

**Preconditions that, in practice, affect the mechanisms used
in primary school interventions combatting prejudice,
stereotyping and discrimination among children**

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Abstract

Primary school interventions that try to combat prejudice, stereotyping and discrimination among children employ various mechanisms. These are effective types of approaches. However, certain preconditions need to exist in order for those mechanisms to work well or optimally. Even though theoretical preconditions were previously researched, research gaps are how these translate into practice and what practical preconditions are. Therefore, this qualitative research looked at which preconditions in practice affect the mechanisms used in different anti-discrimination interventions for primary education. Semi-structured interviews were conducted with 20 developers and/or implementers of these interventions. Respondents work at 10 different municipal anti-discrimination facilities and 8 different non-governmental initiatives. A social ecological approach was used to guide the analysis, which shows the different levels that influence individual change. This is not only dependent on intrapersonal factors, but also, and in this case even more so, on interpersonal and structural factors. Results were divided into 1) preconditions specific to particular mechanisms and 2) general preconditions that apply to all mechanisms. For the first category, example preconditions are making it fun and exciting for the mechanism of insight into differences and similarities and having a common goal for the mechanism of meeting or having contact. For the second category, preconditions were mostly related to the guest teacher or speaker and the permanent teacher. Some important general preconditions turn out to be: a safe atmosphere in the classroom, an educated guest teacher and a school (management) that acknowledges the theme of prejudice and discrimination. In conclusion, especially preconditions regarding the people in children's environment are important in reducing prejudice and discrimination among children. However, most preconditions seem to be enhancing rather than necessary. Theoretical and practical preconditions do not have to be separated as they can be intertwined.

Introduction

According to Article 2 of the UN Convention on the Rights of the Child, a child may not be discriminated against (Defence for Children, 2020). However, various studies have shown that prejudice and discrimination occur among children and that children with a migrant background already run into discrimination at a young age (Felten, Broekroelofs & van de Kamp, 2020). Prejudice has been defined as “an attitude reflecting an overall evaluation of a group”, stereotypes as “associations, and attributions of specific characteristics to a group” and discrimination as “biased behavior toward, and treatment of, a group or its members” (Dovidio, Hewstone, Glick & Esses, 2010, p. 5). Researchers concluded that children of Turkish, Moroccan or Surinamese descent in the Netherlands are much more likely to be victims of racist scolding and are more likely to experience exclusion based on their descent than children without a migration background (Verkuyten & Thijs, 2002). One of the severe consequences of racial discrimination is that it detracts from children’s positive health; they have systematically less self-confidence, lower self-esteem, and less ability to adapt to situations. These children also have mental complaints more often, such as anxiety and stress (Priest et al., 2013), and it is harder for them to make friends, which can lead to loneliness and being bullied (Aboud et al., 2012; Raabe & Beelmann, 2011; Oxman-Martinez et al., 2012).

Considering the negative impact of discrimination, more and more Dutch primary schools want to employ interventions in the classroom to tackle prejudice, stereotyping and discrimination. An example of a recommended intervention for children in primary education, especially helpful for a class with (mostly) students with a Caucasian background, is using roleplay, so children learn to empathize with others they initially consider ‘different’ from themselves (Felten, Broekroelofs, & van de Kamp, 2020). In this particular roleplaying intervention, empathy is a mechanism through which the intervention works in reducing

discrimination. Typically the design and practical implementation of interventions employ at least one mechanism (e.g., empathy, contact, creating a feeling of being 'us') that has been shown by scientific literature to be effective in reducing prejudice among children (Felten, Broekroelofs, & van de Kamp, 2020). In order to successfully implement interventions in primary schools, theoretical and practical preconditions need to be present. These create the circumstances in which mechanisms do or do not unfold in practice.

According to scientific literature, certain preconditions need to exist in order for the mechanisms employed by an intervention to work (Felten, Broekroelofs, & van de Kamp, 2020). From the previous example, on a *theoretical* level, being aware of and understanding the perspective of the other is a necessary precondition for empathy as a mechanism to develop. Through the exercise of roleplaying, perspective-taking helps improve empathy (Aslan & Köksal Akyol, 2019). When implementing an intervention in real-life, in addition to the theoretical preconditions there are *practical* aspects that need to be taken into consideration. For instance, on a practical level children need to be engaged in the intervention activity, they have to be interested in the topic, and pay attention. Other practical preconditions have to do with the important role of teachers in the implementation of interventions. In short, mechanisms are the engine of interventions and the presence or absence of preconditions causes this engine to run well or poorly. These preconditions can be theoretical as well as practical.

According to a KIS report (Felten, Broekroelofs, & van de Kamp, 2020) that studied many peer-reviewed articles (when possible with experimental or longitudinal designs), there is much theoretical knowledge about reducing prejudice, stereotyping and discrimination among children in primary schools but this knowledge has not yet been widely applied in practice. Firstly, theoretical preconditions for the emergence of effective mechanisms in interventions are apparent, but it is still unclear how these operate in practice. Secondly, the

particular practical circumstances that are necessary in order to facilitate these theoretical preconditions and/or the mechanisms, are relatively unknown. Moreover, while more is known about how interventions and their mechanisms work for adults, not much research has been done on interventions targeting prejudice and discrimination specifically among children (Felten, Broekroelofs, & van de Kamp, 2020). These are all gaps in the existing understanding of ways to reduce discrimination among children in practice.

In response, the current research aims to generate insights to the aforementioned research gaps by examining the following research question: ‘In practice, which preconditions affect the mechanisms used by interventions in primary schools aimed at reducing prejudice, stereotyping and discrimination among children?’ To answer this question, developers and/or implementers of different primary school interventions were interviewed for their knowledge and first-hand experience of how interventions operate in practice. The research question was examined within the context of an internship with Movisie and specifically KIS, which is carried out by the Verwey-Jonker Institute and Movisie and funded by the Ministry of Social Affairs and Employment. With more complete knowledge of which preconditions are important in practice, effective interventions can be designed with the right circumstances put in place. The gained knowledge is not only useful for practice, but for policy and science as well.

Existing research

Prejudice and discrimination among children in Europe

As mentioned in the introduction, there is evidence that children in the Netherlands face discrimination, and the levels of discrimination for children with a migration background (e.g., Turkish, Moroccan or Surinamese) are disproportionately high (Verkuyten & Thijs, 2002). For instance, the Public Health Monitor (2020) of the municipality of Utrecht shows

that 14% of children in fifth and sixth grade (*groep 7 en 8* in Dutch) sometimes feel discriminated against. In line with this data, the Inspectorate for Education noticed an increase of 38% in reported discrimination in primary education in school year 2017-2018 compared to school year 2016-2017. These reports were mostly related to children's ethnic background (Baltussen et al., 2019). From an international comparison across the European Union, the sense of being discriminated against was most present in the Netherlands. One-third of immigrant offspring reported that, between 2002 and 2012, they felt that they belonged to a group which suffered from discrimination on the ground of ethnicity, nationality, or race (OECD/European Union, 2015).

Serious consequences of discrimination exist for children from an early age. Besides the mental consequences it has for them, it is also more common for discriminated children to engage in violent behavior themselves (Pachter & Coll, 2009; Rubin, Bukowski, Parker, Damon & Eisenberg, 2006). Furthermore, lack of self-confidence and exclusion negatively affect children's academic performances (Felten, Broekroelofs & van de Kamp, 2020). There are long term consequences too for children that are being discriminated against by their peers, such as increased risk of physical complaints and substance abuse, but it is difficult to substantiate the relationship between prejudice and discrimination in childhood and the consequences in adulthood. Many of the aforementioned consequences cannot be viewed in isolation and go hand in hand with a negative self-image (Felten, Broekroelofs & van de Kamp, 2020). Internalization of experienced racism and prejudices is an important reason for racial discrimination leading to health and behavioral problems (Ahmed, Mohammed, & Williams, 2007). Because of their negatives effects, it is important that children can grow up without prejudice and discrimination and primary schools can accordingly combat this.

Anti-discrimination interventions, their mechanisms and preconditions

An intervention is a systematic method or procedure to achieve a specific goal (Movisie, 2015). In recent years, many new interventions have been developed to prevent and combat discrimination, as evidenced by the wide range that can be found in the database of *Praktijkvoorbeelden Antidiscriminatie* (Movisie, 2017). Interventions tackling discrimination can consist of one or multiple mechanisms. However, experts expect the best effect to follow from combining several mechanisms (Felten, Broekroelofs, & van de Kamp, 2020). In this case, a mechanism is a type of approach, following from scientific literature, that can work to reduce prejudice and discrimination against children based on their ethnicity and religion. It is the underpinning of an intervention and the reason a developer and/or implementer expects it to have an impact.

The effective mechanism of having contact to reduce discrimination and prejudice stems from Allport's (1954) intergroup contact hypothesis and can take various forms, namely: physically meeting, vicarious contact, extended contact and imagined contact. This theory explains that prejudice diminishes when people who differ in, for example, descent, meet. When children of different descents meet each other in person, having physical contact is thus a mechanism that is fostered (Felten, Broekroelofs, & van de Kamp, 2020). Efficacious mechanisms can also be called mediational processes; in this case, they are the processes that ensure that having contact works in reducing discrimination and prejudice. There are three mediational processes that are most commonly tested in literature that show how intergroup contact reduces prejudice for adults (Pettigrew & Tropp, 2008), which can also be seen as actual mechanisms through which discrimination and prejudice are reduced. The first one is knowledge: by learning about the outgroup, facilitated by intergroup contact, different groups see how similar they are. The second one is reduction of (initial) anxiety about intergroup contact: intergroup threat and anxiety are reduced by intergroup contact. The third one is

empathy and perspective-taking: when cross-group friendship (a form of intergroup contact), taking perspective of outgroup members, and empathizing with their concerns is enabled, intergroup attitudes can be improved. Anxiety reduction and empathy appear to be more impactful than increased knowledge on diminishing prejudice by having contact (Pettigrew & Tropp, 2008). To clarify, mechanisms may lay under other mechanisms while also being mechanisms by itself. For example, the mechanism of empathy lays under the mechanism of contact, but also is a mechanism itself. Furthermore, social norm is the underlying mechanism to vicarious and extended contact.

In the contact hypothesis (Allport, 1954), key conditions must be fulfilled for intergroup contact to be successful. One of them is intergroup cooperation toward a superordinate goal, which would shift the focus on shared identity (Hasler & Amichai-Hamburger, 2013). According to Allport (1954) mere contact is unlikely to be sufficient. However, Pettigrew & Tropp (2006) found that these conditions are not necessary, they merely act as enhancing factors. This means that moderator and mediator variables may influence the success or failure of intergroup encounters. Mediators can be seen as the *mechanisms* through which an independent variable (such as contact between groups) influences a dependent variable (such as intergroup bias reduction). They explain, for example, how contact reduces intergroup bias, which might lead to discrimination. A mechanism can also be the independent variable itself, influencing discrimination and prejudice as a dependent variable. Mediators exist on the cognitive, affective and behavioral level. Moderators affect the relationship between an independent variable and a dependent variable, so its direction or strength (Hasler & Amichai-Hamburger, 2013). These can be seen as the *preconditions* for mechanisms and interventions to work.

