CROSS-CUTTING CONSIDERATIONS

Messages

The stronger and more positive the message that children get that prejudices are not acceptable within the learning environment, the more likely they are to be critical of such perspectives and foster an inclusive mindset.

Responses

A weak response to discriminatory behaviors within school environments simply condones prejudice.

Integration of diversity

The more a diverse cultural heritage is embedded in school environments, the stronger the message children get and engage with.

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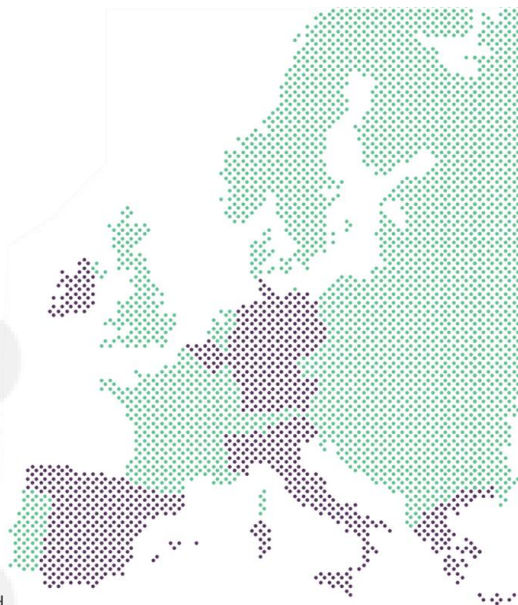
Inetum | SPAIN

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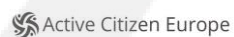DOZ E. V. International | GERMANY

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Practical recommendations to enable and promote integration in schools

- Integrating backgrounds: languages and cultures
- Addressing discrimination in schools
- Empowering teachers and education professionals
- Cross-cutting considerations

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INTEGRATING BACKGROUNDS: LANGUAGES AND CULTURES

1. Recognizing multilingualism and developing initiatives that promote it in schools.

2. Expansion of language choice options in the school curriculum.

3. Inclusion of non-European languages to support the experiential and prior learning of students.

4. Inclusion of non-European languages in online learning.

5. Formal recognition of a multicultural heritage within the school practices that speaks to the reality of diversity (i.e., Chinese New Year, Eid al-Adha religious festival, etc.).

ADDRESSING DISCRIMINATION IN SCHOOLS

6. Acknowledging and challenging racist attitudes and enactment of biases, from microaggressions to physical violence among peers.

7. Developing specific anti-discrimination policies that recognize peer-to-peer racism in all its forms (not only addressed under bullying policies).

8. Making messages about cross-cultural/heritage clear and visible throughout the school environment including the consequences of racist behaviors to develop a greater understanding of their very negative consequences on peers.

9. Creating confidential and diverse avenues to report racist incidents.

EMPOWERING TEACHERS AND EDUCATION PROFESSIONALS

10. Staff training in identifying and supporting students being isolated so that these knowledge and skills become embedded in school environments.

11. Incorporating racism awareness into initial teacher training and continuing professional development, including modules on the use of language and its potential role in feeding/addressing racist ideologies.

12. Developing mechanisms to recognize and address racist behavior of school staff.

13. Developing mechanisms at Department of Education level to ensure that textbooks represent as broad a diversity of cultural heritage as possible.

14. Promoting initiatives that ensure greater cultural diversity within the teaching profession, re-evaluating embedded norms and practices that speak to a eurocentric tradition.