

6. The seminars for teachers

The main message

Teachers who volunteer for training usually have a variety of motives. Some teachers wish to receive professional support and help with solving their everyday problems, some want to fill their knowledge deficits, some will want to receive confirmation for their pedagogic endeavours, and some simply want to come in contact with people who have similar problems and to exchange experiences with them. All of them want to receive recognition for their efforts. The main message of the training could therefore be summarised as follows: *Teachers are very important people in the life of children. They can make a real difference, just by using their natural capacities and acquired professional skills and attitudes.*

Basic goals

The seminars for teachers have the following basic goals:

1. Empowerment of the teachers through enlarging their capacities to cope with professional burdens and their own traumatic experiences,
2. Organising existing knowledge and insight, and where necessary, providing additional knowledge of psychological, psychosocial and cognitive processes in students and teachers,
3. Enabling exchange of experiences among participants and encouraging them to share and transfer knowledge in the local school system, and in the community in general,
4. Motivating and energising participants to acquire new attitudes and implement psychosocial activities in their work within the classroom, and with individual children and parents in need.

The seminars as steps in a process

The program for teachers consists of four modules of 3 days each. They represent a continuous learning process and application of new knowledge in practice. At the end of each module some time should be dedicated to discussing what the teachers will be able to transfer to their schools.

In order to ensure continuity, the interval between any two modules is preferably four weeks. At the end of each module, teachers receive a certificate. The final certificate is issued after the last module.

The original structure can be changed according to circumstances (shorter duration and more than four modules, etc.) but continuity is needed for building group cohesion and fulfilling learning and motivating processes.

Educational methods

The following methods are used: lectures of 20 - 30 minutes, discussion in small groups, presentation of the results of discussion in small groups to all participants, role-play, relaxation techniques and expressive exercises (drawing, positive imaginary, play, etc.). In terms of the program, we recommend the following:

1. Start with two or three short lectures. The first is about the general principles of the program and is delivered by the international trainer (in the remainder of the seminars, the international trainer is active only as a coach for the local trainers). The second lecture, run by a local trainer is about the local situation, psychosocial problems, and the situation of the educational system and teachers in the region. The third lecture

introduces the topic of the first group discussion.

2. Group discussions will be done in groups of 10 participants. The organiser should insist on mixing teachers from different villages and schools in each group. Teachers from the same schools tend to remain together and to enter into the same group. Each discussion takes 90 minutes. It treats a topic presented in one of the presented lectures (for example: *The traumatised child in my classroom – how have we helped him, what else could we do for him?*). During the group discussions, teachers present examples from their practice and their own ways of solving problems. At the beginning of the meeting, the group chooses the reporters, and at the end the group prepares one or more posters.
3. Presentation of the results of discussion in small groups to all participants in the plenary session. This can be done through prepared posters with some additional oral comments and explanations by the presenters, or by plenary presentation of role-playing.
4. Role-play can be used as a tool for the teachers when they want to present examples from their own professional experience. In the beginning role-play should deal with less demanding problems, only after participants are well acquainted with this method can more difficult cases and situations can be tackled. In the session intended for role-play, the group can perform two or three different scenarios. Role-play can also be presented to all participants.

The first seminar

The first seminar is always the most difficult; it is the test of the program. Both the

international and local trainers are anxious at what might happen. Will all participants accept the program? Will they find it interesting? Will they be willing to cooperate within group discussions and in role-play?

The participation of teachers during the second module, i.e., the dropout rate after the first module, depends on their satisfaction with the first module. We can say that the first module tunes the program and formats the attitudes of teachers toward the program as a whole.

During the first module, teachers should gain mutual trust and a feeling of security, and feel both accepted and respected. The trainers should repeatedly stress the contribution of teachers to the child's wellbeing and positive development. Teachers are rarely praised for their merits. Stressing the value of their support to children is an homage, which they merit. Teachers who volunteer to participate in a psychosocial program are those who are the most eager to help children and parents.

International trainers must provide support to local trainers and give them supportive feedback, tactfully suggesting alternatives to counter possible imperfections in their approach.

It is important to stress, that the program is a process, in which the knowledge and know-how of teachers, and the local and international trainers, are developed step by step. It does not have to be perfect from the very first day.

It is essential to use the 'we approach' from the very beginning of common work. If there are some mistakes, or failure in the realisation of the seminar, than those are due to both agents - local and international trainers. If problems arise, they have to be discussed and solved in a constructive way, stressing the common objectives of all people involved in the program.

During the first seminar, teachers are accepting the principles of the program, adjusting to the climate and rules of work. Therefore people leading the seminar have to insist on punctuality, on not commenting during the presentation (if not agreed otherwise), and on the principles and rules of group discussion, etc. If the rules are not respected during the first module, it will be much harder to achieve later.

The period between two modules

This period in between is the time for teachers to implement new attitudes, knowledge and models of good practice in their classrooms and schools.

Visits of trainers are a potent means for implementation of psychosocial attitudes and activities in particular schools and in the school system.

Two trainers of different professional backgrounds, for instance a teacher and a physician, will visit schools included in the program, on as regular a basis as possible.

The program of visits may include:

- Discussions with the director and with teachers about needs of the school and implemented psychosocial activities,
- Short workshops, lasting two to four hours, attended by all teachers of the visited school. These workshops are run by local trainers, and are about subjects such as: Traumatized children and children experiencing loss – how to help them; How to help children with learning difficulties; Prevention of violence in the school; Cooperation with parents; The professional burdens of teachers and prevention of burn-out. Planning future cooperation of trainers with the school,
- Workshops or other activities such as lectures, meetings, discussion with groups of parents. Local trainers who visit the

school in cooperation with the teachers also run these activities. They improve the functioning of the school concerning cooperation with parents and demonstrate models of good practice of such cooperation,

- Discussion with individual teachers about general problems concerning the psychosocial climate of the school, or problems of psychosocial nature that the schools are facing,
- Group work with children. Local trainers, in cooperation with volunteers and teachers, carry this out. The aim is to offer the children interesting activities, permitting them to express their feelings, and to develop social skills,
- Monitoring of psychosocial activities introduced and run by teachers,
- Assessment by the local trainers of problems with individual children, learning problems, behavioural problems, etc.,
- Counselling for children, parents and teachers of children with problems by local trainers,
- Introducing and supporting activities of volunteers where possible,
- Any other activities required by school.

The following three seminars are tailor-made; choices were based on the experiences of the teachers and their needs. Items can be chosen and adapted from the overview in the next paragraph. See Table 1. For an example of a program using all four seminars.