For mechanisms to reduce discrimination and prejudice among children specifically, existing literature has identified that certain theoretical preconditions need to exist in order to

facilitate the efficacious mechanisms (Felten, Broekroelofs, & van de Kamp, 2020). Although these are mainly preconditions that are specific to particular mechanisms, there are also general preconditions that apply to multiple or all mechanisms. Considering the preconditions under which interventions take place is very important for the effectiveness of anti-discrimination interventions (Movisie, 2017). It is beyond the scope of the literature review to explain all preconditions, so elaboration on one previously mentioned precondition will follow: perspective-taking for the mechanism of empathy. An overview of all effective mechanisms, with their corresponding preconditions, can be found in the KIS report by Felten, Broekroelofs, and van de Kamp (2020).

Empathy and perspective-taking as mechanism and precondition

Empathy is one of the most studied (Pettigrew & Tropp, 2008) mechanisms to reduce prejudices (Beelmann & Heinemann, 2014). It is also one of the most used mechanisms in anti-discrimination interventions. Teaching and encouraging children to empathize with people of a different background can (cognitively) reduce stereotypes and change behavior (Stephan & Finlay, 1999; Berger, Brenick, Lawrence, Coco & Abu-Raiya, 2018; Beelmann & Heinemann, 2014). Children's empathy can either be improved by having contact with someone from another group or taught as a skill separate from contact, through an intervention in a classroom for example (Felten, Broekroelofs, & van de Kamp, 2020).

In order for the mechanism of empathy to develop, a precondition is that children need to learn how to engage in and be open to perspective-taking. So perspective-taking is a necessary precondition for empathy to develop. Although there is not much research on this precondition for children, an experimental study has shown that preschoolers can be trained to empathize with and put themselves in the position of others through roleplaying (Aslan & Köksal Akyol, 2019). In addition to a roleplay in which children had to mentally put themselves in the shoes of others, activities that involved collaboration also helped to improve

the empathy of the preschoolers. This required them to be aware of and understand the perspective of the other (Aslan & Köksal Akyol, 2019).

The effect in which perspective-taking as a precondition facilitates empathy has also been observed in interventions targeting adults. When a story about discrimination is told from the perspective of the person who is being discriminated against, projecting oneself into the perspective of this person and (cognitively) imagining what their situation is like, leads to empathy (Dovidio et al. 2004; Vescio, Sechrist, & Paolucci, 2003). There are some preconditions that influence whether or not empathy can reduce discrimination and prejudice for adults (Felten, Taouanza, Broekroelofs, Vijlbrief & Cankor, 2020). For example, this does not work well if people have low self-esteem, because when the images of themselves and the other come together when they empathize with them, this remains a negative image. If people do not think positive about themselves, then empathizing with someone else does not reduce prejudices while this does work in people with a positive self-image (Galinsky & Ku, 2004; Todd & Galinsky, 2014). Nonetheless, besides theoretical preconditions, little is known about the *practical* circumstances for empathizing, and other mechanisms, to occur in children.

Critique on current state of research

A notable current research gap is that it is unknown whether and how theoretical preconditions translate into practice. While theoretical knowledge states that certain preconditions are needed in order for mechanisms to actually work, this has scarcely been tested in practice. As Pettigrew & Tropp (2006) found, certain (pre)conditions can be enhancing rather than necessary.

Furthermore, while quantitative research on ways to proceed against prejudice, stereotyping and discrimination among children exists (Felten, Broekroelofs, & van de Kamp, 2020), qualitative research is scarce. Besides the listed preconditions from the KIS report (Felten, Broekroelofs, & van de Kamp, 2020), it is possible that certain new preconditions

may exist that are not yet identified or researched. For quantitative research, predetermined measuring instruments are used, but qualitative research can look more openly at the role of particular preconditions in practice. It could also be that identified preconditions from literature turn out not be that relevant in practice.

Another research gap is that relatively much is known about intervening in the event of discrimination for adults, but not for children. This is an important gap to fill as interventions can be beneficial at a young age already. All these factors are not yet explored enough, which is why they are research gaps that the current research aims to investigate.

Theoretical approach

To guide the current research in answering the research question ‘In practice, which preconditions affect the mechanisms used by interventions in primary schools aimed at reducing prejudice, stereotyping and discrimination among children?’, an interdisciplinary theoretical framework was applied. To start with, Hasler & Amichai-Hamburger’s (2013) model is used. This model gives a graphical representation of how conditions relate to mechanisms and outcomes. They applied it specifically to the mechanism of contact, but it can be applied to other mechanisms as well (see Figure 1). The original model (Hasler & Amichai-Hamburger, 2013) can be found in appendix 1 (Figure 2).

Since this model only considers the individual perspective, it is combined with a social ecological approach (Lacombe-Duncan & Chuang, 2017), which seeks to describe how individuals are embedded within larger social systems. It was developed to look at how factors from multiple levels, such as community and social level, can change an individual health outcome (Golden & Earp, 2012). Individual behavioural outcomes are influenced not just by individual factors, but by an interaction of factors from multiple levels. A social ecological approach looks at these multilevel influences (Lacombe-Duncan & Chuang, 2017).

The original model (Lacombe-Duncan & Chuang, 2017) can be found in appendix 1 (figure 3).

A way to achieve individual change is by making alterations on intrapersonal, as well as interpersonal and structural level. Intrapersonal factors pertain to knowledge, beliefs, and skills of individuals. Interpersonal factors pertain to social relationships and norms, such as in schools or neighborhoods. Lastly, structural factors pertain to organizational environments and public policies in place (Golden & Earp, 2012). This is useful to get a good understanding of ways to reduce prejudice, stereotyping and discrimination among children in primary education. Namely, achieving this change can depend on the individual themselves as well as their environment. For example, experts expect that good interventions will only be effective if they are carried out by (guest) teachers who have knowledge about the theme, are aware of their own prejudices and are positive about reducing prejudices (Felten, Broekroelofs, & van de Kamp, 2020). This concerns the interpersonal level, as teachers are interacting with the target population of children.

Hasler & Amichai-Hamburger's (2013) integrated model and Lacombe-Duncan & Chuang's (2017) merged together are visualized in figure 1. Even though Hasler and Amichai-Hamburger (2013) make a distinction between (pre)conditions and moderators, this is not applicable to the current practical qualitative study because of its specificness. Therefore the factors 'conditions' and 'moderators' from their model are combined into one factor; 'preconditions/moderators'. What they describe as mediators is also not always identical to mechanisms (e.g. for intergroup contact), which is why 'mediators' is between brackets in this figure. The multilevel influences are individual/intrapersonal, social/interpersonal and community/structural, as can be seen in figure 1. On these levels, both mechanisms(/mediators) and preconditions/moderators exist. All mechanisms as well as preconditions from the KIS report (Felten, Broekroelofs, & van de Kamp, 2020) can be

divided into these levels, examples of both can be found in figure 1. A mechanism or precondition usually exists on one of the levels of influence, they do not have to go through all three levels to have effect.

This integration of models allows for a more complete insight into the important factors playing a role in discrimination and prejudice reduction among children. The combined model is relevant and interdisciplinary as it considers not only individual, but social and structural factors as well. It also gives an overview of how preconditions and mechanisms might work together and recognizes that they operate from different levels. The model is used to question on which level(s) different types of discussed preconditions are situated, maybe at the same time. For example when observing perspective-taking as a theoretical precondition for the mechanism of empathy, a practical precondition is teachers training children well to be able to do this.

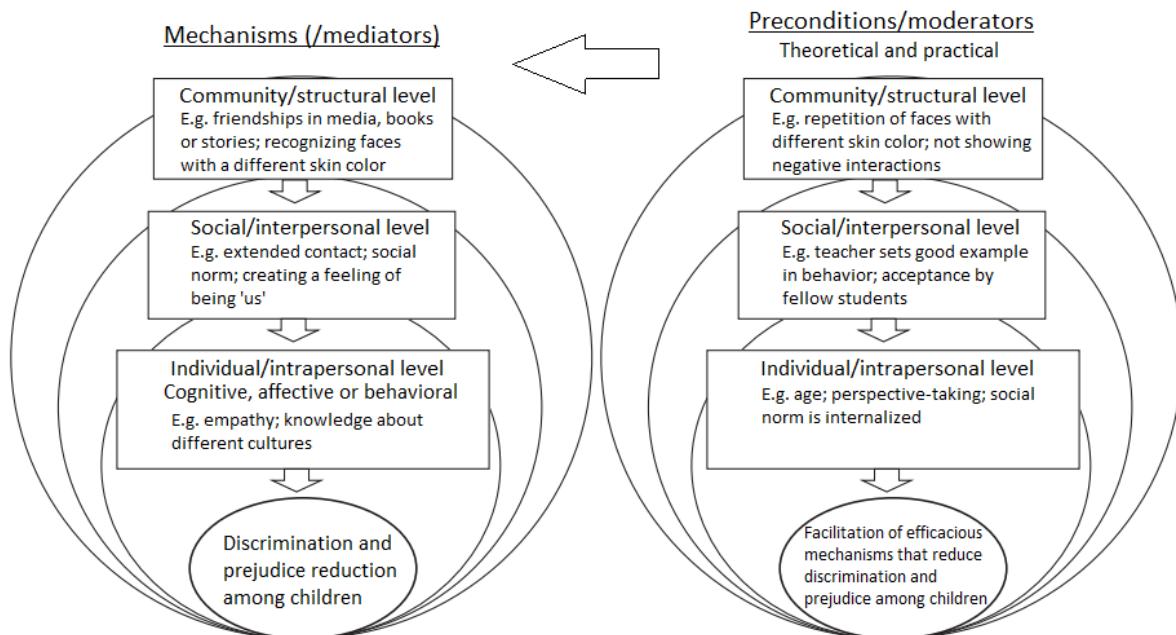


Figure 1. A combination of Hasler & Amichai-Hamburger's (2013) integrated model and Lacombe-Duncan & Chuang's (2017) social ecological model adjusted to understand discrimination and prejudice reduction among children.

