



Erasmus+, KA3: Initiatives for policy innovation –
Social inclusion through education, training and youth
Project number: 580228-EPP-1-2016-1-SI-EPPKA3-IPI-SOC-IN
3-year project: 31 December 2016–31 December 2019
Project countries: Slovenia, Germany, Spain, Italy, FYR of Macedonia, Turkey

WP 2 Initial Study

WP 2-2 Compilation of National Reports (*Working document*)

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Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

<https://romigsc.eu>



Co-funded by the
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1. Introduction: General Aspects and Methodology (Alexander Krauß, Nada Trunk, Anica Novac)

The project RoMigSc aims to contribute to the general objective of the Call (EACEA/05/2016 in the framework of KeyAction >Support for Policy Reform< of the Erasmus+ programme to foster the inclusion of disadvantaged learners, including persons with a migrant background, while preventing and combating discriminatory practices as well as to the specific Objective to create inclusive and democratic learning environments, encourage youth participation in social and civic life and developing inclusion and outreach practices to reach young people.

The aim of this specific project is to foster better integration of Roma and migrant children in education through various activities that will be held in partner countries: a.) Training for teachers, E-platform on intercultural topics, a series of guided learning opportunities for teachers, children, their parents, volunteers, all other citizens as well as training for volunteers who will work with Roma and migrant children will be organised to equip volunteers with unique skills and competencies for work. Young volunteers will conduct volunteering activities for Roma children and migrants to better include them in school and local communities. National seminars for different stakeholders will be organised (policymakers, directors of schools, academics/ researchers and the public authority and a international conference will be organised in order to disseminate project results at larger scale. (RoMigSc Application).

General aspects, which have been considered by the partners from Slovenia, the Former Yugoslav Republic of Macedonia, Italy, Turkey, Germany and Spain, while preparing the project, were the situation of migrant, particularly refugee children, the situation of the children of the Roma in Europe and volunteerism as a main contribution of the civil society to mitigate some problematic phenomena in this context.

The application to the project summarises the facts and ideas which motivated the partners of RoMigSc to promote innovation and development in the field: “There is clear and consistent evidence that many children of migrants have lower levels of educational attainment than their peers. The PIRLS survey on literacy shows migrant children scoring less well than their non-migrant peers by the end of primary school. The OECD PISA survey on standard academic skills of 15-year-olds confirms that migrant children in this age group tend to perform less well systematically than host countries’ children across each of the tested subject areas, science, and mathematics and, most strikingly, reading. Migrant children are more likely to drop out than

host country children. The latter is especially the case for children from third country nations: they have some critical, and specific, education needs that are not currently met through mainstream education policy. According to ETM, the share of early school leaving among foreign-born learners in the EU is nearly twice as high as among the total population (in the EU was 12.7%, while the equivalent rate for third-country nationals was 26.5%).

United Nations records show that more than half of all Syrian refugees are under the age of 18. Such a large share of children and youth is an important opportunity: if host countries ensure quick access to quality education and training opportunities, they can equip this young, but disadvantaged, generation of refugees with the tools to succeed — either in their host country or, in the case of return, eventually back in their home country. Education is also a key vehicle to transmit host country values and provide orientation on civic life. It is evident: Education and training will be central to successful integration efforts.

Migrant children often don't have possibilities to present their culture (discrimination against existence of their culture), due to multiculturalism, there is also need to change the curricula in primary/secondary school, in order to avoid stereotypes and monoculture orientations (for example not only presenting European artists, writers, etc., but also those from third countries). The problem of access in non-compulsory education for undocumented children: while participation in compulsory education is often possible for undocumented children, the fact that the legislation is unclear commonly results in administrative barriers, limitations in taking official examinations and receiving certification, and exclusion from non-compulsory education.” (Application RoMigSc, p. 49)

Main issues of Roma include: “On average, only one in two Roma children attend pre-school or kindergarten; only 42% of Roma children complete primary school in some EU Member States. Participation in education drops considerably after compulsory school with only 15% of young Roma adults completing upper-secondary education, on average.” Further problems identified as a starting point of the analysis of potential points of intervention are: school segregation of Roma children in special needs schools, often weak involvement of parents in school. Some examples of good practices to intervene in the problematic situation were identified by the project partners as potential practices which can be upscaled, as Roma school assistants (mainly of Roma origin) which can be an important bridge between Roma communities and schools.

Local and national experiences of partners indicate that volunteering can be an important part of solutions to the problems described. Partner experienced several aspects of positive outcomes of volunteering activities as helping Roma and migrants to integrate better into society, promoting the feeling of not being alone in challenging moments. In recent years a lot of attention has been paid to volunteering as a driver for social inclusion of youth.

Volunteering can complement formal education by teaching young people practical skills that enhance their employability. Voluntary activities are recognised as rich learning experiences

enabling the development of social skills and competencies. Volunteering can also improve the career prospects and progression of young people by enhancing their job-related skills — from cross-cultural communication and conflict resolution to evaluation and management, problem-solving and leadership skills.

Volunteering is, however, far from having fulfilled its potential. According to the 2007 Eurobarometer, 16% of people aged between 15 and 30 declare to be regularly or occasionally engaged in voluntary activities and only 2% report that they participate regularly in voluntary or community work, while three out of four young people consider volunteering as an incentive for their greater participation in society. The problem for the relatively low turnout of young people in volunteering activities is also that, in most cases, young volunteers do not receive any certificate of their work and the skills acquired through voluntary activities are not enough recognised for their value as an important form of non-formal learning.

Aim of the Initial Study

As the preparation of the project revealed, next to basic insights on the issues and knowledge of national or local good practices of intervention, a general lack of knowledge about the details of the situation of migrants in European countries, of the Roma minority and of the multitude of practices of intervention is prevalent among researchers as well as practitioners in the field. Therefore a collection of relevant insights from national literature in the partner countries, currently mostly only available in the national languages, as well as a analysis and presentation of good practices in each countries can substantially add to the quality of validation of the good practices to be transferred in the project as well as to the quality of the synthesized model of intervention. By analysing commonalities and particularities of each national experience policy recommendations on local, national and European level can be developed.

Therefore the partners worked to analyse the details of the situation in their countries from the perspective of common research questions in order to identify a state of the art methodological approach for the identification of risk factors and corresponding promising points of intervention to foster a successful integration of Roma and migrant children.

The activity will reviewed the current state of the art from a European perspective as well as the insights from the national literature in the partner countries, which is not currently accessible to an international audience, due to language barriers as well as a limited circulation of regional and national guidelines and research papers.

The activity, whose results are presented in this compiöation of national research reports and in a more analytical report, synthesized partners' research of good national practices, which are documented for the first time for an international audience.

As some of the problems, as well as solutions, are suitable for generalisation and international transfer, while others are very specific to the particular situation (as traditions, composition of

the target group, institutional and statutory setting) the report will discuss the transferability of good practices on the basis of a good documentation of these practices.

Methodology of Research

All partners implemented the national research on the basis of common research guidelines, which have been proposed by the activity leader ISOB GmbH (Regensburg, Germany) and which have been reviewed by all partners in the context of a common international workshop, which also allowed partners to get in touch with good practices examples on the application of risk factors identification as well as intervention measures.

The research interest included identifying risk factors of discrimination, exclusion and sub-standard performance and identification of potentially transferable good practice. Also the transferability of good practices which are to be scaled up and disseminated by RoMigSc from the perspective of each partner country should be discussed.

Based on preliminary guiding questions, each partner presented an overview of the national situation to the partners on the occasion of the common learning experience in March 2017. The final version of research guidelines has been elaborated and adopted in April 2017. Partners studied the national literature (published and grey literature, web resources) in the period between January and August 2017. The length of this study period was necessitated by the second part of research, interviews with key informants and national focus groups, which included at least 5 experts from academia and practice in each country. Dependent on availability of informants and experts the focus groups and interviews were implemented from May to September 2017. In many cases aspects mentioned during these conversations were used to validate and supplement the mostly well developed drafts of national reports which have been available to partners since end of April 2017 for discussion and review, into their final form. The reports represent the state of developments until mid 2017, therefore.

The results from this national report are compiled in the part 1 of the initial study “Compilation of National Reports” which is at hand.

Each national report is introduced by a summary of key lessons learned from literature and main findings from key informant interviews and national focus groups, as well as a list of good practices discussed in the respective report. Also a brief discussion of the two main practices transferred in face of the findings of the national report introduces the documentation of the report itself.

Part two of the initial study will discuss the results of the national research in a comparative perspective, identifying commonalities and particularities, discuss conclusions for the



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products which are to be developed in the project and lay out a preliminary hypothesis on a model of intervention.



2. National Reports

2.1. Slovenia

Summary

Key lessons learned from literature

- Relative low quantity of migration from other countries than ex-Yugoslavia (in 2017 around 100 children applicants for international protection and children granted international protection)
- Heterogeneous situation of the Roma minority. In some areas less than 10% of students reach secondary education. Other areas very good level of integration
- Helpful strategy for Roma integration, incl. profile of Roma assistants, Roma textbooks, seminars for teachers and network for exchange of experiences
- Acknowledgement of >multicultural society< as a fact and a principle of policy in regulations on education
- Language problems and low social status of parents main problems of migrant and Roma integration in schools
- Successful integration in education through integration and improvement of social situation of parents, outreach to and work with parents as key success factor
- Schools develop multiple innovative and flexible solutions and build networks
- Support not sufficiently systematised and defined
- No systematic integration of multiculturalism in curricula
- Expansion of language learning offers needed, particularly in secondary school
- Limited integration of innovative project results and international experiences in regular policy
- Incompleteness of criteria for the assessment of migrant students
- Profile of teacher of Slovenian as a second language not yet defined
- Volunteers must be trained for working in multicultural environments
- Good organisation, coordination and appreciation of volunteering needed
- Successful volunteering activities within the Roma communities

Key findings of Key Informant Interviewing and Focus Group

Policy recommendations include:

Migrants:

- More contact of policy makers with reality in schools
- First year of migrants in schools should be dedicated exclusively to learning Slovene and socialising
- Need for higher volume of language lessons overall
- Expansion of staff/ One additional teacher should be employed for them only



- Not relying exclusively on NGO for extra activities
- Common guidelines for integration of migrants needed

Roma:

- Emphasis on good socialising of Roma children in school
- Better inter-ministerial coordination in integration of Roma
- More financial resources for all needs of Roma students
- More work with parents at national level
- A systematic work position for the Roma assistant
- Possibility of employment of parents of Roma pupils

Good Practices

The report discusses the good practices:

Migrants:

- Integration of children under international protection
- Project >inter-culturalism as a new form of co-existence<
- Innovative school experience »Livada primary school«
- Primary school >Martian Konska<: 7 hrs/week Slovenian language

Roma:

- Kindergarten Puzsca
- Meetings of primary school children for preservation of Romanesc culture
- Roma Assistants

Volunteerism:

- University Primorska
- Assistants for the development of voluntary work Novo Mesto
- Association >Mosaik< work with heterogeneous groups with students of social work
- Slovenian Red Cross
- Home of Fruits of Society Group: Roma self organisation
- Romani Union: heritage, representation, training

Discussion of Good Practices Transferred in RoMigSc in Face of the National Situation

The good practices transferred within the project are taken from Slovenia and are therefore adapted to the situation. They will be enriched and validated by the international experiences.

National Report

INITIAL STUDY FOR SLOVENIA - desk research report

Authors:

- IRŠIK: mag. Anica Novak Trunk, Jožek Horvat Sandreli –Muc, Petra Tkalec Ferencak, dr. Andrej Koren
- ISSBS: dr. Nada Trunk Širca, dr. Valerij Dermol

Institutions:

- Institute for romological studies, education, and culture (IRŠIK), Murska Sobota, Slovenia
- International School for Social and Business Studies (ISSBS), Celje –Slovenia

Migrant

What is the general situation of migrant children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

The main share of migrants is coming from the Former Yugoslavia. Every year in Slovenia come around 14 - 15 thousand of people, including about a thousand of children without the knowledge of the Slovenian language, that are included in the Slovenian education system. The legislation provides them to study under the same conditions as Slovenian children.

SYSTEMIC REGULATION OF THE EDUCATION OF IMMIGRANT CHILDREN (*MIZŠ 2017, ZRSŠ 2012*):

- kindergarten

The guidelines for integrating children of immigrants to kindergartens and schools (ZRSŠ, 2012, p. 3) are committed to the implementation of the principle of "an inclusive approach to the implementation of the rights of immigrant children to education in order to effectively integrate and form an intercultural society". But additional hours for teaching Slovene are not foreseen for kindergarten children.

- primary school

For migrant children is set a two-year transitional period with an individual curriculum and additional professional help to learn the Slovenian language.

- Migrant children are eligible to receive hours of additional study assistance for learning Slovene (DSP) in the first year as well as the second year of schooling.
- In 2008, the Rules on the Assessment of Knowledge and the Advancement of Primary School Students included a provision that allowed the possibility of adjusting the assessment for immigrant pupils. For pupils who are foreign citizens or persons without citizenship who reside in the Republic of Slovenia, the methods and deadlines for assessing knowledge,



number of grades and other methods can be agreed with parents. Adjustments for assessing knowledge can be of maximum two school years.

- secondary school

The secondary school is obliged to organize a Slovene language course for pupils who, due to un-knowledge or lack of knowledge of the Slovene language, need and want assistance, taking into account the teacher's professional assessments of the level of their knowledge and understanding of the Slovenian language.

Criteria for forming groups: the number of students enrolled and the expert's assessment of the level of their knowledge and understanding of the Slovenian language:

- Up to 6 students, regardless of their language skills: mixed group - intensive 35 hours course
- 7 to 12 students, regardless of their language skills: mixed group - 70 hours course,
- Up to 16 students with the same (pre) knowledge of the language: homogeneous group - 70 hours course.

For pupils, the school organizes a course only for the first two years of their education in the Republic of Slovenia.

CHILDREN APPLICANTS FOR INTERNATIONAL PROTECTION AND CHILDREN WITH INTERNATIONAL PROTECTION INTO THE EDUCATIONAL SYSTEM:

Migrant children are coming from areas affected by war, conflicts and deprivation, from regions where they speak and write differently, some of them have not attended the school regularly; many are arriving without documents and many without parents.

In Slovenia, the Ministry of Education recommends a two-stage model of integration of Children applicants for international protection and children with international protection into the educational system. Recommended model relays on the results of the projects "*Inclusion of children of migrants in education 2008-2011*" and "*Inter-culturalism as a new form of co-existence 2013-2015*" co-financed by the European Social Fund.

Before the school year begins, migrants shall attend 20 hours of introductory hours (*Slo. uvajalnice*), mainly focused on learning Slovenian language and getting familiar with the new school environment. In the period of two school years, migrants are included in the individual programme with additional hours of Slovenian language (up to 120 hours) – *nadaljevalnice* (MIZŠ, 2016).

Data on children applicants for international protection and children granted international protection, 3. 2. 2017, Ministry of Interior:

- 46 children are enrolled in Elementary Schools



- 1 adult applicant for international protection is enrolled in High School (Media and Graphic High School, Ljubljana - Srednja medijska in grafična šola)
- 17 unaccompanied minors (between age 15- 18) are enrolled in Literacy programme by People' University Postojna, People' University Nova Gorica, People' University Cene Štupar Ljubljana
- 15 minors (15-18) and adults (over 18) are enrolled in Elementary School for Adults
- 19 children granted international protection are enrolled in pre-school programmes.

HOURS OF ADDITIONAL STUDY ASSISTANCE:

The numbers of hours of additional study assistance and beneficiaries is increasing as shown in the table:

PRIMARY SCHOOL			
Study year	Hours of additional study assistance: 1 st year	Hours of additional study assistance: 2 nd year	No of children
2010/11	11.795	4.315	1344
2015/16	12.722	6.800	2330
SECONDARY SCHOOL			
Study year	No. of realised hours		No of students
2015/16	6900		1121

(RtvSlo, 2017)

Which phenomena are discussed as problematic about primary and secondary school attendance of migrant children? Eg high drop out rate, underperformance vs. the general population, social exclusion, poor cooperation with parents and communities, etc.

Main phenomena discussed as problematic, and which contribute to the risks for un-success:

- bad command of the language that the child has not yet mastered
- low socio economic status of family, including unappropriated material conditions
- the difficulties of integration of the parents into new country (the case of Kosovo families, who mainly live in ghettos and parents are not included into society in the way as parents from other ex-Yugoslavian countries).
- underperformance: half of the children whose mothers have low education and were born abroad do not have mathematic skills, for which it is estimated that present the pre-condition for success in our developed society (Migrant integration policy Index 2015), PISA results from 2012 show that on the tests of readings, migrant children in Slovenia have approx. for 48 points lower results, comparing them with the children of non-migrant background, 44% of migrant children fall under the de-privileged (OECD, 2012).

In general, it is characteristic that it is easier to integrate the younger children and those with no learning difficulties. Problems are with those who are included later (last years of school) and have had learning difficulties in their home country.

Please give a brief overview of the general education system relevant for migrant children.

The integration of migrants in education is defined by I.) The Strategy for the inclusion of migrant children and students in the education system in the Republic of Slovenia (MŠŠ 2007) / *Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v Republiki Sloveniji* and II.) Guidelines for inclusion of migrant children in kindergartens and schools (ZRSŠ 2012) / *Smernice za vključevanje otrok priseljencev v vrtce in šole*.

Under the terms of school legislation, children of foreign nationals residing in the Republic of Slovenia, have the right to join a primary school under the same conditions as the children of Slovenian citizens. They also have the right to join secondary school. Citizens of other EU Member States, Slovenians without Slovenian citizenship and refugees can be trained under the same conditions as Slovenian citizens, other foreign nationals on a reciprocal basis -on the basis of international treaties Ministry of Education determines the number of places for these students (MŠŠ 2007).

In the Guidelines for inclusion of migrant children in kindergartens and schools is stated that education and care are important factors for successful implementation of the integration of migrant children; education and care most effectively contribute to ensuring equal opportunities for successful personal development, participation in work and social life of all persons, regardless on origin, gender, beliefs and other characteristics. It is very important that the integration process is carefully planned and that children can integrate, which can eliminate learning difficulties due to unfamiliarity with the language of host county, differences between the cultures of families and a new environment, differences in school systems and educational programs between the migrants home country and Slovenia (ZRSŠ 2012).

For specifics regarding integration of migrant children in education (Migrant children in general; as well as Children applicants for international protection and children with international protection) see the item 1 (answers on question 1).

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc. of migrant children?



Training in a language that the child has not yet mastered is the factor that increases the risk for academic un-success; due to the lack of knowledge of the language, children/students have more problems to integrate into broader social environment.

The communication between the migrant parents and teachers is often difficult due to parents' bad command of Slovenian language.

The process of integration of migrant children into society is definitely more difficult for children from the families with lower socio-economic status and for unaccompanied children. In many cases status of migrant parents is very low as they need to satisfy with lower salaries. The difficulties of integration of other family members into new country (parents, brothers ,etc) is also risk factor for un-success of migrant children.

One of the obstacles for integration into Slovenian education system is difference between education system of children's home country and of the host country. Already small differences in education systems can make difficult to children in integration into new school environment. Strategy (2007) also emphasis that low attention is paid on preservation of migrant language and culture.

Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes and monoculture orientations (for example not only presenting European artists, writers, etc., but also those from third countries), (b) trainings/contents for teachers for work in multicultural environment (whether as topics/courses within curricula of study programme for teachers, or as additional trainings/seminars for teachers who work in multicultural classes)?

a.) Low interest among school workers for getting to know the basic elements of language and culture of migrant children can have negative impact on self-esteem of children and for their motivation to learn (Medvešek in Bešter, 2010). Strategy (2007) also emphasis that low attention is paid on preservation of migrant language and culture.

b.) Support for migrant children in Slovenian schools is not yet systematized nor precisely defined. Due to lack of system support some schools that are often faced with the problem of integration of immigrant pupils began to introduce their own informal solutions or best practices from abroad. Upon detection of the lack of sensible and qualified teachers, has arisen the need for improving the cultural competences of workers in education.

It was estimated that Slovenian teachers have lack of necessary knowledge and experience in the field of intercultural education - the latter is the result of a lack of trainings for developing competencies to successfully manage a multicultural dynamics in the classroom (Toplak and



Vah Jevšnik 2010). In order to contribute to the development of the values of inter-culturalism and to improve the professional skills of leadership and teachers in schools for the successful integration of migrant children from other linguistic and cultural backgrounds in the Slovenian education system, **numbers of projects were launched from 2013 on.**

In the period from 2013 to 2015 was implemented the project *Razvijamo medkulturnost kot novo obliko sobivanja* / Inter-culturalism as a new form of coexistence. The consortium involved 13 primary schools and ISA institute. The network involved 62 schools (primary and secondary) altogether (ISA 2015).

