



# The Pestalozzi Programme Council of Europe Training Programme for education professionals

The Pestalozzi Programme

**Education for the prevention of discrimination**

Trainer training module series

2011/2012

**Final report**

July 2012

Report | 8/1/2012

**Prepared by the secretariat**



## Education for the prevention of discrimination

Trainer training module series, 2011/2012

### Focus and expected results

The training course will focus on key questions such as: What is discrimination and what are its roots and its effects? What is done about discrimination and what more needs to be done? What must educators do to prevent discrimination?

Discrimination is the unfair treatment of and actual behaviour towards an individual based on their belonging (real or imagined) to a certain category or group. Freedom from discrimination is a fundamental human right, or rather it is the basis of all fundamental freedoms and therefore the most fundamental freedom.

However discrimination is not something we are born with. It is a learned behaviour. The learning starts with parents and continues with peers and teachers and the wider community and media. It is a social construct and as such it can be unlearned. At the basis of discrimination we find prejudice and ignorance, lack of or danger to self-esteem and social identity, power structures and the need to defend the ingroup against any outgroups.

A lot is said and done to fight existing discrimination. The Convention for the Protection of Human Rights and Fundamental Freedoms of the Council of Europe which all member states have ratified prohibits discrimination (Article 14). Legal safeguards are continuously refined and campaigns and action to fight discrimination are regularly launched.

We have international and national legal tools but we need also a global shift of consciousness. We need to address the root causes and prevent them from developing throughout the process of socialisation of our young generations.

Education professionals are at the forefront in this undertaking, educating ALL concerned, actual and potential discriminators as well as actual and potential victims of discrimination.

After the training course the participants will be in better position to act for the prevention of discrimination; in particular they will be better equipped to

- raise awareness in learners, in their families and communities
- prevent prejudice and stereotyping and scape-goating from developing
- act against discrimination whenever it happens
- contribute to making schools a place of socialisation free of discrimination

The participants will form a network of education professionals equipped to continue the training on the international, national, regional and local level with a shared view of the competences which need to be developed and of the appropriate methodology of training and teaching. A collection of tried and tested training resources will be available online to serve as pedagogical support in teacher training and as a stimulation to further develop resources along similar lines.



## Basic Assumptions

### The important concepts

Discrimination is any negative behavioral or verbal act, whether individual-collective or institutional, directed against individuals because of their origins, their sex, their family situation, their physical appearance, their name, their health status, their handicap, their genetic characteristics, their morals, their sexual orientation, their age, their political opinions, their unionist activities, their real or imagined « belonging » or « non belonging », to a given group, an ethnicity, a race or a particular religion.

Discriminations are based on different inherent psychological functions of humans. Thus, social categorization is an unconscious, universal phenomenon by which all new information is perceived, memorized and processed through a filter of previously acquired knowledge according to the principle of assimilation, between objects presenting common features. We put the objects which are similar, which have the same function or which in a given context seem near to each other in certain « boxes » (the categories).

When we encounter a new object we automatically activate the category which resembles it the most. We are able to easily recognize the object and above all to adopt the behavior that we consider the most appropriate. The same applies to people who in their turn are classified in the “boxes” according to a principle of similarity and of generalization. This classification is also based on our need for balance, for protection, for coping with our lack of tolerance of ambiguity, protecting us from our worries, making us capable of predicting the future in order to be able to control it. Everything that is unknown or inexplicable is a source of stress.

Following this, we construct categories as strategies of control in order to reassure ourselves. This categorization triggers mental constructions such as stereotypes which are collections of assumptions we make regarding the characteristics or the attributes of a group (ex: all Swedish are big and blonde, Italians are seductive..).

Such stereotyping is inevitable since our skills of processing information are not infinite and we do not have the ability that allows us to perceive and memorize the world that surrounds us as a whole. Without stereotypes we would have great difficulties in perceiving and interacting with others. However, we shouldn't forget that the simple act of arranging objects in categories of similarities leads us to overstate the resemblance of elements which are different.

Prejudices are also derived from the process of discrimination. As indicated by its name, prejudice is an attitude consisting of “prior judgment”. It includes a value dimension which can be described as a predisposition to act in a certain way to a member(s) of a particular group.

