

3. AIM OF THE INTERVENTION PROGRAMS

The aim of the two interventions is to assist in forming positive attitudes towards refugee children – by means of cooperative learning in classes already attended by a refugee child or by means of imagined contact to prepare the class for the arrival of refugee children. The ultimate goal is not only to create a positive relation towards a particular refugee child, but to transfer this positive attitude towards other refugees.

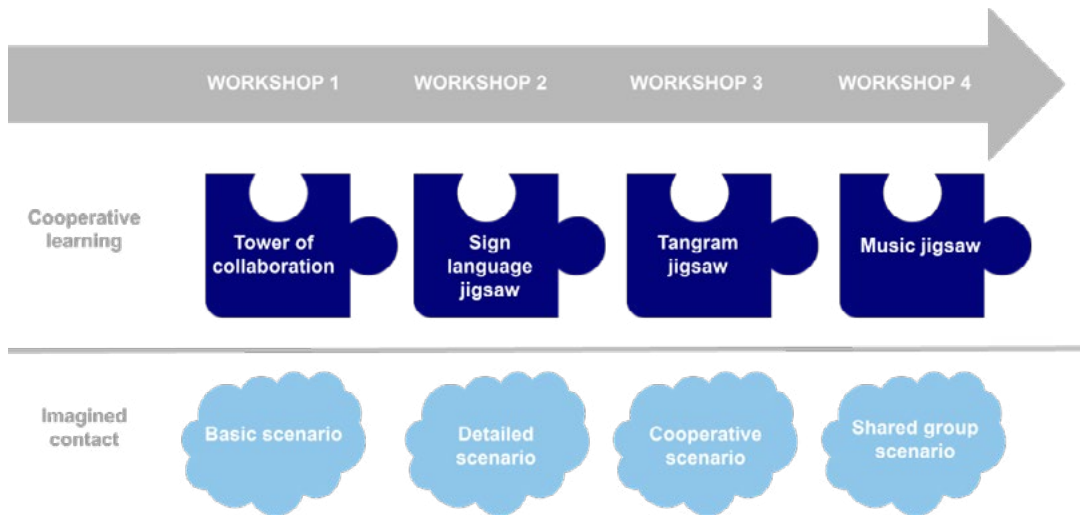
The key difference between the two interventions is that one features real contact between host-society children and refugee children (cooperative learning), whereas in the other, pleasant contact with a refugee child is only imagined by host-society children. However, the two interventions have several features in common, which informed workshop design:

- the duration of the workshop should be one school period
- the workshop should be designed for classroom use
- the workshop should require minimal preparation and materials
- the workshop should be based on the method of cooperative learning/ imagined contact
- the lesson plans and handbook guidelines should enable teachers to conduct the workshop themselves.

Additionally, in line with the finding that language is the single greatest barrier in the integration of refugee children in Croatian schools, cooperative learning workshops have been designed to contain as few verbal instructions as possible. Visual instructions and recorded video materials ensure easier understanding of workshop aims and tasks, and thus enable equal participation of all children, regardless of their knowledge of Croatian.

Each intervention program consists of a total of four workshops as shown in the picture below, and each workshop meets the above criteria. The workshops have been designed to be conducted during regular classes, ideally during the homeroom period, in one-week intervals. To check the efficacy of the program during the project, all teachers and teaching associates conducting the program in their classes should observe the same procedure and implement the activities in the same way. This is why the instructions in this handbook are very

detailed. The cooperative learning and imagined contact intervention programs have been designed to start with simpler tasks and move towards more complex ones, which is why we recommend that the workshops be conducted in the order given here.



This handbook is accompanied by a workbook with worksheets to enter information about each workshop. The workbook was originally intended for teachers testing the program, and its aim was to collect as much feedback about how the workshop worked, including children's reactions and teachers' impressions immediately after each workshop. This information was later used to improve the workshops by offering recommendations to teachers conducting the workshops after the initial testing. Although the workbook is no longer used to collect evaluation data, it has turned out to be useful to teachers in keeping track of children's reactions and particularly in ensuring that each refugee child comes into contact with as many of their classroom peers as possible.