



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	Jūratė Lastauskienė
Picture of the teacher (Optional)	<i>Please enclose a jpg image of the teacher</i>
Email	j.lastauskiene@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	18

SCHOOL INFORMATION

Name of the School	
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

MOKOMĖS VIENI IŠ KITŲ

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)

A girl from Italy came to the second grade this academic year. She could speak Lithuanian a little but vocabulary was inadequate and it was difficult to communicate with classmates. During the lessons, I noticed that the most difficult for the girl is to grasp the meaning of words, when she does not know how the things are called. This was especially seen during the World cognitive lessons (talking about Lithuanian history and nature - what is unique in our country). In addition, the girl could hardly understand Lithuanian folklore (tales, riddles, proverbs), their positive values, because it is a unique creation that reflects nation's consciousness.

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

There is an additional individual lesson to learn Lithuanian language, and through these lessons, I focus on reading and discussing Lithuanian fairy tales, as well as cognitive texts about Lithuanian history and nature. I use the following methods: linguistic games, interviews, creating picture stories.

It is glad that her classmates, knowing that the girl needs help, both during breaks and during the lessons demonstrate how to pronounce certain sounds, explain the meaning of the words, shows how an unknown thing looks like.

During our class meetings, we all together discussed the acceptable norms of behavior in our school; we created the class rules, which would be acceptable to all – including the students who come from different cultural background.

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



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- *The replicability of the strategy applied*

The girl feels fine and comfortable in the classroom and in the school too, it is much easier to communicate with classmates and teachers. It does not seem that cultural or linguistic differences would have a negative influence. The fact that the student is very active and good-natured had a significant impact to her successful integration. Her mother is very interested in the girl's well-being and achievements at school.

I am glad that other class children are changing - they are more tolerant, respectful and understand that we can be different, but this is not a fault.