Discriminative acts can be marked -for certain individuals- by a need and a desire for dominance, for supremacy. They find their explanation in a badly calibrated self-esteem: either the discriminators view themselves as “above” the common man and in particular above the community they stigmatize or their discriminatory acts are the result of a feeling of unrest, of fear, even of defense and they are caused by a weak self-esteem.

An unfavorable economic situation in a country or in a region can also reinforce discriminations. Thus we can easily observe how and how much a part of the population frequently of immigrant origins is stigmatized and discriminated against both verbally and physically if and when the rates of unemployment increases in a country due to a financial crisis. Let us here remark that, today, in many European countries, political parties, namely of populist far right ideology, instrumentalise the



issue thus dangerously reinforcing the scapegoiting phenomena that targets immigration as the main cause of unemployment and insecurity in our countries. Such political assertions have been used before for example during the rise of the Nazi party in Germany in the 1930-40s.

## Existing tools

Tools for fighting against discriminations and for the prevention of discrimination already exist. A broad legal framework has been established for many years to fight against discrimination and punish it when it happens. A broad range of discrimination is prohibited by the 1945's Chart of United Nations, the Universal Declaration of Human Rights of 1948, the European Convention of Human Rights of 1950, and the International Convention for the elimination of all the forms of discrimination of 1965. These major principles are reaffirmed in the Charter of Fundamental Rights of the European Union of 7 December 2000 and the Lisbon Treaty (signed 13 December 2007) amending the Treaty on European Union and the Treaty establishing the European Community. Many European directives and national legislation on the subject should be emphasized, particularly regarding affirmative action.

Many national and international organizations have organized actions for fighting discrimination as well as for awareness-raising for and prevention of discrimination. The campaign of the Council of Europe against Racism, Xenophobia, Anti-Semitism and Intolerance started back in 1995 with the publication of the Education pack "all different-all equal". The campaign sought to bring these people together and give extra momentum to the struggle against all forms of intolerance. Later, the « Say No to discrimination » aimed at fighting against discrimination, promoting dialogue. The White Paper on Intercultural Dialogue published by the Council of Europe in 2009 developed a range of orientations for the promotion of intercultural dialogue, of respect and mutual understanding, based on fundamental values of the Council of Europe. For many years, the Pestalozzi Programme is following the same path and many training activities are organized on issues of intercultural Education, and on Education for democratic citizenship, on the acceptance of diversity, etc...

## Why do we need education for the prevention of discrimination?

There is an unprecedented distance between the daily reality of social discrimination and the impressive legal arsenal cited above as well as of the objectives of the actions undertaken by national and international organizations. The feeling of being discriminated against is widespread in our democratic societies<sup>1</sup>. It still manifests itself on the intrapersonal level (ex.: a member of the Roma community considers him or herself « less good » than the others and is already sketching his destiny, a woman thinks that her role as a mother is to be occupied only with her children and thus is prohibited to have a job...), interpersonal (ex. refusal to sit next to a person in public transportation because of the color of their skin, their ethnic origins, or of a handicap...), intergroup (ex. : intolerance and racism, difficulties for women to find "quality" employment in certain European countries, difficulty in finding housing or employment for the immigrants of "2nd and 3rd generation", ...), institutional (ex. : legal interdiction of the right to vote for certain social groups in certain elections, legal impossibility for HIV carriers to go to certain countries and obligation to have a detection test before the journey...)... The educational domain has not been spared from issues of discriminations.

<sup>1</sup> According to a survey realized from May till April, 2009 in thirty European countries, approximately one European of six, 16 % of the population, asserts having been discriminated or harassed on the basis of one of the motives examined in this study (the sex, the handicap, the ethnic origin, the age, the sexual orientation, the religion or the convictions).



As opposed to the majority of actions undertaken up to today – actions that are more related to the management of discrimination after it has occurred, reactions to already observed phenomena – here we will focus on education for the prevention of discrimination. Regarding education professionals, the objective is clearly to focus on the multiplier effect which these professionals have on the younger generations. By tackling the issue upstream, before discrimination happens, and by a reflective and critical look at societal practice they will contribute to making democracy live. Our work on these issues is inscribed in a general framework of education for the prevention of all discrimination and therefore no special emphasis will be given to any particular social community or group.