In the year 2016/17, 2 big projects began, which aim at enhancing teachers competencies:

1.) Project *Izzivi medkulturnega sobivanja –Za medkulturno sobivanje* / Challenges of Intercultural Coexistence 2016-2021 (is continuation of the project *Razvijamo medkulturnost kot novo obliko sobivanja* / Inter-culturalism as a new form of coexistence)

The consortium involves 15 primary and secondary schools and ISA institute.

2.) Project ESS and MIZŠ *Le z drugimi smo* / Only (with) others are we (2016- 2021) -different seminars on inter-culturalism will be organised in all Slovenian regions.

However, contents on inter-culturalism have not been so far systematically involved in study programmes for teachers and there is need for improvements also in this area.

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems (of migrant children) described. Which are the targets of policy and which measures are implemented?

National, regional and local policies to mitigate the problems:

- The Strategy for the inclusion of migrant children and students in the education system in the Republic of Slovenia (2007)
- Guidelines for inclusion of migrant children in kindergartens and schools (2012)
- 2 year transitional period for migrant children: during two school years, migrants are included in the individual programme with additional hours of Slovenian language (up to 120 hours)
- different projects are being implemented to improve the professional skills of leadership and teachers in schools for the successful integration of migrant children, which have already been mentioned under the item 5)

Schools need to consider legislation framework, but at the same time it is important that they are trying to find innovative solutions by themselves. Very important are experiences of schools, that often first detect a specific problem, uncertainty or dilemma /eg. on national examinations cannot go someone who came to Slovenia half a year ago and cannot even read the text -the Ministry reacted here fast enough and found a solution in the rules on checking and assessing knowledge and policy on national examinations: migrant children from other

countries whose mother language is not Slovene and are included for the first time in elementary school in the Republic of Slovenia in class 6 and class 9, perform this national examination on a voluntary basis.

Even bigger challenge is integration of minors older than 15 years. Namely they are attending elementary school for adults, where there is no literacy programme. In addition, a lot of young adults do not have documents that could confirm their knowledge, education obtained, in some cases also their age. Ministry of Education, Science and Sports is preparing a solution also for this group of migrants, namely the Slovenian language learning program before entering elementary school for adults and protocol for the involvement of young people in secondary education (RadioPrvi 2016).

Which are the targets of policy and which measures are implemented?

Main targets and challenges of the schools:

- the children (applicant for international protection & children with international protection) shall have opportunity to learn Slovenian language before being included in regular classes
- more hours of Slovenian language is needed (example Kosovo children, whose language is completely different from Slovenian, receive only 20 hours of Slovenian language)

Main targets and challenges of the Ministry:

New and old legislation foresees inclusion of migrants in primary schools. But the challenge is inclusion of children/pupils into the secondary schools – the problem is when children/pupils come, have no certificates and want to be included into the secondary school – Slovenian legislation does not foresees such inclusion. In this respect new rules are being prepared for examination if children/pupils without certificates have completed primary and secondary school.

The main reasons why the ministry decided for measures/ new actions:

- due to warnings/alerts of different NGOs,
- based on the results of different ESS projects (example implemented projects showed, that there is a need for more hours of Slovenian language),
- Ministry is following what is the practice of other countries in this area.

What are, according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies.

Strengths:

- support for better integration of migrant children in education through various projects



- in general good response of Ministry of Education, Science and Sports on different dilemmas detected by schools in relation to migrants

Weaknesses and opportunities:

A lot of funds are given for different researches – but the problem is the final phase: when the improvements are expected to be realised- implemented.

Schools receive certain challenges and problems already before they are detected by the Ministry -Very important are therefore experience of schools that often first detect a specific problem, uncertainty or dilemma. And then schools find a solution, and at the same time they organize intercultural events, workshops, creative family workshops, and workshops for parents on learning Slovenian.

Before showing examples of good practice and before ministries give specific instructions, or change the law, it may take a year, two or three (RadioPrvi. 2016).

Support for migrant students in Slovenian schools is not yet systematized nor precisely defined, eg:

- incompleteness of criteria for assessment of migrants; systemic regulation in this area is unclear, as it is not clearly defined what kinds of helps should migrant children receive, what kind of adjustments at the level of the programme and of assessment should be ensured and how long should it take, to allow migrant children adapt to Slovenian education system and environment (eg children can learn Slovenian language - to communicate, in two years, but for the good command of the language it takes more time - seven years, which should also be taken into account)
- the profile of the teacher of Slovenian language as second foreign language is not defined, what was stressed as problematic also in the Strategy 2007; which means that in many cases this person is not teacher of Slovenian language, and not specially trained to teach Slovenian as a second language; trainings through which teachers could get needed methodological-didactical knowledge from the area are not systemised.

What are the main proposals of relevant groups to change these policies?

- more hours of Slovenian language are needed
- setting the rules for integration of pupils without certificates into the secondary schools

Different measurements for vulnerable groups are being prepared in 2016/17 by the Ministry:

- Preparation of the recommendations and establishment of the special webpage on the integration of the migrant children, pupils and students into school system, for school leaders, teachers, parents, and interested public
http://www.mizs.gov.si/si/vkljucevanje_priseljencev_v_sistem_vzgoje_in_izobrazevanja/);



- Development of the program on basic language competences for youth, asylum seekers and minors with the international protection (aged 15-18), aiming at preparing them to follow the program of basic school education for adults;
- Preparation of the protocol on the integration of minors asylum seekers with and without certified education documentation into Slovenian upper secondary education (unaccompanied and accompanied minors). Protocol includes a basic language competence program (for all) as well as a test for the assessment of the completed educational level (for all);
- Recommendation of sources for teaching and learning of Slovenian language as a second language published on the web: <http://www.zrss.si/objava/vkljucevanje-otrok-beguncev>;
- A new project “The empowerment of social and citizenship competences of the professional staff in education.” This project will result 1) in a professional training program focusing on the empowerment of teachers for working with children, pupils and students migrants (and special vulnerable groups) as well as working with majority-culture children; 2) program for pre-school children, pupils and students in primary, lower - secondary and upper-secondary schools, prepared by experts with a recommendation on number of hours needed for learning Slovenian as a second language;
- An Advisory Body of the Minister on the integration of migrant children, pupils and students into Slovenian school system has been composed of experienced school head masters, the competent state secretary and experts from the Ministry of Education, Science and Sport, academia and relevant national institutes.

Please describe up to five relevant good or (based on any evidence, competition or other relative evaluation of their merit) “best” practices to intervene in the problematic situation. Please discuss in general the range of practices which are regarded as “good” in your country (being particularly innovative, effective or generally accepted). Describe four good practices of policies/practices to integrate migrant children) in detail (about ½ page each). (Remark: we will ask you to put these in a more systematic grid later on, but in this exploratory phase free format reporting is more appropriate)

Good Slovenian practice in integration of Migrants:

1. Approach of integration of Children applicants for international protection and children with international protection in education:

Before the school year begins, it is recommended that migrants attend 20 hours of introductory hours (*Slo. uvajalnice*), mainly focused on learning Slovenian language and getting familiar with the new school environment. During two school years (2 year transition period), migrants are included in the individual programme with additional hours of Slovenian language (up to 120 hours) – *nadaljevalnice* (MIZŠ, 2016).

2. Projects for ensuring better integration of migrant children in education

Two-year project (2013-2015, ISA institute 2015) " **Inter-culturalism as a new form of coexistence**", included in the network more than 60 schools and trained 13 multipliers, that carried out direct educational activities with the migrant children. Professional training for professionals - the multipliers took place in four modules of 64 hours in total.

1. module: "Preparing school environment for the reception and integration of migrant children"
2. module: "Native language and paths for learning Slovenian"
3. module: "Intercultural dialogue and acceptance of diversity for successful integration into life"
4. module: "We learn from each other - together we succeed"

Within the project, the schools developed a set of best practices. Here are some of them: 1) The use of interactive teaching materials in a multicultural classroom, 2) help among peers, tutoring and volunteering, 3) Involvement of migrant children in extracurricular activities and conducting workshops Intercultural Dialogue 4) Workshops for Parents and Children - "strengthening the families".

In 2016/17, 2 new projects are being implemented:

- Project Izzivi medkulturnega sobivanja –Za medkulturno sobivanje / Challenges of Intercultural Coexistence 2016-2021.
The project foresees: additional hours of Slovenian language for migrant children of 4 years and more; 3-year transition period in primary school; as regards secondary school they foresee 120 hours of Slovenian language outside classes (2 months) . The programme will be tested in 2017/18 and then submitted to ministry as recommended model.
- Project ESS and MIZŠ Le z drugimi smo / Only (with) others are we (2016- 2021). Aim of the project is to train 10.000 pedagogic workers; to raise the awareness among pedagogic workers on importance of intercultural competencies for work in multicultural classes

3. School initiatives

One outstanding example is the Livada primary school, which organized the extended *pripravljalnico*/preparatory hours for migrant children - which is the hours of Slovene as a second language to children from non-Slovene linguistic backgrounds. Extended introductory hours were organized by teacher (Ksenja Žižek) in the middle of the school year, when the need for such work showed. Remaining collective of teachers (teachers of Slovenian) has taken over a big part of her tasks, so that she was able to prepare a programme of language preparatory hours, which is now an established practice in Livada. Every day from 7.30 to 9.30 teachers run three courses of Slovene for migrant children.

Another good practice is the practice of Youth centre Cerklje in Gorenjska, which meets every month with representatives of cultural associations, to identify what and how to assist migrant children.

There is also an example of Maribor primary school - OŠ Martina Konšaka. School did not have enough hours for Slovenian language and in 2016/17 they found their own solution: they organized 7 hours of Slovenian language for migrant/week, what in turn showed as very good practice.

We find in Slovenian schools a lot of ideas and examples of good practice, but it is important that a burden of the integration of migrant children into our society does not fall only on the shoulders of schools. It is not enough if only schools are involved – schools need to operate hand in hand with the local community, other public and non-governmental organizations, industry, and politics.

Roma

What is the general situation of Roma children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

According to the estimates of various institutions (social work centres, administrative units, non-governmental organisations), approximately 7,000 to 12,000 Roma live in Slovenia. They live quite close together in the Prekmurje, Dolenjska, Bela krajina and Posavje regions, as well as in large cities like Maribor, Velenje, Ljubljana, Celje, Jesenice, Radovljica (the Sinti families live mainly in Jesenice and Radovljica) (Government of the Republic of Slovenia office for National Minorities, 2017).

Roma people primarily live in one of 130 settlements in the country, one-third of which are illegal by virtue of being located on private or municipal land.

There are big differences between regions in Slovenia, especially from Roma communities' economical / social point of view. Differences could also be found in literacy of parents, understanding educational (and other) institutions, perception of other Roma issues as well as mutual understanding within local communities. In Prekmurje region the situation is in all aspects better of than in the southeaster part of the country. In Prekmurje a large part of Roma children attend kindergarten and receive pre-school education. Almost all Roma children successfully finish primary school education, and are continuing their education on secondary schools. Later on, some also finish faculties; among them are also some who have successfully finished post-graduate studies.

Unfortunately, in the south eastern part of country the situation is different. Many Roma live in illegal settlements, which are consequently without access to water, electricity and other communal benefits. Hygienic conditions are bad, consequently resulting in health issues in some specific areas. Residents are mostly without education and are unemployed.

All this is reflected negatively in raising up and educating the children. Education and learning in general are often not represented as values. Children are not attending school regularly. Of those who are attending school, usually a lower level of knowledge is expected from them. Due



to the circumstances which surrounds them, different culture and language, Roma children have difficulties with social integration. They are often stigmatized and mocked.

Estimated number of Roma Children in Elementary Schools 2016/17

Region	1. class		2. class		3. class		4. class		5. class		6. class		7. class		8. class		9. class		Total	
	All pupils	Rom.	All pupils	Rom.	All pupils	Rom.	All pupils	Rom.	All pupils	Rom.	All pupils	Rom.	All pupils	Rom.	All pupils	Rom.	All pupils	Rom.	All pupils	Rom.
Gorenjska	2.335	2	2.272	1	2.211		2.144	1	2.080	1	1.989		1.970		1.762	2	1.832	1	18.595	8
Gorška	1.267		1.232		1.208		1.144		981		1.034	1	983		931		965		9.745	1
Jugovzhodna Slovenija	1.736	141	1.477	130	1.583	111	1.480	115	1.405	109	1.307	93	1.234	64	1.224	36	1.187	24	12.633	824
Koroška	886		738		748		662		637		697		647		607		606		5.918	0
Notranjsko-Kraška	567		544	2	585		515		485		483		459		441		410		4.479	2
Obalno-Kraška	1.149		1.118		1.166		1.029		892		901		899		842		812		8.898	0
Ostrednjeslovenska	6.420	31	6.295	19	6.224	24	5.779	29	5.531	24	5.057	19	4.924	17	4.707	8	4.682	18	49.619	189
Podravska	3.102	60	3.018	50	2.964	45	2.749	36	2.750	58	2.683	37	2.561	34	2.558	46	2.642	39	25.025	405
Pomurska	1.038	47	1.065	42	1.043	46	977	43	927	46	941	60	968	32	990	41	899	29	8.838	376
Savinjska	2.739	1	2.701		2.804	4	2.530	1	2.424	3	2.426	1	2.338	1	2.276		2.288	2	22.526	14
Spodnjeslovenska	744	24	668	25	733	23	612	17	663	16	587	12	599	5	575	5	626	2	5.896	129
Zasavska	379		413		381	1	396	1	341		332	3	324		318		303	1	3.187	6
Total	22.152	306	21.541	269	21.658	254	20.807	244	19.116	257	18.337	216	17.896	153	17.229	139	17.251	116	175.179	1.954

It's impossible to get exact official number of Roma Children in Kindergartens and High Schools as: is not allowed to keep the records on children based on ethnical groups, in addition, a lot of Roma children are de-facto integrated (east-north part of Slovenia).

Which phenomena are discussed as problematic about primary and secondary school attendance of Roma children? Eg high drop out rate, underperformance vs. the general population, social exclusion, poor cooperation with parents and communities, etc.

- Poor cooperation between a teacher and the Roma student, especially when Roma parents do not take part in the education process of their child or when the teacher is unable to cooperate and communicate with them.
- Absence from classes and school: represents a major problem in the education of children. Students are leaving classes earlier; extremely problematic are several days absences from school, which is negatively reflected in learning process. In some cases also the Centre for social work needs to intervene.
- The dropout rate is highest in the transition from lower level of primary school to higher level of primary school. The same problem is encountered in a third triad of the primary school. Also the transition between primary and secondary school is very difficult.

Bases on data from previous years it is evident that progression from class to class in second triad (fourth, fifth, sixth grade) is improved (in first Triade it is not possible that pupil repeats the class without parents consensus). But the most of the problems occur in last triad, at the end of elementary school. Dropout rate by Roma pupils in last three classes of elementary school is tremendous. Their non-roma peers all finish the school in nine years with almost no exceptions. In last year, like in the previous years, only one third of Roma pupils reached last class of elementary school. And this data is corresponding for complete Slovenian region, including relatively successful Roma pupils in Prekmurje, which are starting to be almost on the same

level as their non-roma peers when it comes to successfully advancing to next grades. This means that data for some other regions like Dolenjska and Bela Krajina are even worse. Only every tenth Roma pupil finishes elementary school - every eleventh finishes elementary school for children with special needs (Petrovčič, 2016).

- Underperformance in comparison with non-Roma children.
- Poor concentration.
- Lack of motivation; undervalued due to the importance of education and lack of understanding (language barrier) material.

Please give a brief overview of the general education system relevant for the Roma Children.

Preschool education:

By integration of Roma children in kindergartens a different life circumstances and situation of the Roma community should be considered. Those circumstances affect possibility of children involvement in kindergartens. The possibility of children involvement in kindergartens is also affected by education and general awareness of their parents.

In some parts of Prekmurje region, the possibilities for inclusion of children in kindergartens are much higher than in other Slovenian regions. In Prekmurje region is also greater the percentage of children enrolled in integrated classes, also in Roma settlement Pušča where a kindergarten exists already since 1961. Pušča kindergarten has mixed classes with Roma and non-roma children. Also in Dolenjska region there is Roma settlement Brezje, a kindergarten with mixed population.

Preschool Roma children are included in approximately 40 kindergartens around Slovenia: mostly in regions, Dolenjska, Posavje, Štajerska and Prekmurje. They are included in kindergartens in three ways. Most of them are integrated in regular classes, lesser percentage of them are involved in special Roma classes, with only Roma children, and Roma kindergartens (Government of the Republic of Slovenia in Levstik, 2016, p.28).

One of the important objectives and measures of the Strategy for Education of Roma in Slovenia and the National program is the integration of Roma children in pre-school education at least two years before elementary school begins, this means no later than with age of four years. The main purpose of inclusion is learning the language (both Slovenian and Roma) and their socialization in educational institutions which is providing experiences and models for easier entry and integration into school (Government of the Republic of Slovenia in Levstik, 2016, page 29).



Children are included in kindergartens, which are close to their settlement villages. In the case of high distance to kindergartens or schools, transportation for children is organized. In such way (pre)schoolers are in all time accompanied by a person who also works in kindergarten or school.

Primary School:

The children are included in primary school with the age of 6. Primary education program takes 9 years. While almost all Roma in Prekmurje finish primary school, the number of Roma children that finish primary school in Dolenjska steadily increases, but the final percentage is still very low, which results in high needs for adult primary school education. The majority of Roma children is involved in regular classes, but there are also some classes only for Roma children. According to the information of school directors, those Roma children who successfully finish primary school, mostly continue their education at secondary school and technical schools, a smaller part of them in gymnasiums and even less of them at »short program schools«.

In schools and kindergartens with Roma children, the Roma assistants are employed. They have an important role in raising the school achievement and attendance of Roma children. The role of a Roma assistant is to help children overcome emotional and linguistic impediments prior to inclusion in kindergarten or school, and to act as a liaison between the kindergarten or school and the Roma community (Government of the Republic of Slovenia office for National Minorities, 2010, page 16).

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc.?

Poverty/bad economic conditions constitute a major obstacle to education access. Roma families often cannot afford to buy school supplies. Because of poor living conditions children are often not able to write their homework. Due to inability to cover transport costs, Roma children often attend local segregated schools, instead of driving to more distant regular schools.

As a good practice case we could point out an activity of municipality Murska Sobota which has, based on initiative from Roma community, organized school bus to local community Pušča, consequently increasing presence of pupils and their overall school success. Activity was completely financed from municipal budget. So Roma pupils can use the bus daily, even if it is legally not required to organize such activity as law dictates the bus should be organized only in case the school is 4 km or more away (Pušča is only 1 to 3 km away from schools in town) (Government of the Republic of Slovenia office for National Minorities, 2010, page, 16).

Phenomena include:

- Parents themselves are often illiterate or uneducated and cannot help their children with homework.
- Not understanding Slovenian language, what teacher is explaining, and cultural barriers: When entering the school with just a poor knowledge of official language, a learning progress is difficult. Due to difficulties with language, Romani children are already at the beginning of their educational paths at a disadvantage compared with non-Roma children and will more likely to leave school earlier than children of the majority population.
- Low degree level of involvement of children in kindergarten. Roma children in south eastern part of Slovenia are rarely involved in preschool education since their parents have difficulties to trustfully leave them in new environment (Gašperšič M., 2012).
- Stigmatisation of Roma children.
- Segregation in some regions. Roma segregation takes place in different ways: from putting Roma children in special Roma – schools, classes with only Roma children or putting them in schools for children with special needs to formation of policies that directly or indirectly serve the creation of homogeneous educational environments (The Right to ... in Nacionalna evalvacijska študija uspešnosti romskih učencev v osnovni šoli, končno poročilo 2011, p. 53).
- Lack of Roma experts in educational institutions.
- Lack of motivation from parents' side: Parents do not present the knowledge to children as value and a method for raising living standard and life quality.
- Low cooperation of parents with school
- Early relationships, marriages or maternities, jealousy
- Low expectations of school performance of Roma. Due to poor achievements of minimal standards, the knowledge gap between non-Roma and Roma pupils (who attend classes irregularly) increases from year to year. This causes a feeling of failure and is an additional demotivation for the children.
- Frequent absence from classes

Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes vs. Roma, Roma culture., (b) trainings/contents for teachers for work with national minorities and particularly Roma (whether as topics/courses within curricula of study programme for teachers, or as additional trainings/seminars for teachers who work in classes with a high percentage of Roma)?