The program

A choice is made from the following items:

1. Introduction
 - Item 1.1 The aims, the philosophy and the methods of the program for teachers
2. Methods used during the training of teachers

- Item 2.1 Group work
Item 2.2 Role-play
Item 2.3 Expressive and relaxation techniques
3. The role of the school, creating an empowering and protective school
Item 3.1 The protective role of the school
Item 3.2 The psychosocial climate of the school
Item 3.3 Communication
Item 3.4 Relationships between the teacher and pupils
Item 3.5 Relationships between teachers at school
Item 3.6 Motivation for learning
4. The child, the family and the school
Item 4.1 Cooperating with parents
Item 4.2 Trauma in adults
Item 4.3 Dysfunctional families
Item 4.4 Violence and child abuse in families – the protective role of the school
Item 4.5 The impact of poverty – how the school can counteract and reduce the effects of poverty
5. Relationships among peers and problems between peers
Item 5.1 Relationships among pupils
Item 5.2 Bullying and school violence – how can the school prevent it
6. Most common problems of pupils- how to help the child and how to manage the problems in the classroom
Item 6.1 Stress in children
Item 6.2 The traumatized child
Item 6.3 Loss and grieving of child and family
Item 6.4 The depressed child
Item 6.5 The child with health problems and the physically disabled child
Item 6.6 Cooperation between the school and health services
Item 6.7 The hyperactive child
Item 6.8 The aggressive child
Item 6.9 Learning difficulties and school failure
7. The teacher as a person, the teacher as a professional today
Item 7.1 The situation of the school, and the situation and role of teachers in our region today
Item 7.1 The impact of the teachers' profession on his family life
Item 7.3 Burdens and stress linked to the teaching profession
Item 7.4 Burn-out: coping and prevention
8. Linking with the community
Item 8.1 The school and the community
Item 8.2 Voluntary work in schools
Item 8.3 Children's rights
9. Evaluation
Item 9.1 Evaluation of the previous seminar
Item 9.2 Final evaluations

The items

Item 1.1: The aims, the philosophy and the methods of the program for teachers

Purpose:

- To inform the teachers about the aims, the philosophy and the methods of the program.
- To highlight the usefulness of the program in the present situation in the region

Content:

- The aim of psychosocial programs for teachers in the development and integra-

tion of protective factors and processes in the functioning of the primary school, which is the institution including all school-aged children

- The program is interactive, all participants are owners of the program, it is mostly based on local know-how of local trainers and teachers, and on exchange of experience
- The methods of the program: short lectures, group work (presentation of cases, sharing experience, discussion, reflection, etc.), plenary group reporting and presentation of posters produced in the group work, role-play, expressive and relaxation techniques, assessment of the implementation of acquired skills at previous modules, evaluation by teachers in group work and by questionnaires
- The implementation of learned ideas and models of good practice in schools is the ultimate goal of the program

Methods:

- Lecture presented by the international expert, 15 minutes
- Some introductory words by the local person responsible for the program, 10 minutes

Item 2.1: Principles and methods of group work

Purpose:

- To prepare the teachers for facilitating group work within the framework of the seminar
- To stimulate the teachers to use group work in their classes

Content:

- A summary of different groups in which people are included (family, working groups, groups of self help, sport groups, etc.)
- The function of groups: emotional and practical support
- Basic principles and rules of group work:

equality, mutual respect, the right to express one's opinion without being criticized, respecting time limitations, respecting confidentiality, respecting formal agreements, seating arrangements, turning off mobile phones, not smoking, etc.

- The role of the moderators (facilitators, trainers) during group work
- The output of group work: exchange of ideas, exchanges of models of good practice, emotional support, acknowledgment of members of the group, possible solutions for unsolved problems, motivation and empowerment for introducing innovations, etc.
- Appointing the spokesman and preparing a poster for reporting results in a plenary session
- Plenary presentations of discussed cases, identification of helping or problem solving approaches, identification of unsolved problems

Method:

- Short lecture, 10 – 20 minutes

Item 2.2: Role-play

Purpose:

- To explain to the teachers the aims and benefits of the method
- To explain the principles and the procedures of role-play
- To motivate the teachers to participate in role-play during the present course

Content:

- The function of role-play is to provide opportunities for players to 'enter into the shoes of somebody else', to develop understanding and empathy for other people's difficulties, to display different and alternative solutions
- The procedure of organizing role-play: defining the scenario, defining players, duration of the play
- Discussion by players and by the audience

- Formulating the lessons learned
- Most common problems: too complicated scenario's are chosen in the beginning, players are switching from their role to the role of observers and commentators; participants and observers are tempted to evaluate the quality of the acting instead of discussing emotions, insights and solutions

Method:

- Short lecture, 10 minutes

Item 2.3: Expressive techniques and relaxation techniques

Purpose:

- To raise awareness of the participants of the importance of expressive and relaxation techniques for the psychosocial and emotional development of children
- To motivate teachers to integrate expressive and relaxation techniques in every day professional activities in the classroom

Content:

- Explanation of the function and the empowering or healing influences of relaxation and expressive techniques in every day life, in stress situations, and when dealing with children with difficulties. Teachers play an important role in the development of children's imagination and in encouraging various ways of expression. Creative work will raise children's self-esteem
- Presentation of some expressive and relaxation techniques, which can be used by teachers for themselves and for their students
- Demonstration of some techniques appropriate for use in school: drawing, painting, sculpting, drama, music, physical exercises, and social games

Methods:

- Lecture, including some practical exercises, 45 minutes

- Asking participants to present some expressive and relaxation exercises, which are familiar to them, or which they have already used in practice
- Performance of some exercises by all participants

Item 3.1: The protective role of the school

Purpose:

- To give information about the importance of the school as a protective factor for the psychosocial development of children and their mental health
- To raise awareness of the participants of the irreplaceable role of the teacher in identifying children living in difficult circumstances, and helping them by strengthening these positive factors
- To empower and motivate the teachers for taking on the role of psychosocial helper to children in need in their classes

Content:

- The importance of the primary school: it is a place where children are obliged to stay for at least 6, and often, 9 years
- Brief presentation of the eco-system approach: different systems (family, school, neighbourhood, religious organizations, health services, etc.), which interact and determine the child's mental health, psychosocial development, psychosocial disorders and coping capacities
- School in itself has many positive and protective factors (see chapter on protective role of the school) especially a good relationship with the teacher, good relationships with peers, success in learning, or in a particular course, or in a particular activity developed at school.
- The protective role of the school is of special importance in cases of traumatized children and children living in difficult circumstances since in these cases the family could be affected as well, and

- not able to provide sufficient protection and support for these children
- The school can also be a potent source of risk factors, affecting the emotional well-being and psychosocial development of children
- Risk factors like school failure, bullying, exclusion, problems with teachers, etc. are especially dangerous for children who already have psychosocial problems, or are burdened by other risk factors as family war traumas, family adversities, etc. In such cases school related risk factors can have a cumulative negative impact
- School failure affects the child's self esteem, motivation, and relationships with parents, psychosocial wellbeing, and coping capacities. The last is especially important for traumatized children
- The roles of the teacher, class structure, interpersonal relationships, written and unwritten social rules, school and class ethos, cultural and social characteristics of parents, school principal, characteristic of the school system, general social, cultural and political circumstances
- The importance of a positive psychosocial climate of the school, and in class, for the efficient work of the teacher and for a good school output
- Some indicators of a good psychosocial climate of the school: providing a friendly, rewarding and motivating climate; the level of safety feelings in children, tolerance, supporting cooperation and active learning; absence of physical punishment and violence; preventing bullying, maltreatment and discrimination; appreciating development and creative activities; connecting school and family life through involvement of parents; promoting equal possibilities and participation in decision processes of children, constructive ways of solving conflicts