## What are the specific objectives in the module series?

- Identify the principal concepts relative to the subject and reveal the mechanisms that generate them;
- Identify key development areas of discrimination in the context of Education
- Identify the competences of the participants from the view point of prevention of discrimination in the school context and create the strategies to develop them
- Develop training activities for these competences (knowledge, attitudes, skills)
- Create and ensure a cooperative work system
- Pilot the aforementioned training activities

The CORE project – a project of the Pestalozzi Programme - drafted, in 2009, a list of about 80 essential elements (transversal attitudes, skills and knowledge) which are needed if education shall contribute to sustainable democratic societies. The following transversal attitudes, skills and knowledge – taken from the CORE list – describe what an education for the prevention of discrimination would need to develop:

### Be: Attitudes

- I believe in Human rights and rule of law as the universal framework for living together
- I am convinced that sharing values of Human Rights, mutual understanding and democratic citizenship can influence people's attitudes and behaviours.
- I am convinced that learning and teaching processes should be based on equality and on the right to be different.
- I am willing to play an active role to prevent judgements, prejudices and stereotypes when working collaboratively
- I accept suspension of judgment of others based on prejudice and stereotyping
- I am aware of my own "world views" and their limitations and put them to question
- I am sensitized to the risk that harmful media content represents for young people (e.g., violent, racist, hate propaganda, pornography, hidden agenda of advertising, manipulation)

### Do: Skills and processes

- I am able to identify explicit and implicit hostile attitudes towards people who are perceived as "different" and develop strategies to engage learners to actively oppose all types of discrimination in- and also outside of- the classroom to ensure the inclusion of vulnerable groups
- I am able to create a safe learning environment and develop my own and learners' self esteem, self worth and self confidence



- I am able to develop critical thinking skills in learners: encourage debating, discussing, listening and asking questions, to build constructive assertiveness based on argumentation; teach about generalizations and their limitations, giving examples, establishing connections, coming to conclusions, finding causations

### Know: Knowledge and Understanding

- I know how to evaluate sources and recognize in these points of view, prejudice, bias, exactitude or reliability
- I have knowledge of the key concepts related to diversity and intercultural understanding (culture, identity, equality, prejudice, stereotype, discrimination, racism, etc)
- I develop my knowledge and understanding of key international policies and standards (e.g. Human Rights convention, Children's Rights convention, rights of minorities etc.), as well as the historical dimensions of human rights
- I consider that knowledge is a mere construction that remains incomplete and subject to continuous questioning

It is within the purpose of the modules series to work with the participants to design training and teaching material with the help of which we can then proceed to develop these transversal attitudes, skills and knowledge in and with our learners.

### **What are the challenges and resistances that we can predict?**

- Among the concepts proposed in these modules, education for the prevention will certainly be the most difficult to achieve: the educative world, still too rooted in knowledge, is aware of the difficulties of parting with the demonstrative approach. Thus, showing discrimination, as shocking as it may be, is it really enough to prevent it? In addition, as noted above, most existing measures focus on dealing with discrimination (management, control ...). We therefore chose to focus on the strategies to prevent discrimination. One of the major challenges we might encounter during the module series is resistance to change on the part of education professionals:
- The ability for each participant to make and receive constructive feedback on their activities and communicate without threatening the other;
- The capacity to act, react and cooperate;
- The ability to listen to each other without being closed to change and development, accepting to receive others' views on the work produced...

are but a few of the issues we will have to consider. Another significant challenge will be to have an impact not only on the personal practice of the participants but also on the everyday practices of the member countries.

### **How can we overcome these challenges ?**

This module series should move beyond developing useful training materials and models for educational purposes in teaching training programs. Beyond that, it should set in motion a wide network of active participants and institutional partners building common communities of action in the field of prevention in education.