A document, entitled **Strategy of Education for Roma in the Republic of Slovenia** defines premises, principles, goals and basic solutions for effective inclusion of Roma in education.

The following activities defined in the Strategy are carried out:

- An optional subject entitled Roma culture was introduced (proposed).
- A professional standard for Roma assistants was adopted.
- Every year programmes addressing intercultural co-existence are prepared and implemented.
- Educational texts (books) in the Roma language were published.



- Numerous symposia on enhanced inclusion of Roma children in education and training system were carried out.
- Training seminars for teachers are being carried out every year.
- A network was set up including all schools with Roma children in view of promoting exchanges of experience and good practice (National Education Institute – Zavod RS za šolstvo, Centre for Vocational Training – Center RS za poklicno izobraževanje) (Strategy of Education for Roma in the Republic of Slovenia, 2010)

One of the major achievements of the Strategies is the introduction of Roma assistants in schools and kindergartens, as an important measure for raising the school achievement and attendance of Roma children.

The role of the Roma assistant is to help children overcome emotional and linguistic impediments prior to inclusion in kindergarten or school and to act as a liaison between the kindergarten or school and the Roma community. (Strategy of Education for Roma in the Republic of Slovenia, 2010)

Currently there are 26 Roma assistants, working in 31 Slovenian schools and 9 kindergartens.

Most trainings for teachers are connected to a number of relatively short-term trainings within various projects.

In general, it can be stated that in areas where Roma live, Slovenian teachers have satisfactory knowledge and experience regarding education and culture of Roma children.

Some of relevant projects which were carried out:

- **GIVE THEM A CHANCE, LU Lendava** training for teachers who educate the members of Romani ethnic minority in adult educational programs, 2016 – 2019
- **USPEŠNO VKLJUČEVANJE ROMOV V VZGOJO IN IZOBRAŽEVANJE / SUCCESSFUL INCLUSION OF ROMA INTO EDUCATION** (2008 -2010 and 2011-2014), project involved trainings for teachers and managerial staff in educational institutions in Slovenia (kindergartens, elementary schools, boarding schools, institutions for adult education). It was focused on educators, teachers and other professionals who are working with Roma children and adults. Within the project there was also training of Roma assistants.

Training involved following programs:

- integration of Roma children in pre-school education in kindergartens,
- integration of Roma language and culture in curriculum as well getting Roma children familiar with Slovenian language and culture,
- helping Roma children to overcome problems in school
- cooperation between Roma community and schools.



- **INTEGRATION OF ROMA CHILDREN INTO EDUCATION SYSTEM - COUNTRIES OF DANUBE**
(International School for Social and Business Studies, Duration 2015 – 2016) The main objective of this project was to equip teachers and Roma school mediators/assistants with the necessary skills and knowledge for working with Roma children as well as to exchange good practices among teachers from Slovenia, Romania and Serbia.
(<http://eucilnica.mfdps.si/public/mod/page/view.php?id=1961>)

Other activities:

- hours of intercultural dialogue at primary and secondary schools – children and students learn about other cultures (also Roma) on interactive way

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems described. Which are the targets of policy and which measures are implemented?

1. Slovenian government adopted the National Programme for Roma for the period 2010–2015 which is based Programme of year 1995. It points out the necessity to improve educational structure of Roma community and increase involvement of Roma children in preschool programs or in preparing programs for entering into elementary school, school-age children in regular education, youth and adults in the continuation of the educational process in accordance with the principle of lifelong learning.

The three expert councils in the field of education and training adopted a document entitled **Strategy of Education for Roma in the Republic of Slovenia** –from 2004, supplemented in 2011 (hereinafter: Strategy), defining premises, principles, goals and basic solutions for effective inclusion of Roma in education at all levels.

The document pursues the following principles and goals in all stages of education:

- Openness of curriculum
- Autonomy and professional responsibility of educators (professional workers)
- Equal opportunities for all and due consideration of differences between children, as well as multiculturalism (respecting specificities of the Roma culture)
- Cooperation with parents
- Providing conditions that make achieving goals and educational standards possible
- In respect of adult education: Life-long learning, functionality, democracy, non-compulsory participation, diversification and dynamism, integration, active participation.

The following activities defined in the Strategy have already been carried out by program from 2004:

- An optional subject entitled Roma culture was introduced (proposed).
- A professional standard for Roma assistants was adopted.



- Every year programmes addressing intercultural co-existence (by the Roma Union of Slovenia) are prepared and implemented.
 - Educational books in the Roma language were published.
 - Numerous symposia on enhanced inclusion of Roma children in education and training system were carried out.
 - Training seminars for teachers are being carried out every year.
 - A network was set up including all schools with Roma children in view of promoting exchanges of experience and good practice.
- (Government of the Republic of Slovenia office for National Minorities, 2010, page 13 -14)

2 . Act of the Roma community in Slovenia, Paragraph 1 of Article 4. "Republic of Slovenia creates conditions for integration of Roma community in education system, provides the conditions for raising the educational level of Roma community”.

3. According to the law, Roma in 20 municipalities have double voting right, which means that they have their own representatives in municipal councils, so political participation of the Roma community at the local level is possible. In accordance with its responsibilities and possibilities, Roma community affects the development and provision of specific action intended for the education of Roma children. Through municipal programs, particularly through the municipal budget greater inclusion of Roma children in preschool education is ensured.

LEGAL ACTS - ROMA COMMUNITY

The legal basis for current regulation is provided in Article 65 of the Constitution of the Republic of Slovenia, which stipulates: "The status and special rights of the Roma Community living in Slovenia shall be regulated by law."

The Roma Community in the Republic of Slovenia Act (ZRomS-1), passed by the National Assembly on 30 March 2007 (published in the Official Gazette of the Republic of Slovenia, no. 33/07) entered into force on 28 April 2007.

The protection of special rights of the Roma Community is currently being implemented also through the following sector-specific acts:

1. Local Self-Government Act,
2. Local Elections Act,
3. Voting Rights Register Act,
4. Act Regulating the Realisation of the Public Interest in the Field of Culture,
5. Organisation and Financing of Education Act,
6. Pre-School Institutions Act,
7. Elementary School Act,

8. Media Act,
 9. Librarianship Act,
 10. Promotion of Balanced Regional Development Act,
 11. Radiotelevizija Slovenija Act,
 12. Financing of Municipalities Act,
 13. Cultural Heritage Protection Act,
 14. Public Interest in Youth Sector Act,
 15. Slovenian Press Agency Act,
 16. Penal Code.
- (Government of Slovenia Office for National Minorities, 2017)

What are according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies for Roma children?

Strengths: The education system in Slovenia (the exception is preschool education) is financed from the state budget; a small share of the budget is also contributed by local authorities – so it's accessible and free for everyone.

Weaknesses: Despite significant progress in recent years, Roma are still a sensitive and vulnerable population group, which is also reflected in educational system. Roma children are still often discriminated and segregated. The schools are not implementing programs to develop and understand Roma culture, language and history. Practitioners usually don't have enough knowledge of the Roma culture, so behaviour of Roma children is often misunderstood. Due to poor education of Roma in some regions, there is a lack of Roma assistants with appropriate education (sometimes they only have primary school education). In general there is a lack of Roma teachers and other pedagogical workers at schools.

What are the main proposals of relevant groups to change these policies?

Inclusion of Roma in schools, society and the health system is regulated two main programs, namely:

National Programme of Measures for Roma of The Government of The Republic of Slovenia For The Period 2010–2015.

One of the basic strategic goals of the programme is to improve the educational structure of members of the Roma Community and to improve the attendance of Roma children at pre-school institutions; to increase the number of children in compulsory education and increase the integration of youth and adults in continuing educational processes in accordance with the lifelong learning principle (Government of The Republic of Slovenia, 2010, National

Programme of Measures For Roma of The Government of The Republic of Slovenia For The Period 2010–2015).

The need for systematisation of the work position Roma assistant (currently Roma assistants are employed only through projects).

Programme for Children and Youth 2006-2016. Which in paragraph “Children and Youth Belonging to an Ethnic Group (the Roma)” says that:

1. The basic goal of the special social protection of the Roma is to achieve an improvement of their social position and ensure their social inclusion. In line with the UN convention, Romany children need to be allowed to express and retain their identity without being threatened or deprived for doing so. To achieve that objective, equal opportunities need to be created for the personal development of the Roma, while adjustments need to be made to public programmes in various fields (educational, cultural, health, social, etc).

2. All Romany children need to be guaranteed suitable health care, educational structure of Roma. In this way there could be more done for cultural and general development of Roma community. (Government of Republic of Slovenia, Ministry of Labour, Family, Social Affairs and Equal Opportunities, 2006, page 17 -18)

Please describe up to five relevant good or (based on any evidence, competition or other relative evaluation of their merit) “best” practices to intervene in the problematic situation. Please discuss in general the range of practices which are regarded as “good” in your country (being particularly innovative, effective or generally accepted). Describe four good practices in detail (about ½ page).

Kindergarten in Roma settlement Pušča

In Prekmurje the Roma children often attend kindergarten. There is also a kindergarten in a Roma settlement since 1961. It was the first kindergarten in a Roma settlement in Slovenia as well as in Yugoslavia. It was established due to socialization and social purposes, in particular in order to prepare Roma children for school and to develop cultural and hygienic habits. By the 50 years jubilee of the kindergarten, Roma councilor in the municipality of Murska Sobota, Darko Rudaš, said: “We can say that half a century ago a kindergarten sparked the focus of progress and development of our region,”. Darko Rudaš, who himself once attended this kindergarten, also says: "It gives us education, it lives and breathes with us, while it raises and enrich us culturally."

Besides Roma children an increasing number of non-Roma children are attending the kindergarten, as a result of co-existence between the Roma and the majority population in the municipality and the activities of the Roma in the local community (Gerenčer, 2012).

In addition to the inclusion in the regular school program, children are also participating in extra-curricular and other activities such as different sports clubs (soccer, martial arts, shooting clubs ...) as well as fire fighting societies, dance schools, music schools, theatre courses ...

Roma assistants:

The Strategy for enhanced inclusion of Roma students in educational processes, adopted in 2004, provides work position of Roma assistant as an important measure for raising the school achievement and attendance of Roma children. The role of the Roma assistant is to help children overcome emotional and linguistic impediments prior to inclusion in kindergarten or school, and to act as a liaison between the kindergarten or school and the Roma community (Government of Republic of Slovenia, 2010, page 16).

in 2016/17 there are 26 Roma assistants employed. They work in 31 elementary schools and 9 kindergartens.

In 2015 12 Roma assistants were working only in one elementary school or kindergarten, while the others have worked in 2 or 3 educational institutions at the same time (Bešter and others, 2016, page 9).

Roma assistants represent a bridge between the Roma community and the educational institution. They offer help to children in pre-school institutions and in primary schools in understanding the Slovenian language, in achieving standards of knowledge, in fighting against prejudice. They also co-operate with the parents of Roma children. Roma teaching assistants themselves receive education and training in the Romani language, history and culture.

However it is crucial that the work position of 'Roma assistant' becomes systematized (not only employment through the projects).

Some emphasises: Roma assistants should be introduced in schools as a required segment of the educational process, but only under the condition if schools in agreement with Roma parents express a need for their assistance and taking into consideration that the program for Roma children in school is the same as for non-Roma children.

Meetings of primary school pupils

Slovenian Roma Association, in cooperation with the Roma association Romani Union, traditionally organizes meetings of Roma school children in Prekmurje. Goal of the project is to spread knowledge and understanding of diversity of the Roma culture and language. These meetings have recently been expanded so the project is now carried out in Prekmurje, south eastern Slovenia and in Styria.

The meetings are of great importance as they contribute to the understanding, development and preservation of Roma culture. It is also important that Roma children make new friendships and basically just to have fun and enjoy time with their peers. At the same time, they have the opportunity to show their knowledge about Roma history and culture. Children are performing with dance, music, singing and recitations in Roma and Slovenian language.

The meetings are important because a significant impact on learning, development and preservation of Roma culture, while building a bridge between non-Roma and the Roma population and contribute to a better understanding and mutual harmony.

Projects & initiatives:

Together for the knowledge/ *Skupaj za znanje* (2016- 2021), CŠOD

Main activities:

- upgrading roma educational centres
- Roma assistants (26)
- out of school activities (main of these activities is to offer children possibilities that cannot be offered by school and parents, eg. camps)

Step by step (Pedagogic institute)

Main aim of this initiative is ensuring inclusion of roma children in high quality pre-school programmes. According to the evaluation, that was made in 2013, has been confirmed that 2 main factor have impact on success of roma children in schools:

inclusion in kindergartens (including regular attendance)

cooperation of parents with school

Which role does voluntary work/engagement of civil society play in interventions to mitigate the problem? Please name related programmes and organisations. Please describe three good practices. Please discuss strength and weaknesses of these approaches briefly.

Marginalised children often do not have anyone that can help them - in this respect volunteering covers the activities that are not (yet) covered by the state.

Volunteering can have several impacts on inclusion of Roma/migrant children in schools: eg. Volunteers can offer additional help to children with school problem, help migrants to easier learn the language of host country, in cooperation with school volunteers can help to enrich school curricula – by organising different projects that involve roma/migrant children and other children from the school, etc.



When speaking about the volunteering work with roma/migrant children it is important to stress, that volunteers shall be trained for intercultural competencies, to understand better values and behaviours of people they work with and to be able to avoid possibilities of discrimination. It is worth taking into account that tolerance to cultural diversity is rarely spontaneous – therefore it is important to train and help the volunteers to face this challenge.

When speaking about the help of volunteers to migrant/roma children, it is also very important that the schools are “open” to such types of activities and see the benefits of volunteering.

Strengths of volunteering: Volunteering is starting to be more and more important for both, volunteers as well for the people being helped by volunteers. It helps unemployed people to strengthen their social network, gain new skills that can help them in finding job more easily. For the pensioners volunteering means active aging and contact with different generations (Šega, 2012). Activation of vulnerable groups in volunteering is also very important – this means that vulnerable person steps out from the feeling of helpless victim...

Weaknesses: The biggest risk is drop out of volunteers – the main reasons for that are bad organisation of work, bad delegation of tasks, volunteers feel disappointed at work.

Volunteering

Volunteering and Roma

Volunteers are trying to eliminate or reduce the problems faced by some Roma with various activities. They mainly provide children learning and general education help, try to reduce the dropout rate among Roma pupils. Also in settlements that have no regulated water supply infrastructure, distributing drinking water, provide health workshops and provide basic medical checks. In most of these organizations not only Roma are being assisted but they are usually also actively involved in volunteering by themselves.

Voluntary activities carried out by members of the Roma population of Roma population have advantage that there are no language and cultural barriers and the trust level is higher

Volunteering with migrant/roma children: programmes and organisations

The most known organisation for volunteers in Slovenia is Slovene Philanthropy. Its help for migrant children and youth is mainly held through the programme *Young migrants*, in frame of which many activities are held for young migrants, such as: mentoring activities for unaccompanied children, psychosocial support - individual counselling, practical help with integration, activities for facilitation of integration in Slovenian environment, help with literacy and with learning the Slovenian language. Slovene Philanthropy also delivers trainings for volunteers who work with migrants. Volunteers from Philanthropy work also with other disadvantaged groups, including roma (Filantropija 2017)



In the field of voluntary work with children it is important to mention also Association for Developing Voluntary Work Novo mesto, which carries out various activities for socially excluded groups of the population: learning social skills, overcoming and reducing the stress, social integration, intercultural learning

Voluntary activities for refugee children (especially in crisis centres) are carried out by UNICEF.

Association Mosaic - Association for Children is a non-profit organization dedicated to children, young people and families from disadvantaged backgrounds. In its social security and youth programs Mozaic includes mainly the Roma, migrants, asylum seekers ...

As regards the volunteering in schools, volunteering is held in the following manner (eg. Maribor primary school with roma and migrant children): a.) help between peers, b.) volunteers from different volunteering organisations deliver volunteering help, c.) some volunteering is organised also in cooperation with the Centre for Social work.

volunteering for roma children (in the form of study help for primary and secondary school children) by volunteers in frame of peoples' university (educational centre for adults)

Some good practice connected with volunteering work in schools or in general with Roma/migrant children:

1. In frame of compulsory course, offered to BA students of Faculty for education from the **University of Primorska** (study programme Educational studies), students have practical work – each student was a tutor to one migrant child of the elementary school. In this way future educators can gain valuable experiences for work in multicultural environment (ISA institute, 2015). p. 101-107

2. Cooperation between school and the Association for Developing Voluntary Work (in Novo mesto). Volunteers of the Association in cooperation with the school organized various workshops in which the migrant children and their Slovenian counterparts had opportunity of socialising, having fun and being creative; and to learn the language and the culture (ISA institute, 2015). p. 127- 135

3. Dnevni center za romske otroke: Daily centre for Roma children takes place in Roma settlements Brezje and Šmihel, where every day a variety of activities, especially for preschool and school children and their parents, are held, such as: social games, creative workshops, workshops on human rights by the method of the Council of Europe COMPASS, workshops for raising of social capital, workshops for acquiring intercultural skills, dance and music workshops, social and games, scout skills, diverse activities for preschool children ... Every day

there is also learning assistance and learning of Slovenian language for children and cooperation with parents of involved children.

Activities are being carried out, in addition (besides) to professionals and lay workers (including members of the Roma community), by approx. 10 volunteers which are active every year. They are included in the program in average of 1 to 2 hours per week. These are mainly students of the humanities and high school students who want gain experience and knowledge, as well as professionals, unemployed persons and pensioners. Most of the volunteers are providing educational assistance, those volunteers who want to participate in the implementation of the program more actively, also carry out extracurricular activities: scout skills, creative workshops, games.

As regards Roma, there is a significant difference between needs for assistance between south-eastern and the Pomurje region. While Roma population in southeast often needs basic life assistance, the Roma in Pomurje are mainly focused on education and learning assistance. Roma people are participating in various social workshops, but often they are also the ones who are carrying out workshops and other forms of volunteering. This strengthens the bond between the people of the region and enriches the culture.

Are there training programmes for volunteers. Please describe briefly?

Yes they are, most trainings are delivered by Slovenian Philanthropy.

The training on volunteering and intercultural competencies is delivered by Slovenian Philanthropy few times per year, title: *Priložnosti medkulturnega sodelovanja* / Opportunities for inter-cultural cooperation.

The training responds to the increasing cultural diversity of Europe. It is intended for all volunteers who are moving away from stereotypes and strive for integrated and open society in which individuals can be looking for a common goal.

The knowledge and skills that the participants can gain in frame of the training:

to learn about the concepts of perception of the different culture (prejudices and stereotypes, (not) the existence of race, difference and diversity, multicultural and inter-cultural society ...)

to determine what promotes and what hinders the integration of foreigners and intercultural dialogue,

to explore the importance and impact of identity, values, beliefs and behaviour of individuals,

to learn about and experience a variety of methods suitable for working in inter-cultural groups,

to identify possible sources of conflicts in volunteer work with people from different cultures and explore the possibilities for solving such conflicts.



In addition, other trainings for volunteers are also delivered by Slovenian Philanthropy such as: Group management and group dynamics; Intergenerational cooperation; Social, creative and movement methods for better work with the groups; Communication - the key to a good relationship; Improving competences for individual work with users. Each training lasts 1 day. Trainings for volunteers work with migrant children are implemented also by UNICEF, eg. *Seminar - psychosocial assistance to children refugees* - The seminar is aimed at empowering volunteers who wish to implement psychosocial assistance for refugee children in reception and accommodation centres (Unicef 2017).

Do Universities prepare for volunteering and is volunteering-work accredited with ECTS points?

Currently, the ISSBS is implementing the course Social responsibility and volunteering. Students have 20 hours of tutorials as well as 120 – 150 hours of volunteering activities in different organizations in which underrepresented groups of people are involved (NGOs, educational institutions, homes for elderly, ethnic minorities, persons with disabilities, Roma people, etc.) of diverse backgrounds and ages. Upon successful completion of the course, students get 6 ECTS.

As regards the secondary school, all secondary schools have 20 hours of volunteering work. In recent years volunteering work has been very promoted/encouraged at all three levels of education. Primary and secondary schools mainly implement volunteering work in a form that students with better grades help students with some learning problems, or in a form that schools cooperate with different associations from local environment.