Current research

Effective mechanisms are the foundation of interventions and make sure they have the desired effect. To investigate whether in practice mechanisms to reduce prejudice, stereotyping and discrimination among primary school children have the opportunity to unfold, preconditions have to be considered. The effectiveness of mechanisms depends on the presence or absence of particular theoretical and practical preconditions. How this works in practice was assessed by answering the following research question: ‘In practice, which preconditions affect the mechanisms used by interventions in primary schools aimed at reducing prejudice, stereotyping and discrimination among children?’ This way, the results of scientific literature were looked at from the practical side, so that a clear and complete picture arises about the necessary and enhancing preconditions for mechanisms to operate and develop in these interventions.

The current research was conducted within the context of an internship with KIS (Movisie). Semi-structured interviews were carried out with developers and/or implementors of different primary school interventions that aim to reduce prejudice, stereotyping and discrimination based on ethnicity and religion. It was expected that both known and new, necessary and enhancing, theoretical and practical preconditions would be talked about that exist on either individual, social or community level. The goal was to find out which specific preconditions facilitate the proper implementation of different mechanisms and how. This concerns general preconditions as well as preconditions specific to one mechanism.

Research methods

Design

The current research has a qualitative design. 18 semi-structured interviews were conducted with 20 developers and/or implementors to determine whether and how

preconditions influence the presumed effective mechanisms they apply. The research contains both inductive and deductive parts. On the one hand, deductively, existing theory is used to confirm or disprove with data. It also formed the base of the topic list used. On the other hand, inductively, the theory contains gaps and these unknown factors should follow from the data and then form theory. Practitioners could have insights about practical precondition that have not been documented by existing literature.

A qualitative research approach is used because it provides insight into the processes triggered by an intervention and why this is happening (Omlo, 2011; Lub, 2014). Furthermore, a qualitative approach fits this research better than a quantitative one because of its exploratory character and contextuality. This way, in an open conversation respondents can be encouraged to delve into relevant processes and the preconditions they notice to be important. Even though the researcher has to be careful with direct causal judgments or offering all-explaining theoretical models, qualitative research does lend itself well for identifying the conditions that are necessary to activate certain presumed causal links (Lub, 2014). In this case, to identify preconditions that influence the functioning of mechanisms.

Study population, procedures and consideration of the ethical aspects

Respondents ($N = 20$) are developers and/or implementers, working for 10 different municipal anti-discrimination facilities and 8 different non-governmental initiatives that develop and/or implement different primary school interventions aimed at reducing prejudice, stereotyping and discrimination. These interventions differ in deliverer, teacher of the class or guest teacher(s), agreements with schools, activities and goals. They mostly target children in fifth and sixth grade (*groep 7 en 8* in Dutch), so children between the ages of 10 and 12. Broadly speaking, their interventions are aimed at children aged 4 to 12 years. Typically, respondents are both developer and implementor but sometimes they only have one of these roles.

Movisie is in contact with anti-discrimination organizations and some intervention developers/implementors that have been delivering their interventions in Dutch primary schools for some time. These people were contacted by two Movisie researchers via e-mail to participate in an interview about their intervention(s). In addition, individuals or organizations outside of the Movisie network were contacted to see if they are involved with primary school anti-discrimination interventions and wanted to participate.

In the end, 20 of all contacted people agreed to participate. They were interviewed by the current researcher via Microsoft Teams or telephone. The amount of interviews was determined by the reached level of saturation (collection of sufficient information on preconditions) and the level of dispersion of discussed interventions across the Netherlands (representation of different parts of the country). Respondents received an information letter and gave informed consent by signing a form. Before starting the interview, anonymity was explained to respondents and their permission was asked to record the interview for writing it out. No respondents objected to this. The respondents received a gift voucher of 15 euros, provided by Movisie, for their participation. The research was approved by the FERB.

Interviews were executed on the basis of a predefined topic list (see appendix 2) with different topics and possible interview questions. The topics were fixed, but there was room for interview questions that were not determined in advance (Bryman, 2016). Because the interviews were semi-structured, questions could come up organically depending on the interview and the interviewees' responses. The fixed *topics* were about the intervention(s) in general, how respondents assume they work (topic 2), 'getting them into' schools, their implementation (topic 4), embedment, and respondents' wishes and solutions regarding antidiscrimination interventions. Only topics 2 and 4 were designed to address the research question of the current research, while all topics were for exploring research questions of Movisie. Nonetheless, all insights relevant for answering the current research question were

included in the analysis. Some example *interview questions* of topic 2 are: how goals are achieved by what the intervention does, how the intervention gets children to think or act differently, what could still be improved about it, what the key points or mechanisms are, under what circumstances or (practical) conditions this does or does not happen and what the (guest) teachers' and children's role in this is. Some examples of topic 4 are: what is needed for a good implementation, the role of the implementer, teacher and children is in this, what the school needs to offer for proper implementation and practical success factors and stumbling points when implementing.

Data analysis approach

To be able to analyze the data, audio files of the interviews were completely transcribed verbatim and coded using MAXQDA 18.2.0. Thematic analysis was carried out to identify patterned meaning across the dataset (Braun & Clarke, 2006). The researcher collected all and transcribed all relevant data (surrounding mechanisms and preconditions) which helps familiarization with the data and identification of items of interest already, which is the first step in thematic analysis. Next, open codes were generated for all data items. These are labels that summarize what is analytically interesting and relevant about a fragment of data. Some of these codes were already made based on the interview topics, which are partly based on literature. Other codes were new, emerging ones. Coding is a flexible process and codes at the start and finish of coding differed (Braun & Clarke, 2006). This can be seen when comparing the initial code book based on the topic list (appendix 3) to the coding tree after coding (appendix 4).

After generating these open codes, themes were generated. This means the codes were organized into potential themes, while the coded data was being reviewed. Codes were clustered together and some links were identified, this phase can also be described as axial coding (Starks & Trinidad, 2007). It is about the bigger patterns of meaning, so shared ideas,

that cut across the data set. They relate to the research question and might provide an answer (Braun & Clarke, 2006). These meanings were then mapped and reviewed by looking back at the dataset (Braun & Clarke, 2006). This phase can also be described as selective coding and is about identifying the most important themes and concepts (Starks & Trinidad, 2007). At the end of the analysis, the most important factors in the answering the research question were clear.

Results

During the analysis, a division was made between preconditions specific to particular mechanisms, which the KIS report (Felten, Broekroelofs, & van de Kamp, 2020) describes, and general preconditions that apply to all mechanisms. The results are following this division between specific and general preconditions. After the description of these different main findings that answer the research question, a fit with the levels of the proposed theoretical framework is discussed.

Specific preconditions

The mechanisms for which respondents specifically mentioned preconditions include: empathy and sharing experiences, insight into differences and similarities, knowledge about discrimination and prejudice, meeting/having contact, social norm and vicarious contact, and becoming aware of (one's own) prejudices.

Empathy and sharing experiences

Developing empathy was the most described mechanism during the interviews. Quite often respondents also mentioned a specific form of this: children in the class sharing their own personal, sometimes heavy, stories about unequal treatment or discrimination. This creates empathy among classmates, who, for example, did not know that such a thing was going on. However, this sharing of personal experiences does not just happen, an important

precondition that respondents mentioned is a *safe enough environment*. This is necessary for an open and vulnerable conversation between children (under supervision) and for them to even dare to talk about their experiences. According to respondents, if that safety is not there, it is also not a good idea to let children share personal stories. They could get bullied for it later on, for example. Related to this is another precondition for sharing experiences: that it is *taken up after class by the teacher*, who is not always aware of this before it is shared. It is important that aftercare is provided and that the shared story is possibly followed up and reflected on in the classroom later. While children share these experiences, there must be *room and attention* for them. The guest teacher shows understanding and encourages them to continue. One respondent also mentioned that it is important to *collectively come up with an action perspective* for when children are discriminated against.

For the main mechanism of empathy, a *safe enough environment* was occasionally mentioned too. However, three other preconditions were mentioned most often, the first being *hearing personal stories* about the subject:

"You see that there is a change in children compared to the first lesson in which they might say 'well I don't know yet' or that you notice that they still find it difficult to empathize, but especially because of that second lesson in which a personal story is shared, in which they become human stories that are very real and that get close, then you really see that changing. Look, all children understand what it means to be excluded in the end, everyone has experienced something like this and those personal stories stir up that feeling and ensure that 'yes this must have been really, really dreadful for you'." – respondent #7

Some respondents also mention the precondition of *a conversation taking place between children and a person from a group who is viewed negatively*. As a result, this person is viewed as someone with their own story first, instead of someone with the label of a refugee

for instance. Children can then ask questions, which can also simply be about the personal life of that person. This way they find out who that person is and both parties are brought closer together. The third most mentioned precondition for empathy is that *it involves other young people or children*. Young people are the best at starting a dialogue about this theme and are less likely to impose it. They are already relatable, closer to children's world and are less likely to be pedantic. Children are also accepting something faster from their peers than from their teacher. Respondents choose to use young people because recognition and connection make empathizing for children easier.

"[...] [refugees] share their story, it turns out that they are almost peers. [Students] say 'yes but he could have been at school here, then he would have just been a classmate of ours. What is so different, yes he was born in a different place, he was unlucky that he was born there but...'. And then they can suddenly put themselves in the position of the other a little bit and it becomes palpable, it becomes livable so to speak." – respondent #9

Preconditions that were also mentioned sometimes by respondents are *putting oneself in someone else's position* and *using roleplay*; when discussing a case, a bullying situation or in a game. To categorize the mentioned preconditions onto the different levels of the socioecological model, these last two are influencing the perception and attitude of children, so are on the intrapersonal level. However, preconditions regarding their teacher, guest teacher or classmates are on the interpersonal level.

Insight into differences and similarities

The mechanism of getting insight into differences and similarities is the second most described mechanism during the interviews. It concerns, for example, the difference between nationality and identity, dealing with differences (of opinion), diversity and finding similarities. Preconditions for this are, for example, *children discussing amongst themselves*,

using examples and making it fun and exciting. About the first precondition; examples of discussion topics are what children find normal or strange and when someone is considered a Dutch person. This mostly involves different opinions without there being a right or wrong. It is about topics they normally do not discuss with each other, which they now think and express their opinion about and hear other opinions about. About the second precondition; examples are crucial to make differences and similarities transparent and help children discover, for example, when they can or cannot differentiate; so when something is discrimination and why. One of the examples that is used is that in Japan it is customary to take a shower before taking a bath; children can find that strange or ordinary and that debate is held.

According to one respondent, respect for differences is important, but has also become too much of a catch-all term. Instead, it has to be something fun and exciting. Multiple respondents mentioned this third precondition of enjoyment; they let children get to work actively or creatively, make fun assignments or read a story that they get sucked into. This lowers their barrier to actually participate. It also keeps the attention when it comes to these kinds of themes. One respondent mentioned that because of this, children do not really see an intervention as a lesson, such as language or math, but more as an activity.