This CoE network for prevention shall be managed in a cooperative micro-group structure based on the given basic principles of cooperative learning as an effective structural model for developmental purposes. The same way cooperative learning structures enhance active participation in classroom situation, it should help us build a stronger and active network of contributors in the member states.

During the modules A and B and the months between these modules, the participants, in small groups, will work interdependently.

Everyone will find a specific role (s) to "play". Particular emphasis will be placed on each one's ability to formulate opinions, comments, criticisms in a constructive spirit and the ability to receive these opinions and comments.

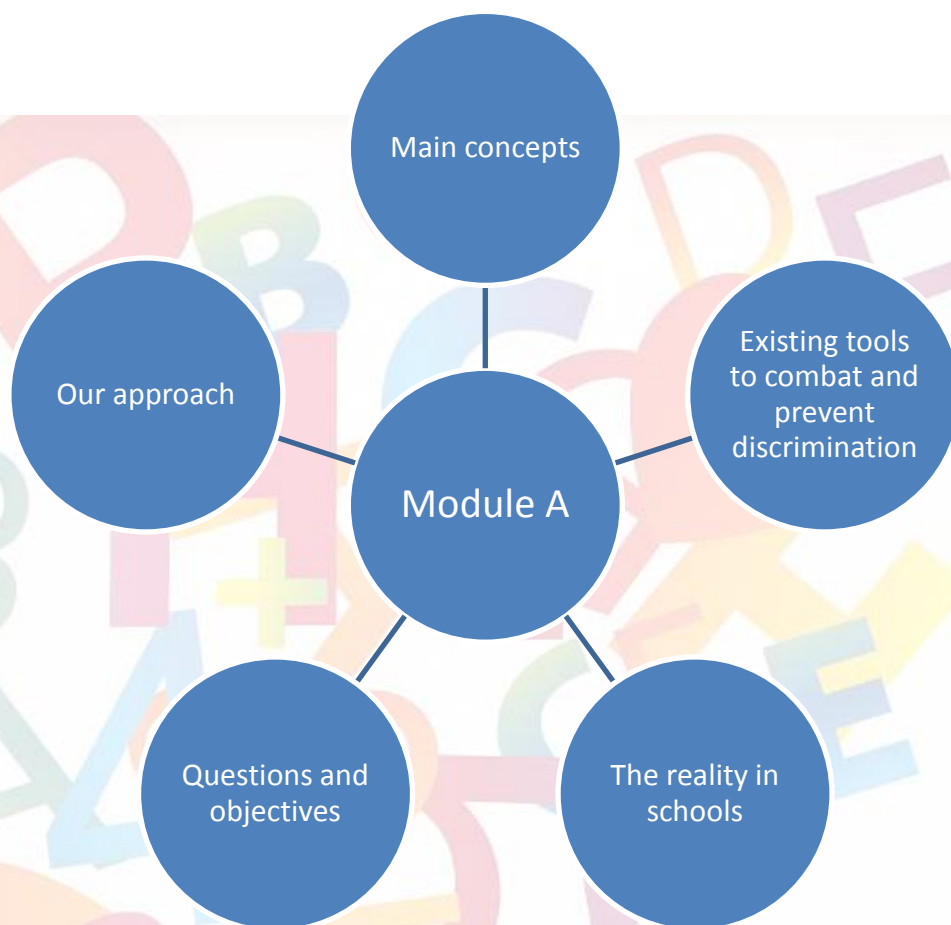
Beyond the module series, the CoE will support participants who continue to cascade the programme locally and internationally and integrate its network of education professionals. Our goal together is to ensure that our programme has an impact on teacher education in member states.

## **Education for the prevention of discrimination, MODULE A Report**

(11-14 October 2011, European Youth Centre, Strasbourg)

Module A of "Education for the prevention of discrimination" was held in the Council of Europe's European Youth Centre in Strasbourg from 10 to 14 October 2011. It was attended by 33 participants from 24 Council of Europe member states. It was an opportunity to get to know each other and prepare in the best possible way for the subsequent collaborative development and piloting phase before meeting again for module B. Throughout the week, our work focused on the following fundamental issues:

- Concepts (What is discrimination? What are its causes? What are its consequences?)
- Why is it important to take action?
- What do we need in order to take action?
- What needs to be done to educate people for the prevention of discrimination?



