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

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**Ministry of Education of the Republic of Serbia**

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# *Establishing the system of Quality Assurance in Serbian schools*

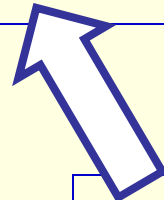
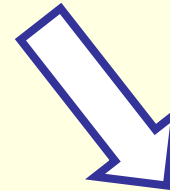
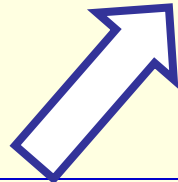
**External  
evaluation**

**Values and  
objectives**

**Reporting and  
publicizing the  
improvement**

**School self-evaluation**

**School Development Planning  
School Development Plan**

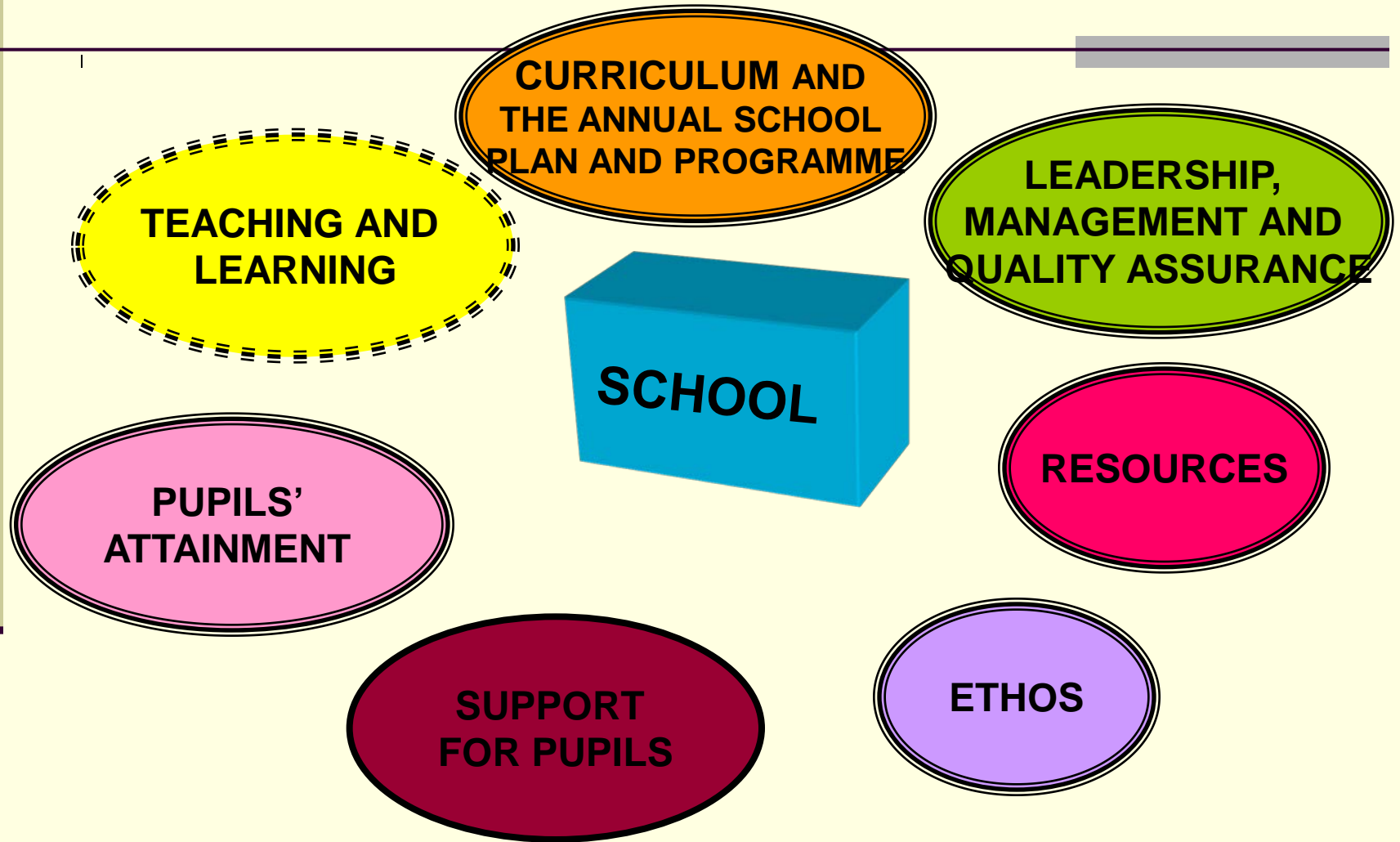


# Self-evaluation in the function of Quality in Schools

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- 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



# School Quality in light of Developing Anti-Discriminatory Culture

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**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**

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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

**Ministry of Education**  
-pedagogical advisors  
-republic school inspectors

**SCHOOL**  
-pupils  
-teachers  
-parents  
-management

**Local community**  
-municipal school inspectors  
- School board members  
-local NGOs  
- minority representatives

**Professional institutions**  
-health care  
-culture  
-social care  
-dwelling  
-employment

# Implementation of the Manual in schools

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- 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)

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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