DEVELOPMENT OF ANTI-DISCRIMINATORY CULTURE WITHIN THE QUALITY OF SCHOOL LIFE

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Decade of Roma Inclusion
15th International Steering Committee Meeting
Establishing the system of Quality Assurance in Serbian schools

Values and objectives

External evaluation

Reporting and publicizing the improvement

School self-evaluation

School Development Planning
School Development Plan

Establishing the system of Quality Assurance in Serbian schools
Self-evaluation in the function of Quality in Schools

- Raising awareness of all school’s stakeholders and participants in school life – accepting one’s own responsibility
- Motivating schools and directing them towards the quality
- Helping schools to become aware of their own work, their results and how to improve them
- Schools – equal partners with their external evaluators

**How?** On the bases of the system, established key areas of school life, quality indicators and their illustrations at two levels
Areas of Quality

- Curriculum and the Annual School Plan and Programme
- Leadership, Management and Quality Assurance
- Teaching and Learning
- Ethos
- Resources
- Pupils’ Attainment
- Support for Pupils
School Quality in light of Developing Anti-Discriminatory Culture

The significance of developing anti-discriminatory culture in schools – raising awareness of the importance of solving problems of discrimination in education:

• Enabling the quality of teaching and learning

• Providing children’s safety in schools

• Encouraging the international cooperation of all stakeholders and school participants including different national minorities
The Project *Protection of the Roma minority children from discrimination*

Partnership of the Ministry of Education and the Centre for the rights of minorities

Outcomes of the mutual activities:

- Exchanged experiences focusing on the legislation and the educational discrimination issues, by the republic and municipal school inspectors, pedagogical advisors and the representatives of the Centre for the rights of minorities

- Discrimination indicators defined on the bases of the seminars’ products, resulted from the training of the Roma assistants with pedagogical advisors, school inspectors and the Centre for the rights of minorities

- A proposal of defined desegregation measures in education

- Manual for preventing discriminatory treatment in schools
Implementation of the Manual in schools

- Finding out more about the notion and the forms of discrimination in education by all stakeholders and participants in school life
- Involvement of all stakeholders on the school level in creating and developing the programmes for children’s protection against discrimination
- Defining the procedures for protecting the Roma children from discrimination within the school and in the local environment
- Solving some possible cases of discrimination on the school level and in the local environment
- Elimination of the possible consequences of discrimination and supporting the Roma children’s inclusion in their peer groups and the school life
- Respecting the differences and nourishing the ethos of acceptance and tolerance
Indicators and Illustrations
(of the forms of discrimination / good practice without discrimination)

1. Discriminatory approach to planning the teaching programmes
2. Verbal/non-verbal forms of religious and national intolerance
3. Discriminatory differences in the teacher’s approach to children during the teaching process
4. Exclusion from the curricular and extra-curricular activities
5. Verbal and non-verbal forms of violence
6. Physical violence
7. Social barriers as a cause of discrimination
8. Segregation of pupils, classes and schools
9. Unfulfilled right of having compulsory education
10. Disrespecting the principles of democracy in school functioning
PROCEDURES FOR SUPPORTING AND NOURISHING THE CULTURE OF ANTI-DISCRIMINATORY BEHAVIOUR AND FOR SOLVING POSSIBLE CASES OF DISCRIMINATION

ROLES AND RESPONSIBILITIES OF ALL STAKEHOLDERS AND PARTICIPANTS OF SCHOOL LIFE

SITUATION ANALYSIS THROUGH THE PROCESS OF SELF-EVALUATION

CREATING AND REVISION OF THE SCHOOL STRATEGIC DOCUMENTS
- SCHOOL DEVELOPMENT PLAN
- CURRICULUM
- ANNUAL PLAN AND PROGRAMME