## The main concepts

**Discrimination:** Any negative behavioural or verbal act, whether individual, collective or institutional, directed against individuals because of their origins, sex, family situation, physical appearance, name, state of health, disability, genetic characteristics, morals, sexual orientation, age, political opinion, trade union activities, their real or imagined affiliation to a particular group, ethnic community or religion.

- Stereotypes

Set of beliefs regarding the characteristics or attributes of a group.

- Prejudice

Attitudes of “prior judgment”, including a value dimension, a predisposition to act in a certain way towards members of a group.

- Social Categorisation

An unconscious and universal phenomenon whereby all new information is perceived, memorised and processed through a filter of previously acquired knowledge according to the principle of assimilation between objects presenting common features.

- Insufficient tolerance of ambiguity





In order to protect ourselves from our worries, we need to be able to predict the future in order to have some control over it. Anything that is unknown or inexplicable is a source of stress.

- Poorly calibrated self-esteem – need, desire for power
- Unfavourable economic situation

## Existing tools

### International and national legal instruments

- United Nations Charter (1945)
- Universal Declaration of Human Rights (1948)
- European Convention on Human Rights (1950)
- International Convention on the Elimination of All Forms of Discrimination (1965)
- European Union Charter of Fundamental Rights (7 December 2000)
- Lisbon Treaty of 2007 amending the Treaty on European Union and the Treaty establishing the European Community
- ...

### Action to combat, raise awareness of and prevent discrimination by international and national organisations

- The Council of Europe “*All Different – All Equal*” campaign, which was launched in 1995 and continued in 2006-2007, seeks to step up the fight against racism, xenophobia, anti-Semitism and intolerance.
- Council of Europe “*Speak out against discrimination*” campaign
- The White Paper on intercultural dialogue, published by the Council of Europe in 2009 puts forward a number of guidelines to promote intercultural dialogue and mutual respect and understanding, based on the fundamental values of the Council of Europe.
- Pestalozzi Programme
- ...



## The reality in our schools

There is an enormous disparity between (i) the daily reality of social discrimination and (ii) the objectives of the action taken by the national and international organisations and the impressive



legal arsenal cited above. The feeling of being discriminated against is widespread in our democratic societies. Discrimination continues to be seen at intra-personal, interpersonal, inter-group and institutional level. Schools are not immune to discrimination, no doubt conveyed by the “fear” which adults have failed to shake off and which they transmit to their own children (for example, the inclusion of children with disabilities in a “normal” class often provokes reactions of rejection).

## Our objectives

Our focus is on education for the prevention of discrimination. Most of the work carried out so far has centred on managing and combating discrimination, in other words action taken in response to already observed phenomena. By addressing our action to education professionals, the aim is clearly to focus on the multiplier effect of these professionals on young people, before discrimination occurs, and taking a reflective look at these societal practices in order to ensure that democracy truly lives.

Our work on education for the prevention of discrimination will have a general focus. No special emphasis will be given to a particular social community or group.

- Identifying the main concepts relating to this question and revealing the mechanisms behind them;
- Identifying the key development areas of discrimination in the education context;
- Identifying the attitudes and skills to be developed in order to prevent discrimination;
- Drafting a document “Basic assumptions” incorporating the issues raised;
- Identifying and drawing up strategies to develop the skills, know-how and attitudes to prevent discrimination;



- Developing educational activities for these attitudes, skills and expertise in conjunction with the principles of co-operative work;
- Initiating and maintaining networking;
- Learning to use the platform;
- Learning to provide feedback on the participants' training units;
- Piloting the above activities



The participants will constitute a network of education professionals equipped to continue the training at international, national, regional and local level with a shared vision of the skills to be developed and the appropriate training and teaching method. A collection of training resources that have proven their value will be available on line as teaching aids in training teachers and as a stimulus for further development.