Please describe up to five good practices of volunteerism in the field as well as acknowledgement of volunteerism.

Two good practices on volunteering with migrant children have already been described under the item 17, including organisations & programmes related to volunteering with migrants.

One good practice on volunteering with Roma children has already been described under the item 17, including organisations & programmes related to volunteering with migrants. Below we describe 5 additional practices of volunteering in relation to Roma. In addition to importance of volunteering help for Roma children, practices below are highlighting also the importance of engaging Roma people in volunteering activities, which can also enhance their social competences and inclusion in broader society; or show importance of volunteering in contributing to better quality of life of Roma community in general:

Association Mozaik

Association Mozaik is a non-profit organization for education and integration of children. Its programs and projects are also involving Roma and migrant women and migrant men and women of all generations. Programs and projects are carried out in the area of municipality Ljubljana. Their activities are based on fieldwork and are very accessible to users, free and based on their needs. They are working with migrants since 2001 and with Roma since 2004. According to Natalija Djoković from the association Mozaik, in 2004, the Roma community in Ljubljana lived in a barrack camp in Žale. At the initiative of municipality Ljubljana, they contacted the community and erected a container in camp, where various activities for children were carried out. Gradually they get to know the parents and other adults who lived there and slowly started to involve in the activities the entire community. In years 2009, 2010 and 2011, Ljubljana municipality destroyed most of the barracks and moved the people into housing units and non-profit housing; therefore, they removed the container and continue with their work in their homes, where they still work today.

Natalija says that most volunteers who are active in their society are students of the Faculty of Social Work. They joined their association within the course Social Work with Roma and in the course of all five year practice. Some volunteers also came from other faculties or high schools. Volunteers are included in programs carefully, because the organization believes that all work in their programs should not be based only on voluntary work. We believe that the social inclusion of vulnerable persons requires expertise and continuity in the work. Most of the volunteers perform many different forms of work: learning assistance, companionship, ... As an example of good practice in the integration of volunteers we can list cases where volunteers are included several years and also over time, to build increasingly close relations with users, and gradually receive increasingly difficult task. All of this is based on self-motivation and volunteers and based on the needs of users.

Slovenian Red Cross

In Murska Sobota Red Cross organisation, the three First Aid teams are active. Among all volunteer members, there are 14 members from Roma community. The first First Aid team was established in year 2009, when seven inhabitants of Roma settlement Pušča felt desire for new knowledge and for help of fellow human beings in case of natural and other disasters. After completing the course they have gained the title of auxiliary nurse and began to prosper and strive to achieve the best possible results. On the First aid competition the team came among four best teams in the region. Next year they won third place and in 2013, with the highest number of points achieved, they won the first place.

Members are active as volunteers and provide help at natural disasters such as floods and heavy storms. In years 2015 and 2016, the teams were also very active at work with migrants in



Pomurje region. Due to direct contact and higher trust base, Roma team members can also provide direct help in their communities.

During whole year teams are taking care of spreading Red Cross knowledge and educate other people about correct behaviour in the event of injuries, diseases and various accidents, ... They carry out free presentations of first aid in kindergartens, primary and secondary schools, at stalls and divers public events.

Voluntary Fire Brigade of Pušča / Prostovoljno gasilsko društvo Pušča

Fire brigade Pušča was founded in 2004 as the first Roma fire brigade in Slovenia as well as in Europe. According to president of the association, Dejvid Horvat, it remains unique in Europe and perhaps is even the only Roma fire brigade in the world. Currently PGD Pušča has fifteen operational members who have in recent years conducted a series of firefighting courses and trainings, and about thirty support members. After founding some Slovenian fire brigades helped them with donating used equipment. (Pojbič, 2012)

Hiša sadeži družbe

Hiša Sadeži družbe, translated as *House of Fruits of Society*, is located in Murska Sobota, in region Pomurje. According to Darko Krajnc, professional head of the house, more than half of volunteers are also their users. They are visiting workshops of other volunteers too. A lot of volunteers are unemployed and being active in the organization, getting new experience and in order to strengthen self-confidence.

Users belong to different generations, from kids to pensioners, also some are employed and some are unemployed, as well as members of different nationalities.

Also members of Roma community are active in the institution as volunteers and user. Mostly they are participating in programs such as:

- Learning assistance,
- Reading and creative workshops for children, about Roma culture, history and language,
- Workshops about Roma cuisine and herbalism
- Yoga classes in Roma settlement Pušča

In 2016, Roma volunteers, as well as others, actively provided help in the refugee centre in Gornja Radgona.

Romani Union

The Roma Association Romani Union is based in Murska Sobota. Its main aim is to connect Roma community to achieve goals and tasks relevant for development of the community in the municipality. Some years ago, Romani Union has received status of humanitarian organization. Although the main activity of the associations is folklore they also perform activities such as:

Striving to improve the situation of Roma in municipality Murska Sobota and especially their members.

Taking care for preservation of identity and specificities of Roma community, especially the right to use Romani language, schooling of Roma children, preservation and development of Roma culture and providing information to Roma community.

Taking care for equal participation and integration of Roma in public life in municipality and fight against discrimination against Roma

Encouraging and organizing cultural and sports activities and various Roma events

Helping their members through trainings, educations and expert advices.

Through various projects, mainly in the field of health, volunteers were included in activities. The resulting funds are normally spent for purchase of material which is distributed to the people who need help. Volunteers are usually involved as consultants in the field.

In year 2016 they carried out project the project *Zdravo v jeseni življena* "Healthy in Autumn of Life". Aim of the project was distribution on drinking water in Roma settlement with no water infrastructure. In some settlements in Slovenia, Roma people have no asses to drinking water. With funds the association could buy approximately 2000 litres of water, which was distributed by help of volunteers to around 112 households in 7 settlements around Slovenia.

In 2014, *Zdravo v jeseni življena* "Healthy in Autumn of Life" and *Zdravje in Romi: Vrednota za vse* "Health and the Roma: Value for all." The projects were similar in content. Professionals and volunteers held workshops on healthy living and healthy diet in various Roma settlements. Participants were informed about the dangers of chronic diseases and the importance of sports activities, they also got measured blood pressure, sugar and body mass index.

What are the main recommendations given in the literature to improve conditions for civil society participation and improving volunteer work? What is your own assessment?

Promotion of volunteering as an aspect of citizenship education: it is important to involve more volunteers in volunteering work.

Volunteers give their time, give their energy, and are not paid for their work; it is therefore very important that organisers respect them, offers them needed support.

In order to reduce dropout of volunteers it is very important to ensure that the work is well organised, tasks well delegated.

incentive/stimulation for carrying out volunteering work is if volunteers receive reimbursement of their travel costs, if their meals are paid.

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Focus Group Report

The Organisation: IRŠIK, Murska Sobota and ISSBS Celje

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Note: as participants found some questions to general (or they did not know how to answer on them), we modified some of existing questions, or gave sub questions, what has helped us to receive more direct/full answers.

Place: Celje, Maribor

Date: 20 June 2017

Focus Group Participants: Name, organisational affiliation, field of activity, experience (please describe the relevance and dissemination potential of the AB member)

1. psychologist at the primary school (with roma and migrants)
2. representative of volunteering organisation (working in the area of migrants)
3. coordinator of the project on integration of Roma
4. head teacher at primary school (with roma children)
5. teacher at the primary school

We opened the focus group discussion with the question on - **personal association of participants on roma/migrant children in schools/kindergartens.**

The main words/thoughts that came to the mind of participants were:

in relation to migrants: Something usual in our school and adds to many life experiences for all; marginal – de-privileged population that needs help and individual approach; improvisations at the level of school; no systematic solution, although a lot of good practices exist.

In relation to Roma: Something usual in our school and adds to many life experiences for all; marginal – de-privileged population; support for roma children is made mainly through project work, without systematic solutions; there are a lot of good practices and successful solutions, but to low engagement from the side of roma community.

Which policies are implemented on the national and regional level to mitigate the problems of Roma/migrant children?

The participants stressed that in the area of schools, the main policies implemented to mitigate the problems of Roma/migrant children are in a way of financial support by state (for roma: roma assistant; learning help for roma; support for overcoming their financial obstacles; for migrants: additional hours of Slovenian, but which do not suffice). Important basis present documents for integration of migrant children in schools: a.) The Strategy for the inclusion of

migrant children and students in the education system in the Republic of Slovenia (MŠŠ 2007) / *Strategija vključevanja otrok, učencev in dijakov migrantov v sistem vzgoje in izobraževanja v Republiki Sloveniji* and b.) Guidelines for inclusion of migrant children in kindergartens and schools (ZRSŠ 2012) / *Smernice za vključevanje otrok priseljencev v vrtce in šole*; and for integration of roma children a.) Strategy of education of Roma in Slovenia (supplemented in 2011) and National programme for measures for Roma for the period 2017-2021 (confirmed recently)

The representative of NGO also stressed:

Participant 2: in the area of work with migrants with international protection is very actual integration policy, which is also a directive for inclusion and work with persons with international protection

Which policies are implemented on the level of schools to mitigate the problems of Roma/migrant children

The main emphases of participants are as follows:

Participants 1 & 5: As regards migrants in school, we make sure they are accepted with no prejudices, we help them to learn Slovene (besides what national politics gives us, we organise volunteers help), encourage parents to learn Slovene and stay in touch with us, show interest for their children's school work, help them learn where necessary. As regards Roma in school we help them with learning (usually knowledge is not of value at home), socialisation, and overcoming financial obstacles.

Participant 2: as employed at NGO we do not implement policies on the level of schools; but we know many good practices which mainly depend on the engagement and readiness of leadership and teachers ...

Participant 3: In frame of the project & on the level of school are being held activities with roma assistants, that present the main bridge between school, child and his/her parents. At their work roma assistants are devoted to ensuring better school achievements of children, active cooperation with parents & facilitating communication between school & parents, reducing drop outs, helping with social inclusion of children ... In addition, they are in permanent contact with social workers at the school and with performers of activities for roma children in Roma educational incubators.

Participant 4: As regards roma in school we implement different projects, that are connected with educational work with Roma, we organise learning help to children in school, roma settlements etc....

What are main STRENGTHS and WEAKNESSES, of national and school policies?

STRENGTH of national policies:

The main discussion on this topic was that main strengths of national policies in the area are by launching & financing different project for better inclusion of roma/migrants; ensuring funds (for learning help of roma; hours of Slovene for migrants), although all the needs are not yet covered.

Below are some thoughts of participants:

Participant 1 & 5: Important is awareness that roma/migrants need special attention.

Participant 3: As regards inclusion of roma in education system is visible integrative approach of the ministry which tends to deal with most problematic issues and find appropriate solutions which are interrelated/ interconnected, as solving only single area is not so efficient. In my opinion, for roma is well coordinated only the area of education, for other areas of work with roma there is lack of systemic solutions and insufficient sources which solve only concrete situations; but in general do not solve problem on a long-term.

Participant 4: On national level exist various programmes, but which are general and are not adapted to the needs of individual schools and kindergartens. It is good that learning help to roma children is systemic solved; different educational project have also being implemented. It is good that school receive some financial funds, but those funds do not cover all the needs of roma children.

WEAKNESSES of national policies :

Participants see the main weakness of national policies for migrants mainly as: there are not enough clear points on how to make an individual programme for different nationalities that come to our school - absence of systemic solutions; not enough Slovene lessons ... In relation to roma, there is also absence of systemic solutions which can be built on the basis of good practices and recommendation; the work position of Roma assistant is not yet systematised; to high dependence from project financing, absence of cooperation between different ministries (the problem is mainly absence of cooperation with the ministry responsible for social affairs and of ministry responsible for infrastructure), Insufficient funds for Roma children.

The representative of NGO also pointed out:

Participant 2: Weakness is fragmentation of the programmes for integration, insufficient human resources, dealing in to general way with persons with international protection, lack of long-term strategy of integration ...

Head teacher from the primary school also stressed:

Participant 4: On national level is needed to more work with parents of roma children

STRENGTH of school policies:

Main thoughts of participants:



Participant 1: Schools have direct experiences with specific groups of children and can adjust their work to specific groups. As regards the work with roma, it is very important that schools work with parents in order to finding ways to help kids socialise and learn more.

Participant 2 and 5: Possibility of two year transition period for migrant children.

Participant 3: Engagement in solving specific situations, despite the absence of certain systemic solutions. The cooperation of schools with Roma assistants has been established, which recognize this institute as an important help for integrating Roma children into the learning process and in communication with their parents.

Participant 4: In relation to roma children, the main strengths of school are: learning help, projects related to improving the situation of Roma children, preserving Roma culture, Individualization and differentiation of the work with Roma children, Visits to the Roma settlement

WEAKNESSES of school policies:

Main thoughts of participants:

Participant 1 & 5: Lack of time to plan well and give every child as much attention as they would need, especially at the beginning. When they sit in the classrooms with no understanding, we have no answer how to help them and so they are left to overcome frustrations on they own.

Participant 2: Some schools are very engaged in offering additional support to migrant children, other less. However not enough hours are financed by the ministry for learning Slovenian.

Participant 3: Understanding the problem of the integration of Roma children only in the light of achieving minimum standards and norms for additional professional assistance. There is a lack of direct work by professional staff of the school with parents (not only through Roma assistants) and individual work with Roma pupils, adapted to their perceived shortcomings and problems.

Participant 4: A big challenge remains: how to work with parents who do not attend formal/regular meetings at school; obstacle is also that school workers do not understand Roma language, how to cope with the financial indiscipline of Roma parents. The problem is also insufficient understanding and insufficient multidisciplinary cooperation of professional institutions in resolving problems of unjustified absence of Roma pupils from the school.

Give your personal recommendations for changing the policies on national levels

Participant 1: As regards migrants Policy makers should come to school for a period of time and make politics out of real problems that kids and schools have. First year for migrants should be reserved for learning Slovene and adjusting to cultural environment, making friends and finding their place. One additional teacher should be employed for them only. As regards roma



children, more attention should be paid to socialization, because we still have most difficulties with their behaviour and social skills at the beginning of schooling.

Participant 2: In relation to migrants: More additional hours of Slovenian language, more employees for giving additional help to children after the school – now are these solutions left mainly to NGOs, who are already in an extremely difficult situation due to lack of resources and staff. The need for common guidelines for introducing migrants into schools, which all the schools that enrol migrants shall follow.

Participant 3: Our recommendations in the field of education of Roma children have been largely taken into account in the National Program, since we cooperated with the ministry in its preparation. Our main recommendation in the area of social inclusion of the Roma would be, a more effective and effective inter-ministerial coordination, which is basis long-term success in this field.

Participant 4: More financial resources for all needs of Roma students, More work with parents at national level, A systematic work position for the Roma assistant, Possibility of employment of parents of Roma pupils.

Participant 5: More hours of Slovene language, more state support would be needed for enrichment of extra-curricular activities (after the school) with high percentage of roma or migrant children.

What are the main/typical risk factors of migrant/Roma children in schools, that contribute to drop-out, under-performance, and social exclusion?

In relation to migrants: Language, big cultural differences (easier for children from ex-Yugoslavia than Syria), low education of parents, value of knowledge in families, the religion can also have its impact (for girls, it is not "appropriate" from certain branches of the Muslim faith, that they are successful at school, that they to exercise, play musical instruments, sing, which prevents them from being successful or generally active in these areas) In relation to roma: Unemployment of parents, Parents support (how they value the knowledge) Poverty, non-understanding the language, Social isolation unjustified absence of children from classes. Some additional thoughts regarding risk factors of roma:

Participant 3: typical risk factors In relation to roma are also the social situation of the Roma community and families, the absence of adequate infrastructure and deteriorating living conditions; the inadequacy of the social assistance system that does not promote employment and further education, and thus does not promote knowledge as a value; stereotypes and prejudices by the majority of population and of school staff; too much focus on achieving

minimum standards, insufficiency of individualized approaches; alternative options in the education system for adult, which also bring financial benefits to the target group.

Please describe 1-2 good practices that can contribute to better social inclusion of migrant/Roma children in schools (mainly practices that are innovative, efficient, or generally accepted).

Participant 1: In relation to migrants: Finding a mentor for each pupil that comes to school – if possible somebody who knows the same language or somebody with empathy and willingness to help. Workshops about Slovenian language & culture and their home customs (making food, playing games, listening to music ...). In relation to roma: as they like personal approach, it is important to take time to talk to parents, to explain and welcome children to school life and when necessary take all measures to protect children's right according to law (the same as for every other child).

Participant 2: NGOs implement programs that also include individual counselling with parents: we try to discuss the importance of education and, in the case of their low education, we also include them in adult education, courses in Slovenian language ...). Participant also presented one good example of primary school: through the purchase of several copies of the book on refugee issues the school librarian presented pupils and all collective facts that many did not know and in this way also prepared school for the inclusion of three unaccompanied minors. The guys were later really nice accepted.

Participant 3: In the framework of our project, and in order to ensure better inclusion of Roma children in the educational system, we carry out the following activities: a.) Roma assistants who work directly at school, b.) Roma educational incubator in Roma settlements, in which we also carry out training assistance and whose providers are in contact with schools regarding the learning needs of pupils, c.) Outreach activities aimed at the diffusion of other informal skills and experiences that indirectly contribute to better inclusion in education and raise awareness of value as a value, d.) Pre-school education, in which children are prepared for easier access to schools

Participant 4: Formal monitoring of each individual child, Systematic learning help in school and in the Roma settlement, Project Together for Knowledge, Project 'Enhancing the School'/ Popestrimo school

Participant 5: Enrichment activities: workshops/ learning hours offered to all children of school (at all levels) on different cultures & customs; topics on inter-culturalism (presented in interactive ways, with movies ...)

a.) Please give your comments/assessments regarding appropriateness of the contents on multicultural orientation in curricula of primary/ secondary schools (mainly appropriateness of these contents with the purpose of reducing stereotypes & discrimination regarding migrant/Roma in classes; and mono-cultural orientation).

Participants that work in schools agreed that there are not sufficient contents on multicultural orientation; and that there is a need to put more emphasis on multiculturalism at all school subjects. However, a lot depends also on the schools, how they are engaged.

b.) In your opinion, is it necessary to integrate the course on intercultural competencies also within university study programmes that educate teachers – if yes, please justify WHY this is needed?

Participants also agreed that there is a need to integrate the course on intercultural competencies also within university study programmes that educate teachers. In Slovenia we are currently working on the project »Only with others we are", which equips school workers with the knowledge on intercultural competencies, but as a project it is time-limited and will soon end; so systematic solutions are for sure needed.

What should the project prioritize in its interventions?

The project shall promote support for modifying existing policies on integration of roma/migrants at the national levels. Very important is also its volunteering aspect- volunteering in schools as additional help to roma/migrant children.

How the schools/kindergartens promote volunteering activities, especially among vulnerable groups of children?

It was discussed that promotion of volunteering is very important in schools. In many cases volunteering is held in cooperation with different NGOs (learning help, integration activities ...)

Main emphasis:

Participant 1 and 4: In general schools promote volunteering; and they have to, because what the government offers is not enough.

Please describe 1-2 good practices (can be projects), on volunteers' help to migrant/ Roma children?

Some emphasis on best practices/ projects that include volunteers help to migrant/Roma children:

Participant 1: Good practices in relation to volunteers help to roma/migrants such as: learning the culture of host country and of migrants; learning the culture of roma, speaking together the same language ...



Participant 2: The project "Assistance in Integration for the OMZ", in which volunteers are involved at several levels of assistance to refugee children (learning assistance, socializing, escorting to doctors, dentists, informal translation ...).

Participant 3: volunteer help to roma (that attend the secondary school) in cooperation with People university of Murska Sobota.

Participant 4: Project Together for Knowledge, project Successful integration of Roma pupils in education, Raising social and cultural capital in environments where members of the Roma community live.

Participant 5: Individual volunteers that come to school and offer study help to children, however it is important that volunteering in school is well coordinated (and progress of pupil monitored).

What is your opinion regarding involving volunteers in schools/kindergartens?

It was discussed that involvement of volunteers is necessary and if done carefully (volunteers are prepared and properly educated), needed in every school. It is very important that volunteer is trusted, mature and responsible person, with the sensibility toward vulnerable groups.

Which knowledge and skills can gain young volunteers (students; youth up to 29), by involving them in volunteering activities?

Participants agreed that the skills and the knowledge that the volunteers can gain are mainly: flexibility, patience, working in teams, the sense of responsibility, empathy, demolition of stereotypes, positive cooperation experience & practical knowledge, self-confidence, volunteers broaden their horizons & learn about other cultures.

