

UPPER Good Practice	
Code	International Institute of Humanitarian Law – Practice n°6
Name (title) of the good practice:	Neither better nor worse, just different
Country/region	Greece
UPPER Scope: Fields affected (more than one field may be indicated)	<ul style="list-style-type: none"> <input type="checkbox"/> Policy Making <input type="checkbox"/> Teachers Competence Development <input type="checkbox"/> Self-Assessment <input checked="" type="checkbox"/> Concrete School Practice <input type="checkbox"/> Community Building <input type="checkbox"/> Mainstreaming <p><i>Short Description:</i> A methodology including seven “modules” for school action has been developed and tested in 10 primary public schools in Thessaloniki with a substantial evaluation exercise accompanying the practice. The seven modules were respectively aimed:</p> <ul style="list-style-type: none"> - To help students recognise and express emotions and to apply these skills in understanding instances of discrimination, bias, prejudice and stigmatization; - To celebrate similarities and differences; - To promote social awareness and value one’s own and others experiences as meaningful sources of knowledge; - To understand how stereotypes develop; - To recognise ways through which stereotypes can be overturned - To develop effective communication techniques in dealing with controversy - To take positive social action against bias, stereotypes and prejudice. <p>The programme lasts for one school year, two hour per week, and is conducted by teachers with external support by psychologists.</p>
Full Description	The findings provide evidence that students increased their ability to understand and articulate the function of generalization in prejudicial thinking, and the experiential activities had a positive impact on students’ understanding of socio-emotional mechanisms inherent in racism.
Why is the case interesting?	Good Practice specific characteristics: <ol style="list-style-type: none"> 1. <u>Transformative</u> 2. <u>Observable results</u> 3. <u>Methodologically structured</u> 4. <u>Potential for re-contextualisation</u> 5. Beneficiaries consider it a GP

Coordinating institution	N/A				
Strategies (more than one strategy may be indicated) Please rank the different strategies in order of importance: 4 max, 1 min)	1. Avoiding segregation 2. Leadership/governance 3. Information on diversity (4) 4. Teacher education on diversity (3) 5. Diversity in teaching workforce 6. Curriculum and pedagogies 7. Multilingual education 8. Interactive, culturally relevant methods (4) 9. School-Society relationship 10. Socially responsible ICT 11. Involving NGOs and Youth organisat. 12. Incentives and reward for GP 13. Social integration 14. Awareness of injustice (2) 15. Promotion of Peace Value 16. Other (please specify)				
Accessibility of data and persons by UPPER Team	Easy – Average –Difficult				
Impact	Not available, except direct evaluation results contained in the evaluation report quoted above				
Brief description of the context in which the practice was applied	10 primary schools in Thessaloniki, supported by Greek and Dutch Universities academics				
Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)	(1 min to 5 max)				
Matrix	1	2	3	4	5
Partnership structure			X		
Methodology					X
Content of training				X	
Stakeholders involvement			X		
Evaluation approach					X
Training to practitioners				X	
Other (please specify)					

Critical aspects in the application of the practice	Availability of teachers time and working under “laboratory” conditions in view of proper evaluation				
Sustainability elements and recommended use in UPPER	The method proposed seems to be interesting and a possible content for future train the teacher activities, following up UPPER in the Lab				
Contact persons	Sofia Triliva, Dep. Of Psychology, University of Crete				
Web link(s)	See above for evaluation				
Filled by [name and partner institution]:	Claudio Dondi, IIHL				