## Our approach

The objectives of these series of modules should move beyond creating useful training material and developing model training syllabuses in order to create a broad network of active participants and institutional partners with the aim of building up joint communities of action in the field of prevention in the education sector. This CoE prevention network will comprise co-operative micro-groups, whose operating rules are based on the principles of co-operative learning as an effective structural model. This co-operative learning approach will not only lead to more active participation in classroom situations, but will also help us build a stronger and more active network among participants from the various member states.

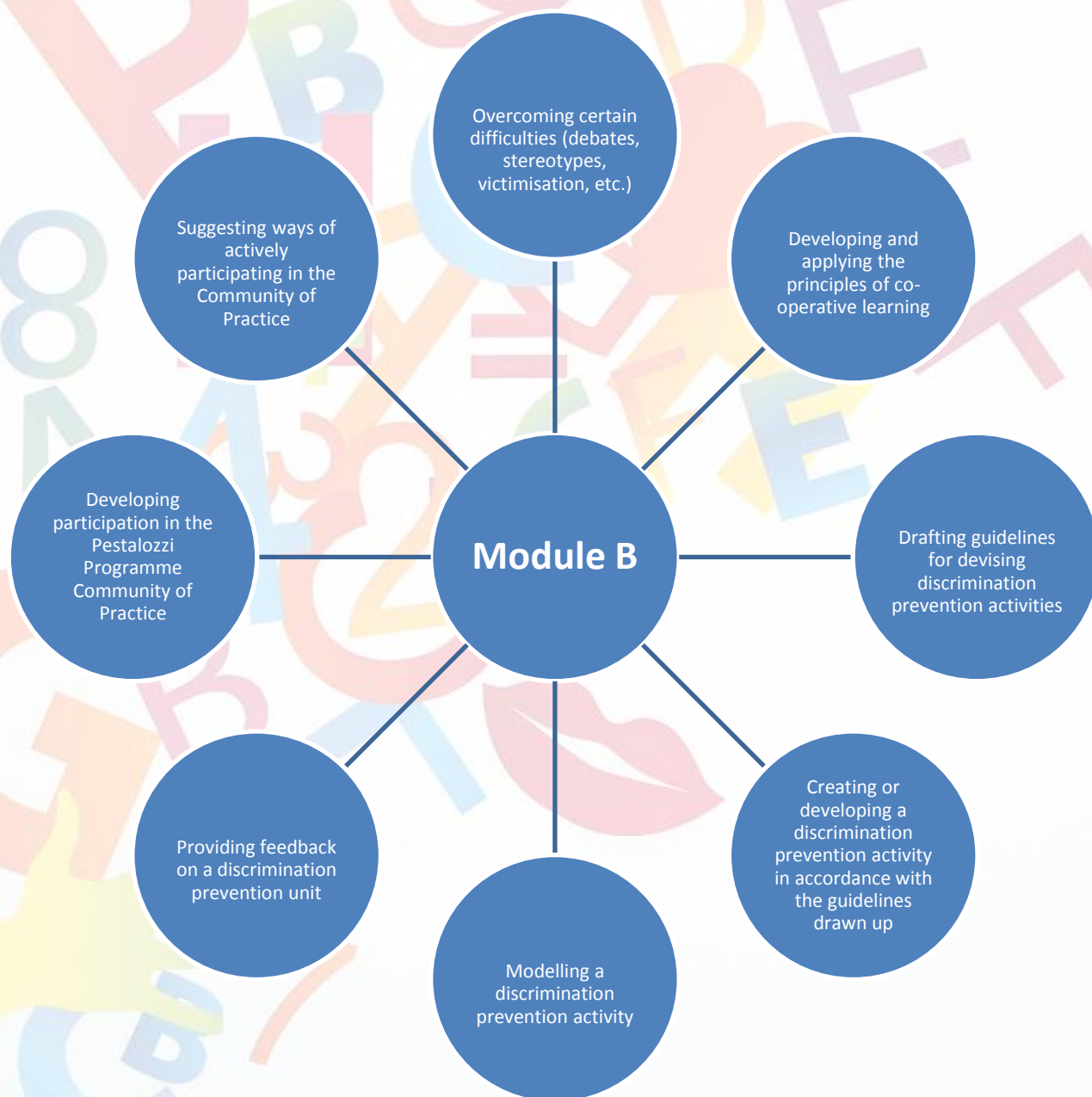
## Education for the prevention of discrimination, MODULE B Report (2-4 May 2012, Namur)

