra financial support for children with health disabilities. No financial support was given for children with social disadvantages, meaning that schools did not receive any support to educate these children in the best way possible. The Ministry of Education started to prepare a policy to change this in 2008, but it only became effective on 1 September 2016. Children with social disadvantages now have the legal right to get support, free of charge. This makes mainstream schools throughout the country a lot more inclusive. However, there are still special schools in place, so that parents can choose their preferred school for their children. Parents can consult special advisory bureaus for this.

While the legal policy has thus provided for mainstream neighbourhood schools to be more inclusive, the **implementation in practice is often lacking**. Many teachers do not believe in the concept inclusive education. They do not accept the idea and philosophy. There are also some structural problems, such as the fact that there are not enough people in assessment centres. Yet the panellists agreed that this can be manageable, and the most difficult problem is the **unwillingness of teachers**.

Bohumil addressed the additional problem that **teachers get paid less than average**. He thinks they are not rewarded enough for the important work they do. This is also a problem, because how can people be convinced to put extra time and effort into making their classrooms for example more inclusive, when they do not feel rewarded enough?

Steven Stegers explained about EUROCLIO's approach to inclusive education. EUROCLIO – European Association of History Educators was founded after the Cold War, when a lot of changes were taking place. There were concerns about the way history could be used for political purposes and could be used as a power instrument of the dominant culture. Democracy and human rights have therefore always been at the core of EUROCLIO's work. A key question to ask is who is left out of this history; women, migrants, people with disabilities? In this way, EUROCLIO aimed to make the content of history education more inclusive. Many people are locally working on issues related to this, but there are not enough bigger, overarching projects. The reason why EUROCLIO thinks the history and citizenship education are a good place to start making education more inclusive is because it is then related to a subject. If a project aims to make education more inclusive in a too general way, it is not concrete or hands-on enough and it becomes more difficult for teachers to really implement inclusive approaches.

In general, Lenka expressed she noticed progress in regards to the topic of inclusive education. For a long time it was separated from other types of education. In the last few years, a change has occurred and more people became interested in the topic. While faculties and universities are still very independent when it comes to inclusion, there is more and more cooperation. This is a good development. Universities all over the Czech Republic are now trying to **increase their competences regarding inclusive education**.

Karin mentioned the challenge that **inclusive education is often perceived to be very political**. Political parties are banned from schools, but is not everything surrounding us political? Karin stated that making a school inclusive can be seen as "being pro-Roma", which makes it a political statement. As the Roma community is such a sensitive subject, teachers are concerned about implementing inclusive approaches into their classroom. Parents are moreover afraid that the level of learning decreases when a school becomes inclusive, even though the Open Society Foundation had found that **quality goes hand in hand with inclusion**.

Karina continued on this topic by expanding on their project "Research for Action: Eliminating Antisemitism and Anti-gypsism in the Czech Republic". A challenge she noticed is that the discrimination against Roma people is not connected to any age. Even young people, who recently went through the Czech educational system can be very racist towards Roma people. Karina believed real contact with Roma people as the only thing that could change such severe racism. It would thus be **necessary to include Roma children into the mainstream education**; the more real contact there is with Roma children among students, the less racist these students are.

Steven asked what students in the Czech Republic actually learn about Roma people. Karina stated that teachers do feel the need to talk about antisemitism and anti-gypsism, but to avoid talking about it themselves, they once in a while invite someone to give a lecture about Roma history or antisemitism. This approach is not working. Steven mentioned that teachers should also not isolate a lesson about Roma culture or history from the other lesson content – it then remains excluded from 'the rest'. So the topic of Roma people should really be included in the material.

After this interesting discussion on the topic of inclusive education, in which the focus was especially on the inclusiveness of the content, there was time for questions and remarks from the public.

A question that was asked was what can be done to motivate the teachers to take their responsibilities. Karina answered that **more government control** could be useful; schools are now very free in their curriculum. Karin thought that, in terms of "sticks and carrots", a lot of carrots are missing. There is not enough **local support for schools and teachers** to make their education more inclusive, and they are not sure how to get support for this. In terms of sticks, the Czech school inspectorate helps, but teachers are still a bit too free in saying what they want, for example in racist things. Lenka also mentioned that schools are a too independent now. Steven thought it should be made more explicit

that inclusive education is actually proven to make education of a higher quality. He also mentioned that teachers struggle with where to find and how to use good resources, and named a practice that is used in Armenia as a good example. In this practice, schools introduce a "subject week", in which teachers visit each other's lessons. This is used to share and recommend which of their practices are really working and can be used by other teachers.

Karin emphasised the bigger responsibility of schools than just transferring knowledge. If a family for example cannot provide for a good basis, the school should be able to give a child a chance, which is one of the reasons why making schools as inclusive as possible is so important.

Lenka added the challenge for teachers that, with the transition from specialised schools to inclusive schools, they did not know how they could deal with children with disabilities that would come to their classrooms. They were not sure if and where they could get support for this, they did not feel equipped or experienced enough to deal with these new students. This transition phase was thus especially difficult for many teachers.