Knowledge about discrimination and prejudice

The third most described mechanism by respondents is about knowledge and information on discrimination, such as the meanings of the basic concepts around this subject (providing a common basis to continue), the law and history surrounding discrimination, how they can arm themselves against it together and the difference with bullying. Understanding how it works makes children more likely to act when they see discrimination happening to others. The main precondition here is that they *work on it themselves*. Respondents want children to (seriously) think about the topics, for example by asking them questions in

different ways and not just telling them. It is about children actively learning about the topics themselves and being busy with the material, instead of having someone just talk about it to them for an hour and learning passively. One respondent also mentioned children applying received information to their own lives, examples they come up with then indicate how well it landed. This precondition works because it appeals to children and makes the topic interesting for them. It makes that they want to move on to the next assignment or consult with each other.

Meeting or having contact

The mechanism of meeting or having contact was also described quite often by respondents talking about their interventions, but preconditions for it not so much. Some described preconditions are *having a common goal*, that *there is time between different encounters* so that it can sink in and that *the supervisor is a role model*. The latter means that there is an authority who is a role model for the children who encourages them to talk about themselves by practicing self-disclosure. The supervisor listens actively and shares their own experiences, for instance that they recognize that getting to know new people can bring anxiety, but that they will do it together. Although two respondents said that a meeting is not created by doing something online because there would not be enough depth, another respondent did replace the usual physical meeting in their intervention with an *online program* in Corona time.

The mentioned preconditions for these three mechanisms concern children themselves or their guest teacher, so they are on the intrapersonal and interpersonal level of the socioecological model respectively.

Social norm and vicarious contact

With the mechanism of setting social norms, children learn that discrimination is not acceptable and that respect for each other is the norm in the classroom or at school. The

preconditions mentioned for this mechanism include *drawing up agreements or rules*, such as that classmates speak up when someone discriminates. The children make these rules themselves and, for example, keep them on a large sheet of paper in the classroom for as long as possible. *Personal responsibility* is another precondition that goes along with this. Children are made responsible for each other and for the atmosphere in the classroom, which makes them feel more called to treat each other better. What can also work is that the social norm *comes from a young person*:

“[...] if someone discriminates, you call that person to task about it. And if you hear, see and learn that from young people who are closer to your world than a teacher, with whom you may have a hierarchical or more hierarchical relationship, then that works out very differently.” – respondent #7

Vicarious contact is about seeing cross-group friendship in a movie, theater, book or story. This is a form of contact but also has to do with social norm: the social norm set in a story, for example, shows that there can be friendship between people of different origin. A precondition for vicarious contact mentioned by one respondent is that stories (to be read aloud) are *representative of all backgrounds*. This is still too rare in books, but it teaches a child how normal meeting of different backgrounds is and makes the story more recognizable. This last precondition exists on the structural level of the socioecological model as it is not determined by immediate contacts of children, but people farther away such as publishers and others involved in media.

Becoming aware of prejudice

Becoming aware of (one's own) prejudices is the final mechanism for which respondents named preconditions specifically. It was mentioned by respondents as a mechanism, but did not follow from existing literature. This mechanism is described as children realizing what prejudice is and what it does. So on the one hand it is about prejudices

in general, which is related to the mechanism of knowledge and awareness, and on the other hand it is about one's own prejudices and the impact on someone else, which is related to the mechanism of empathy. The precondition that was sometimes mentioned for becoming aware of prejudice is to *use a case (from the classroom)*. This provides an opportunity to discuss what is happening there and what the person in question should not have said or done. Examples are; a child that is bullying another child during that lesson, then it is shut down and discussed, an actual report that was made to an anti-discrimination facility or the prejudices children have about the guest teacher.

General preconditions

The majority of the preconditions mentioned by respondents were general or applicable for several mechanisms, instead of one specifically. These general preconditions are for the most part either applicable to the guest teacher or speaker, the teacher, the children or they describe what appeals to teachers and children. However, some relevant preconditions do not fit under (one of) these categories and will be discussed first.

Safe atmosphere in the classroom and more

There is a small number of general preconditions that is similar to the previously described specific ones, the most discussed one is, again, a *safe atmosphere in the classroom*. This mostly has to do with trust and nonjudgment. According to one respondent it is not the case that nothing is achieved in an atmosphere that is not completely safe, but you can achieve a lot more and get children involved when there is a safe atmosphere in place. Another respondent says:

“You will notice if, for example, there is simply no safety in the group, [...] does not mean that it is not useful to discuss certain things, but then you immediately notice that it is much harder work for a conversation leader and that it is not always possible to break through that.” – respondent #1

Other respondents do consider a safe atmosphere in the classroom key and the starting point. It makes children feel more comfortable, they dare to express themselves and show what they stand for and good, open conversations can then take place. If, for example, there has been an incident in the classroom, the dynamics are not conducive and little comes out of the group.

The atmosphere at a school is often already safe, but if it is not then guest teachers are involved with that first and only after that with the usual content and activities of their intervention. A way to make the atmosphere safer is to make the class smaller. Some respondents mentioned that there should only be *one group during an intervention*, so not several groups suddenly mixed in one class. This causes children to be more reserved because they are not in their own group, they also do not get the attention they deserve. Respondents also mentioned splitting up a class and *working in small groups* as positive. Then contact and consultation arise more easily. It also helps for conversations about different opinions and it is less scary than saying something in front of the entire group. Figuring something out safely in a small group can also be preparation for sharing it plenary.

Another aspect that, according to some respondents, can improve the atmosphere is if the *theme of prejudice and discrimination has already been introduced* and discussed by the teacher beforehand. This works because children have already done something with the topic in their head or in the classroom; it does not come out of the blue during the intervention, but they are prepared to discuss it. It should not come as a surprise that there is an intervention, especially not in special primary education where this can cause a lot of stress. Some foreknowledge of the theme also makes children more receptive to it.

Finally, teachers and supervisors play an important role in creating a safe and fun atmosphere. Supervisors can do this, for example, by using children's different talents if they do not feel involved yet. This requires *sensing and tuning in to what is going on*, which is another described precondition. This is about being able to absorb what is going on, picking

up signals or comments from children, feeling the dynamics and what the group needs, seeing things that happen and responding to them. It also depends on where children get stuck or get into a discussion. How intervention implementors deal with a group and which parts of an intervention they implement exactly is different each time and depends on what happens.

"[...] that you understand, that you just see things like that like: hey if I don't include that person in my story or in class, then I have already shut out or excluded him by definition, and that won't help either in the future because tomorrow he will say 'what a shitty lesson that was' or you know, and that may prevail in the class and then the whole class will think 'yes no we won't do anything with it.'" – respondent #5

Besides a safe atmosphere in the classroom, there are some less frequently mentioned preconditions that do not fall under the aforementioned categories. One is that the *theme of prejudice and discrimination is acknowledged at school*, especially by school management, but by the teaching team and parents too. This also has an influence on the atmosphere in a school and can determine whether or not that is a safe one. Another precondition is that schools have a *structural approach* to combatting prejudice and discrimination and not a one-off intervention that subsides after a while. This was mentioned several times and is about changing the school culture, not falling into the old pattern, a sustainable and (daily) recurring approach and keeping the conversation going. Respondents also mentioned sometimes that preconditions are already woven into their intervention lesson. With this, they try to keep as much control over the effectiveness of their intervention as possible. Lastly, a striking specific precondition mentioned by two respondents is *not asking children from a certain background about their experience*. It is a sensitive subject and they do not need to speak up if they do not already do so themselves.

The precondition of a safe atmosphere in the classroom relates to multiple categories and with that multiple levels of the socioecological model. Those who have an influence on

this are classmates, guest teacher and teacher (all on interpersonal level) as well as the school board (on structural level).

Guest teacher or speaker

Other preconditions mentioned that relate to how the guest teacher should be, include being: *positive, experienced, flexible* and *consistent*. *Radiating calmness* and *having good energy* were other mentioned characteristics. Some respondents also find it important that the person can tell a *personal story* to make children sympathize. Some respondents specifically want to bring an experience expert to class; someone that experienced discrimination or racism themselves and is comfortable sharing this experience.

“Actually when [an intervention with a refugee] starts, maybe it's also because I have very nice volunteers, but then there immediately comes to a kind of peace in the class, but on the other hand a kind of excitement. But a very positive vibe, so on the one hand [students] are on the edge of the seat and on the other hand they also feel very familiar at the same time.” – respondent #9

In addition, it is considered important that the person is *educated*, i.e. has knowledge and skills, and is a *representation of students*. This is so that children recognize themselves in supervisors, especially since teachers are often female and white and not all students are. According to other respondents, this is not necessary and other characteristics are more important.

There are also preconditions that relate to the actions of guest teachers. For example, it is important that they *respond to all questions* and do this *openly and inquisitively, are able to deal with vulnerability, have a trusting relationship with children and use humor*. In addition, they must *treat children equally* and *not be pedantic*. It is also important that they *do not make statements, use words or have attitudes that are wrong*. This is largely connected to the previously described precondition of being educated. Some other preconditions are *involving*

the teacher during the lesson, asking children *critical questions* and giving them *random turns*, so that they constantly participate and remain involved.

There are also a number of preconditions that deal with the content used by guest teachers. Respondents find it important that this is made *interactive*, such as through collaboration, and *concrete and recognizable*, through (own) examples. Similarly to the previously described specific precondition, it was mentioned several times that the guest teacher should *let children find out for themselves how things work*, which makes it challenging for them. For example what they think discrimination is or what they think about situations and why. Children have to get the room to do this and to make connections. To keep their intervention light-hearted or understandable for primary school children, especially the younger ones, a number of respondents does *not mention discrimination (very) explicitly* or as the main theme in their intervention. In those cases, concepts such as identity, respect, citizenship, diversity or bullying are discussed instead, which is a preliminary stage of discussing the more serious topics and preventative. One respondent describes this as secret education; not addressing discrimination directly but focusing on topics relevant to it. This is also related to some respondents not wanting to focus on a problem and giving the conversation a positive instead of a negative tone. For example by not focusing on (right and) wrong answers or behavior. In addition, *a focus on the process rather than a solution* was sometimes mentioned. It is also important that the guest teacher is close to the world of the children and responds to current events, such as Black Lives Matter and the Zwarte Piet discussion.

"I mean I'm 34, I haven't seen a primary school from the inside for 22 years for myself, but I do try to know a little bit: what's fun, what's going on, what do they like, you know, what can I spawn them with too, you know that's just the way it is. Because that way I can hold their attention, I really believe that. Kids sit up straight, literally, [...]

some kids that were sitting in the back all the time come to the front, some kids keep going [raises hand] 'Miss I want to say something'." – respondent #5

Guest teachers play a very important role in interventions, everything depends on who stands in front of a group and how that person does it. Even with good intentions, many things can still go wrong in that regard. Their words carry a lot of weight and consequences for children.