How are the volunteers' knowledge and skills recognised as important form of non-formal learning?

Participants agreed that such knowledge is very important – volunteers can transfer their experiences into their further work. How the skills are recognised in non-formal way depends of specific employer.

Please name 1-2 examples of stimulations/encouragements (on the level of state; and on the level of organisations) for better involvement of youth/students and others in volunteering activities

Participants agreed that it is very important that volunteering is promoted. As volunteers donate their time, energy it is important that volunteering is well coordinated

Some emphasis on encouragement for volunteering:

Participant 1: Promotion of volunteering among young people on how to help and participate (as a part of our responsibility as citizens)



Participant 2: Financial encouragements (eg. unemployed people that are volunteers shall receive some extra money for volunteering)

Participants 4 and 5: Awards for volunteering, Certificates for their work

Please name any organisation or person which could contribute to the project through knowledge, dissemination, etc.?

Reporter: Please describe the general atmosphere: how did focus group participants react? Do they think the topic is relevant? Will they support us? What can they contribute?

Participants were very participative, open to express their opinion and the experiences that they have in the area.

Any other information

Interviews with:

- a.) Anica Mikuš Kos, President of Slovenian Philanthropy
- b.) Marijana Kolenko, Head teacher at the primary school in Celje
- c.) Damir Orehovec, Head teacher at the primary school in Maribor

Important statements:

a.) Migrant children (including other vulnerable/poor children) in many cases rely only on the help of NGO (in most cases they cannot rely on the help within the family, social network, additional -paid support). Disadvantaged children, children with no examples are unhappy children. Therefore it is very important to activate more volunteers in helping children in need.

b.) In our schools we have many Albanian, Kosovo migrant. The problem is that those children speak totally different language, which is very difficult to be understood and they do not receive enough hours for learning Slovenian by the state – after 20 hours for learning Slovenian, that the state finances, schools are left to find their own solutions how to help those children ... Problem of Albanian, Kosovo families is also their inclusion into the social environment – mothers of those children rarely decide to enter into the new ‘social space’, in many cases mothers do not attend courses for learning Slovenian...

c.) In our school we have 19 roma children and 24 migrant children (4 from Syria, 15 from Kosovo, 5 from other ex-Yugoslavian countries). School does not receive enough hours for learning Slovenian for migrants – in 2016/17 school found the solution to organise 7 hour course of Slovenian per week, which was very good practice.

Inclusion of following 2 groups of migrants is very challenging:

Kosovo/Albanian children – it is difficult to understand their language (if comparing it with other languages of ex-Yugoslavia), the problem is that Kosovo/Albanian females more live in ghettos, in ‘closed’ environment. Very challenging is also the inclusion of Syrian migrants – they have different culture, different writings, this is why the learning is also slower. The Syrian children that came to the school had no certificates regarding their previous education – in our school we decided to put them into the classes in accordance with their age.

As regards the inclusion of Roma children it is very important that school works with them on socialisation at the beginning of schooling, very important is also to work with their parents ... Luckily the normative for Roma are regulated (but which is not the case for migrants), in the classes with 3 Roma children the normative decrease from 28 to 21 pupils ...

2.2. Former Yugoslav Republic of Macedonia

Summary

Key lessons learned from literature

Migrants:

- Prevalence of outgoing and transitory migration. No specific policy on these migrants.
- Quantitatively irrelevant number of education age immigrants (<250)
- Ca 1700 refugees from former Kosova conflict with unresolved legal status
- UNICEF special programme for migrant children in special school centre and regular schools
- Multi-culturality in education through classes formed along mother tongue Macedonian, Albanian or Turkish. Co-existence in daily life.
- UNICEF lobbies for more integration of migrants in regular education. >National Action Plan for Integration of Refugees 2017-2027<
- A list of policy recommendations is given, among them support for investment by migrants and better health provision and integration into regular structures.

Roma:

- Quantitative relevant group
- 20-30% lower enrolment in education
- Significant increase in attendance of high school from modest level in last two decades
- About 10% of Roma children have not attended school at all, high level of absenteeism and drop out
- Main problem is lack of Macedonian language competence
- Risk factors include poverty, bad health and malnutrition, mobility, segregation, insufficient facilities and lack of cultural sensitivity of school staff.
- No social support to increase school attendance, administrative barriers for enrollment, part privatisation of pre school education limits accessibility
- “Schools are generally unwelcoming and unsupportive of Roma children”
- Segregation in special schools and classes common
- No policies to attract Roma teachers
- Positive trends: 23% increase in primary and 57% in secondary school, University students up to 400 (150 graduates) from 10 in 2005.
- National Roma Strategy in the frame of the Roma decade 2005-2015 inspires widespread civil society activities
- Strength of policies include commitment to internationally accepted principles of non-discrimination. Weaknesses include a lack of operational implementation of concrete policies to implement the principle.

Volunteer:

- Growing role of civil society and volunteerism. Law on volunteerism 2008.
- Multiple and relevant Roma organisations, e.g. Roma Resource Centre (RRC) which organise school support, health care and support Roma University Students.
- Volunteer work recognized for ECTS in some University courses

Key findings of Key Informant Interviewing and Focus Group

Main policy recommendations include:

- Provision of sufficient resources, human resources and better and enhanced communication and coordination between the authorities and organizations that are in charge of implementing the programs, i.e. the strategies relating to the realization of the rights of migrant/refugee children (Ministry of Labor and Social Policy, Ministry of Education and Science, Crisis Management Center, Ministry of Internal Affairs, Ministry of Health, etc.).
- -need for a day center which will help Roma children engaged in schools to get help with their homework, participate in different activities, volunteering work, which will prevent them to go back to street as beggars.
- need for a special unit which will deal with the registration of Roma children since as mentioned above there is a large number of Roma children without any documentation so called “children – phantoms”.
- need for a detailed urban plan in the municipality of Tetovo that will identify unregistered residential houses and residents in those quarters. Many Roma in Tetovo live in illegal settlements and consequently without access to water, electricity etc.

The project should prioritize:

- Identifying the risks that can lead to violation of the child’s rights and monitor the actions of the institutions in the light of the aforementioned
- Education, segregation of Roma in special schools or in cohorts for children with disabilities. Skills for self-representation and self-support in Roma.

Good Practices

Good practices described include the USAID Roma scholarship and mentorship scheme, the Roma Education Fund and others.

Workshops by Roma alumni to secondary education students. Organizing regular visits to social places and institutions.

Discussion of Good Practices transferred in RoMigSc in Face of the National Situation

Practices as Roma Assistants, teacher and volunteer training seem to be particularly relevant for tackling the problems described in the report. However these must be framed in a more holistic approach of bettering the general social situation of migrants and Roma.



National Report

INITIAL STUDY FOR MACEDONIA - desk research report

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MIGRANTS

What is the general situation of Migrant children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

Macedonia as a country has been providing outgoing numbers of migrants to migrant population and has not been dealing with incoming migrants. Given the fact that Macedonia is transit country in en route-the Balkan route-a transit stop within of recent migrant crisis, no special educational policies has been developed in regard to migrants children. Currently within Macedonia there are two Child and Family Support Hubs providing psychological support to mothers and children.

According to the State Statistical Office of the Republic of Macedonia in the period 2006-2016 there has been a continuous increase in the number of immigrated foreigners in the Republic of Macedonia, which is 155 persons or 443% more in 2016 compared with 2006. The table below shows the number of immigrants from abroad in the age of pre-school education, primary, secondary and tertiary education, however there is no data about the inclusion of these persons in the education system of Republic of Macedonia.

Immigrants from abroad (foreigners) by age groups and sex, 2010-2016

Age-Sex/Year	210	2011	2012	2013	2014	2015	2016
m	43	70	56	53	45	90	121
0-14							
f	53	51	65	59	60	95	79
m	43	56	149	137	98	255	101



15-19 f	33	59	85	80	72	201	98
m 20-24	90	152	302	181	418	687	244
f	120	163	233	211	253	403	257

Source: State Statistical Office, Macedonia

According to ERRC (2013) Macedonia is home to about 1,700 refugees, mostly Roma, as a result of the 1999 conflict in Kosovo. Most of these persons are living in the municipality Šuto Orizari in Skopje. There are concerns that the unresolved legal status of the majority of these refugees is a major obstacle to their access to education. Asylum-seekers have access to education according to national regulations for primary and secondary education. Nevertheless, “in practice asylum-seeker children do not attend school, since they do not speak Macedonian and there are no special national programmes in place to support them with language classes” (UNHCR, 2015, p.11). However, in December 2016 UNICEF supported a pilot project where all school-age refugee and migrant children from the centre in Gevgelija had the opportunity to attend regular classes along with their Macedonian peers in local primary schools (UNICEF, 2017).

Which phenomena are discussed as problematic about primary and secondary school attendance of migrant children? Eg high drop out rate, underperformance vs. the general population, social exclusion, poor cooperation with parents and communities, etc.

No migrant or refugee children presently attending school within territory of Macedonia except receiving child support at the two transit migrant hubs.

Please give a brief overview of the general education system relevant for migrant children.

As indicated above in Macedonia currently, migrant children population is insignificant and in transit-not staying longer enough in the territory of Macedonia as to arise a need for developing policies for inclusion in the education system. Therefore, no special or relevant educational practices which will target the migrant children have been developed.

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc. of migrant children?



Not having proper- tailor made education programme targeting specific groups in this case migrants play substantial role in drop-out rates. Namely, it is evident by now that migrant population presents culturally and sociologically diverse group of people. Except being a migrant they may share very limited and diverse experiences of their home country. For example, migrants from a specific country could have some formal education due to his or her home country educational system whereas others may lack formal education or not have at all prior of his or her arrival to a host country.

Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes and monoculture orientations (for example not only presenting European artists, writers, etc., but also those from third countries), (b) trainings/contents for teachers for work in multicultural environment (whether as topics/courses within curricula of study programme for teachers, or as additional trainings/seminars for teachers who work in multicultural classes)?

Primary/secondary textbooks in Macedonia have been under several revisions in the last two decade with aim to minimize monoethnicity within the context. Moreover all the revisions have targeted to avoid cultural misunderstandings as well as stereotyping mainly based on ethnic identity. Specifically, interpretation of history has been bone of contention in the textbooks. In fact, this has triggered few initiatives of writing “the common Balkan History” as to not favoring one or other ethnic group while describing historical events.

Having said this Macedonia presents a unique case when representation of cultural identification in primary and secondary schools is in question. Unique in a sense that education system rests on the mother tongue classes or cohorts. Consequently, language of instruction in primary, secondary and higher education can be followed entirely on the mother language of a pupil which belongs to a particular ethnic group- ethnic Macedonian, ethnic Albanian or an ethnic Turkish group. Therefore, educational life of a pupil develops within its own group while public life presents multicultural elements in its functioning.

Most of the trainings to teachers is focused on raising awareness of multicultural elements of a society in general. Developing sensitivity toward other cultural values, respecting the difference and finding common ground are few topics of interest. In terms of curricula understanding the cultures is one of three elective subjects offered to students at intermediary level of their school life.

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems (of migrant children) described. Which are the targets of policy and which measures are implemented?



“UNICEF continues to advocate for greater access of refugee and migrant children to the formal education system, and together with national civil society actors is currently contributing to the development of a proposal for revision of the national education legal framework, which still restricts access to education for refugee and migrant children” (UNICEF, 2017, p. 6). Within this spirit the Ministry of Labor and Social Policy is in process of preparation ten year strategy for “Integration of Refugees and Foreigners 2017-2027” along with “the National Action Plan for Integration of Refugees 2017-2107”. First draft of the policy proposal (proposal for the law) has been developed and shared with public and stakeholders for further consultations before it gets formalized as the Law. In the current version of the the proposal¹ six measures of integration is covered. The first section is dealing with strengthening the integration system through capacity building measures, which will enable local participation and interactive communication. Within this measure innovative solutions will be sought as to develop sustainable institutional solutions providing financial stability to main actors responsible for implementation of this measure. The second section of the strategy is dealing with development of early warning system in identifying appropriate schools for replacement, identifying training themes for better integration, prior logistical preparation and assessment of opportunities for job creation for refugees. The third section of the strategy is dealing with housing with the aim to provide sustainable and long term solutions for housing which promotes social integration. The fourth sections’ measures is targeting education which is directly linked with employment described in the the fifth section. With the education it is aimed to strengthen social integration and promoting sustainable employment. The final section of the strategy is on naturalization of refugees or those who have obtained citizenship to provide continues support for integration.

What are according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies concerning migrant children? What are the main proposals of relevant groups to change these policies?

Strengths: Having the 10 Year Strategy for integration with the Action Plan provides strong basis to move forward in achieving better integration. The adoption of the strategy demonstrated the will to implement perceived measures for building sustainable institutional capacity to deal with integration of migrant children.

Weaknesses: “Macedonian schools are not prepared to meet the needs and opportunities that immigrant students bring, and do not encourage their contribution to society, as in most of the Balkan countries. Even though intercultural education is an official policy aim, it is largely

¹ Click here to see full version of the the two proposals for consultations <http://www.mtsp.gov.mk/predlog-zakoni-2017.nsp>



absent from the curriculum and school life. Government support for cultural diversity promotion depends on ad hoc funding and implementation of the few available measures is mainly done through initiatives of NGOs and international organisations” (MIPEX, 2017). Moreover, recent mood of public, mainly supporters of right ideology have spoken against hosting refugees in Macedonia which was triggered by the government recent policy proposal for integration of refugees. This public mood is receiving some ground support and negative media coverage with speculative content of the proposal leading to organizing citizens referenda at municipal levels to object building housing facilities for refugees at the municipal territory. Evidence of this negative and false campaigning receiving ground is the latest Gallup study index on ranking Macedonia the least accepting country of migrants².

Opportunities:

What are the main proposals of relevant groups to change these policies?

Among other actors involved in decision processes including NGO's and political actors, especially role of government, there are some measures that should be taken into consideration:

- First of all, government should have in consideration the main activities: impact of decisions on relevant institutions to attract migrant investment to stimulate local business;
- Proper remittance management that would be profitable for the local budget;
- Keeping an account of this social background for the education of their children, especially those cases that have one parent (father) migrated, there is no doubt that one parent finds it difficult to educate and maintain the appropriate level of education for children in family;
- Migrants (at the level of governmental policies) should have a protective mechanism in the sphere of public services, not only in their education but also in the field of other health services;
- The government should improve the standard of how to stimulate it towards a more correct healthcare offering, considering it as a key actor or health home institution that takes over this public service.
- Have evidence of the number of municipalities in which the number of migrants is greater, how to stimulate those municipalities from the state budget and increase the level and quality of service to them;
- Stimulate the cases of migrants who want to invest in the home country; The offer that the government needs to give in order to increase their interest in investment in the country and the trend should increase to improve the country's economic standard;

² <http://www.gallup.com/poll/216377/new-index-shows-least-accepting-countries-migrants.aspx>



- The Government should bear in mind that in this regard it will approve adequate, non ad hoc mechanisms that would have a positive impact not only on integration in the country where they are or temporarily live, but also to build the environment and climate for attracting migrants return for investment in the country.

Please describe up to five relevant good or (based on any evidence, competition or other relative evaluation of their merit) “best” practices to intervene in the problematic situation. Please discuss in general the range of practices which are regarded as “good” in your country (being particularly innovative, effective or generally accepted). Describe four good practices of policies/practices to integrate migrant children in detail (about ½ page each). (Remark: we will ask you to put these in a more systematic grid later on, but in this exploratory phase free format reporting is more appropriate)

- provide learning environment
- enable environment where children can freely express themselves
- organizing social activities-out of classroom in school yard
- use of metaphors to promote cultural diversity

ROMA

What is the general situation of Roma children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

According to CAHROM (2015) the enrollment of Roma children in all levels of education is 20 to 30% lower than among non-Roma and the dropout rate of children is two times higher among Roma in comparison to non-Roma children.

Pre-school education is not compulsory in Macedonia. However, a project called «Inclusion of Roma children in preschool education» implemented by the Ministry of Labour and Social Policy and supported by the Roma Education Fund, is implemented in 18 municipalities to provide pre-school education for Roma children (CAHROM, 2015). In addition, In Topana, Skopje's second-biggest Romani neighborhood, the education and community development organization Sumnal helps 94 children attend preschool and runs workshops designed to help mothers prepare their kids for school (Roma Transitions, 2013).

Although there are different projects and activities for Roma inclusion in pre-school education, the number of Roma children aged 0-6 years attending pre-school education is still very low. In the academic year 2009/2010, 20,317 children (of all nationalities) aged 0-6 years were enrolled in 52 kindergartens; 454 or 2.23% of them were Roma children. In the academic year 2010/2011, there were 23,503 children (of all nationalities); 551 or 2.34% of them were Roma

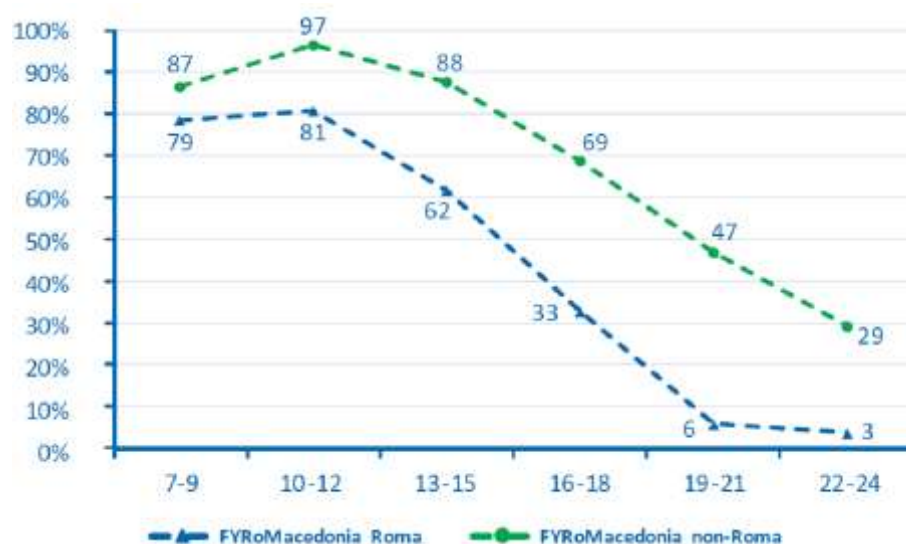
children. In the academic year 2011/2012, there were 25,200 children (of all nationalities); about 600 or 2.38 % of them were Roma children (CAHROM, 2015).

Unlike pre-school education, primary and secondary education is mandatory and is considered to be mainly the state's responsibility. Therefore, there are fewer projects for Roma inclusion in primary schools. However, Roma are better represented in primary school compared to pre-school education. According to the Ministry of Education and Science, during the academic year 2011/2012, the number of Roma children who attended primary school was 9,924. UNICEF estimated in 2011 that only 63 percent of Romani 7-year-olds were enrolled in school, compared to 86 percent in the poorest households overall (Roma Transitions, 2013). The share of Roma children aged 6 according to education attendance attending pre-school education is 23%, primary education 47% and not attending any kind of institutional education is 31% (UNDP, 2012).

In Shuto Orizari, where Roma population is mainly concentrated, there are two primary schools. Braka Ramiz and 26 July. In order to accommodate 2,300 pupils (about three times the intended capacity) classes are held in three shifts at Braka Ramiz and in two shifts at 26 July (Roma Transitions, 2013).

Figure 1 shows school attendance by age groups in Macedonia in 2011, comparing the share of Roma and non-Roma living in close proximity to Roma households.

Figure 1. School attendance by age groups



Source: UNDP/ World Bank/EC Regional Roma Survey 2011 (UNDP, 2012).

Differences in attendance between Roma and non-Roma are statistically significant for the age cohorts 10 to 12 and above (UNDP, 2012). In terms of attendance, the Roma seem to be strongly disadvantaged after the age 18 with the end of compulsory schooling.

Roma attendance in high schools has increased from 300 to 1,700 for less than two decades (Roma Transitions, 2013). Free public transport, scholarships and mentoring programs developed by the Ministry of Education and Science and Open Society Foundation since 2009 are the most effective measures in helping the Roma inclusion progress.