In conclusion, the panellists were happy to see that the topic of inclusive education became more known to a wider public, but one of the main challenges remains the fact that **many teachers do not believe in inclusive education** and are not willing to implement inclusive approaches, which is especially visible in the challenge to include sensitive, politicised topics like the Roma culture and history in the classroom.

12 May 2017 – Session on the teachers' guide, management session, reflections, and visit to DOX – Centre for Contemporary Art in Prague

The last day was spent at DOX – Centre for Contemporary Art. Two presentations were held, and the participants shared their conclusions and feedback on this meeting, and evaluated the project in general. They also looked ahead to the next phases of the project and the final training.

Session on the presentation of the resources

In the morning, Steven Stegers (EUROCLIO) presented how the developed resources of the special interest group members would be presented online. This would be on Historiana.eu, a portal for history education that EUROCLIO is already committed to updating and promoting. This way, the resources will be known and used most often. To make sure the educational resources remain connected and recognisable as part of this project, there will be links connected to these resources that lead to the project page on EUROCLIO's website. Steven demonstrated Historiana and explained how the resources of this project will feature on this website.

Management session and looking ahead

Judith Geerling and Aysel Gojayeva (EUROCLIO) gave a presentation on the management aspect of the project, and looked ahead to the following steps of the project and the final training. In the near future, the special interest group members will continue improving their resources, after which they will be piloted in classrooms. Afterwards, the resources will be improved once more based on the received feedback. The finalised resources, as well as the other outcomes of the entire project, will be presented and worked with during the final training in 2018.

Reflections and feedback

After lunch, the special interest group members were invited to reflect back on their thoughts on the week. This reflection has overall shown that the group felt trained, enthusiastic, happy, and motivated. They noted the week has been a great experience of working and sharing ideas with people from different parts of Europe.

The group members stated that the project, on a personal and professional level, had brought them many ideas, experiences, a variety of viewpoints, and a wide view on the term inclusion. It was noted that the members were enabled to enter a new area of inclusive teaching and learning. Apart from knowledge, the group also stated that they liked being part of an international group and to continuously learn from one another, and to exchange ideas and practices on a transnational level.

Feedback and reflections were shared

In terms of improvements, the SIG members noted that more sharing of personal and professional experiences could have happened. Another comment that was made was that the programme was very full, and not much time was left to spend freely. A comment was that the introduction of the idea of an teachers' guide could have been earlier, and that more review and detailed collaborative group work could have happened. Another comment was that some of the time was spent somewhat unproductive – the working week would have been better with four instead of five days. Other comments included that more collaborative, online meetings could be incorporated in the project.

The experiences of the project that the special interest group members found most valuable and useful were working in a motivated, small team in an international environment, and exchanging ideas with people from different backgrounds. Also mentioned was working with small groups on the resources, including the feedback, and on the overall topic of inclusion, a topic based on elementary human rights. The school visit to the ZŠ Gajdošova primary school was also mentioned as a valuable experience, as well as learning about the Roma and Jewish communities.

The group saw the future of the project as bright – they expect an improvement in the quality of the resources, and foresee the resources being used in real classrooms. It is very important to share the developed materials. Continuous work on improving inclusive education is important. A suggestion that was given was to develop an online platform for uploading materials, ideas and research findings on inclusive education, to provide for ongoing exchange.

The special interest group members thought future projects should move towards improving inclusive education even more. A new project could be proposed that would build on the results of this projects. As we live in a digital age, we should focus on this, and offer new online tools. The resources developed within this project could be translated – especially the students' materials – so that more people can access and use them. Another suggestion was to go on with joint group trainings and conferences on this topic. New countries could be included into possible future projects on inclusive education. In general, the special interest group members wanted to make sure that the resources of this project reach those people that need them.

Visiting an exhibition in DOX – Centre for Contemporary Art

After the reflections, the group received an introduction to the DOX – Centre for Contemporary Art and its educational programmes. The museum is based around art, interactivity, and participation. It currently has an exhibition on "Big Data", but previously had exhibitions on topics like media education, and stereotypes. The museum uses its exhibition to address difficult topics. It moreover offers workshops for teachers and for example methodical materials.

The permanent educational programmes of the museum are "The Role of Art", and "Dismantling of Stereotypes". In "The Role of Art", students learn based on role play and critical play. They take the role on of for example a museum curator, an artist, or a viewer, and explore the museum through this role. In "Dismantling of Stereotypes", students explore mental mapping, in which they visualise their thinking. They work with a city-like map in which they have to arrange certain things, while dealing with stereotypes.

After this presentation on the DOX – Centre for Contemporary Art, the project group explored the "Big Data" exhibition, which addresses the question of how we use all the digital media and data around us. Do we know how much data is created every day? How do we "curate" our data? The special interest group members found the exhibition very interesting, striking, and at times concerning.

The "Big Data" exhibition in the DOX – Centre for Contemporary Art

Conclusions

In conclusion, the special interest group members found the week enjoyable, interesting, and motivating. The individual feedback sessions on the resources provided very useful, and the project team made a lot of progress. The panel discussion on inclusive education and the exploration of two museums and their educational programmes added valuable insights and experiences to the week. The special interest group members and EUROCLIO staff are now looking forward to the final training in 2018.