Methods:

- Lecture and discussion, 30 minutes

Item 3.2: The psychosocial climate of the school

Purpose:

- To raise the awareness of the participants of the importance of the psychosocial climate of the school, and of the classroom, for the emotional wellbeing of children, their sense of security, motivation for learning, and positive social behaviour
- To analyse factors and circumstances influencing the psychosocial climate
- To inform and motivate the teachers to create a good psychosocial climate
- To draw attention to the importance of the teacher in the psychosocial climate of the classroom

Content:

- The meaning of the school for the quality of life of children, their emotional wellbeing, motivation, and psychosocial development
- The school as the social system

Method: Lecture and discussion, 30 minutes

Item 3.3: Communication

Purpose:

- To raise the awareness of the teachers of the importance of quality communication in general, and especially the communication between teachers, students and parents
- To demonstrate different ways of communication, focusing on good models
- To draw attention to most frequently occurring mistakes

Content:

- Communication - the essential part of the relationship between the teacher and his students, and the teacher and the parents
- Verbal and nonverbal communication
- The ability and art of listening

- Different tools of communication: body language, facial expression, gesturing, characteristics of the voice, positioning, etc.
- Examples of common inappropriate or harmful methods of communication

Method: Lecture, 30 minutes

Item 3.4: Relationships between teacher and pupils

Purpose:

- To give information about productive methods and forms of a good teacher-student relationships
- To raise awareness of the importance of a good teacher-student relationship for the student, and for the teacher

Content:

- The key-word characterising a good relationship is mutual respect between the teacher and his students, and between students
- In school, teachers should create good relationships with their students by being friendly and using humour; by knowing the students and their situation; by accepting the students as they are, with their disabilities, without undervaluing them and ridiculing them; by stimulating children's positive contributions by giving compliments; by maintaining discipline using appropriate methods; by communicating with children in a friendly, accommodating and understandable way; by using creative activities; by supporting good family-school relationships

Methods:

- Lecture and discussion, 30 minutes.
- Group work with the following instructions:
 1. Describe a case of a pleasant relationship with a pupil; what are the characteristics? Write your answers on a big sheet of paper
 2. Describe a case of a difficult relation-

ship with a pupil, what did you do to improve the relationship? What was effective and what made things worse? Write your answers on a big sheet of paper, mentioning problems and strategies used.

3. Enact a role-play about 'talking to a difficult pupil with whom a problem was solved'. Choose one of the problem situations described earlier in the session. Participants not involved as actors in the role-play observe the communication between the teacher and the pupil, in particular the verbal and non-verbal aspects. Another option: make groups of three: one acts, as the teacher, one as the pupil and one is observer. Discuss the feelings experienced by participants acting as a teacher, as a pupil, and as an observer. Discuss:

What was helpful and what was not? Write your conclusions on a paper

After this, a role-play can be done with another successful case or a case can be played that not is solved yet. This role-play is also followed by discussion and the conclusions are written down

4. Summarise the session: the group makes an overview in reaction to the following question: What did we learn about effective strategies related to problem solving with a pupil?

Item 3.5: Relations between teachers at school

Purpose: To raise attention to good collegial relationships between teachers, good relationships between teachers and other workers in school, and the role of the school principal in supporting these good relations

Content:

- The psychosocial climate and relationships depend upon the profile, or personal and social characteristics, of members of the school, organisational charac-

teristics (authoritarian, democratic, etc), physical, economic and broader social characteristics in which the school works, the educational policy, the attitudes of the society at large towards education

- Good relationships can be maintained through mutual respect, good leadership by the school principal, cooperation between teachers, knowing each other, etc.
- Ways of conflict prevention and management.
- The impact of disturbed relationships among teachers on students.

Method: Lecture and discussion, 30 minutes

Item 3.6. Motivation for learning

Purpose:

- To give information about ways of motivating children for learning
- To raise the awareness of the participants of the connection between academic performance of children and 1. their relationship with the teacher, and 2. didactic methods used

Content:

Ways of motivating pupils:

- A good relationship between the pupils and the teacher
- Use of methods that stimulate the curiosity of children
- Make subjects of teaching relevant for children's life
- Make abstract things concrete
- Make lessons interactive
- Ask for opinions; stimulate children to free thought and sharing
- Give feedback on what they did right and what went wrong
- Let them work in groups

Method: Lecture and discussion, 20 minutes

Item 4.1: Cooperating with parents

Purpose:

- To raise the awareness of the participants

of the importance of a good cooperation between the teacher and the parents with respect to the child.

- To explain the interaction between the school system and the family system
- To present models of good practice and problem solving solutions
- To point out most frequent pitfalls of teachers which can have a harmful impact on parent-teacher relationships

Content:

- Successful functioning of the teacher-parent-child triangle is a guarantee for the wellbeing of children in the school, and for successful problem solving
- The school system and the family system: good cooperation, lack of cooperation, conflicting relationships
- The importance of understanding the difficulties of parents, and establishing partnership with parents
- Formal and informal ways of communicating with parents
- The special importance of good cooperation with parents of children having difficulties and in crisis situations
- Most frequent obstacles, difficulties and conflicts in cooperation with parents
- So called 'difficult parents'
- Most common pitfalls for teachers, which can contribute to problems: lack of teachers' understanding of the family situation, of social adversities affecting the family, lack of communication skills, blaming parents for the child's problem
- How to talk with parents about their child having a problem in a non-offensive and non-judgemental way, and without harming the child
- Prevention and solutions of problems
- How to run attractive meetings for parents
- Parents councils
- Involving parents in school activities as

helpers, and in raising funds and other resources for the school

Methods:

- Lecture and discussion, 30 minutes
- Group work on the following instructions:
 1. Describe a case of a pleasant relationship with a parent, what are the characteristics? Write your answers on a big sheet of paper.
 2. Describe a case of a difficult relationship with a parent, what are the problems of the relationship? What factors or causes are contributing to the difficult behaviour of the parent? What did you do to improve this relationship? What was helpful and what was not? Write your answers on a big sheet of paper, mentioning problems, causes and strategies used
 3. Enact a role-play about: *‘Talking to a difficult parent with whom a problem was solved’*. After the role-play, discuss the feelings of the participants acting as a parent, as a teacher or as an observer. Discuss what was helpful and what was not, and write your conclusions on a paper. This role-play can be repeated with other participants playing a problem that was solved, or with an unsolved problem.
 4. Summarise the session: the group makes an overview in reaction to the following question: What did we learn about problem solving strategies with regard to problems in relationships with parents?

