



16. Joint training with other schools

DESCRIPTION

In cooperation with one or more schools in the region, the school organizes a training activity for the teachers on a topic of concern related to the inclusion of refugee students.



OBJECTIVES

The objectives of the activity are

- To cooperate with other schools on a common issue of concern to the school communities involved,
- To strengthen cooperation and to create bridges and open communities.



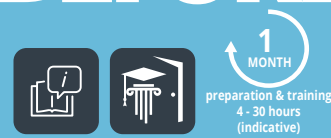
EXPECTED OUTCOME (EO)

Upon completion of the activity, teachers are expected to:

- identify the issues that affect the school community,
- identify their weaknesses and address them through action,
- understand that they are not the only ones facing such difficulties,
- organize actions that will empower them, both as professionals and as a school community, to include refugee students,
- cooperate with colleagues in their school and in other schools,
- share common experiences in a common context in order to strengthen relationships and build a community of schools in the same area,
- reflect critically on their actions and participation.



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VALUES

Valuing human dignity and human rights

① **Argues that human rights should always be protected and respected** B

ATTITUDES

Openness to cultural otherness

②4 **Expresses an appreciation of the opportunity to have experiences of other cultures** B

Civic-mindedness

③4 **Collaborates with other people for common interest causes** B

③6 **Discusses what can be done to help make the community a better place** I

Tolerance of ambiguity

⑤0 **Engages well with other people who have a variety of different points of view** I

COMPETENCES FOR A DEMOCRATIC CULTURE

SKILLS

Autonomous learning skills

⑤8 **Shows ability to identify resources for learning (e.g. people, books, internet)** B

⑥2 **Can select the most reliable sources of information or advice from the range available** A

Analytical and critical thinking skills

⑥9 **Can use explicit and specifiable criteria, principles or values to make judgments** A

Cooperation skills

⑨4 **Builds positive relationships with other people in a group** B

⑨5 **When working as a member of a group, does his/her share of the group's work** B

Knowledge and critical understanding of one's self

⑪1 **Can reflect critically on his/her own emotions and feelings in a wide range of situations** A

KNOWLEDGE & CRITICAL UNDERSTANDING





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Activity steps

01

The teachers' council, the action coordination group or a teacher selects one or more issues related to the inclusion of refugee students that they are concerned with or which the teachers need empowerment, training, or education. The coordination team can identify teachers' needs through a questionnaire, interviews, or structured discussions.

(see the questionnaire in Activity 6. Reflection: To what extent am I ready to welcome Refugee children into the school?)

02

The organizers contact one or several schools in the area, either directly or through the local coordination offices, sharing the intention of organizing a joint training and detects the interest.

If the school/schools agree, the school appoints a team to coordinate the organization of the training or, alternatively, an organization team with representatives from the schools involved in the joint training is appointed.

03

The organizing group chooses the type of training and whether it will entail internal training by a particular teacher, or the sharing of good practices between schools, or a program offered by an external trainer / partner organization.

04

After the relevant discussions and required permissions and briefings, the time and location of the training are set by the organizing team, and all participating teachers are informed. Participation is suggested to be voluntary. Interested persons should register to attend..





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Evaluation/Assessment

Written evaluation of the training by the teachers who participated, defining the degree of satisfaction (1-5, with 1=slightly satisfied and 5=completely satisfied).

The coordination team collects and analyses the data and presents it to the association of each school.