



THE FINAL STAFF MEETING OF COORDINATORS IN SLOVENIA

We started our final meeting with an overview of the main events, activities and mobilities undertaken in the project, and checked the application to see that the main issues had been tackled. Even though evaluation questionnaires for all participants were prepared after every mobility, we took the time to evaluate the project as a whole. The positive feedback and support that we received from participating students, teachers and students' parents on combating exclusion, as well as those who were not directly involved in all the activities, motivated us to continue supporting the project ideas at each school. We all agreed that the main goals of the project - making our students aware of the different aspects of exclusion, helping them understand the values and emotions associated with coping with it, and motivating them to help make school life a pleasant place for everyone, were achieved.

RESULTS OF THE MEETING

The teachers involved in the project activities at each partner school, have come to realise the importance of bringing the problem of exclusion out into the open, recognize its different aspects and get students to talk about their inhibitions with teachers/peers freely and without reservation in such a way that they do not feel threatened. Exclusion cannot turn into inclusion overnight. It is an ongoing process which needs to be handled discreetly and should become a priority in the learning process. We as teachers and advisors must show perseverance and patience when working with both victims of harassment and those doing the harassing by taking the time to listen to and understand the reasons behind the fears, insecurities and lack of confidence that our students may have. Having identified and better understood the importance of values, the participating students and teachers can now share this new insight with those students who are striving to be heard. The 'Convivial School Life' method presented

by the Spanish coordinating school at the student exchange in Spain and again at the last short term staff meeting in Slovenia, proved to be a good starting point in achieving this goal, and will be put to the test at each partner school by volunteer students and monitored by volunteer teachers. Volunteer students at our school have already voiced their desire to participate in this new approach. Integrating it into the school schedule will differ from school to school and from individual to individual. It can be integrated once a week as part of the home-room lesson, social sciences or after-class discussion periods either individually or in group sessions. The volunteer students will keep the class teachers and school coordinators informed of their progress, who in turn will keep the other partner coordinators informed of the effectiveness of the experiment as it progresses. If proved successful, we will strive to make it a permanent addition to the school's curriculum.

SLOVENSKI PREVOD (SLOVENIAN TRANSLATION)

ZAKLJUČNI SESTANEK KOORDINATORJEV V SLOVENIJI

Naše zadnje srečanje smo začeli s pregledom glavnih dogodkov, dejavnosti in mobilnosti, izvedenih v okviru projekta, in preverili prijavo, da bi ugotovili, ali so bila glavna vprašanja obravnavana. Čeprav so bili po vsaki mobilnosti pripravljene evalvacijski vprašalniki za vse udeležence, smo si vzeli čas za evalvacijo projekta kot celote. Pozitivni odzivi in podpora sodelujočih učencev, učiteljev in staršev učencev na področju boja proti izključenosti ter tistih, ki niso bili neposredno vključeni v vse aktivnosti, so nas motivirali, da še naprej podpiramo projektne ideje na posamezni šoli. Vsi smo se strinjali, da so glavni cilji projekta – ozavestiti naše učence o različnih vidikih izključenosti, jim pomagati razumeti vrednote in čustva, povezana s soočanjem z njo ter jih motivirati, da pomagajo narediti šolsko življenje prijetno za vse - doseženi.

REZULTATI SREČANJA

Učitelji, vključeni v projektne aktivnosti na vsaki partnerski šoli, so spoznali, kako pomembno je izpostaviti problem izključenosti, prepoznati njegove različne vidike in spodbuditi učence, da se o svojih težavah z učitelji/vrstniki pogovarjajo svobodno in brez zadržkov, tako, da se ne počutijo ogrožene. To je stalen proces, ki ga je treba obravnavati diskretno in mora postati prednostna naloga v učnem procesu. Kot učitelji

in svetovalci moramo biti vztrajni in potrpežljivi pri delu z žrtvami nadlegovanja in tistimi, ki nadlegujejo, tako da si vzamemo čas, da prisluhnemo in razumemo razloge za strahove, negotovosti in pomanjkanje zaupanja, ki jih imajo naši učenci. Ko so sodelujoči učenci in učitelji prepoznali in bolje razumeli pomen vrednot, lahko zdaj to novo spoznanje delijo s tistimi učenci, ki si prizadevajo biti slišani. Metoda „Družabno šolsko življenje“, ki jo je španska koordinacijska šola predstavila na izmenjavi učencev v Španiji in ponovno na zadnjem sestanku koordinatorjev v Sloveniji, se je izkazala kot dobro izhodišče za doseg cilja in jo bodo učenci in učitelji preizkusili na vsaki partnerski šoli na prostovoljni bazi. Učenci prostovoljci na naši šoli so že izrazili željo po sodelovanju v novem pristopu. Vključevanje nove metode v šolski urnik se bo razlikovalo od šole do šole in od posameznika do posameznika. Vključena bo lahko enkrat tedensko kot del razredne ure, družboslovja ali med razpravo po pouku bodisi individualno bodisi skupinsko. Učenci prostovoljci bodo o svojem napredku obveščali razrednike in šolske koordinatorje, ki bodo sproti obveščali ostale partnerske koordinatorje o učinkovitosti preizkusa. Če se bo izkazalo za uspešno, si bomo prizadevali, da postane stalni dodatek v šolskem kurikulumu.

Coordinators' final thoughts:

<https://drive.google.com/file/d/1ipTXfo-V5R34VgTqQNxQRePjuMKg5zHt/view?usp=drivesdk>