Item 4.2: Trauma in adults

Purpose:

- To introducing the concept of trauma, how it is caused, symptoms of trauma, how to identify traumatized persons and how to help them.
- To make teachers acquainted with symptoms of trauma, with the process of healing and with long lasting consequences of trauma

- To stress the normality of traumatic reactions
- To present coping and healing resources at both the individual and the community level
- To draw attention to additional factors which can deteriorate the situation of a person experiencing traumas and loss

Content:

- Traumatized adults usually suffer from nightmares, sleeping problems, flash backs, low level interest for different activities, they feel fearful and are too sensitive. If these reactions do not last for a long time, they are considered as normal reactions in abnormal circumstances
- The traumatized family: lack of communication, misunderstanding, secrets, children taking a parental role, etc.
- The traumatized community
- The specific situation of the traumatized teacher working with traumatized children and their parents
- Explaining the phenomena of vicarious trauma
- Resources for coping with traumas in adults; the role of the family, colleagues, religion, broader social networks, social context
- What can be expected from professional mental health treatment

Methods:

- Lecture and discussion, 30 minutes
- Group work: Describe cases of people you know that are traumatized, what are their problems and how did you help them? What was helpful and what made things worse? The answers are written on a big sheet of paper, mentioning problems, strategies for helping

Item 4.3: Dysfunctional families

Purpose:

- To introduce the characteristics of the dysfunctional family, the impact on chil-

dren living in such families and suggestions of how to handle and help these children at school

- To raise the awareness of the teachers of the protective factors that can be activated or strengthened within the framework of the school
- To stimulate the exchange of experience of how these children can be helped
- To motivate the teachers to act as psychosocial helpers

Content:

- The characteristics of the functional family: children's needs are recognized and respected, clear rules, clear communication, flexibility, openness for changes and respecting individuality, the family has the energy and strategies for helping the child and other family members in distress
- The dysfunctional family has the reverse characteristics listed above
- Consequences of living in a dysfunctional family for the child: the child feels confused, insecure, emotionally deprived or otherwise emotionally harmed, having social, behavioural and learning problems
- Possible causes of family dysfunction: relation problems of the parents, divorce, death of a family member, alcoholism, psychiatric problems of a parent, stress in the family, war related trauma of parents, family crisis, etc.
- Teachers can help these children: by creating a good psychosocial climate in class (see the chapter on Protective role of the school); by providing special attention and special support to the child; by activating protective resources within the framework of the school (activities, raising the child's self-esteem, increasing his coping capacities, etc.); by activating protective resources within a broader environment (involving volunteers as psy-

chosocial helpers - 'big brothers', including the child in extra scholar activities, etc.) by talking to parents about the needs of the child and motivating them to accept more appropriate parental roles; by showing empathy and supporting parents; by referring the parents to a mental health institution, if necessary and possible

- Teachers should be aware that even in cases when the child's family situation can not be changed, positive experiences and relationships, both in the school and outside the school, can act as a counterpart to family risk factors and influence the child's view of the world and help protect the child's development

Methods:

- Lecture and discussion, 30 minutes
- Group work with the following instructions: Describe cases of pupils living in a dysfunctional family. How did you recognise them, what did you do within the framework of the class and the school? What more could be done to activate protective factors in these children's life? The answers are written on a big sheet of paper mentioning the problems of children living in dysfunctional families and strategies for helping them. The answers are analysed with regard to problems related to gender, age and strategies that are effective in particular situations. Summarise the session: the group makes an overview in reaction to the following question: What did we learn about pupils living in a difficult family situation?

Item 4.4: Violence and child abuse in families - the protective role of the school

Purpose:

- To sensitise the teachers to the signs of child abuse and domestic violence, and to stimulate them to talk about these issues

- To equip teachers with the knowledge needed to recognise signs indicating child abuse
- To help teachers react in an appropriate way when there is suspicion of child abuse
- To prevent pitfalls, which could harm the child, the family and the teacher
- To motivate teachers to protect the abused child
- To discuss what the school can do to protect the abused child

Content:

- Definition of child abuse (physical, sexual, psychological) and neglect
- Most common causes and dynamics of child abuse in families
- Symptoms (physical, emotional, behavioural, learning difficulties) which raise the suspicion of child abuse
- What to do in case of suspicion of child abuse, most common mistakes harming the child, the family, the teacher, the school
- How can the school contribute to the prevention of child abuse in family
- How can teachers help the abused child and his parents

Methods:

- Lecture and discussion
- Group work on the following instructions: Describe cases of children who are a victim of child abuse. How did you recognize them? What were the causes of the abuse? What did you do to help the child in the frame of the class and the school? Write your answers on a big sheet of paper, mentioning, problems, causes, and strategies for helping. What more could be done to introduce protective factors in the life of the child? Summarise the session: the group makes an overview in reaction to the following question: What did we learn about the

problems of the pupil's victim of child abuse?

4.5 *The impact of poverty - How the school can counteract and reduce the effects of poverty*

Purpose:

- To expose the multiple impact of poverty on the child's quality of life and development
- To raise the understanding of teachers of family related problems, of poor families and limitations of parents to support the child
- To motivate the teachers and generate new ideas on how a poor child can be supported within the framework of the school

Content:

- The impact of poverty on the quality of life, health, development, education and learning of children
- Social exclusion and its emotional, behavioural and motivational consequences
- Most common difficulties in poor families affecting the position of the child in school and school achievement
- What can teachers do to help a socially deprived child with learning difficulties
- Activating resources in the frame of the school and in the broader community for helping the child
- What can teachers do to help children cope with poverty
- Developing solidarity among children

Methods:

- Lecture with models of good practice and discussion, 30 minutes
- Group work on the following instructions: Describe cases of poor pupils, how did you recognise them? What problems do they have? How did you help them and what more could be done? Write your answers on a big sheet of paper,

mentioning problems and strategies for helping. Summarise the session: the group makes an overview in reaction to the following question: What did we learn about the problems of the impact of poverty in children's lives?

Item 5.1: Relationships among pupils

Purpose:

- To highlight the importance of peer relations for the child's wellbeing in the school, for the quality of life and for psychosocial development
- To present most common problems in the field
- To equip teachers to reduce and solve these problems

Content:

- The impact of the child's temperament, the family, the school and broader environment affecting peer relationships
- Children having problems in peer relationships (the 'different' child, the shy child, the immature child, the destructive child, the aggressive child, the manipulative child, the child blaming others, the emotionally distant child, the child lacking social skills, the child with many bad experiences in interpersonal relationship, etc.). Harmful consequences of interpersonal difficulties for the child
- Why adults often do not recognize problems, not being aware of the importance of bad relationships among peers, underestimating the problem, the child hiding the problem
- How the teacher can help a child having difficulties in peer relationships (understanding, raising self confidence and confidence in others, mediating peer relationships, teaching social skills, inclusion in special groups, running team activities, creating a pro-social atmosphere in the classroom and in the school, acting as

role model, discussing peer relationship with the class, etc.)