Teacher and children

There are also preconditions for the permanent teacher of the class, besides the ones already mentioned under ‘safe atmosphere in the classroom’. According to respondents, they should be *firm but at the same time respectful, empathetic and involved*. Furthermore, they should have the *desire to really mean something to children* and be *educated or trained*.

Teacher training also comes with some of the interventions. It is also important that the teacher *understands the sensitivity of the theme, does not shy away from the theme, understands the theory and reasons* behind an intervention, stands completely *behind the guest teacher* but does *not interfere too much* with the intervention. Furthermore, it is important to respondents that the teacher *refers back to the theme* later and potentially discusses it afterwards. That affects how the lesson lands. The guest lecturer can provide the teacher with tools to continue the conversation after they leave. There must be *trust* of the class in the teacher, the teacher should *not have his own judgment and not shut a child down or get angry*. Respondents have different wishes about the presence of the teacher during the intervention. For most it is a precondition and the teacher must always *be present*. During the intervention, matters can be discussed that are sensitive or of which the teacher is not aware, so it is useful if they see it happening. The teacher also needs to invest time in the theme and try to contribute to it. One respondent said that the teacher should either participate completely, as kind of a student at that moment, or not at all. Being part of the group is mentioned more often, it makes that students do not feel their teacher’s presence too much

when there is a guest teacher. Respondents also want the teacher in the classroom so that he or she can *Maintain order*, for example so that the supervisor does not have to act as a ‘police officer’ but can continue to conduct the conversation. Others want the guest teacher to keep control entirely without the teacher intervening. These preconditions concerning children’s guest teacher and permanent teacher are all on the interpersonal level of the socioecological model.

The smallest part of the mentioned preconditions is about children, so on the intrapersonal level of the socioecological model. All they have to do is be *interested and motivated, calm and listen to each other*. According to respondents, what appeals to children is that the guest teacher *connects with their (age) group*, that *different and appropriate work forms* are used and that there is *not much frontal teaching*. It also works if the intervention is *active* and children are *having fun*. That last precondition was mentioned quite a lot by respondents.

“It is certainly important that it is fun to do [...]. If it doesn't interest the kids and they don't finish it, then it defeats the purpose.” – respondent #10

What works too is that a guest teacher *comes from the outside*, is different from the regular teacher and a new energy. A guest teacher can feel safer to children because that person also leaves, it creates a certain importance, they do not have a history with the children like the teacher, who is biased, has and they have more impact than the teacher.

In addition to these elements of interventions that appeal to children, there are some that appeal to teachers. It is important that *the intervention is accessible and comfortable for teachers* and also *manageable for them to implement*. These preconditions only apply when the permanent teacher of the class is the implementer of an intervention. A precondition that was sometimes mentioned is that the teacher should be *enthused* to work with the intervention material. If the teachers enjoys it, that also extends to the students. As these are preconditions

influenced mostly by intervention developers, they are on the structural level of the socioecological model. Developers, especially if they are not implementers too, do not interact with the children like their family, friends/classmates and teachers do.

Discussion

The objective of this research was to find out which preconditions facilitate the proper implementation of different mechanisms used in anti-discrimination interventions and how they do so. The research question is: 'In practice, which preconditions affect the mechanisms used by interventions in primary schools aimed at reducing prejudice, stereotyping and discrimination among children?' In summary, the most discussed preconditions were about the guest teacher and permanent teacher of a class. These had to do with their characteristics, attitude, actions and knowledge. Other preconditions related to the content of an intervention or its type, the children in the classroom and the school itself. All of these together are the preconditions that, in practice, affect the mechanisms used in these interventions. The most important preconditions to consider are on both interpersonal and structural level. Those are, on their own and interactively, of big influence on change in children.

As expected, both known and new preconditions came up in the research. Preconditions were divided into ones specific to certain mechanisms and general ones. However, in existing research only that first category was highlighted. Something that deviated from the expectations is that mostly *enhancing* and *practical* preconditions were mentioned by respondents, and less so *necessary* and *theoretical* ones. Most of the preconditions mentioned were described by respondents as being helpful. This is in line with existing research by Pettigrew & Tropp (2006). Only some preconditions, such as a safe enough environment for sharing personal experiences, were described as being necessary. Respondents mentioning more practical than theoretical preconditions makes sense as this

research is about interventions in practice, which plays into practical aspects more than into theoretical aspects. Still, theoretical preconditions were also mentioned and quite some preconditions used in discussed interventions were based on theory. What stands out though, is that respondents do not separate practical and theoretical preconditions. Moreover, these two types often seem to intertwine and it may not be important to distinguish them. Even though preconditions on individual, social and community level were all mentioned, most emphasis was on the social and then community level.

Findings that match with existing research about preconditions include ones for the mechanism of empathy: using roleplay, engaging in perspective taking and children working together. Other preconditions that resulted from existing research as well as this research are: working towards a common goal for the mechanism of contact and teachers having knowledge on and a positive attitude about reducing prejudice. Quite a lot of the found preconditions were not previously (specifically) identified in existing research. Some examples are: already talking about the intervention topic in class before it takes place, having a structural approach in school to combat prejudice and discrimination and not mentioning discrimination (very) explicitly in an intervention. The really practical preconditions were left out because they are not connected to mechanisms.

A contribution of this research is that it evaluated the results from literature research in practice, by asking the people that design and implement anti-discrimination interventions on a daily basis about important preconditions. It gives not only insight into theoretical preconditions for mechanisms to unfold, but practical ones as well. Rather many preconditions have emerged from this research, but most importantly it identified which people have a major influence on children's knowledge, beliefs, and skills and on which levels it is important that certain preconditions are met. In reducing prejudice and discrimination in children themselves, different layers in their environment (such as family, friends, teachers,

schools and media) are very influential. Although this research does not discuss it, that even concerns politics and the new '*wet voor burgerschapsonderwijs*' in primary schools for example. Another strength is that the sample of 20 respondents lead to saturation at some point and included quite some diversity in types of interventions and organizations. Initially, the idea was not to conduct interviews but observations during the implementation of anti-discrimination interventions to actually see which preconditions make mechanisms work or not work in practice and how implementors deliver the interventions. Due to COVID restrictions it was impossible to arrange this at enough primary schools, which is why instead of the observer's perspective, the perspective of developers and implementers was taken as the starting point. This has advantages and disadvantages compared to the original plan, but in both cases there is bias from the person interpreting what they see and experience. On the one hand, the respondents know more about practice than an observer, on the other hand, they are biased about their own intervention and cannot look at it objectively. In the end, this change of method did not lead to a worse or better, but simply a different method. However, to have a more objective look at preconditions, future research using observations can be done to add to or check the current findings.

Conclusion

This research has provided a more complete understanding of which preconditions affect the mechanisms used by interventions in primary schools aimed at reducing prejudice, stereotyping and discrimination among children. It did so by researching how they operate in practice, according to intervention developers and implementors. In conclusion, the most important thing is that preconditions in children's environment, mainly their classroom and school, are met. This is because the environmental context of children strongly influences their beliefs and practices surrounding prejudice, stereotyping and discrimination. It turns out

that most preconditions are enhancing rather than absolutely necessary. Theoretical and practical preconditions are often mixed and not always clearly distinguishable, but general preconditions seem to be more practical while preconditions specific to a mechanism seem to be a bit more theoretical. However, it might not even be worthwhile to make a distinction between these two types. The insights of this research are useful because they can contribute to the effectiveness of anti-discrimination interventions for primary school children.

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Appendices

1. Figures

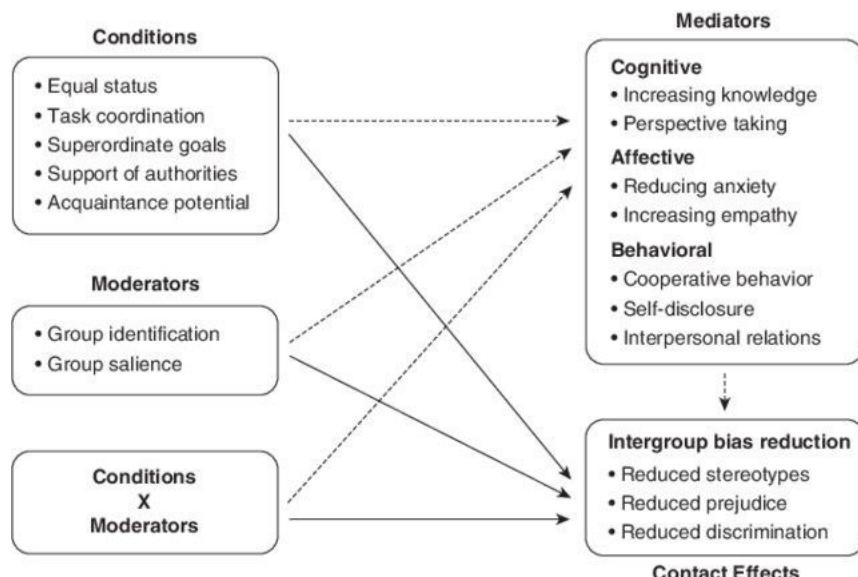


Figure 2. Hasler & Amichai-Hamburger's (2013) integrated model of Allport's (1954) conditions, and moderators and mediators of intergroup contact effects.

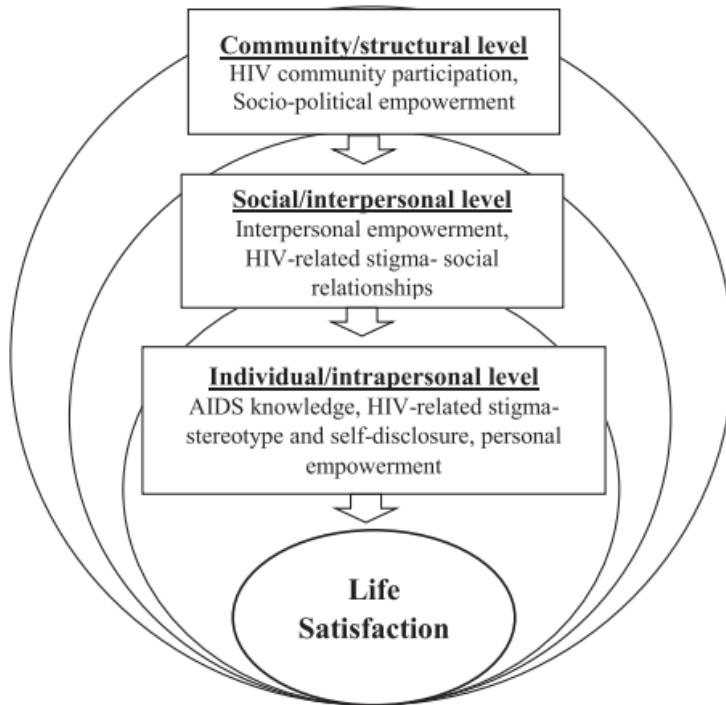


Figure 3. Lacombe-Duncan & Chuang's (2017) social ecological approach to understanding life satisfaction among socio-economically disadvantaged people living with HIV/AIDS in Taiwan.