Module B of “Education for the prevention of discrimination” was held in Namur (Belgium – Federation Wallonia-Brussels) from 2 to 4 May 2012 with the support of the Ministry of Education of the Federation Wallonia-Brussels. It was attended by 28 from the four corners of the Council of Europe out of the 33 who attended Module A in Strasbourg in October 2011. This module carried on from Module A and an inter-module phase during which the participants drafted and piloted a



training unit on education for the prevention of discrimination. During this inter-module period, they also provided constructive feedback on a training unit put forward by another participant.

The objectives of this Module B were as follows:





## Guidelines for devising training units

It was essential to draft guidelines for the training units for education for the prevention of discrimination. These are presented below. The guidelines could be used for all Pestalozzi Programme activities.



1. Planning (aim, motivation, feasibility)
  - Define clearly the objectives pursued (avoid conceptual confusion by sending a clear message with a clear objective. Say what you mean, what you want to achieve and how you are to set about it);
  - Keep things simple and achievable (Do not complicate matters, keep things simple, do something, but do it properly and thoroughly. Small and achieved is much better than big and unachieved! Keep things simple and clear!)
  - Be focused (on aims (skills and knowledge)). Define your objectives intelligently!
  - Have a clear time-frame
2. Preparation of resources and processes
  - Prepare resources (Prepare your material in advance. Choose appropriate material)
  - Do not copy without stating your sources (avoid plagiarism)
  - Prepare the process (Be ready for the unexpected. Be creative. Do not hesitate to speak out.
  - Vary your methods, change groups from time to time
3. Progression and processes
  - Plan a clear, complete and concise process (a coherent, clear, simple and achievable progression)
  - Time the activities carefully (timing must be tailored to the task and expected results. Be accurate in defining the time and sequence of tasks. Allow for sufficient time and make sure there is enough time for practical activities)
4. Instructions and explanations
  - Give full instructions (full explanations – detail clearly the content, the thinking behind it, all the stages, explain all the details and refer to the anticipated results)
  - Provide clear and effective instructions (Give clear instructions, be organised. Give detailed and precise instructions)



## 5. Facilitation

- Show by examples (Give examples, teach by doing. Learning through experience. Use collaborative learning. Everyone should take part. Everybody can learn from everyone else. Use different modes of teaching (multimodal, oral, written, including movement)
- Carry out a debriefing and allow time for reflection (Debriefing to open up and broaden perspectives. Offer your assistance to those who need it, and at the end of each session, allow for a debriefing session for both individual and group reflection).





## Three levels of action

Our objectives and the associated activities have enabled us to reach a number of conclusions. We must distinguish between three different levels of development in the training units focusing on education for the prevention of discrimination:

### 1. The thematic or conceptual level

- We talk about discrimination and show different visible symptoms of this and of stereotypes.
- This is certainly important, since it makes it possible to increase general awareness of the phenomenon itself, but it is not really sufficient. Working only on its manifestations will certainly have an effect on the emotional level but is not focused on the prevention of discrimination.
- This level is very widespread in current educational practices regarding discrimination prevention and in other types of prevention education (Crimes against humanity, violence, the environment, etc.) but it has shown its limitations. Rather than defining and fighting against discrimination, should we not be trying to provide the necessary tools to develop the skills for living together harmoniously? One should not therefore start off from a negative vision of discrimination, but rather concentrate on a positive and constructive approach.

### 2. The personal level

- This is brought about by reflecting on our own discriminatory practices, our stereotypes, prejudices and attitudes. It is therefore essential to focus on our own functioning processes and be able to take an objective look at our own behaviour and attitudes.
- Work at this level is linked to discrimination prevention, but it refers only to the personal and social skills of participants taken individually; it does not make it possible to prevent discrimination collectively in the classroom. This level, although essential, is not sufficient.

### 3. The professional level

- This level is achieved not when we focus on manifestations of discrimination themselves but when we think about the practices, structures and processes of prevention.
- Current and future teachers must therefore focus on prevention practices, structures and processes, and create preventive environments during their training and skills development.