Methods:

- Lecture with models of good practice and discussion, 30 minutes

5.2 Bullying and school violence - how can the school prevent it

Purpose:

- To draw the attention of teachers to the phenomenon of bullying and to help them to recognize it
- To equip teachers with knowledge of how to react in case of bullying
- To describe characteristics of a school which prevents bullying

Content:

- Definition of bullying
- Description of different forms of bullying (physical, verbal, humiliation, exclusion, etc.)
- Signs which can raise suspicion of bullying
- How can parents recognize bullying of their child
- Bullies and victims – most common characteristics
- Emotional and social consequences of bullying
- How can the teacher stop bullying (interventions with the victim, with bullies, with parents of both, discussing the problem in class, sanctions, etc.)
- School models for prevention of bullying

Methods:

- Lecture, 30 minutes, with presentation of cases by participants and discussion
- Group work with the following instructions: Describe cases of bullying, describing incidents in detail. What did you do to stop the problem? Write your answers on a big sheet of paper, mentioning problems, the characteristics of the victim and the bully Summarise the session: the group makes an overview in reaction to

the following question: What are methods to prevent bullying in class and in school?

Item 6.1: Stress in children

Purpose:

- To give information about stress and signs of stress
- To give information about ways of helping children showing signs of stress
- To motivate and help teachers to reduce or prevent stressful experiences of children in school

Content:

- Definition of stress, process of appraising events as harmful, threatening or challenging and assessing one's capacity to handle and control the situation as deficient, (events that are perceived as exceeding one's coping resources are experienced as stressful)
- Signs of stress in children: emotional (angry, bored depressive, guilty, powerless, passive, stubborn, low self-esteem); behavioural (behaviour problems, difficulties in dealing with self-control, hyperactivity, etc.); social problems (conflicts with peers, adults, in the family, aggression and/or withdrawal, etc.); psychosomatic reactions (fast heart beat, headaches, stomach aches, sleeping problems, low appetite or exaggerated appetite, etc.); learning problems (lack of energy and motivation, problems with concentration, memory problems, etc.)
- Causes of stress: stressful events, stressful family situation: economically, relationally and/or emotionally, lack of adequate parenting skills, excessively demanding parents, school related stress, stress stemming from relationships with peers, etc.
- School related causes of stress: fear of school, fear of a teacher, fear of exams,

fear of bad marks or marks not meeting the pupil's expectations or the expectations of parents, fear of peer conflicts and bullying

- How can the teacher help the child exposed to stressful circumstances in and outside the school: 1. try to find out what the causes of the stress reactions are; 2. show empathy and understanding for their feelings; 3. try to reduce stressful circumstances if possible; 4. try to increase the child's capacities of mastering stressful situation and coping; 5. give the child the possibility to talk, to express their worries; 6. try to discover with the child what can help; 7. teach relaxation techniques and other practical strategies of mastering stressful situations

Method:

- Lecture and discussion, 30 minutes

Item 6.2: The traumatized child

Purpose:

- To inform the teachers about the impact of traumatic events on children, what are normal reactions and what are not
- To give information about the role of the teacher in helping these children and giving indications when they should refer to professional institutions
- To give information about establishing a good cooperation between the teacher and parents of traumatized children

Content:

- Trauma refers to a sudden and often unexpected external event that threatens the integrity or life of a person or others and to which the person responds with intense fear, helplessness or horror
- Traumatic events can be accidents, violence, fires, sexual abuse, physical abuse, physical assaults, kidnapping, war events, catastrophes, a serious disease of a loved one, etc. One can be victim or one can be a witness to a traumatic event

- Possible reactions are: loss of a feeling of security, intrusive memories, nightmares and sleeping problems, avoiding situations that refer to the traumatic event, avoiding contact, hyperactivity, concentration problems and learning difficulties. Psychosomatic problems like headaches, stomach aches and bedwetting. Aggressive outbursts, nervousness, being easily frightened, feelings of depression, aggression guilt, shame, and or revenge
- Each child reacts differently, depending on: age; nature and duration of the traumatic event; the occurrence of previous traumatic events; personal characteristics of the child like a balanced temperament, good self esteem, good social-emotional abilities, or lacking these protective characteristics; the family situation (the family capacity to support the child or put additional burdens on the child, school related resources (a good personal relation with the teacher, belonging to a group, having a friend, good academic performance, a positive social climate in class, or missing these protective factors), the characteristics of the community (traumatisation of the community as a whole, the context of traumatic event and loss, the role of religion, the meaning of the traumatic event for the community, available coping resources in the community, etc.)
- How to help traumatized children: 1. tell the child that the aforementioned reactions are normal; 2. give emotional support; 3. give possibility to express themselves by talking, playing or by other expressive techniques; 4. teach relaxation techniques; 5. if the child gets intrusive memories, find out what makes them anxious and explain that their reaction belongs to the stressful situation

of the past; 6. teach the child ways of dealing with the situation, don't make them dependent on others; 7. restore a normal routine in daily life; 8. give the child new opportunities for social contacts and activities

Methods

- Lecture and discussion, 30 minutes
- Group work: Describe cases of traumatized children in your class, how did you recognize them as traumatized? What did you do in order to help them, in class, in school? The answers are written on a big sheet of paper: cases, problems, and strategies for helping. What more could be done? Are important issues missing? What did we learn about trauma?

6.3 Losses and grieving in children and families

Purpose:

- Giving information about the meaning of loss for children
- Describing the mourning process
- Discussing war related losses in the regional context
- Equipping teachers with the skills for helping the child and the parents
- Motivating teachers for supportive and helping attitudes and behaviour

Content:

- Losses belong to life; life is a continual process of changes. Sometimes losses happen that do not belong to the normal pattern of life, like losing a parent, a family, losing a child, or a friend
- Losses in wartime and war-related situations
- Phases that normally occur in relation to mourning: 1. Shock and denial: one does not admit it happened; 2. Self control: In order to survive, one admits it happened but avoids thinking and feeling in relation to the losses; 3. Experiencing the loss:

- one allows oneself to think about what happened and to feel, to go through and accept the pain of the loss - feelings of depression, aggression, guilt and shame are normal feelings belonging to the process of mourning; 4. Adaptation: to accept the loss, to learn to enjoy life again and to learn to invest in new relationships
- Factors that influence the mourning process related to wartime: circumstances of death, relation of the child to the lost person, the way the death of a beloved one is valued by the relatives and by the community, the importance of having information about the death of a beloved one, the possibility to bury the dead person, the influence of multiple losses, the broader concept of losses (loss of home, of animals and toys to which the child was attached, of the teacher and school mates, of the social network, etc.), about memories and anniversaries of tragic events
 - Issues about the grieving process in the community, cultural values with respect to loss and grief
 - What teachers and parents can do to help a child who lost a beloved person: 1. Providing a safe environment where communication is possible; 2. Being physically present; 3. Letting the child decide about what she/he wants to talk about and letting them talk as much as they want; 4. Giving emotional support; 5. Checking if the child has a good understanding of what happened; 6. Helping the child to express his/her feelings; 7. If the child feels the need, they can draw their experiences, or write a letter; 8. Trying to find out if the child has feelings of guilt in relation to the situation and what other feelings (anger, anxiety, etc.) and fantasies the child has; 9. Establish a certain routine in class; 10. Help the child- if necessary- to integrate

among peers; 11. Do not make the child dependant on your help and attention

- Be alert to quiet, withdrawn children as well as aggressive children
- The school can make the children play a part in community events, like commemoration days.