Recent survey administered under auspices of Open Society Foundation Macedonia titled “Do Roma people have better education today?” (FOSIM, 2015) with aim to provide overview of 10 years after Decade of Roma initiative presents valuable results of the progress of Roma inclusion in the education system. Namely, survey has been done in six major cities where Roma population live in great numbers-Suto Orizari, Gorce Petrov, Kumanovo, Prilip, Bitola and Kicevo. In regard to question whether education of Roma has improved in the last ten years, 71 percent has responded positively while 15 percent has said no and 14 percent has said that they cannot really assess it. Percentage of positive responses are even higher, it reaches nearly 80 percent in respondents with completed secondary and higher education.

When analyzing responses based on place of living results varies. Depending of place of living, perceptions of Roma respondents on the fact that the number of Roma children completing primary school has increased in the last ten year varies between the lowest 24 percent to highest 80 percent agreeing with this statement. It is similar trend in regard to the statement on completing the secondary education.

Which phenomena are discussed as problematic about primary and secondary school attendance of Roma children? Eg high drop out rate, underperformance vs. the general population, social exclusion, poor cooperation with parents and communities, etc.

The rate of irregular attendance and dropout rate of Roma children is high both in primary and secondary education. According to UNDP (2012), the Roma that attend school indicate higher absences in comparison to their non-Roma peers, which puts students at the risk of dropout. A considerable share of young Roma in Macedonia has never been to school. About one out of ten Roma of the age 10-18 is without school experience (UNDP, 2012). Without having attended formal education, the chances for social exclusion are high and minimal for lead a self-defined life (UNDP, 2012).



Recent study³ of the Roma Resource Center and the Center for Family Care-Atina have found that the main reasons for high school drop-out in Roma children is due to skipping pre-school education, low education and social status of parents, poor knowledge of Macedonian language and low school attendance. This phenomena discussed in the literature as problematic about primary and secondary low school attendance along with above finding are listed as below (CAHROM, 2015; Roma Transitions, 2013):

- The low awareness of Roma families about the importance of enrolling their children in schools
- Low capacities and poor conditions in schools
- The fact that children speak Romani at home and have little knowledge of the Macedonian language. The Macedonian educational system does not yet provide tuition in Romani, which for many Roma is their first language.
- The fact that most Roma continue to live in settlements isolated from the rest of society (European Roma and Travellers Forum 2015)
- Living on very limited budget therefore, not able to pay schooling expenses.
- Not friendly school environment for Roma where they are subject to prejudice and exclusion very often due to lack of cultural sensitivity.
- Inability to travel to school also affects regular attendance

Please give a brief overview of the general education system relevant for the target group of the project.

According to Roma education Fund (2007), the most important problems threatening the quality of the education of Roma in Macedonia are the following (p.10-11):

- There is virtually no social support promoting wider participation in education.
- State-provided education is, to a considerable extent, complemented by nongovernmental organisations, which are financed through grants by the international donor community.
- Administrative barriers for enrolling into pre-school and primary education still exist, given that many Roma families lack the necessary documentation and social support from the state. The announced partial privatization of pre-school institutions and the consequences to be introduced might further jeopardize the access of Roma to pre-school.
- Segregation in special schools and separate classes is still common in Macedonia, and there is not much reaction to this problem – even from the Roma communities.
- Despite supportive policies, schools are generally unwelcoming and unsupportive of Roma children.

Roma parents are seriously under-represented in school boards, and cannot participate in the schools' decision making processes. The quality of education for Roma in many cases is

³ <https://www.mkd.mk/makedonija/obrazovanie/uchenicite-romi-sje-ushte-naiduvaa-na-socijalni-i-pravni-kochnici-vo>



substandard, especially in the early stages of education, and Roma children simply get transferred to the next grade without needing to fulfill the minimum requirements. There are no policies to attract and support Roma in pre-service teacher training, so there is a shortage of Roma teachers at the pre-school and primary school levels.

It also needs to be acknowledged that although legal segregation tends to diminish gradually there has been an informal segregation on rise because parents of non-Roma children withdraw their children from schools that become increasingly dominated by Roma children (European Roma and Travelers Forum 2015).

On the other hand there are some positive developments in regard to recent measure take to broaden the education opportunities of Roma children by positively discriminating in their favor such as:

- The ministry of Labor and Social Policy and the Roma Education Fund, supporting 500 children to attend pre-school
- The attendance of Roma children in first grade of primary school increasing by 7 percent
- The primary school attendance in general has increased by 23 percent and the secondary school by 57 percentage.

However, on the other side at university education before 2005 there had been about 10 Roma students and very few of them had completed their studies. Now there are 300-400 active university Roma students and about 150 graduates⁴.

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc.?

The drop-out rate of Roma children is high as a result of health problems because of bad weather conditions, outbreaks, lack of awareness among some Roma parents about the importance for their children to attend pre-school education and financial problem for the parents to cover the cost of pre-school education (it costs 25 Euros per child per month) (CAHROM, 2015).

The language barrier is another factor contributing to low inclusion of Roma children in schools since most of them speak Romani language and have low level of knowledge of the Macedonian language. The curriculum according to which the educational process is carried out is mostly

⁴ <https://www.mkd.mk/makedonija/obrazovanie/uchenicite-romi-sje-ushte-naiduvaa-na-socijalni-i-pravni-kochnici-vo>



in Macedonian language, which is why the Roma students have problems with learning and understanding the educational programme (CAHROM, 2015).

Irregular school attendance and high drop-out rates are partly a result of children accompanying their families abroad. Thousands of Romani families leave the country for doing seasonal labour, visiting family and friends, or even claiming asylum in Western European countries (CAHROM, 2015).

Segregation between and within schools jeopardizes the process of social inclusion and consequently diminishes interests in education. Education as powerful tool for social inclusion plays adverse affect in the case of Roma children.

Social status of a Roma family within the society adversely affects performance of Roma children in school.

Poor health status of Roma children directly affects their performance in schools (some teachers report that Roma children coming to school underfed and deprived of sleep).

Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes vs. Roma, Roma culture., (b) trainings/contents for teachers for work with national minorities and particularly Roma (whether as topics/courses within curricula of study programme for teachers, or as additional trainings/seminars for teachers who work in classes with a high percentage of Roma)?

Primary/secondary textbooks in Macedonia have been under several revisions in the last two decade with aim to minimize monoethnicity within the context. Moreover all the revisions have targeted to avoid cultural misunderstandings as well as stereotyping mainly based on ethnic identity. Specifically, interpretation of history has been bone of contention in the textbooks. In fact, this has triggered few initiatives of writing “the common Balkan History” as to not favoring one or other ethnic group while describing historical events.

Having said this Macedonia presents a unique case when representation of cultural identification in primary and secondary schools is in question. Unique in a sense that education system rests on the mother tongue classes or cohorts. Consequently, language of instruction in primary, secondary and higher education can be followed entirely on the mother language of a pupil which belongs to a particular ethnic group- ethnic Macedonian, ethnic Albanian or an ethnic Turkish group. Therefore, educational life of a pupil develops within its own group while public life presents multicultural elements in its functioning.

Most of the trainings to teachers is focused on raising awareness of multicultural elements of a society in general. Developing sensitivity toward other cultural values, respecting the difference and finding common ground are few topics of interest. In terms of curricula understanding the cultures is one of three elective subjects offered to students at intermediary level of their school life.

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems described. Which are the targets of policy and which measures are implemented?

The country is a member of the Decade of Roma Inclusion 2005-2015. The National Roma Integration Strategy (NRIS) was set up in 2012 and implemented from 2014 for a decade (Fact Sheet of Situation of Roma in Macedonia 2015). This strategy is covering major areas in which there are problems for Roma community as health, schooling, employment, and housing. So far the strategy has been limited in terms of results but civil society actors have been very active in monitoring the process while pointing out areas for improvement. Namely, it has been pointed out that Roma in Macedonia are “excluded from different aspects of social and economic life, including employment, housing and education”. Also, it has been noted that settlements continue to be isolated from rest of society, lack of access to water supply and hate speech and racism are still listed as common problems.

What are, according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies for Roma children? What are the main proposals of relevant groups to change these policies?

Strengths: “Macedonia subscribes to the following international commitments: the Universal Declaration for Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the European Convention for the Protection of Human Rights and Fundamental Freedoms, the Framework Convention for the Protection of National Minorities, and the UNESCO Convention Against Discrimination in Education” (Roma Education Fund, 2007, p.19)

Weaknesses: “However, the country has no domestic legislation against discrimination, and discriminatory behavior is only mentioned in the constitution, which says discrimination is forbidden, and the Criminal Code, which treats discrimination as a criminal act. Two versions of a law against discrimination have been prepared, one by the Helsinki Committee for Human Rights in Macedonia and the other by the Institute for Sociological, Political, and Juridical Research, but neither of these has yet been officially brought to the parliament” (Roma Education Fund, 2007, p.20).

Opportunities: “The existing legislation in education does not raise discrimination issues. The laws do not make clear reference to discrimination in schools, and, in the absence of a general law against discrimination, there are no mechanisms to combat it. If there were anti-

discrimination legislation covering education, it still would not be easy to ensure proper implementation. Implementation gaps exist, for example, in the Law for Primary Education, which forbids physical and psychological abuse of students and determines financial penalties. Despite this law, abuse exists, and schools and/or teachers are rarely punished in cases of abuse” (Roma Education Fund, 2007, p.20).

Please describe up to five relevant good or (based on any evidence, competition or other relative evaluation of their merit) “best” practices to intervene in the problematic situation. Please discuss in general the range of practices which are regarded as “good” in your country (being particularly innovative, effective or generally accepted). Describe four good practices in detail (about ½ page).

- Each Roma high school student gets a scholarship of 60 USD per month and a mentor. Resources secured by USAID with the purpose of fighting dropout ([Karajkov, 2005](#)).
- Recently the World Bank representative in Macedonia, Sandra Blumencamp, commended the country as being a regional leader in the social inclusion of Roma. Members of the EU Parliaments who ran an assessment of the situation of Roma in the country considered Macedonia to have relatively elevated standards ([Karajkov, 2005](#)).
- With support from a Roma Decade program called the Roma Education Fund (REF), the national government and 18 municipal authorities have been implementing a project aimed at increasing preschool numbers among Romani children. As of October, the project was helping 400 children attend preschool, according to officials from the Ministry of Labor and Social Policy (Roma Transitions, 2013).
- Backed by the EU and REF, a pilot project called A Good Start is helping more kids go to nursery school and kindergarten. It provides daylong preschool for 57 children in Shuto Orizari (Roma Transitions, 2013).

Which role does voluntary work/engagement of civil society play in interventions to mitigate the problem? Please name related programmes and organisations. Please describe three good practices. Please discuss strength and weaknesses of these approaches briefly.

Civil society has been a great advocate of raising awareness of voluntary work in society through individual contribution by putting one’s knowledge, skills, and values for the better of society. As part of this efforts government it has recognized the need to regulate the voluntarism in Macedonia therefore, the Law on Voluntarism was brought in 2008. Since then many amendments have been made as to respond gaps during implementation phase. In regard to Migrant and Roma children integration challenges, civil society organizations through their voluntary activities have been engaged in working with children. Especially this is the case with Roma children given that migrant population in Macedonia is not substantial or it is not treated within the issue of integration rather than providing social services while they temporary transit within the territory of Macedonia.



Macedonia is one of few countries where civil society organizations of Roma is great in numbers and very active in their activities. Namely Roma Resource Center (RRC) is one of few civil society organization that provides diverse activities to Roma children on their personal development on voluntary basis. Their activities range from health issues within Roma dominated area to employment of high and university graduates. Regular workshops and after school activities are organized by RRC by setting an example to other civil society organizations to follow.

In terms of identifying three good practices, I would select the following:

After school workshop to Roma children. Students of primary school attend after school sessions for getting help with their homeworks and understanding school materials better

Organized workshops by Roma alumni to secondary education students. Motivating students to start thinking of their future and deal with social inclusion at early stages.

Organizing regular visits to social places and institutions. Getting student familiar with social institution performing out of their neighborhood or at large in society.

Are there training programmes for volunteers. Please describe briefly?

Not specifically for volunteers but rather more of community work, personal development and career development.

Do Universities prepare for volunteering and is volunteering-work accredited with ECTS points?

Universities aim to prepare their students more for a career although volunteering is seen as part of their career building blocks. Currently only internship are recognized and bear ECTS credits but in specific courses such as Professional Career Development volunteering-work is recognized and is part of course activities.

Please describe up to five good practices of volunteerism in the field as well as acknowledgment of volunteerism.

- Being accessible to be asked for help when needed
- Provide useful skills to large audience
- Organize trainings to selected potential volunteers
- Universities take more responsibility in raising awareness of the need of volunteerism
- Media outlets promoting volunteerism as raising value in society

What are the main recommendations given in the literature to improve conditions for civil society participation and improving volunteer work? What is your own assessment?



It is recommended that volunteerism must be recognized by all levels of society as value for building healthy societies. Media outlets, educational institutions, social institutions and government institutions shall play critical role in recognizing volunteerism work and raising awareness for volunteerism. Civil society should be more accessible and innovative in their programs to invite broader spectrum of individuals into their work and represent their interests accordingly.

Please add any other information or finding of literature as well as your own observations, you think is relevant for our project analysis

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Focus Group Report

Organisation: South East European University

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Focus Group Facilitator(s): Jonuz Abdullai, Veli Kreci, Merita Zulfiu Alili, Besa Kadriu

Note: We could not gather all the participants for a full plenary meeting, so the focus group was implemented in three separate sessions

Place: Tetovo, Skopje

Date: September, 2017

Focus Group Participants: Name, organisational affiliation, field of activity, experience

1. NPM team, Office of the Ombudsman, Legal Counselors: Iva Mihajlovska, Junior Associate, Office of the Ombudsman
2. Mersiha Smajlovic, law prentice at Finance consulting, Nahl, NGO activist- LEGIS
3. Samet Skenderi, NGO INSOC, Skopje; Firdaus Ajdari, LEAR-Tetovo; Salije Ajdari, Kindergarden teacher-Gostivar.
4. Olivera Cvetkovska (Psychologist) and Zura Etemi (Pedagogue), Center for Social Work, Tetovo
5. Suzana Pecakovska, PhD. Foundation Open Society, Senior Education Coordinator & Monitoring and Evaluation Officer. Previous position held between 2004-2014: Education Coordinator for Roma Education Program

What is the general situation of the Roma and Migrant Children?

Roma live in difficult housing conditions and there are few facilities or buildings dedicated to Roma or social strata to provide housing or shelter from state authorities. The material condition of the Roma is very difficult, especially of Roma children who do not attend school. The

dropout rate is very high, or they often pass the next grade without achieving the necessary success. In the sphere of education, Roma do not learn in their mother tongue, but they are educated in Macedonian language or in occasional cases in Albanian language, in those settlements where Albanian population predominates, especially in rural settlements. Pre-school education is encouraged for Roma children, so they can attend kindergarten free of charge.

In primary education, Roma children are assisted with school book equipment, to attend classes, and are favored on certain occasions with financial support through scholarships. The same applies to secondary education. Third or more child, educated through RFF funds (Roma Financial Fund). For university education, scholarships and mentoring programs are provided from the British embassy, Open Society Foundation, Romaversitas etc. For example, for the mentoring of Roma students professors/ mentors are assigned to taught and guide students. Considering the situation of migrant-refugee children, Macedonia is home to Roma refugees from Kosovo, as a result of the 1999 conflict in Kosovo. The concern remains about the unresolved legal status of the majority of these refugees which prohibits refugee children to attend school. Even though asylum-seekers have access to education, Macedonian language remains the major obstacle to their inclusion in the education system.

Respondent 5: As a result of the Decade of Roma inclusion 2005-2015, which was initiated by the Open Society Foundation and the World Bank the inclusion of Roma in education showed improvement. It initiated implementation of many projects in response to inclusion policy, which were financed by major donators such as USAID, Roma Education Fund, the Embassy of Netherlands in Skopje providing long-term financial support for the policy. Such support in turn proved to be very effective in increasing the number of registered Roma children in all levels of education as well as improving success rate for moving up grades (from primary to high school and from high school to higher education). Consequently this policy intervention increased the number of graduates in primary, secondary and students studying in various study programs improving general situation of Roma. However, given the fact that inclusion of Roma children in education has been ill treated and ignored for so many years in the past solving the problems of Roma integration need to have long term and multisectoral intervention. The agenda 2020 gives new stimulus for continuation of the support.

Which policies are implemented on the national and regional level?

According to the Ombudsman Office, at national level, Standard Operating Procedures for dealing with vulnerable categories of persons from abroad and Standard operating procedures for dealing with unaccompanied children from abroad have been adopted, while the Strategy for Integration of Refugees and Foreigners is on-going. As for the regional level, many events

(conferences, workshops, etc.) have been organized, focused on identifying and solving the issues the children in move are faced with, as well as ensuring the best interests of the child.

As all respondents noted there are different projects for inclusion of Roma children in pre-school and schools education, such as free pre-school education, free public transport, one-time financial support for children registering to school to avoid street begging, scholarships, mentoring programs for students etc.

Respondent 5: It exist national strategy for Roma until 2020 which is inconsistent-identified problems are not fully corresponding with set of perceived policies and measures for support-but it still provides strategic framework for the state.

A lot has been done in the fields of education and health of Roma. More than 2500 scholarships has been provided to high school and university students for several generations of Roma students and for students who attained formal education. Currently some of the are holding high level management position in the public administration with capacity to decide on policies related to Roma community (this initiative was implemented by Open Society Foundation in Macedonia (OSFM) then later was adopted by the Ministry of Education and Science which is still implemented). It also exist non-formal centers run by Roma NGOs providing direct educational after school support (which has compensatory role) through money from international donations.

In the field of Roma health, Roma health mediators are functioning for many years with the aim for ease access of Roma to health services. It started as the OSFM activity and later was taken by the Ministry of Labor and Social Policy. Also the OSFM is working with many Roma communities in providing legal support and advice on budget items which the government allocates related to Roma community health. Additionally the OSFM is implementing a project for changing narrative for Roma in health workers.

Moreover, a project on social and employment as well as inclusion of Roma children in preschool education has been implemented. Activities related to employment, opportunities for non-formal education and training for skills and competences interventions have been designed and implemented by the NGO organizations.

In the field of housing, the OSFM has provided legal and other support for legalization of Roma houses. Many local self government units have developed strategies for inclusion of Roma but majority of them have not taken any concrete steps towards implementation of those strategies.

What are main STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS of these policies?

For migrant children (if we have)



STRENGTHS:

- The standard operating procedures are in line with the domestic and international regulations on migrant children, establishing the procedures and the manner of dealing with this vulnerable category in a detailed and clear manner.

WEAKNESSES:

- There is lack of trainings for those in charge of carrying out these procedures. Failure to comply with such procedures when dealing with migrant / refugee children, due to which the Ombudsman has commenced several procedures for protection of children's rights at his own initiative.

THREATS:

- The closure of the borders triggered irregular entry of migrants and use of smuggling groups' services, which is the main reason why these persons are unregistered by the authorities and hence outside the protection systems, being at risk of human trafficking.
No proper monitoring and child protection in the case when children were unaccompanied and the risk of trafficking/smuggling of migrants crossing Macedonia (Respondent 2)

OPPORTUNITIES:

- Certain NGOs, SOS Children's Village and La Strada offer specially designed programmes to meet migrant/refugees children's needs (Respondent 2).

For Roma children

STRENGTHS:

- The legislation includes Roma children in all areas of social life. There are laws governing their right to education, health care, social protection, etc.
- Employment of Roma population is assisted by foreign or domestic companies, where it is given the possibility to a meritorious and not party system. For example, the Lear Company employing newly-graduated students based on their qualifications. It is also the volunteer work that Roma students practice and are taken into consideration by companies such as Mjesecina in Gostivar, In Sok in Skopje, etc. in addition, volunteers are engaged in the unpaid pre-school education or kindergarten for Roma children.
- Long-term policy interventions, financial support from international donations, increasing rate in schooling registration and rate for completion.

WEAKNESSES:

- The law regulations are not fully respected, which is particularly evident in the existence of unregistered children in the birth register, the phenomenon of discrimination and segregation in the schools, as well as the lack of access to health services. There are no qualified Roma staff to serve in terms of health education, health care and emancipation of Roma women as well, except of the municipality of Shuto Orizari where a Roma gynecologist is hired.
- Many Roma are at risk of trafficking/forced labour
- The particular issue is the employment of Roma, which is extremely politicized.
- From interviews with Roma volunteers, or representatives of the non-governmental sector, they emphasize that even in a municipality where Roma population is mostly concentrated,



such as the municipality of Shuto Orizari (Roma dominated municipality), they work with three facilities in kindergartens, schools or daily stay (Respondent 3).

