



Project Number: 2016-1-FR01-KA201-024133



TEMPLATE: IO1.D – CASE STUDIES

Each partner must identify at least 10 case studies on how teachers deal with integration issues in secondary schools as well as on their knowledge of non-discrimination value and human rights. Particular attention has to be given to non-formal educational strategies.

TEACHER INFORMATION

Name	Inesa Griksaitė-Lendraitienė
Picture of the teacher (Optional)	<i>Please enclose a jpg image of the teacher</i>
Email	i.griksaite-lendraitiene@gedminai.lt
Country	<input type="checkbox"/> Belgium <input type="checkbox"/> France <input type="checkbox"/> Greece <input type="checkbox"/> Italy + Lithuania <input type="checkbox"/> Portugal
Subject taught	Lithuanian language
Years of experience	8

SCHOOL INFORMATION

Name of the School	Gedminai progymnasium
School Typology	+ Lower Secondary School <input type="checkbox"/> Upper Secondary School <input type="checkbox"/> Vocational School
Country	<input type="checkbox"/> Belgium <input type="checkbox"/> France <input type="checkbox"/> Greece <input type="checkbox"/> Italy + Lithuania <input type="checkbox"/> Portugal
City	Klaipėda
Web site	http://www.gedminai.lt

Case Study Title

STERETIPŲ LAUŽYMAS

Background and Context

Please collect information related to:

- Description of the school (number of students, student facilities, etc)
- Social context of the district where the school is located
- Percentage of immigrant student in the school
- Percentage of immigrant student in the class

Klaipėda Gedminai progymnasium is located in a port city. 888 students study in this school and 17 students who came from foreign countries. It is mainly children of mixed marriages (Lithuanian and foreign citizens).



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Factual Description

Please describe:

- Time frame of the project (start and end date)
- When and if discrimination issue started within your class
- How would you describe the interaction between national and immigrant students
- How would you describe the interaction with parents, both nationals and migrants
- Describe whether other discrimination issues were raised (gender, religion, sexual orientation)
- If no migrant students are present in your class please describe whether issues concerning the refugees crisis in Europe were raised or were discussed
- Main actors involved
- Impact of the situation on the class (, didactical results and motivation, etc)
- Impact of the situation on the teachers (difficulties during the lessons, etc)

The boy in the 7th grade is from the mixed family. His mom is Lithuanian and his dad is Japanese. The student, when he is asked about his nationality, willingly tells about and shares Lithuanian and Japanese cultural differences. Classmates do not exclude him because of cultural or physical differences.

Activities carried out

Please describe

- Which actions were undertaken to facilitate the integration process or stop the discrimination
- Describe if any education experts or NGOs were involved in the activities
- Describe whether non formal education tools were applied in class
- The actions and the point of view of the teachers involved (trainings, external experts, intercultural competences tools, etc.)
- The actions of the students involved
- The actions and reactions of the parents involved

However, during the lessons about human evolution, when I was telling about the formation of human races, a pupil tensed and began anxiously watch the environment. Some of the classmates turned to him and replied, "Here is about you." The boy disconcerted. Regarding the result of the situation, I realized that this topic should be given more attention than the others. I was looking for material, which could help easily and properly clarify that the complexion, physical appearance does not distinguish one person from another, that people cannot be judged according to their appearance. Therefore, I gave my students a task to collect the famous people's thoughts, speeches against racism. The students presented their works and emphasized that stereotypes destructs communication and the deeper knowledge helps to form the right attitude. We discussed that it does not matter how a person looks because all the hearts beat in the same way, we all feel the pain, and we all have dreams and aspirations. Children were happy to be engaged in discussion and reflection as we all concluded that a man is judged not by his physical appearance.

Assessment and lesson learnt

Please describe

- The results achieved
- The impact on the different actors (immigrant students, other students, teachers, parents, etc)
- Your opinion on the case study
- The replicability of the strategy applied





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The student now feels free and comfortable in the class, even during some discussion about the inherent differences. His classmates do not give more attention to that boy.