## Conclusion



After about 12 months of work together the participants have made a definite step forwards in their understanding of discrimination and in their ability to intervene and to prevent. In the coming three months they are invited to finalise the training resources they have developed and tried so that they can be put at the disposal of other interested education professionals through the web site of the Pestalozzi Programme before the end of the year. The published training units should reflect the conceptual basis which

has been developed throughout the course, they should be based on an interactive cooperative methodology and they should be usable for others (see appendix for a provisional list).

But work doesn't stop here. The participants have decided to continue working together in the framework of the online Community of Practice of the Pestalozzi Programme. They have foreseen a variety of actions:

1. **Act against discrimination:** The focus of the project is set to act. But before acting, it is necessary to establish the initial state. For this we will make online questionnaire with questions adapted to the situation and challenges of each country. The analysis will be presented to the community and concrete actions will be planned for each situation.
2. **Awareness raising:** The focus of this action is to raise awareness of teachers and involve them in the process of prevention to lead students to an understanding and appreciation of diversity. This is a precondition to develop practical strategies for the prevention of discrimination.
3. **Explore methodology and pedagogy:** Here the focus is on finding the most adequate methodology that would provide opportunities for learning for everyone in spite of their (physical or/and mental) disabilities.
4. **An inclusive school community:** How to create an inclusive atmosphere in all educational communities? Our objective is to contribute to an inclusive atmosphere in our learning communities with students, teachers, the family and the local community.





## Appendices

### 1. Draft list of training units

AUTHOR	TITLE	COUNTRY
Nune Davtyan	"Gender Equality in Human Rights Framework"	Armenia
Ruzanna Karapetyan	"Freedom of Thought & Expression"	Armenia
Brigitte Roth	How to use literature to prevent discrimination	Austria
Viviane Pene	DE L'INDIFFÉRENCE A LA DÉFÉRENCE "Se connaître et connaître l'autre pour mieux communiquer, pour mieux soigner, « Déjouer les pièges de la communication »	Belgique
Mariya Severova	Initier à la diversité religieuse pour promouvoir le dialogue interreligieux et prévenir le rejet de l'Autre	Bulgarie
Ana Žnidarec Čučković	"What does it mean to be a citizen / human being?"	Croatia
Antonia Spyropoulou	"The role of emotional intelligence in teachers' understanding immigrants (asylum-seekers) and developing skills and attitudes for respecting diversity"	Cyprus
Ana Marcos	Mon regard, mon état d'âme : le regard que je jette sur l'autre peut faire toute la différence	Espagne
Corinne Dussau	Pour une réelle Mixité scolaire	France
Pierre Benoît	La prévention de la discrimination en conseil de classe	France
Pavlos Kosmidis	Exploring and working to prevent Gender Stereotypes in school	Greece
Julianna Mrázik	"How to Teach Anti-Discrimination in Teacher Training?"	Hungary
Rita Morresi	Regarder de près, pour ne pas discriminer	Italie
Inger Langseth	How to prevent stereotyping and labeling of individuals into an <i>us</i> and <i>they</i> culture, thus discriminating the individual in the process?	Norway
Carolina Gonçalves	Comment la littérature enfantine peut-elle contribuer à une pédagogie d'inclusion ?	Portugal
Catalina Stoica	"Empowering teachers by enlarging their teaching methods through COLLABORATIVE LEARNING "	Romania
Ksenija Liščević	"The connection between labeling and teacher's expectations in order to develop strategies for the prevention of Discrimination in the inclusive classroom"	Serbia
Spela Peklar	"Don't wait until Mañana"	Slovenia
Tina Zrilič	"We have a right to dream"	Slovenia
Clara Isabel Polo Benito	"What are the dangers of stereotyping?"	Spain



## 2. List of participants

### **Team**

Mme Pascale MOMPOINT-GAILLARD  
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### **Participants**

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GREECE/GRECE

<sup>2</sup> Participants highlighted in a different colour only participated in Module A and did not complete the course



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Mr Naim SHAQIRI

<sup>3</sup> All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo



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