2. Topic list

Introductie op interview	<ul style="list-style-type: none"> ▪ Danken voor deelname ▪ Introductie van jezelf ▪ Uitleg geven over het onderzoek. <u>Doel:</u> ▪ Een goed beeld krijgen van hoe antidiscriminatie interventies in het PO beter en vaker kunnen worden toegepast. De resultaten beschrijven we in een artikel op de KIS website. De uitkomsten zijn ook handig voor de tool die KIS gaat ontwikkelen met Stichting School & Veiligheid. Mogelijk maken we ook een overzicht van alle antidiscriminatie interventies voor het PO in Nederland. Dit staat ook in de informatiebrief. Bovendien wordt een gedeelte van de data gebruikt voor mijn masterscriptie. ▪ Anonimiteit toelichten: De data wordt anoniem verwerkt, behalve de beschrijving van de interventie met daarbij de naam in het mogelijke overzicht. We maken ook een anonieme, algemene beschouwing van de werkzame mechanismen die worden ingezet in interventies en hoe die zich verhouden tot de wetenschappelijke literatuur. Dit gebeurt, tenzij je dat wel wil, niet per interventie dus er is
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	<p>nergens te lezen of wij denken dat jouw interventie wel of niet werkt.</p> <ul style="list-style-type: none"> ▪ Het interview wordt opgenomen zodat ik het kan uitwerken en beter kan analyseren, alleen met jouw toestemming. De opname wordt na het onderzoek verwijderd. ▪ Duur van het interview benoemen: ongeveer een uur ▪ Heb je vragen voorafgaand aan het interview? ▪ Vind je het goed dat ik de opname nu begin (dan pas starten interview)? <u>Aanzetten</u> Voor op de audio: geef je toestemming voor dit interview?
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KERN VAN HET INTERVIEW

<p>Topic 1 Over de interventie algemeen Als een van de doelen is dat kinderen hun ervaring delen > Wat gebeurt er daarna met die kinderen (nazorg, melding kunnen maken)?</p>	<p>> Beginnen met <u>checken</u>/bespreken welke interventie(s) de organisatie heeft voor het PO gericht op <i>discriminatie, vooroordeLEN en stereotypEN</i> verminderen (vooraf opzoeken). Evt 1 kiezen om verder te bespreken die zich het meest richt op <i>afkomst, huidskleur en religie</i>. <ul style="list-style-type: none"> - Hoe lang wordt de interventie(s) al uitgevoerd? - Kun je in het kort de interventie(s) uitleggen? We gaan er zo dieper op in. - Wat is jouw rol in de organisatie: ontwikkelaar en/of uitvoerder? </p>
<p>Topic 2 Hoe veronderstellen zij dat hun interventie werkt? Respondent vertelt wat die denkt dat er bij kinderen verandert, doorvragen: "oke, dus die kinderen [samenvatten]. Wat hoop je vervolgens dat dit [besef bvb] teweeg brengt bij de kinderen? Dan doorvragen: Hoe gaan ze hierdoor anders denken, doen of handelen? EN hoe stimuleer je dat dan verder in de les? Als ik het goed begrijp is de bedoeling dat de kinderen [bvb gaan nadenken over...]. Wat hoop je vervolgens dat hier mee bereikt wordt? Je [zet ze aan het denken], maar wat is het doel daarvan? Doorvragen: "is dat [besef] het gene dat je wil bereiken? En waarom is dat denk je belangrijk? waar hoop je dat dit toe leidt qua gedrag bij de kinderen?"</p>	<p>Waar bestaat de interventie/methode/aanpak uit: <ul style="list-style-type: none"> - Wat is het doel van de interventie? Welke houding en/of gedrag van de deelnemers wil je veranderen? - Zijn er subdoelen? - Hoe wordt dat doel bereikt door wat de interventie doet/wat zorgt ervoor dat het doel bereikt wordt? Wat zijn de belangrijkste punten waarom de interventie werkt? (Waarom verwacht je dat de methode effectief is = <u>mechanismen</u>, opties enquête onderaan) <p>> Doorvragen of genoemde mechanismen die uit rapport zijn</p> <ul style="list-style-type: none"> - Je benoemde ... als <u>mechanisme</u>, hoe uit dit zich in de praktijk? Onder welke <u>omstandigheden</u> gebeurt dit juist wel of niet? Welke praktische voorwaarden zijn hiervoor nodig om te zorgen dat mechanisme tot bloei te laten komen? Bijvoorbeeld: Wat moet de docent dan wel of niet doen (wat is diens rol)? Of de kinderen of de uitvoerder? <p>(Kun je een voorbeeld noemen van wanneer dat plaatsvond/goed ging in de klas? Waar lag dat aan? Hoe werkt dat mechanisme het beste (idealiter)?)</p> <ul style="list-style-type: none"> - Welk proces brengt de interventie op gang om het doel te bereiken?/ wat hoop je dat er gebeurt gedurende de interventie waardoor de deelnemers van houding en/of gedrag veranderen? > Doorvragen naar het proces, hieruit vloeien als het goed is activiteiten. - Hoe is de keuze voor de activiteiten in de interventie gemaakt? (ervaring, literatuur, etc.) Hoe is de interventie ontwikkeld? Waarom heb je gekozen voor deze aanpak? - Welke subdoelen worden met deze activiteiten bereikt? Hoe? - Wat is het succes van de methode? - Wat zou er nog beter kunnen aan de interventie? Waarom is dat nog niet zo? Wat zou dat opleveren? </p>

	<ul style="list-style-type: none"> - Wat is er veranderd (door jou) aan de implementatie na vaker uitvoeren? Waarom was dit nodig?
Topic 3 Wat zorgt voor het ‘binnenkomen’ op een school? Wat zijn belangrijke voorwaarden of werkzame elementen hiervoor?	<ul style="list-style-type: none"> - Lukt het genoeg om de interventie uit te voeren op basisscholen/om ‘binnen te komen’? Wat belemmert hierbij? Wat helpt om de interventie uit te kunnen voeren op scholen/om ‘binnen te komen’? - Als de interventie niet gaat plaatsvinden op een bepaalde school, waardoor komt dat dan? Kun je een voorbeeld noemen van toen dit gebeurde? - Als de interventie ergens wel plaats kan vinden, hoe komt dit dan? Kun je een voorbeeld noemen van toen dit gebeurde en waarom?
Topic 4 Wat zijn volgens hun beleving de voorwaarden voor een goede uitvoering van de interventie?	<ul style="list-style-type: none"> - Als je eenmaal de interventie mag uitvoeren op een school/als je ‘binnen bent’: wat heb je dan nodig voor een goede uitvoering? Wat is hierin de rol van de uitvoerder? Van de kinderen? Van de docent? (Wat zijn algemene voorwaarden voor de uitvoering?) - Wat zou voor jou de ideale omgeving zijn om de interventie uit te voeren? Wat moet de school bieden zodat jij je interventie goed kan uitvoeren? - (Dus) Wat zijn praktische succesfactoren bij de toepassing en implementatie? - Wat zijn praktische knelpunten bij de toepassing en implementatie?
Topic 5: Wat zijn volgens hun beleving de werkzame elementen of voorwaarden tijdens de borging ? Wat hoor je vooral terug uit evaluaties?	<ul style="list-style-type: none"> - Wat gebeurt er idealiter na afloop van de interventie? - Onder welke omstandigheden gebeurt dat wel en wanneer juist niet? - Wat is er nodig om de interventie en het thema goed te kunnen borgen op een school?
Topic 6 Wat zijn hun wensen/behoeften/oplossingen als het gaat om antidiscriminatie interventies toepassen en implementeren?	<ul style="list-style-type: none"> - Wat zou er moeten veranderen om de interventie vaker te kunnen uitvoeren in het PO? - Vanuit/bij wie moet er iets veranderen? Wat precies? - Wat zou je nodig hebben van bvb scholen, samenwerkingspartners, de overheid etc.? Wat zou jij het liefst zien? - Heb je ook een idee hoe antidiscriminatie interventies in het algemeen beter en vaker zouden kunnen worden toegepast in het PO?
Afsluiting	<ul style="list-style-type: none"> • Heb ik iets niet gevraagd wat je wel wil vertellen? • Heb je zelf nog vragen? <p>Overige inbreng...</p> <ul style="list-style-type: none"> • Bedanken voor deelname • Als dank VVV of bol.com cadeaubon van 15 euro, voorkeur?

3. Initial code book, based on topic list



4. Coding tree, after coding and content of memos

This is the coding tree of topic 2 and 4 only (in the coding the relevant parts of topic 4 are coded within the name of topic 2 and only the really practical preconditions stayed in topic 4). There is a lot of difference with the initial code book above, as some codes changed and many emerging codes were added.

* Werking van interventie	0
Inhoud interventies	0
Van specifieke interventies	0
Gastlessen discriminatie en vooroordelen	5
Pakket van 4/leerlijn	12
Vooroordelenkoffer	4

Ontmoetingsweek	2
Vooroordelenkoffer (alleen)	13
Wandeling Tweede Wereldoorlog	4
Vertelkastje/prentenboeken vreemd en gewoon	2
Gastlessen anders/raar, gewoon	2
Ouderkamergesprekken	2
Docententraining discriminatie	2
LEF	2
Gastles diversiteit (h)erkennen	13
Themadag	1
Gekoppeld aan bliksemstage	1
Peer educators	9
Algemene thema's	0
Respect	2
Gastspreker (naast gastdocent)	1
Verschil witte en gemengde klas	2
Op maat (voor en tijdens les)	17
Relatie pesten en discriminatie	8
Doel(en)	0
Bestrijden van discriminatie	2
Meer weet van het brede thema	3
Schoolcultuur veranderen	2
Kinderen zijn/blijven ermee bezig	2
Sfeer in de klas verbeteren	3
Burgerschapsonderwijs bevorderen	2
Leren controleren van vooroordelen	4
Besef van effect discriminatie	3
Segregatie tegengaan	1
Discriminatie bespreken in klas	5
Weten dat ze niet hoeven te kiezen	2
Weten wie jij zelf bent	1
Inzicht dat buitensluiting overal gebeurt	1
Inzicht zelfbedachte kaders	5
* Werkzaam mechanisme/belangrijkste punten + voorwaarden	0
Sociale norm	7
Vicarious contact	11
Representatief zijn	1

