



# 5. The “Hope” College

## DESCRIPTION

The school community (students, teachers, parents, principal) will work in groups in the workshop with a case study of the Hope College. They will explore and discuss the issues arising from the arrival of refugee students to Hope, proposing ways of creating an inclusive climate that ensures the right to education for refugee children.



## OBJECTIVES

**The objectives of the activity are for the participants to:**

1. identify the reasons not everyone has access to education,
2. examine the obstacles to equality in the wider community,
3. reflect on who has the responsibility of removing the obstacles to equality,
4. explore ways of managing the issues that arise.

## EXPECTED OUTCOME (EO)



**Upon completion of the activity participants are expected to:**

1. reflect on the specific characteristics and educational needs of different groups of people,
2. consider possible intercultural differences,
3. recognize the perspective of others,
4. work together to find solutions that satisfy all parties.





# The “Hope” College

**VALUES**

Valuing human dignity and human rights

2 Argues that specific rights of children should be respected and protected by society **B**

Valuing cultural diversity

8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another **B**

11 Argues that intercultural dialogue should be used to develop respect and a culture of “living together” **A**

**ATTITUDES**

Openness to cultural otherness

21 Shows interest in learning about other people’s beliefs, values, traditions and worldviews **I**

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 to ambiguity

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

## COMPETENCES FOR A DEMOCRATIC CULTURE

**SKILLS**

Skills of listening and observing

70 Listens carefully to different opinions **B**

Flexibility and adaptability

82 Modifies his/her opinions if he/she is shown through rational argument that this is required **B**

84 Adapts to new situations by using a new skill **I**

Conflict-resolution skills

101 Can identify options for resolving conflicts **B**

**KNOWLEDGE & CRITICAL UNDERSTANDING**





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## Activity steps

# 01

The facilitator prepares copies of the story as well as the Worksheet.

# 02

S/he divides the participants into groups of 4-5 persons and gives them a copy of the history of the Hope College and the Worksheet.

S/he asks them to read the story and take notes:

- In the first column of the Worksheet: issues described for each group of people and others that they can think of
- Of possible ways of addressing these issues, classifying them under the pillar (Teaching and learning/ School governance-School culture/Cooperation with the community) to which each one corresponds.

# 03

Reflective discussion on the right to education, on the specific characteristics and needs of different groups, on the issue of individual and collective responsibility for managing similar situations.

## Evaluation/Assessment

Reflective circle at the end of the activity.

## Materials/sources

1. Copies of the history of the Hope College.
2. Copies of the Worksheet.

<https://www.living-democracy.com/textbooks/volume-3/part-1/unit-3/lesson-3/>





# The “Hope” College

The principal of Hope College was a generous and kind woman. She strongly believed in the importance of education. *“Everyone deserves a good start in life”,* she used to tell the staff. *“I don’t want anyone to be treated more favorably than others in this school. That would not be fair”.*

One day, a group of refugee students arrived at the school. Their families had come from a neighboring country because of war. The principal told the staff:

*“These unfortunate children have lost everything. Welcome them into your classrooms. They should suffer as little as possible. The war was not their fault”.*

The staff agreed. The children were put into classes according to their age. Most of the refugee students were alone in class, but in one class there was a group of four refugee boys.

Soon the staff found that there were difficulties in teaching the refugees with the other pupils. One by one, they went to the principal to complain. *“The refugee girl in my class doesn’t speak our language”,* said one teacher. *“I don’t have time to translate for her all the time. It takes me too much time. This is at the expense of the other students”.* *“The refugee in my class doesn’t talk to anyone”,* another teacher commented. *“Maybe he is war-traumatized. Or maybe he has learning difficulties. What should I do?”.* Another teacher said, *“I have a student who is injured and cannot walk. She can’t take part in any physical activity or climb the stairs to the science lab.”*

Then other problems began to appear. During lunch, incidents of bullying and teasing were observed. Some children were told offensive words and asked to go back home.

The four boys who were in the same class formed a gang to protect themselves. One day, there was a quarrel between one of them and a local boy. The refugee beat his opponent very badly. The staff said he should be expelled from school, but the principal wondered if that would be fair given what this boy had been through. The teachers said:

*“We have tried hard but our children are suffering. We can’t teach these children and local pupils together”.*

Soon after, parents of the refugee students asked to see the principal. They said:

*“We don’t like boys and girls playing sports together. This is against our religion and culture”.*

The principal was losing patience. She knew it was a difficult problem, but in her heart she believed that hope should not be lost.

From the Council of Europe’s educational tool *“Living Democracy”*

<https://www.living-democracy.com/>, Volume 3, p. 80

