School Inclusion
Workshop Module 1
„Risk Identification"
20.02.2009, 9:00 – 16:00
Report

Agenda

1. Introduction
   1.1 Project coordinator, trainers
   1.2 Participants (school, subjects, motivation for participation, expectations, experience with absenteeism)

2. Overview of the subject school absenteeism: A few numbers, data, facts

3. Presentation of the project „School Inclusion"
   3.1 Partners, aims, work packages, outcomes, further process
   3.2 Introduction of the homepage
   3.3 The e-learning manual: Contents of the modules
   3.4 Tasks for the participants

4. Workshops
   4.1 Overview of contents, procedure, and aims of the workshops in general
   4.2 Agenda for today

5. Module 1: Identification of risk factors
   5.1 Lead-in to the subject
   5.2 Online reading and discussion of the different parts of the module (in small groups)
   5.3 Feedback and evaluation
   5.4 Discussion and preparation of the group comments to Module 1

6. Evaluation of the workshop

7. Overview of the next module and workshop

Participants

Gabi Dlugosch, zepf – Project Coordinator School Inclusion
Taina Grund, zepf – Junior Researcher School Inclusion
Kerstin Volk, zepf – Junior Researcher School Inclusion

Berthold Deck, Teacher Realschule Bellheim
Vivienne Golz, Teacher Regionale Schule Lambrecht
Caren Karla Hintemann, Junior Researcher Hildaschule Mannheim
Wolfgang Schlindwein, Headmaster Lidellschule Karlsruhe
Nadine Schmitt, Teacher Hauptschule Mundenheim
Rita Strasser, Teacher Pestalozzischule Mannheim
Tonia Strobel, Teacher Hildaschule Mannheim
Hansjörg Tenbaum, School Social Worker, Friedrich-Fröbel-Schule Viernheim
Rita Ulm, Head Teacher, Regionale Schule Woerth

Workshop minutes

The agenda was followed through as planned. The participants introduced each other and shared their experiences with the subject school absenteeism. Together the participants read a current article about school absenteeism from a local newspaper. Then a short overview of the status quo in Germany was given. After this, the project School Inclusion was presented, and the past, present and future work packages and related outcomes were described. The participants visited the web site and the portal and read Module 1 in small groups of 2 or 3 persons. In the plenum they gave feedback und discussed their suggestions for modification which were summarized in a group comment.

**Group comment from the first workshop
Module 1 „Risk identification"**

The module gives a good overview of the most relevant risk factors. Although the German teachers did not find a lot of new aspects, they think it is a short and precise introduction to the subject school absenteeism, serves as a theoretical basis, gives teachers a good structure and sensitizes for the consideration of the complexity of the phenomenon and the individual character of each truant or drop-out case.

The teachers gathered the following suggestions for changes:

<u>Chapter 1</u>
- At the beginning, the aim of this module should be stated and the relation to the other modules clarified.
- To make it more user friendly, the text could be added by diagrams.
- Paragraph 3: The interaction between pupil and teacher should be strained more because this is sometimes more important than „methodologically correct" processes.
- Paragraph 5: It should be discussed if it is better if the new school knows everything about the former problems of the pupil or give him a new chance without potential preconceptions. The German teachers find it better to

develop a positive transfer concept for the whole school ("exchange culture") and talk about the pupil with teachers, head masters and parents.

Chapter 2
- Paragraph 1: What is meant by 63 absences? What counts as an absence?
- Paragraph 3: Please add psychosomatic complaints to the list of health issues.
- Paragraph 5: Bullying is not just a problem for pupils with a Personal Learning Disability but exists in any area (clothes, music, peers).

Chapter 3
- Paragraph 3:
    - Separation does not necessarily have to be negative for a child; sometimes even the opposite can be the case.
    - Mental disorders and anti school attitudes of parents should be added.

Chapter 4:
- Paragraph 3:The lack of perspectives even with a degree can also make it hard for pupils to be motivated and engage in learning activities.
- Paragraph 4: Media do not have a direct influence on the drop-out rate but rather by mediating factors (parents, norms, attitudes).

Chapter 5:
- The German teachers would prefer not to call it "10 best practices" but – more generally – some hints for potential practical interventions. Some found it too early to give practical advice without getting some input about intervention strategies in advance.

General comments
- Links in English were not regarded helpful.
- Web site and portal in English can discourage teachers who are not firm with the English language.
- On the web site the German Version should become more obvious, not as an "Annex" of the English version and not on pdf format.
- Some of the teachers were a little dissatisfied that they had to test a module and therefore were only giving input without getting some practical advice to deal with the problem in practice.

The teachers were then asked to fill in a questionnaire to evaluate the workshop. The outcome show that they were very satisfied with it.

Finally, an overview of the next workshop was given.