Extended contact	3
Negatieve sociale norm	2
Wel reflecteren	2
Voorwaarden	0
Afspraak/regels	6
Eigen verantwoordelijkheid	4
Vanuit jongere, naast docent	3
Ontmoeting/contact	34
Denkbeeldig contact	3
Voorwaarden	0
Gemeenschappelijk doel	3
Tijd tussen ontmoetingen	3
Begeleider rolmodel	3
Voorbereiding	2
Online	5
Geen harde voorwaarden	1
Samenwerken (ongeacht verschillen)	12
Inzicht in verschillen en overeenkomsten	61
Conflicten leren oplossen	1
Niet in ernstige gevallen	1
Voorwaarden	0
Onderling over discussiëren	6
Voorbeelden gebruiken	5
Leuk en spannend maken	6
Overeenkomst: focus op basisgevoelend (oudere kinderen)	1
Wij gevoel	8
(leren) reflecteren op zichzelf	30
Kennis discriminatie en vooroordelen	54
Kinderen zelf mee aan de slag	13
Theoretisch kan bij 'lieve' klas	2
Het totaal belichten	1
Inleving en empathie	74
Persoonlijke verhalen van klas zelf	43
Veilig genoeg omgeving	22
Ruimte en aandacht geven	7
Docent daarna ook oppakken	12
Samen oplossing bedenken	1

Niet bij volledig witte klas	1
Spel als opstapje	4
Voorwaarden	0
Persoonlijke verhalen horen	33
Over specifiek thema (niet breed discriminatie/vooroordelen)	1
Gesprek tussen beiden	12
Rollenspel	5
Verplaatsen in ander	2
Bij andere jongeren/kinderen (herkenning)	14
Veilig klimaat	2
Verschil affectief/cognitief	2
'Empathie' voor 'verplaatsen in ander'	2
Vertrouwen creëren	1
Andere mechanismen	0
Docent altijd hoge verwachtingen	1
Kritisch (leren) nadenken	31
Focus op positief gedrag	10
Bewustworden van (eigen) vooroordelen	47
Feedback op gedrag	1
Voorwaarden	0
Casus (uit klas) gebruiken	6
Algemene voorwaarden voor mechanismen	0
Gastdocent/spreker (en ontwikkelaar)	0
Zelf	0
Flexibel	2
Rust ustralen	1
Achtergrond/representatie van leerlingen	8
Persoonlijk verhaal discriminatie (delen)	8
Goede energie	3
Positief	11
Consequent	1
Ervaren	5
Opgeleid (kennis, vaardigheden)	15
Inhoud	0
Dicht op leefwereld kinderen + actualiteit	20
Concreet en herkenbaar maken ((eigen) voorbeelden)	14
Interactief maken (zoals samenwerken)	21

Kinderen zelf laten uitvinden hoe iets zit/uitdagend	14
Focus op proces ipv oplossing	7
Discriminatie niet (heel) expliciet/laagdrempelig	34
Niet focussen op het probleem/fout	18
Doen	0
Kritische vragen stellen	3
Leerkracht autonomie geven	3
Ontwikkelaar niet bij uitvoering	2
Humor	2
Vertrouwensband	5
Verkeerde uitspraak, woorden, houding	15
Voelen en afstemmen op wat er speelt	19
Open/onderzoekend reageren	9
Omgaan met kwetsbaarheid	2
Reageren op alle vragen	3
Kinderen gelijkwaardig bejegenen	1
Niet belerend	4
Docent betrekken tijdens les	1
Kinderen de beurt geven	1
Heel bepalende rol	12
Docent helpen bij moeilijk thema	13
Signaleren op school	4
Docent	0
Zelf	0
Respectvol en empathisch	4
Opgeleid/getraind	14
Wil iets betekenen voor kinderen	5
Betrokken	9
Stevig en warm	1
Thema al ingeleid vanuit docent	12
Later op thema terugrijpen (/nabespreken)	23
Gevoelighed thema snappen	6
Vertrouwen van klas	3
Theorie en reden snappen	1
Thema's niet schuwen	5
Achter gastdocent staan	4
Orde bewaken	18

Aanwezigheid (en evt meedoen, of helpen)	25
Niet te veel bemoeien	8
Zonder eigen oordeel	3
Kind niet afkappen/boos worden	9
Verkeerde voorbeelden of uitspraken	5
Wat docenten/kinderen aanspreekt	0
Kinderen	0
Gastdocent van buitenaf (anders dan docent)	12
Zelfstandig/niet (veel) klassikaal	18
Verschillende en passende werkvormen	21
Werken in kleine groepjes	11
Actief	11
Leuk hebben	34
Aansluiten bij (leeftijds)groep	27
Docenten	0
Behapbaar voor docent om uit te voeren	21
Laagdrempelig en comfortabel voor docent	14
Docent enthousiasmeren	4
Kinderen	0
Hebben belangstelling en motivatie	18
Naar elkaar luisteren	3
Rustig	10
Overig	0
Kinderen verantwoordelijk maken	6
Voorwaarden verweven in lessen	13
Structurele aanpak, niet eenmalig	21
Geen strenge aanpak	2
Gekleurde kinderen niet naar ervaring vragen	2
Vervolgactiviteiten	1
Veilige sfeer in de klas/school	37
Één klas (kleine groep)	7
Thema wordt erkend op school	20
Specifiek door schoolleiding	8
Divers docententeam	3
Stuurgroep	3
Ouders betrekken	5
Leerlingen vragen om wensen	2

Code name	Definition of the code (memo, not for all codes)
<u>Werkzaam mechanisme/belangrijkste punten + voorwaarden</u>	<p>- Dit gaat over hoe het doel bereikt wordt door wat de interventie doet, dus wat ervoor zorgt. Dit zijn de belangrijkste punten waarom de interventie werkt en waarom de respondent verwacht dat de methode effectief is oftewel de werkzame mechanismen.</p> <p>De respondent hoopt iets te weeg te brengen bij de kinderen dat weer zorgt dat ze anders gaan denken of handelen (terug te zien in gedrag), gaat over het doel van het mechanisme. En waarom is dat iets belangrijks en hoe wordt het gestimuleerd in de les?</p> <p>Ook proces evt hierin: welk proces de interventie op gang brengt om het doel te bereiken. Wat de respondent hoopt dat er gebeurt gedurende de interventie waardoor de deelnemers van houding en/of gedrag veranderen.</p> <p>- Bij elk mechanisme horen voorwaarden daarvoor in de praktijk: onder welke omstandigheden gebeurt het juist wel of niet. Wat werkt bevorderlijk of juist belemmerend: wanneer ging het goed of minder in de klas en waar lag dat aan. Er zijn theoretische en praktische voorwaarden die ervoor nodig zijn om mechanismen tot bloei te laten komen. Praktisch omvat bijvoorbeeld wat de docent wel of niet moet doen (wat diens rol is), of juist de kinderen of de uitvoerder.</p>
<u>Werkzaam mechanisme/belangrijkste punten + voorwaarden Sociale norm</u>	<p>Leerlingen leren dat discriminatie niet acceptabel is en dat respect voor elkaar de norm is in de klas/op school.</p> <p>Een tegenhanger hiervan is gecodeerd onder de voorwaarde 'niet focussen op het probleem/fout' waarbij meestal juist geen norm wordt gesteld.</p>
<u>Werkzaam mechanisme/belangrijkste punten + voorwaarden Sociale norm Vicarious contact</u>	<p>Oftewel: vriendschappen zien in media (films, theater), boeken of verhalen. Dit is ook een manier om bekend te raken met vriendschappen tussen mensen die verschillen in afkomst.</p>
<u>Werkzaam mechanisme/belangrijkste punten + voorwaarden Sociale norm Extended contact</u>	<p>Oftewel: het goede voorbeeld zien; een vriend(in) is bevriend met iemand uit een andere groep, waar evt vooroordelen of stereotypen over bestaan. Zelf is diegene niet bevriend met de derde persoon.</p>
<u>Werkzaam mechanisme/belangrijkste punten + voorwaarden Ontmoeting/contact</u>	<p>Leerlingen ontmoeten anderen die ze normaal gesproken niet snel ontmoeten en spreken. Het gaat om het contact of zelfs vriendschap hebben met iemand uit een andere groep, dit vermindert vooroordelen bij kinderen.</p> <p>Gaat over het leren kennen van die ander.</p> <p>Alles wat onder mechanisme inleving en empathie staat dat fysiek plaatsvindt (zie 'gesprek tussen beiden'), is ook ontmoeting.</p>
<u>Werkzaam mechanisme/belangrijkste punten + voorwaarden Ontmoeting/contact Denkbeeldig contact</u>	<p>Kinderen krijgen de opdracht om zich, bijvoorbeeld aan de hand van plaatjes, een aantal minuten voor te stellen hoe het is om contact te hebben met iemand die anders is dan zij zelf.</p>
<u>Werkzaam mechanisme/belangrijkste punten + voorwaarden Samenwerken (ongeacht verschillen)</u>	<p>Leerlingen leren beter met elkaar samenwerken in de klas ongeacht verschillen (in bvb afkomst, religie).</p>

Werkzaam mechanisme/belangrijkste punten + voorwaarden\Inzicht in verschillen en overeenkomsten	Leerlingen krijgen kennis over verschillen en overeenkomsten tussen mensen. Dat zorgt er ook weer voor dat ze zich beter kunnen inleven in anderen, omdat ze erover nadenken hoe dingen voor hen (anders) zijn. Gaat om het hebben over deze verschillen en overeenkomsten en daarover uitwisselen. Dat leidt ook tot meer begrip en respect voor verschillen bvb. Soms leren leerlingen ook over elkaar (en hun verschillen en overeenkomsten). Is een van de manieren om bewustwording te stimuleren.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Inzicht in verschillen en overeenkomsten\Voorwaarden\Onderling over discussiëren	Bij dit mechanisme gaat het sowieso al over het bespreken van verschillen en overeenkomsten en dat leerlingen daarover uitwisselen. Deze voorwaarde gaat specifiek over ook echt discussiëren daarover en verschillende meningen van leerlingen.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Wij gevoel	Leerlingen krijgen meer een 'wij gevoel' en gaan ervaren dat zij veel overeenkomsten hebben. Een overstijgende groep benoemen met ruimte voor onderlinge verschillen en op die manier categoriseren en een wij-gevoel creëren. Het samen één groep vormen helpt om vooroordelen te verminderen. Naast deze gemeenschappelijke groep ook de subidentiteiten of andere groepen erkennen waartoe kinderen zich voelen behoren, maar niet categoriseren op basis van afkomst bvb.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\leren) reflecteren op zichzelf	Gaat vaak samen met mechanisme bewust(er) worden, dus door het uitzoeken bij jezelf wat er speelt, wat er nou gebeurt en waarom je iets doet. Ze leren ook over zichzelf en wie ze zijn (identiteit) en hoe ze dan weer naar anderen kijken. Gaat ook samen met mechanisme inzicht in verschillen en overeenkomsten: reflecteren op wie ze zijn en hoe dat verschilt van wie anderen zijn. Bovendien kan dit een onderwerp zijn als discriminatie niet expliciet wordt behandeld in een interventie.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Kennis discriminatie en vooroordelen	Leerlingen krijgen kennis over wat vooroordelen, stereotype beelden en discriminatie zijn, dat het laatste verboden is. Deze onderwerpen bespreken met de kinderen.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Inleving en empathie	Leerlingen leren zich inleven in mensen die 'anders' zijn dan zij zelf. Dit kan in het echt zijn (ontmoeting/contact of persoonlijke verhalen van klasgenoten) of via bvb video, verhalen, etc. Het gaat af en toe onder deze code ook gewoon over dat kinderen überhaupt 'te maken' krijgen met of horen over iemand met een andere achtergrond (en daarbij dan inleven en empathie ontwikkelen, anders is het gecodeerd onder inzicht verschillen en overeenkomsten). Dat is eigenlijk ook een voorwaarde voor inleving en empathie: het überhaupt eerst gaan bespreken (hoort ook deels bij kennis over discriminatie/vooroordelen en inzicht in verschillen/overeenkomsten) en ook dat perspectief leren kennen. Is een van de manieren om bewustwording te stimuleren.