- Majority of policy interventions for long terms are unsustainable or barely sustainable. It requires additional efforts working with all stakeholders simultaneously in order to have an effect (parents, children, teachers, and schools)

OPPORTUNITIES:

- Enhanced monitoring over the implementation of policies,
- Employment of Roma people in the state bodies, in accordance with their educational background. Based on the data adopted by the governmental sector, it is emphasized the deadline for this strategy by 2020, whereby it is given the opportunity for other parts to be implemented in practice, not just in education, where it is thought that to some extent there is improvement, but in fact there are also a number of other needs that need to be considered when designing policies of the future. This includes the responsibilities of local government authorities, which should undertake the practical implementation of the needs that are indispensable for this category of citizens.
- Here too it should be emphasized the role of authorities in relation to Roma representation at all levels of government
- Effective policies of Roma integration in society toward achieving objectives of EU agenda or integration of the country into EU.

THREATS:

- Perception of societal stigma and discrimination towards Roma children
- The lack of successful integration of Roma children in schools increases the number of children begging in the street
- Increased crime among Roma population
- Need to use Roma agenda 2020 for continuation and redefinition of policies and support for Roma community.
- It is evident trends in the last years initiated and supported by the local Roma politicians for school segregation (for example residential segregation in the school of Saip Yusuf in municipality of Suto Orizari) regardless of warning by NGS organizations for such development of events).
- Examples of Roma students placed in separated cohorts in Stip and Bitola.

Situation of Roma children:

Who are they? What is their situation? What do they want? (ambition to progress, social conditions, patterns of school careers, etc.)

This section includes some direct comments from the Respondents:

- Roma children in Macedonia are still on the margins of social life. There are still many of them who are not registered in the birth register (so called “children – phantoms”), they are faced with lack of access to health services, as well as segregation in schools and school dropouts. Furthermore, they have inadequate housing, as a result of the low employment rate of their parents as an indirect factor(Respondent 1).



- Many Roma children are unaccompanied, they can be found on the streets begging or selling items such as wet wipes etc; most probably they make part of an elaborate human trafficking network operating locally and internationally (Respondent 2).
- Project experiences of the OSFM demonstrated that if you have all conditions for learning and systems for support Roma children can equally advance in school as their peers. Lack of knowledge of Macedonian language before the school, their financial conditions, inadequate environment for learning, stereotypes, inadequate training for teachers for work with children of vulnerable groups are very often limitations for good school results and advancement in career. Awareness in parents is substantially changed and they very well understand the importance of education. But there is still early marriages and in ghetto neighborhood with high dropout rate from schools.

What are the typical risk factors?

- Low socioeconomic status, poor quality education, impeded access to health services, inadequate housing, low employment rate.
- Education must be primary priority because it creates good practices in Roma education for example, through providing medical scholarships there are Roma doctors and/or medical staff, which was not the case before as well as lawyers, economists and social workers.

Situation of Migrant (incl. Refugee) children:

Who are they? What is their situation & what do they want (ambition to progress, social conditions, patterns of school careers, etc.)

- Migrant children who find themselves on the territory of the Republic of Macedonia most often only transit through the country and are usually nationals of the countries of the Middle East. Their main goal is to reach the Western European countries. On the contrary, children recognized as refugees in the Republic of Macedonia are Kosovan nationals and their goal is full integration into our society (Respondent 1).
- As any refugee/migrant, they search for a safe place and better conditions where they could thrive in a safe environment, where they could get a good education (Respondent 2).

What are the main/typical risk factors (that contribute to drop-out, under-performance, and social exclusion)

- Lack of adequate legislation supposed to protect their rights and needs (Respondent 2).
- Lack of free legal assistance for vulnerable groups such as Roma group (Respondent 4).

What, in your perspective, is the top priority to improve the situation, regarding strategies that can be pursued by regional and national actors like policy makers and civil society?

- Provision of sufficient resources, human resources and better and enhanced communication and coordination between the authorities and organizations that are in charge of implementing the programs, i.e. the strategies relating to the realization of the rights of migrant/refugee children (Ministry of Labor and Social Policy, Ministry of Education and Science, Crisis Management Center, Ministry of Internal Affairs, Ministry of Health, etc.).



- According to Respondent 4, there is a need for a day center which will help Roma children engaged in schools to get help with their homework, participate in different activities, volunteering work, which will prevent them to go back to street as beggars.
- There is a need for a special unit which will deal with the registration of Roma children since as mentioned above there is a large number of Roma children without any documentation so called “children – phantoms”.
- Respondent 4 also noted a need for a detailed urban plan in the municipality of Tetovo that will identify unregistered residential houses and residents in those quarters. Many Roma in Tetovo live in illegal settlements and consequently without access to water, electricity etc.

What should the project prioritize in its interventions?

- Identifying the risks that can lead to violation of the child’s rights and monitor the actions of the institutions in the light of the aforementioned.
- Education, segregation of Roma in special schools or in cohorts for children with disabilities. Skills for self representation and self support in Roma.

Please describe patterns of volunteerism in the field. What are the main organisations? How is volunteerism supported? Do Universities acknowledge volunteer work in any way?

- In the Transit Centers Vinojug (Gevgelija) and Tabanovce (Kumanovo), there are non-governmental and international organizations’ representatives on site to provide assistance and protection to migrants / refugees and asylum seekers. Various educational and recreational activities are being implemented, the persons accommodated are provided with psychological support, food and everyday products, and there are also professional legal associations providing legal assistance (Respondent 1).
- There is a number of NGOs both local and international in the field. Some of them send volunteers to work with these vulnerable categories. Voluntary work is usually enabled through EU-funded projects such as Erasmus+ projects, or self-financed volunteering terms (Respondent 2).

What other topics came up during the discussion? Please describe statements

The need for better coordination among different institutions dealing with the inclusion of Roma children, the need for raising awareness for volunteerism.

Please name any organisation or person which could contribute to the project through knowledge, dissemination, etc.?

- UNHCR, UNICEF, Red Cross, Macedonian Young Lawyers Organization, La Strada, Legis, Municipality of Skopje, Municipality of Tetovo, Office of the Ombudsman.
- Zaklina Durmis, Director of Center for Educational Support Dendo Vas, Skopje.
- Mabera Kamberi, Head of Unit for Implementation of Roma Decade in the Ministry of Labor and Social Policy.



Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

<https://romigsc.eu>



Co-funded by the
Erasmus+ Programme
of the European Union

Erasmus+, KA3: Initiatives for policy innovation –
Social inclusion through education, training and youth
Project number: 580228-EPP-1-2016-1-SI-EPPKA3-IPI-SOC-IN
3-year project: 31 December 2016–31 December 2019.
Project countries: Slovenia, Germany, Spain, Italy, FYR of Macedonia, Turkey

Reporter: Please describe the general atmosphere: how did focus group participants react? Do they think the topic is relevant? Will they support us? What can they contribute?

Respondents were very happy to be invited to contribute in this project, happy to support in promotion of the project and volunteerism work. They express their readiness to cooperate and assist in organizing meetings with groups, workshops, visits to institutions and settlements where they work and live.

Any other information

Roma students studying at South East European University say that they are very pleased with the friendly relationships and atmosphere created in this university. They are integrated and supported with scholarships on the basis of merit and social criteria and study in mixed classes with other students based on the choice of language (Macedonian, Albanian or English). Hence, SEEU could be a model for equally treatment of Roma in rapprochement with others.

There are also other benefits that refer to the Erasmus Scholarships, collaborations with other universities abroad.



2.3. Italy

Summary

Key lessons learned from literature

Migrant:

- The number of foreign students increased more than tenfold, from 59,389 (1996/97 academic year) to 802,844 (2014/15 academic year)
- Around 10 % of students in Italy are »foreign« (10,4% in primary, 7% in secondary I, 9,6% in secondary II, 10,2% in kindergarten. All children up to 16 yr have the right and obligation to attend school. Refugees in first reception centres receive simplified basic education, later on they attend local schools or adult education centres.
- Migrant students suffer from under performance and a 100% higher dropout rate (comparing them with non-migrant students)
- No particular introductory classes are foreseen in the regular system, but some transitional measures are implemented by NGO.
- Legislation from 2006 set a cap for the number of migrant children in each class at 30%
- Risk factors include language, difficulties of integration of other family members, low economic status of family, material deprivation, inappropriate living conditions, difficult communication with the migrant parents, difference between education system of children's home country and of the host country. Refugees often seek to move on to northern countries.
- Most teachers have not received specific intercultural training. In-service training is not obligatory. Some teachers demonstrate an inability to manage stereotypes and prejudices
- Main strengths of policies: stabilised protocol for inclusion of minors, attention is paid to problems of young migrants; different projects have been implemented
- Main weaknesses: Lack of attention to professionalization of teachers for work with migrants

Roma:

- Very diverse situation of ca. 180000 Roma of which 70000 are Italian citizens. Cases of dramatically poor living conditions, particularly in camps in metropolitan areas. Very low attendance of upper secondary education.
- Projects typically include providing transport from camps to schools, mediation between schools and families, supporting learning at school and after school and promoting the involvement of Romani parents in the educational careers of their children.
- Risk factors for dropout and under-performance include social conditions, high mobility through forced evictions, support depending on formal residence and discriminatory behaviour by some teachers. Also families require children to contribute to the family income. Due to federal structure mostly regional or local policies "uncoordinated and discrete projects". In 1982 it was established that Roma children of school age had to attend the normal Italian classes, with the presence of an additional teacher for every six Roma pupils with the function of bridge between school and families. The protocol for schooling of Roma/Sinti children (2006) introduces the role of : "mediatore culturale e linguistico" Rom e Sinti, as an important bridge between school and family.

Volunteer:

- Strong role of volunteer engagement in mitigating the problem. The report mentions and describes the role of various relevant associations.
- Relevant stakeholders recommend comprehensive training and preparation of volunteers.

Key findings of Key Informant Interviewing and Focus Group

The discussion mainly focused on migrants, A majority of migrants that come to Italy would prefer to continue their journey northward - only around half of migrants applied for asylum in 2016, A big issue are unaccompanied children.

Concerning Roma, often the school attendance of those that are enrolled is irregular, and as a consequence their performance is very poor, which in turn leads that many Roma children complete only 4 years of primary school. Bad parental patterns (they do not see education as a value), and racial-discrimination to which roma are subjected are main risk factors for drop outs. Participants stressed that it would be important to making available more funds and qualified human resources, to better deal with integration. And that better coordination on national level would be needed to better deal with inclusion of roma and migrants in education. The project should prioritize in its intervention improvements of policies in the area of inclusion of Roma/migrants in schools, support volunteers actions

In order to support - stimulate volunteering it is important that the work is well coordinated. Volunteers should be able to attend some 'capacity building' courses (which can enhance they work with target groups & give them additional knowledge-including theoretical; that they can use in their future). It is also very important that volunteers get certificates for their work.

The report includes some first hand experience and feedback from volunteers and migrants. Most emphasize the good atmosphere and high level of acceptance of refugees in the municipalities in the Taranto region.

Good Practices

Migrant:

- CACTUS project in Milan schools. Equipment specifically designed for the new pupils enrolled in lower secondary school with low knowledge of Italian (<http://il2studio.integrazioni.it>). Interactive platform on the main academic disciplines
- TuttiAscuola (Lombardia) Interventions in cultural linguistic mediation and educational consultancy.
- Il valore di sé e degli altri; una strada verso l'educazione interculturale (2016)
- Insieme? Si grazie (2013/14)

Roma:



- Programme ZeroSei (Turin, Italy)| Outside school: community building through Early Childhood Education and Care, implemented in six municipalities
- The IRIS project promotes integration through sports

Volunteerism:

- Free English course for Italians: the teachers are refugees
- Urban green, in Bergamo the refugees help take care of the city with the Botanical Gardens.
- Memorandum for volunteer work (Bergamo)
- Involvement in volunteer activities of public utility (Tuscany Region)

Discussion of Good Practices Transferred in RoMigSc in Face of the National Situation

The transfer of experiences and practices in intercultural teacher and volunteer training can enhance practices in Italy. Promotion of volunteerism by students is not mentioned in the report and could therefore be an innovative initiative.

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- Just under 10 % of students in Italy are »foreign« (10,4% in primary, 7% in secondary I , 9,6% in secondary II, 10,2% in kindergarden. All children up to 16 yr have the right and obligation to attend school. Refugees in first reception centres receive simplified basic education, later on they attend local schools or adult education centres.
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- No particular introductory classes are foreseen in the regular system, but some transitional measures are implemented by NGO.
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National Report

INITIAL STUDY FOR ITALY - desk research report

Authors: dr. Augusto Sebastio, Aleš Trunk MSc

Institution: CSIG, Taranto, Italy

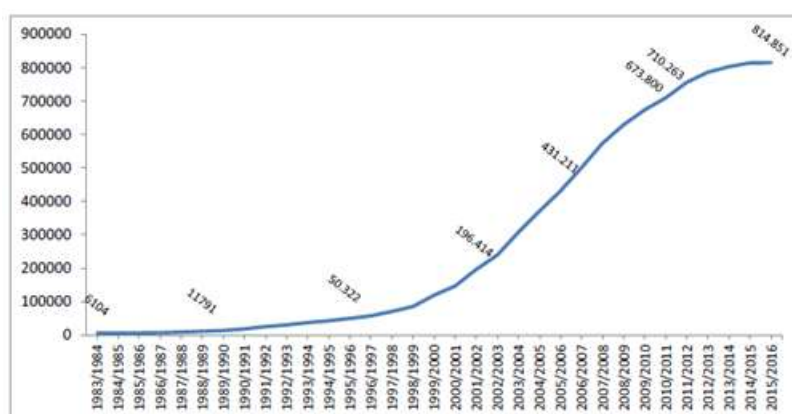
ausebas@tin.it, ales.trunk@yahoo.com

Migrants

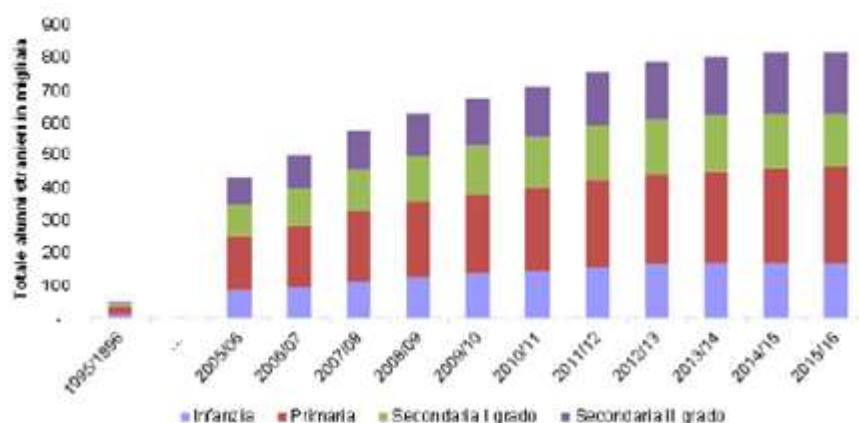
What is the general situation of Migrant children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

In 2015/2016 were in Italy 814,851 (9.2% of the total) foreign children/students. In particular, foreign children enrolled in primary schools are 10.4% of the total, those in lower secondary level (*secondaria I. grado*) are 9.6%, in upper secondary level (*secondaria II. grado*) 7%, in kindergartens 10.2% ". The report also points out that Italians have declined at all school levels, except in secondary schools, where there is an increase of both Italians (+ 0.6%) and foreigners (+2.8 %). This is something that needs attention (Il Giornale, 2016)

Graph: children/students of non-Italian citizenship (data from 1983/1984 – 2015/2016), source MIUR 2017



Graph: children/students of non-Italian citizenship according to the type/level of the schools (data from 2005/2006 – 2015/2016), source MIUR 2017 (p.10)



Children/students of non-Italian citizenship per region –2015/2016 MIUR 2017 (p. 13)

Piemonte	75.789
Valle d'Aosta	1.402
Lombardia	203.979
Trentino A.A.	18.433
Veneto	91.853
Friuli V.G.	18.960
Liguria	23.388
Emilia Romagna	96.213
Toscana	67.004
Umbria	16.945
Marche	25.439
Lazio	77.109
Abruzzo	13.260
Molise	1.450
Campania	22.492
Puglia	16.557
Basilicata	2.625
Calabria	12.580
Sicilia	24.319
Sardegna	5.054
Total Italia	814.851



Children/students of non-Italian citizenship in % per region in 2015/2016, MIUR 2017 (p.13)



Speaking about children/students of current migration crises & refugees:

Children under the age of 16 have both the right and the obligation to attend school, regardless of their immigration status. In hotspots, they are not given access to education: their stay is intended to be of a very short duration so access to local schools is not considered feasible by the authorities. However, in practice unaccompanied children's stay in hotspots can be of some duration. As regards first reception centres, in provinces where the maximum 60-day stay is generally adhered to, it appears that only simplified educational activities are arranged. However, where it is clear that stays will be of longer durations, proper educational provision is made. Example: In the first reception centre of Palermo, younger children attend local schools while those who are 17 attend adult education centres (*Centri provinciali per l'istruzione degli adulti*, or "CPIA"). Once in second reception facilities, children attend local schools. Council of Europe 2017.

Which phenomena are discussed as problematic about primary and secondary school attendance of migrant children? Eg high drop out rate, underperformance vs. the general population, social exclusion, poor cooperation with parents and communities, etc.

Looking at the statistics, some key features emerge:

- Immigrant students are the group with the worst school performance and there is a relevant gap between first generation immigrants and Italian 15-year-old students, especially if we compare reading skills (OECD, 2012a);
- They are concentrated in technical and vocational education, which means a preference for shorter educational careers, aimed at a quicker entrance in the job market (Barban & White, 2011);
- These students have a higher risk of dropout, which can be considered an inevitable effect of migration, together with the difficulties deriving from the transition to a different educational system and belonging to social groups that often lack the necessary resources and skills to achieve positive school outcomes (Santagati, 2014). In Italy there is also a notable difference between the proportions of early school leavers among 18–24 year-old migrants and non-migrants: non migrants- 12,2%, migrants 25,9%. (RAND, 2016)

The academic and educational trajectories of these students, when compared to those of native-Italian students, continue to be characterised by delays in their progress through school and other difficulties. During the academic year 2013/2014, 14.7% of the pupils in this group in primary education were behind the expected stage for their age, compared to 1.9% of pupils of Italian parentage. At lower secondary level (*secondaria I grado*), the respective figures are 41.5% and 7.4%, at upper secondary level (*secondaria II grado*), 65.1% and 23.3% (ISMU – MIUR, 2015:9). In part, this disparity is due to the widespread practice of placing first-generation migrant children in the year below that of their direct contemporaries - mainly because of language problems). However, as the data reveal, the difficulties faced by these students and the disparity in their progress increase as we look past primary education to more advanced levels of schooling where greater demands are placed on students' abilities (especially their command of "academic" language). These percentages are substantial enough to be considered evidence of a "deep-rooted disparity" in the academic progress of students from migrant backgrounds in Italian schools. This clearly indicates that the integration problems experienced by immigrants' children in the Italian school system can negatively influence their subsequent schooling progress and reduce their opportunities for social mobility in the labour market and a positive insertion in Italian society (Dusia P., M. Rodorigob and, P. A. Aristoa. 2016).

Please give a brief overview of the general education system relevant for migrant children.

Italian legislation provides that all minors, both Italian and foreigners, have the right and the obligation until the age of 16 to take part in the national education system (going to school is mandatory for children between the ages of 6 and 16). Under LD 142/2015, unaccompanied asylum seeking children and children of asylum seekers exercise these rights and are also admitted to the courses of the Italian language.¹ LD 142/2015 makes reference to Article 38 of the Consolidated Act on Immigration, which states that foreign children present on Italian territory are subject to compulsory education, emphasising that all provisions concerning the right to education and the access to education services apply to foreign children as well.

This principle has been further clarified by Article 45 PD 394/1999 which gives foreign children equal rights to education as for Italian children, even when they are in an irregular situation,. Asylum seeking children have access to the same public schools as Italian citizens and are entitled to the same assistance and arrangements in case they have special needs. They are automatically integrated in the obligatory National Educational System. No preparatory classes are foreseen at National level, but since the Italian education system envisages some degree of autonomy in the organisation of the study courses, it is possible that some institutions organise additional courses in order to assist the integration of foreign children.