Methods:

- Lecture and discussion, 30 minutes
- Group work with the following instructions: Describe a case of a child that lost a parent. What problems came up? What did the teacher do to help the child and the family? What did the family do to help the child? What more could be done? Write your answers on a big sheet of paper, mentioning problems, strategies for helping the child and the family, ways in which the family can help the child. Summarise the session: the group makes an overview in reaction to the following question: What did we learn about loss and grief?

Item 6.4: *The depressed child*

Purpose:

- To give information about the problems around depression

Content:

- Depression is an emotional state that is characterised by deep sadness, worrying, feelings of guilt and worthlessness, social withdrawal, sleeping problems, lack of appetite, agitation or lack of energy
- Causes of depression: loss and grief, abuses, stress, learning problems, depressed parents, etc.
- Teachers can help these children by talking to the child and his parents, trying to find the negative thoughts and to restructure these negative thoughts by stimulating the child in case of social withdrawal, encouraging children to try new activities

Method:

- Lecture and discussion, 30 minutes

Item 6.5: *The child with health problems, the physically handicapped child*

Purpose:

- To raise the awareness of teachers of the importance of children's health condition for emotions, energy, motivation and learning capacities
- To present the importance of the teacher and of the school for coping with and overcoming health-related problems.
- To motivate teachers to meet the special (practical, emotional and learning) needs of children with health problems, and physically disabled children in their class
- To motivate teachers to include health education activities

Content:

- Most common health problems among pupils
- Emotional and social consequences of illness
- The influence of illness on children's motivation and capacity to learn
- The situation of the physically disabled child in the class
- How can the teacher provide special help (practical, emotional, educational) to the child with health problems and to the physically disabled child
- Cooperating with parents
- Mobilising resources and solidarity in the classroom
- Mobilising resources in the broader community
- Cooperating with health services

Method:

- Lecture and discussion, 30 minutes
- Group work on the following instructions: Describe cases of children with health problems. What were the problems? What did you do to help the child? What resources did you use both in and outside of school? What was helpful and what was not? Describe

problems that not could be solved. List all your answers on a big sheet, mentioning problems, and strategies for help. What more could be done to introduce protective factors into the life of children with health problems? Summarise the session: the group makes an overview in reaction to the following question: How can teachers cooperate with the health services?

Item 6.6: *Cooperation between the school and the health services*

Purpose:

- To raise the awareness of participants of the importance of cooperation of the school and the medical services on behalf of pupils with health problems and for spreading the health education in schools;
- To discuss obstacles and problems in communication between the two systems and possibilities of improvement.

Content:

- The definition of health according to WHO (physical, mental, social and economic situation); underlining the connection between physical and mental health.
- The importance of the school for children's health in general and especially for children with health problems
- Medical institutions in the region, important for health care of school children.
- Health protective activities in which the cooperation between the two systems is essential (preventive measures, medical education, systematic health checks of students, etc.).
- The cooperation between teachers and health workers in case of children with health problems: examples of problems and of good practice.

Method:

- Two short lectures, one by a speaker

from the medical profession and one by a speaker from the educational profession.

Item 6.7: *The hyperactive child*

Purpose:

- To introduce the phenomenon of hyperactivity, its causes and consequences
- To prevent inappropriate attitudes and reactions of teachers towards the hyperactive child
- To equip teachers with some practical skills how to handle the hyperactive child in class

Content:

- Description of the phenomena and causes (biological, developmental and emotional)
- The connection between hyperactive behaviour, attention problems and specific learning disorders
- Emotional, relational and behavioural problems linked to hyperactive behaviour
- Handling the hyperactive child in class
 1. Let the child sit in your proximity
 2. Help the child to structure all sorts of situations;
 3. Let them repeat a task or make a schedule
 5. Give them one task at a time;
 6. Break the work up into smaller parts and check their work more often;
 7. Give opportunities for permitted moving: ask to clean a table, bring the chalk etc.;
 8. Teach them how to check their own work, make a list of things to check;
 9. Give them 20 minutes work and the possibility for a short walk;
 10. Give them oral examinations in case of writing problems;
 11. Help to find friends and how to keep friendships;
 13. Teach them to think first and then do things;
 14. Stress the child's positive qualities and achievements;
 15. Adjust the expectations and requirements to the child's good and bad days;
 16. In case you lose your

temper: apologize and explain why it happened.

- Cooperating with parents (explaining the nature of the problem to parents, counselling parents, supporting parents, etc.)
- Activating external resources (for instance including the child in sports activities, referral to mental health services if available, etc.)

Methods:

- Lecture and discussion, 30 minutes
- Group work: Role-play. One of the teachers is asked to describe the case of a hyperactive child. He or another participant is asked to play the role of the hyperactive child. Somebody else plays the teacher. The other participants of the group play the other pupils in class. The teacher has to teach arithmetic or another subject to his pupils while the hyperactive child is disturbing the lesson with his hyperactive behaviour. The teacher is asked to show how he should deal with the situation.

After the role-play, the feelings of the participants while playing their role are discussed as a teacher, as the hyperactive pupil, as one of the other pupils? Did the teacher satisfactorily handle the problem? The role-play can be repeated with different participants playing the teachers, in order to explore the impact of different strategies

Item 6.8: *The aggressive child*

Purpose:

- To give information about the characteristics of aggressive behaviour and causes of this behaviour
- To raise the awareness of the teachers of the needs and fears of the aggressive child
- To give a general approach on how to handle these children

Content:

- Characteristics of mildly aggressive behaviour: often quick-tempered, opposing orders from others, not doing what is asked, not taking and accepting responsibility for their own behaviour, quickly angry, vengeful, fretful. This is all normal behaviour but when it causes problems or does not fit the age of the child we call it problematic behaviour
- Characteristics of serious aggressive behaviour: delinquency: fighting, intimidating, continuous lying, hurting others directly, but also indirectly by gossiping and causing trouble
- Causes: 1. Biological factors in the child like a difficult temperament; 2. Family factors: inadequate parental methods like neglect, not setting limits, physical abuse, tensions and stress in the family, psychiatric problems of a parent. These factors harm the psychosocial development of the child, making him/her feel insecure. This goes together with a low level of frustration tolerance causing immediate aggressive responses. 3. Imitation of aggressive role models that contribute to the use of aggressive behaviour. 4. Children can use aggressive behaviour as a way of drawing attention, a way to get what they want.
- How teachers can help: 1. Teachers can help these aggressive pupils by realizing there are hidden needs behind the opposing and/or aggressive reactions. They can talk to the child, show disapproval of the behaviour but ask for the real need and reflect on possible solutions. 2. Teachers can help children to control their aggression through setting clear limits, asking for pleasant behaviour in class and by reinforcing good behaviour. In case children do not accept rules: make them responsible for their own

behaviour. Do not accept excuses. 3. In case of many social problems, the teacher can talk to the child and reflect with them on what went wrong, what they really need (e.g. a friend). He/she can teach the child to take into consideration the perspective of the other person, and reflect on alternate better solutions regarding the problem. 4. Teachers can talk to the parents, explain the problems and seek their cooperation. 5. If necessary and possible, refer to the school worker or a mental health clinic.