Werkzaam mechanisme/belangrijkste punten + voorwaarden Inleving en empathie Persoonlijke verhalen van klas zelf	<p>Is een door respondenten genoemd specifieke manier van inleving en empathie (die het beste werkt). Wordt soms ook als een soort voorwaarde gezien.</p> <p>Dit heeft ook weer invloed op het bewustworden van eigen vooroordelen door die verhalen van klasgenoten te horen (waar kinderen misschien zelf een rol in hebben gespeeld).</p> <p>Gaat voor een deel ook over niet heftige, minder persoonlijke verhalen. Die gaan dan over bekenden van de kinderen, of vanuit iemand uit de meerderheidsgroep.</p>
Werkzaam mechanisme/belangrijkste punten + voorwaarden Inleving en empathie Voorwaarden Persoonlijke verhalen horen	<p>Heeft te maken met submechanisme van 'persoonlijke verhalen van klas zelf'.</p> <p>Persoonlijke verhalen en andere perspectieven horen.</p>
2b) Werkzaam mechanisme/belangrijkste punten + voorwaarden Inleving en empathie Voorwaarden Gesprek tussen beiden	<p>Kan met gastspreker, gastdocent, ander kind uit de klas, ouders, kind van andere school, etc.</p> <p>Hoeft niet op deze manier; kan ook via laten zien van verhalen (zoals transcript 2, 5) en niet in de klas door iemand horen en daarmee in gesprek gaan.</p>
2b) Werkzaam mechanisme/belangrijkste punten + voorwaarden Inleving en empathie Voorwaarden Verplaatsen in ander	<p>Alleen als dat expliciet werd benoemd, want is natuurlijk al een onderdeel van het werken met inleving en empathie.</p>
Werkzaam mechanisme/belangrijkste punten + voorwaarden Andere mechanismen	<p>Mechanismen die anders zijn dan de grootste die uit het literatuuronderzoek volgen. Deze mechanismen zitten (net) ergens anders op.</p>
Werkzaam mechanisme/belangrijkste punten + voorwaarden Andere mechanismen Kritisch (leren) nadenken	<p>Gaat voor een deel ook over meningen uit de omgeving en daar kritisch naar kijken. In transcript 10 gaat het hierbij specifiek over tegen de groepsnorm (waar niet tegen discriminatie wordt ingegaan) ingaan.</p> <p>Soms gaat het ook over zelf nadenken (of überhaupt nadenken).</p>
Werkzaam mechanisme/belangrijkste punten + voorwaarden Andere mechanismen Focus op positief gedrag	<p>Hangt heel erg samen met voorwaarde 'niet focussen op het probleem'.</p>
Werkzaam mechanisme/belangrijkste punten + voorwaarden Andere mechanismen Bewustworden van (eigen) vooroordelen	<p>Heeft geen duidelijke betekenis omdat respondenten het verschillend omschrijven.</p> <p>Gaat dus deels over eigen vooroordelen, deels algemeen over vooroordelen.</p> <ul style="list-style-type: none"> -Algemeen hangt samen met kennis over discriminatie en vooroordelen (zie transcript 15). -Eigen vooroordelen hangt samen met inleving en empathie, bewustworden van impact op iemand anders (zie transcripten 14, 15, 2, 3, 4). <p>Gaat ook om het beseffen (transcript 6, 5, 7, 1)</p> <p>Wordt ook wel eens gekoppeld aan kritisch nadenken. Meestal wordt niet explicet benoemd wat goed of fout is/wordt gedaan.</p> <p>In soort van tegenstelling wordt soms juist genoemd dat kinderen onbewust iets leren en iets bijvoorbeeld leuk vinden om te doen maar zonder dat ze het per se door hebben ook iets leren.</p>
Werkzaam mechanisme/belangrijkste punten +	Voorwaarden die gelden voor meerdere

voorraarden\Algemene voorwaarden voor mechanismen	mechanismen of in het algemeen en die dus niet horen bij één specifiek mechanisme.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Gastdocent/spreker (en ontwikkelaar)	Verschillende manieren om aandacht van kinderen beter vast te houden, ze mee te hebben. Hierbij hoort ook het op maat maken, maar dat gebeurt bijna altijd al en staat onder code 'op maat'. Het wordt als heel belangrijk gezien dat deze persoon geschikt is hiervoor. Ligt aan meerdere factoren.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Gastdocent/spreker (en ontwikkelaar)\Zelf	Hoe diegene is, kenmerken. Daarnaast is er wat diegene moet doen.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Gastdocent/spreker (en ontwikkelaar)\Inhoud\Focus op proces ipv oplossing	De code bewustwording heeft hier ook mee te maken, dat is ook een proces (en kritisch nadenken een beetje).
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Gastdocent/spreker (en ontwikkelaar)\Inhoud\Discriminatie niet (heel) expliciet/laagdrempelig	Vooral het positief inzetten van het thema, luchtiger houden, dus niet door middel van de zware onderwerpen. Dan gaat het bvb over identiteit, etc. Heeft ook te maken met de code aansluiten bij (leeftijds)groep, voor jongere kinderen wordt hier vaker voor gekozen. Als een opdracht of activiteit niet echt over discriminatie gaat omdat het als opstapje wordt gebruikt en daarna in de interventie wel wordt besproken, staat het niet hieronder gecodeerd. Aansluiten bij (leeftijds)groep.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Gastdocent/spreker (en ontwikkelaar)\Inhoud\Niet focussen op het probleem/fout	Een deel hiervan gaat over niet focussen op (goed en) fout. Heeft ook een beetje te maken met niet focussen op een oplossing maar het proces. Heeft ook te maken met codes focus op positief gedrag en positieve houding van gastdocent. En is dus juist niet een sociale norm stellen.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Gastdocent/spreker (en ontwikkelaar)\Doen\Verkeerde uitspraak, woorden, houding	Zoals stereotypen gebruiken. Gaat ook om bekend zijn met eigen blinde vlekken. Heeft voor een groot deel te maken met code 'opgeleid' (kennis en vaardigheden aangeleerd waardoor er meer kans is dat dit gebeurt).
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Docent	Dit heeft niet alleen invloed als de docent de uitvoerder van de interventie is, maar ook op hoe de interventie gaat en aankomt bij kinderen wanneer een externe gastdocent/begeleider uitvoerder is. Wat de docent heeft gecreëerd met de klas bepaalt voor een groot deel hoe de klas reageert op zo'n interventie (en een extern iemand die dat uitvoert).
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Docent\Zelf\Opgelied/getraind	Een deel van de organisaties biedt zelf ook docenttrainingen aan.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Docent\Vertrouwen van klas	Hierin zit ook voor een deel samen een veilige sfeer hebben.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Docent\Orde bewaken	Hierbij wordt soms ook de factor benoemd van het leuk gevonden worden van de gastdocent/begeleider, dat wie de orde bewaakt daar invloed op kan hebben.

Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Docent\Aanwezigheid (en evt meedoen, of helpen)	Voor een deel om te weten wat er speelt in de klas en bij zo'n interventie bovenkomt.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Docent\Verkeerde voorbeelden of uitspraken	Hier geldt hetzelfde als bij de gastdocent: Zoals stereotypen gebruiken. Gaat ook om bekend zijn met eigen blinde vlekken. Heeft voor een groot deel te maken met code 'opgeleid' (kennis en vaardigheden aangeleerd waardoor er meer kans is dat dit niet gebeurt).
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Wat docenten/kinderen aanspreekt	Welke elementen van de interventie blijken goed te werken (voor docenten of kinderen).
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Wat docenten/kinderen aanspreekt\Kinderen\Verschillende en passende werkvormen	O.a. om op ieders talenten in te spelen. Een van de werkvormen die vaak wordt genoemd is samenwerken (gecodeerd onder 'interactief maken').
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Wat docenten/kinderen aanspreekt\Kinderen\Werken in kleine groepjes	Zorgt voor veiligheid.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Wat docenten/kinderen aanspreekt\Kinderen\Leuk hebben	Draagt bij aan goede sfeer en daardoor ook veiligheid.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Wat docenten/kinderen aanspreekt\Docenten\Behapbaar voor docent om uit te voeren	Eigenlijk zo makkelijk mogelijk en bijna voorgekauwd.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Kinderen\Hebben belangstelling en motivatie	Voor een deel te bereiken door het leuk te maken voor ze. De indeling van groepjes (van tevoren door de docent) heeft hier ook invloed op, zie code onder voorwaarden uitvoering.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Overig	Hierbij bijvoorbeeld ook voorwaarden die gelden voor zowel docent (of hele school) als gastdocent, en daarom niet onder één van die hoofdcodes pasten.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Overig\Structurele aanpak, niet eenmalig	Als er echt explicet door de respondent is benoemd dat een eenmalige les/workshop/training eigenlijk niet of veel minder goed werkt dan een structurele aanpak daarin. Wat hier wel mee te maken heeft, maar nu niet zo bij voorwaarden hoort, zijn antwoorden over borging, ideale situatie en nodige verandering. Daarin komt ook het structurele terug, maar wordt niet zó explicet genoemd dat dat een voorwaarde is of veel beter werkt.
Werkzaam mechanisme/belangrijkste punten + voorwaarden\Algemene voorwaarden voor mechanismen\Overig\Thema wordt erkend op school	Wanneer dit echt wordt geformuleerd als voorwaarde, anders hoort het bvb bij codes borging van interventie of behoeften en oplossingen. Hangt samen met (leidt tot) veilige omgeving.