Methods:

- Lecture and discussion, 30 minutes
- Group work on the following instructions: Describe cases of aggressive children in your class. What sort of aggression did they use? Why did they use it? What did you do to deal with this problem with regard to the aggressive pupil and the victim? What was helpful and what was not? List your answers on a big sheet of paper. Summarise the session: the group makes an overview in reaction to the following question: What did we learn about aggression in schools?

Item 6.9: Learning difficulties and school failure*Purpose:*

- To sensitise the teachers to emotional, psychosocial, motivational and other consequences of learning difficulties and school failure in children
- To enable the teachers to understand different interactive causes of learning difficulties
- To present possibilities of helping children with school or external resources
- To motivate teachers to help the child and cooperate with parents in cases of learning problems

Content:

- Main causes of learning difficulties and

their interactions: intellectual disabilities, specific learning disabilities and concentration problems, health problems affecting learning capacities (vision and hearing problems, brain damage, problems linked to some medication, etc.), emotional problems (including traumatic reactions), lack of motivation, lack of stimulation and learning opportunities in the family, etc.

- Specific learning difficulties (this subject should be elaborated because many teachers are not familiar with the phenomena and can not understand partial deficiencies in learning): writing and reading difficulties, difficulties in mathematics, concentration problems etc.
- The emotional, psychosocial, behavioural, motivational, social and other consequences of learning difficulties and school failure in children
- How the teachers and the school can help the child with learning difficulties and prevent school failure: understanding, support, motivation, adapted teaching approaches, requirements adapted to child's learning capacities, giving opportunities for developing self-esteem, etc.
- Cooperating with parents
- Mobilising external resources: peer assistance, volunteers, etc.

Methods:

- Lecture and discussion, 30 minutes
- Group work with the following instructions: Describe cases of children with learning problems. What type of learning problems did they have? What did you do to assist these children? What was helpful and what was not? Write your answers on a big sheet of paper: mentioning problems and strategies for helping these children. Are there problems with these children that not could be solved? What more resources could be activated in order to help these children?

Item 7.1: The situation of the school and the situation and role of teachers in our region today

Purpose:

- To analyse the situation of the school in the context of the present social and political situation in the region, and in the historical and cultural perspective of the covered region
- To analyse the situation of the teacher in the present circumstances: war related traumas and loss, post conflict social adversities, huge numbers of children affected by war, by poverty and by family adversities, etc.
- To raise the awareness of teachers of their multiple roles in the lives of children living in deprived and adverse circumstances and the moral and protective value of taking over different roles

Content:

- Presentation of the situation of the school within a recent local social context
- Multiple roles of teachers, especially in rural environments: educator, social worker, psychosocial helper of the child and of parents, health educator, and sometimes partly taking over the role of the missing parent
- Special focus on supportive and protective influences from which teachers gain power and coping capacities
- In post-war circumstances the teacher is expected to make an extra effort to counteract the negative experiences of war and post-war circumstances by supporting children and parents
- In order to fulfil these complex tasks, teachers themselves need support. This support can be offered through recognition, mutual support among the group of teachers in the school; psychosocial seminars, and other adequate

learning opportunities are all important tools for empowering teachers

Method: Lecture and discussion,
30 minutes

Item 7.2: *The impact of the teacher's profession on his family life*

Purpose:

- To highlight the interaction between job and family life of teachers.
- To give opportunities to the teachers for reflection on family burdens and problems, stemming from their job.
- To give opportunities to teachers for reflection on the supporting role of the family.
- To discuss approaches for overcoming identified problems

Content:

- Most common problems affecting the family life of teachers (bringing work home, being a public person and a public family, not earning enough money to assure an economically secure life, not having opportunities to marry for women teachers, working in distant villages, etc.).
- Having your own child as pupil in the school in which the teacher is working
- Other problems experienced by the participants
- Identifying resources stemming from the family

Methods:

- A short introductory lecture, 15 – 20 minutes, which should preferably be presented by a teacher and not by the trainers from other professions, followed by discussion.

Item 7.3: *Burdens and stresses linked to the teachers' profession*

Purpose:

- To inform the teachers about the factors and circumstances that can cause stress in regard to their job

- To sensitise them to signals that indicate overburdening
- To identify protective resources

Content:

- Specific burdens linked to the profession: working with huge number of different children (in maturity, temperament, motivation, intellectual capacities, etc.), that are expected to behave in the same way and to achieve similar results in acquiring knowledge; great responsibility in relation to children, parents and society; frequently unrealistic and exaggerated expectations and requirements of the school system/curriculum regarding the knowledge, which children should master; permanent giving of attention, energy and motivation to children; work that is never completed – impossible for all the pupils to master all the knowledge, all the problems in the classroom are never solved; practicing the profession always in public and being a public person, even outside the classroom; lack of recognition from the authorities, etc.
- Context and situation related burdens: experiencing personal traumatic events and loss in times of armed conflicts; working with children and parents, who experienced traumatic events and loss; taking over an increasing number of roles in relation to pupils besides being a teacher and educator, such as the role of psychosocial helper, social worker, health worker, proponent for children's rights; bad social and economic position of the teacher, etc.

Methods:

- Lecture and discussion, 30 minutes
- Group work with the following questions: In what situations are you stressed? How do you notice that you are stressed? What are the causes and

what do you do to help yourself (strategies for the moment and strategies for the future)? Write all your answers on a big sheet of paper. What strategies are helpful and what was not? What can you do to prevent stress in your life? Summarise the session: the group makes an overview in reaction to the following question: What did we learn about stress in our own lives?

Item 7.4: Burnout: coping and prevention

Purpose:

- To inform the teachers about the phenomenon and process of burn out
- To enable them to recognise threats and their own symptoms
- To enable them to react quickly and in an appropriate way in order to prevent burn out process
- To exchanging useful models of activation of resources and individual coping strategies
- To empower the teachers for helping colleagues in need.

Content:

- Definition: Burnout is defined in many ways: To exhaust one's physical and mental resources. To wear oneself out by excessively striving to reach some unrealistic expectation imposed by oneself or by the values of society. 2. Burnout is a process that begins with excessive and prolonged levels of job stress. The stress produces strain in the worker (feelings of tension, irritability and fatigue)
- Causes of burn out: non-war related causes (external causes, internal causes as too high expectations of one self, etc.); specific causes in areas affected by armed conflicts (teachers experience themselves traumatic events and losses; they work with a huge numbers of children emotionally harmed by armed conflicts and

with their parents; the post conflict situation is full of social adversities, etc.)

- Symptoms: low job performance/little job satisfaction, physical exhaustion/fatigue, irritability, anxiety, rigidity to change, loss of flexibility, decreased communication/withdrawal, physical symptoms, apathy/loss of concern, cynicism, emotional exhaustion and reduction of empathy and positive interactions with pupils and parents, interpersonal conflicts at job and family conflicts
- Ways of preventing and coping: make your job more satisfying by creating a good psychosocial climate in class and using good pedagogic and didactic methods; maintain an active personal, social and religious life outside work; take time-outs when you need them, maintain a regimen of proper nutrition and physical exercise; take yourself seriously and set realistic goals; recognize the symptoms of stress and burnout; ask for help and be open when it is needed; develop a personal support system; develop self-help strategies as relaxation, leisure time activities; accentuate the positive; be willing to accept counselling when needed

Method: Lecture and discussion, 30 minutes

Item 8.1: The school and the community

Purpose: To explain the importance of the cooperation of the school with the community and with civil society, NGOs, services and local authorities, and motivating school workers to develop such cooperation and to mobilize resources in the community for the benefit of the school and of individual children in need

Content:

- The school can mobilize community resources (help of parents, religious organizations, volunteers, local businesses, etc.)
- Parents are an important vector linking

the school with the community; individual parents have social influence in the community and can contribute to the wellbeing of the school; another vector are parents' councils

- Of special importance is the cooperation with health services, social services and other institutions, dealing with children and families
- Connecting with local NGOs and international NGOs can be a good way of activating various resources for helping children in need, improving the situation of the school and including the school in various educational programs for school workers
- In situations of poverty, financial and material resources can be raised for helping the most deprived children and to support the school (activities, facilities, school equipment, etc.)
- The importance of the transparency of the work and activities of the school in public (public events, links with media, etc.)
- The school, which shows its involvement in reducing problems in the community (for instance; by organizing pupils volunteers who help elderly people, or by organizing some joyful event for the community at large) will be more supported by the community itself

Methods: Lecture with examples and discussion, 30 minutes

- Group work on the following: Describe an example of good cooperation with a member of the community. Write all your answers on a big sheet of paper mentioning the situation in which the cooperation took place, the problems that were addressed and the strategies that were used.
- Role-play: Play what happens when a

delegation of a school (the principal and a teacher) visit a wealthy person in the community persuading him to give money or materials for the school. After the role-play, discuss how all actors felt during the role-play and the observations of the other participants. What strategies in the communication were effective and which ones were not? Repeat the role-play, with other participants of the group taking the role of the teacher and principal. Then discuss the same questions once more.

Item 8.2: Voluntary work in schools

Purpose:

- To explain the concept of organised voluntary work, its links with past and present solidarity networks in the region covered by the program, raising awareness of the multiple values of voluntary work
- To motivate the participants to develop voluntary work in their schools
- To give information about the organisation of voluntary work

Content:

- The concept of organised voluntary work and its integration in the existing concepts and practice of solidarity in the region
- A description of some voluntary activities organised by children and youth
- How to apply voluntary work in schools
- How to identify needs for voluntary work
- How to prepare a project
- How to obtain financial and other resources
- How to introduce voluntary work in schools
- How to recruit, to motivate and prepare volunteers for their activities
- How to introduce volunteers to the parents of the helped children

- The role of mentors: monitoring and supervision
- Giving acknowledgement to volunteers
- How can volunteers help their “beneficiaries” (children, elderly persons, disabled persons, etc.)?
- The benefits of volunteering for volunteers, for the school and for the community
- Voluntary work as a tool of civic education for participative citizenship
- Most common problems
- Promoting voluntary work in public

Methods:

- Lecture and discussion, 30 minutes
- If possible, presentation of young volunteers’ activities by young volunteers (this is usually the most encouraging and motivating component)
- Group work with the following questions: What are the needs and possibilities for developing voluntary work of children and youth in the frame of the school? How can volunteers be introduced as helpers for children with psychosocial and learning problems? Which small steps have to be taken to realise such a project? Role-play: play the following situations. 1. Two teachers try to convince the director of the school to permit the development of voluntary work in the school. 2. Two teachers present the aims and activities of volunteers and the recruitment process of volunteers to fellow teachers in their schools. 3. Two teachers explain to parents the aim of the volunteer project, and describe how it is meant to work. They also ask parents for permission and support for the work of the volunteer. Afterwards, the feelings of the actors and the observations of the other participants are discussed. Conclusions are formulated on what

strategies were effective and which ones were not.

Item 8.3: Children’s rights

Purpose:

- To inform the participants of the Convention of Children’s Rights
- To sensitise them to the issue of children’s rights and their violation
- To motivate them to spread the concepts of children’s rights among parents, other caretakers, and among children

Content:

- Childhood is the period between 0-18 years
- The protection of children in the present situation of the region covered by the program
- Presentation of the Convention on the Rights of the child, focusing on those aspects in which the school has an important role
- How can the school violate children’s rights?
- How can the school and teachers protect children’s rights, when those are threatened or violated outside the school
- How to spread the awareness of children’s rights among school workers, parents, other caretakers and children themselves
- Examples of good practice

Method:

- Lectures and discussion, 30 minutes. If available, distribute the document of the Convention on the Rights of the Child, translated into the local language

Item 9.1: Evaluation of the previous seminar

Purpose:

- To give the participants an opportunity to express their satisfaction or dissatisfaction and criticisms, needs and wishes for the continuation of the program (for

instance concerning topics, organizational issues)

- To give feedback to the trainers
- To give the trainers the possibility to adapt the program

Content: The answers of the participants to the following questions: Of all the things you learned in the previous seminar, what did you use or try to use? Which problems did you encounter?

Method: Small group discussions with production of posters, which are presented in a plenary meeting

Item 9.2: Evaluation

Purpose:

- To give the participants an opportunity to express their satisfactions, gains, dissatisfactions and criticisms, their needs and wishes for the continuation of the program (for instance concerning topics, organizational issues)
- To give feedback to local trainers, international experts, organizers and donors
- To modify the program according to the expressed opinions and proposals of participants
- To prepare reports on the program

Content: The contents of the evaluation depend upon the environments in which the programs are run. If teachers are used to evaluation processes, more sophisticated methods and contents can be used. Basic contents of evaluation are:

- The satisfaction with the program in general, with special sections or presentations, with various methods of work, etc.
- Measuring the increase in knowledge and know-how in different fields
- Applicability of acquired knowledge and know-how in professional work of teachers and their private coping capacities
- Observed changes in understanding, insights, attitudes
- What was implemented from the program in everyday activities
- The impact of the program on personal life (mood, habits, relationship, family life)
- Gathering proposals for changes of the program
- Gathering critical remarks and dissatisfactions
- Identifying new needs

Methods:

- The participants are asked to fill in a questionnaire
- Small group discussions with production of posters, which are presented in plenary. The following topics can be discussed: What did we learn and what did we use in our daily work, what did we implement? What were our experiences, difficulties in applying what we learned? Lessons learned? What do we need?