In practice, the main issues concerning school enrolment lie in: the reluctance of some schools to enrol a high number of foreign students; the refusal from the family members and/or the child to attend classes; and the insufficiency of places available in schools located near the accommodation centres and the consequent difficulty to reach the schools if the centres are placed in remote areas (AIDA, 2017).

In February 2006, the Ministry MIUR issued specific guidelines on the inclusion of migrant pupils. The guidelines contain a regulatory framework, as well as some suggestions concerning school organisation and teaching; for example each class can host a maximum of 30% migrant pupils, as a higher proportion may hinder effective inclusion. Recently arrived migrants shall be assessed on their language knowledge during the initial period of their integration at local schools. Based on the assessment, schools then organise Italian classes according to the pupils' capacities.

Integration of migrants in schools is made in accordance with the Linee guida per Accoglienza E l' integrazione degli alunni stranieri by Ministry MIUR (2006, supplemented in 2016), and Annual school plan of inclusion.

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc. of migrant children?

- problems with the Italian language
- the difficulties of integration of other family members into new country as a risk factor for un-success of migrant children
- low economic status of family, material deprivation, inappropriate living conditions
- The communication with the migrant parents and teachers is often difficult due to bad command of Italian language.
- difference between education system of children's home country and of the host country.

Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes and monoculture orientations (for example not only presenting European artists, writers, etc., but also those from third countries), (b) trainings/contents for teachers for work in multicultural environment (whether as topics/courses within curricula of study programme for teachers, or as additional trainings/seminars for teachers who work in multicultural classes)?

The significant migratory flow has had a strong impact on the school system; in about fifteen years, the number of foreign students increased more than tenfold, from 59,389 units (1996/97 academic year) to 802,844 (2014/15 academic year) (MIUR - ISMU 2014), with the percentage of children and young people of foreign nationality reaching 9%. Of these students from a migrant background, over half were born in Italy (415,283, or 51.7%). 193 different nationalities are represented among the pupils in Italy's state schools. From such a point of view, intercultural training of teachers occupies a position of importance: it is only by starting

from correct formulation of educational work in schools that one can hope to diffuse an increasingly necessary 'culture of coexistence'.

In the first place, engaging in intercultural education means working to identify, design and test the educational and teaching strategies most appropriate for encouraging a positive insertion of foreign students in schools and, therefore, in society. Some areas of work in this direction may be briefly indicated:

- reception (scholastic reception together with social reception): this means understanding and being understood, that is, acquiring information and knowledge about the school systems of origin and prior schooling; it also means providing information on the Italian school system, drawing a linguistic and cognitive profile of students, acquiring information about the migratory project of the family. Reception is made up of several aspects: bureaucratic, organisational, affective-relational, educational-learning and cognitive
- teaching of Italian as a second language
- enhancement of the language and culture of origin and multilingualism (Fiorucci M. 2015)

Many teachers lack adequate training. Most teachers have not received specific intercultural training. What is more, in-service training, by which teachers are able to bring their development up to date and equip themselves to reflect on their own practices, is not obligatory. Thus, there is a significant proportion of teachers who are not investing in in-service training. Some of these demonstrate an inability to manage stereotypes and prejudices, and are ill-equipped to develop their own cultural self-awareness. Nor do they appear to have adopted a research stance that would allow them to acquire the intercultural competencies defined here as “second level”. As a result, a significant number of these teachers appear to lack the intercultural competencies required to manage increasingly heterogeneous classes, in the context of situations in which they are required to address a variety of tasks for which may feel inadequately prepared (Dusi P., M. Roderigo, P. A. Aristo. 2016).

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems (of migrant children) described. Which are the targets of policy and which measures are implemented?

The main measures implemented by the state are:

- Protocollo di Acoglienza alunni stranieri, and
- Annual school plan of inclusion.

An important document for intercultural education is Ministerial directive (2005) and Guidelines of the Ministry for Public education (2006). Main components:

- importance of the teachers' trainings for teaching the Italian as a second language (L2)
- importance of continuous trainings for teachers
- importance of cultural and linguistic mediators, as important figures in the process of including 'foreigners' (opting for cultural mediator is left to the autonomous decision of the school)

- to guarantee full inclusion, pupils shall spend all their time at school with their class group, except when taking part in specific individual didactic programmes (Pagano 2012, pp. 17-18)

What are according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies concerning migrant children? What are the main proposals of relevant groups to change these policies?

Main strengths:

- stabilised protocol for inclusion of minors
- a lots of attention is paid to problems of young migrants;
- different projects have been implemented for inclusion of children in schools: PON and families projects (welcoming and inclusion);

Main weaknesses:

- Lack of attention to professionalization of teachers for work with migrants
- No specific training for teachers

Please describe up to five relevant good or (based on any evidence, competition or other relative evaluation of their merit) “best” practices to intervene in the problematic situation. Please discuss in general the range of practices which are regarded as “good” in your country (being particularly innovative, effective or generally accepted). Describe four good practices of policies/practices to integrate migrant children) in detail (about ½ page each).

Good practices:

1.

Lombardia region and Milan in particular has implemented more than 3000 projects and is certainly the region with greater inclusion best practices.

A best praxis example is the CACTUS project in Milan schools. It has produced equipment specifically designed for the new pupils enrolled in lower secondary school with low knowledge of Italian. Students who had difficulty in matters other than Italian because of their limited vocabulary and insufficient command of the language, benefited from a simplified portal in Italian (<http://il2studio.integrazioni.it>). The interactive platform plays the main academic disciplines covered in the program of lower secondary education (history, geography, science and mathematics). Most of the content has been rewritten to the level B1. This platform has supported students and allowed them to acquire the necessary skills in these matters, despite the lack of knowledge of the Italian language.

This has lead to a significant increase in the number of migrant students who managed to pass the examination at the lower secondary school. Initially used only in some schools of Milan district, this tool is now shared in many Italian schools. A specific map of good practices in

terms of integration of foreign children in schools, is diffused through the portal for the integration of migrants run by the Ministry of labour and Social Affairs. This initiative aims to disseminate good practices, promote better understanding of the migration phenomenon, encourage the sharing of information and contacts between schools, associations, local authorities, schools, municipalities and provinces, promoting the perception of children foreigners as a resource.

2.

TuttiAscuola (Lombardia)

Interventions in cultural linguistic mediation and educational consultancy. Aims to promote communication between school and family, to provide orientation, reception and inclusion of children / young people and families in different educational and training contexts, to raise awareness among foreign parents of active participation in these contexts.

It addresses:

- Newly arrived children / teenagers from 0 to 18 years old arriving
- Newly arrived Families of children / teenagers
- Educational and training services

The operating tools are:

- A close collaboration with educational and training services
- Support at the time of enrolment and early school days of the children
- Linguistic facilitation with school & family
- Support and advice to teachers in relation to the child and his / her family
- Collaboration with intercultural projects proposed by schools and educational and training services
- Awareness of migration issues in the area

3.

Good practices are also involvements of schools in different projects that promote: language approach, inter-culturalism, sport and art projects, theatre and music.

Examples of projects:

- - Il valore di sé e degli altri una strada verso l'educazione interculturale (2016)
- - Insieme? Sì grazie (2013/14)

Roma

What is the general situation of Roma children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

Introduction:



Migration of Roma in Italy happened in stages: 1st stage- in 1920 and 1930 (mainly from Carpathian, Danube regions, Rom Kalderash, Cergarija, Lovarja). Groups from Croatia and Slovenia came between 1920 - 40; 2nd stage in 60s and 70s - Roma from BiH, Montenegro, Serbia, Croatia, Kosovo, Macedonia (Pagano 2012, p 2).

The Italian regions with the largest concentration of Roma and Sinti are Lazio, Lombardia, Calabria and Piemonte. The life conditions and the level of inclusion of the various communities are very diversified. Italy has a decentralised system and the regional differences can mean great changes from one place to the other; nonetheless, the metropolitan centres register the highest number of Roma and Sinti, who almost invariably reside in the dramatic conditions of the camps, whether authorised or not.

Demographic presence of Roma and Sinti in Italy can only be estimated: around 110.000 to 180.000 Roma are said to live in Italy, of 70,000 are said to be Italian citizens - and mostly belonging to so called historical minorities. Roma and Sinti thus represent 0.3% of the Italian population. Majority of Roma live in precarious living conditions – especially those who live in ‘nomad camps’ - around 12.000.

Table I shows the number of Romani and Sinti students in the national schools divided by region, source: Roma education fund 2012

Main region:	School Year 2008-2009		School Year 2009-2010		School Year 2009-2010	
	V.A.	V. %	V.A.	V. %	V.A.	V. %
Lazio	2.285	17,8%	2.375	19,6%	2.443	19,7%
Lombardia	2.006	15,6%	1.866	15,4%	1.943	15,7%
Piemonte	1.235	9,6%	1.197	9,9%	1.259	10,2%
Calabria	1.018	7,9%	1.097	9,1%	1.165	9,4%
Emilia Romagna	991	7,7%	796	6,6%	799	6,5%
Toscana	865	6,7%	779	6,4%	766	6,2%

As visible from the data shown in Table below, the large majority is enrolled in primary schools (6,764 or 54.6% of the total) while only 158 (1.3%) are enrolled in the upper secondary schools (source: Roma education fund 2012)



Type of school	School year 2008-2009		School year 2009-2010		School year 2009-2010	
	V.A	V. %	V.A	V. %	V.A	V. %
Infanzia Kindergarten	2.171	16,9%	1.952	16,1%	2.054	16,6%
Primaria Primary School	7.005	54,6%	6.628	54,8%	6.764	54,6%
Secondaria I Grado Lower Secondary School	3.467	27,0%	3.359	27,8%	3.401	27,5%
Secondaria II Grado Upper Secondary School	195	1,5%	150	1,2%	158	1,3%
Totale	12.838	100,0%	12.089	100,0%	12.377	100,0%

These data show very clearly that there is a vertical fall in the enrolment for the study cycles after lower secondary school and that student presence is mostly concentrated in primary school (Roma education fund. 2012).

The enrolment rate and educational attainment rates of Romani children remain low, despite a number of local initiatives to target Roma. Projects in some municipalities include providing transport from camps to schools, mediation between schools and families, supporting learning at school and after school and promoting the involvement of Romani parents in the educational careers of their children. Official data from the Ministry of Education for the school year 2010/2011 showed no significant progress when it comes to the education of Romani children in Italy. According to research carried out by associations such as Opera Nomadi and Comunità di Sant'Egidio, in Italy more than 36,000 Romani minors are of school-age, although only 12,342 are enrolled, distributed as follows: 2,016 enrolled at preschool, 6,801 at primary school, 3299 at first-level secondary school and 181 at second-level secondary school (ERRC A 2013, p.9)

Segregation in Italian school:

In Italy, segregation of Roma children in classes is very low, and only around 8% attend segregated classes (example in Hungary 45% of Roma children attend segregated classes, in Romania 26%), 41% of roma children are in ethnically mixed classes and 51% of Roma children in classes where some or none of classmates are Roma. Streaming of Roma children into special schools for mentally retarded children is not a practice for Italy. In Italy, 2% of Roma children up to age 15 attended special schools and classes that were mainly for Roma. For example in Slovakia the percentage is 20 % and in Czech republic 23 % (FRA 2012 pp. 44- 48).



Which phenomena are discussed as problematic about primary and secondary school attendance of Roma children? E.g. high drop out rate, under-performance vs. the general population, social exclusion, poor cooperation with parents and communities, etc.

Research in Italy indicates that Romani children living in camps often leave schools early. The causes of school drop-out of Roma children are complex and interrelated: living conditions and lack of services (water, electricity, etc.) in the camps, lack of necessary school equipment, feelings of shame and the need to work to contribute financially to family survival. The distance between the camps and schools and the poor connections to public transportation make regular attendance difficult. Local organisations in Milan noted that the lack of residence documents also creates obstacles for attending education facilities: free books are given to children who are registered in Milan, without proof of a residence in Milan they must pay the highest fee for the canteen meals and children without residence in Milan are disadvantaged when it comes to enrolment in kindergarten.

ERRC research on women shows that discriminatory treatment of Romani children by school personnel and classmates negatively affects the self-esteem and development of Romani girls. According to local NGOs, Italian authorities are often indifferent to the school absenteeism of Romani children. Social workers reportedly perceive school drop-out of Romani children, particularly as a result of early marriage, as a “cultural” issue, and thus do not follow normal administrative procedures to ensure school attendance of school aged Romani children when it comes to enrolment in kindergarten. (ERRC. 2013, p. 32)

The evictions often abruptly interrupt the schooling of these children forcing them to change schools or even leave them outside schooling system for longer periods. Just as an example in this regard, a 10-year-old boy stated that between 2007 and 2010 he had been evicted 10 times, which forced him to change schools eight times (ERRC. 2013, p. 33).

Please give a brief overview of the general education system relevant for the target group of the project.

Source: FRA, 2016

Preschool education:

Early childhood education is the first contact with the education system. Participation rates of Roma children in Italy (which is also the case of other countries) are significantly lower than for the native population, and expanding these opportunities is a key policy challenge across the EU.

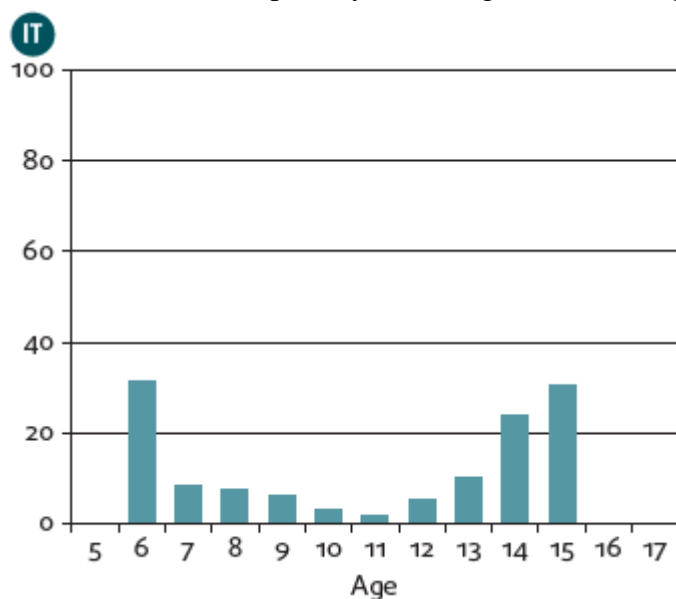
In Italy 53% of Roma children aged 4 to compulsory primary education were attending preschool or kindergarten in 2010/2011. If we compare Roma and non-Roma children with preschool experiences, the statistics show as follows: 62% Roma children and 93 non-Roma children have pre-school experience.

School attendance:

Compared to their non-Roma peers, Roma children are at a greater risk of leaving education before the end of compulsory school age without acquiring the basic skills necessary for achieving full participation in their societies.

The share of Roma children of compulsory school-age not attending school in Italy was in 2010/11 13%, and only 2% non-Roma children were not attending the compulsory school in 2010/11.

Roma children of compulsory school age not attending school in Italy, by age:



Secondary education

Vast majority of Roma aged 18–24 leave education without obtaining a vocational or general upper secondary qualification and therefore lack an essential condition to stable participation in the labour market.

Early school leavers among Roma and non-Roma - among the population aged 18–24 (%), statistics for 2011:

- The percentage of early school leavers among Roma aged 18–24 is in Italy 84%, while percentage of non-Roma is 19%.
- Roma and non-Roma who have completed at least upper secondary education (vocational or general), among those aged 25–64: Roma: 8%, non-Roma: 81%.

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc.?

The reasons for school drop-out can be traced to a series of causes, the first of which is to be attributed to the precarious living conditions in which the Roma are forced to live, especially in the large metropolitan areas. The distance between the camps and schools and the poor connections to public transportation make regular attendance difficult. To this we must add the frequent evictions of encampments, which provoke almost invariably an arrest in the children's school performance and attendance.

Main risk factors for drop out and non-attendance: late school start, irregular school attendance, low educational aspirations, need to work for income/found job.

According to the research in 2010/11, these are the main reasons for non-attendance among compulsory school-age children:

Not (yet) in education	47
Temporarily not in school/skipped the year	6
Stopped school completely + working	47

FRA. 2016, pp. 22-23

Low educational attainment in secondary education is linked to:

- the lack of upper secondary educational infrastructure in areas where Roma and their non-Roma neighbours live,
- low educational aspirations
- limited appeal of secondary education for finding work, particularly in rural areas

(FRA. 2016, p. 34)

Another obstacle to education and threat to the well-being of Romani children in Italy is the harmful practice of child marriage. Authorities in Italy often regard early marriage among Roma as a cultural phenomenon and do not intervene to end to this harmful practice. Romani activists dispute the widespread belief that early marriage is a cultural practice of Roma, instead pointing to socioeconomic factors and education as influencing factors.

(FRA 2016, pp. 22-23, p. 39-41)

Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes vs. Roma, Roma culture., (b) trainings/contents for teachers for work with national minorities and particularly Roma (whether as topics/courses within curricula of study programme for teachers, or as additional

trainings/seminars for teachers who work in classes with a high percentage of Roma)?

The document La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri”, from 2007 committed that the schools need to ensure integration of minors of different cultural origins, including Rom and Sinti namely with its main principles:

universalism of the recognition of rights

full integration in normal classes

inter-culturalism, promoting dialogue between different cultures at all levels of teaching

Different trainings, seminars for teachers have been organised, for example:

A national training seminar for teachers and school leaders with Roma pupils: "Roma children, Roma pupils. School, Languages, Cultures ".

Within regional and local initiatives, there was a programme for training Roma and Sinti cultural and linguistic mediators to work in schools as a support for both the children and teachers. Furthermore, educational and information materials have been created to promote school inclusion, particularly at the primary level, along with ‘the use of didactic cards and photocopies from textbooks, the development of study records and assessment cards for Roma pupils as well as provision for some individualized interventions to provide support both inside school and after the school (Pagano, p.13).

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems described. Which are the targets of policy and which measures are implemented?

National policies in general:

Italy has a three-tier governance structure that decentralises powers to the Regions, provinces and Municipalities. The regions elaborate their own laws and programmes (in accordance with national policies). The Municipalities and Provinces can draw up local programmes on inclusion of Roma population. The main problem is that programmes and initiatives for Roma inclusion are only poorly developed; existing ones are mostly significant on a regional and local level, and usually delivered through uncoordinated and discrete projects (Pagano 2012, pp. 12-13).

Education policies:

The institution that supervises policy in the education sector is the MIUR (Ministry of Public Education) and its general directorate for Student Integration. Ministry is in communication with its regional offices and educational institutions.



Backgrounds for promotion of inclusion of Roma in schooling:

First process of integration of Roma children in schools started in 1960s. In 1982 it was established that Roma children of school age had to attend the normal Italian classes, with the **presence of an additional teacher for every six Roma pupils** with the function of bridge between school and families.

The CNPI Recommendation of 14/04/1981 which, with respect to the principle of cultural diversity, indicates the “training of teachers coming from the same Roma communities as they are more apt to safeguard their cultural specificity.”

The Ministry for Public Education extended compulsory schooling to all Romani children through the Circular of 16/7/1986 n. 207 - *Schooling of the zingari and nomad students in the kindergarten, lower and upper secondary first grade schools*, and put on the state the task of promoting this obligation. This Circular is entirely dedicated to the Romani students and it is divided into four parts: principles, organisational issues, functional issues and teachers' training. In the first part, dedicated to principles, the CM states:

The school drop-out of Roma is a phenomenon which concerns essentially the primary education that according to the Italian Constitution principles is compulsory. In regard to this, it is worth underlining that each pretence to undertake the full schooling of these subjects forcing them sic et simpliciter to comply with the compulsiveness of schooling would betray the spirit of our legislation...The bilateralism of the school compulsion must not be forgotten , which also imposes on schools the maximum respect for the cultural identities of the students. The correct relationship between the school and the students should be based not on constrictions, but on the free will...of having access to education as a mean of intellectual elevation and as a factor of human and civil development...the “zingari” and the nomads, like any others who reside in the Italian territory, have a full right to access to our schools, even when deprived of the citizenship and it is worth it to remember that any hostility of mistrust represents an open violation of the Italian state Constitutional and civil principles...” (p.1) (Roma education fund, 2012. pp. 15- 17).

With Circular no. 205 of 1990 (Compulsory schooling and foreign pupils: Intercultural Education) the MIUR moved toward intercultural pedagogics and education.

Measures to support teachers in guaranteeing the integration of foreign and/or ‘nomad’ pupils were taken in 1999, 2001 and 2002.

The protocol for schooling of roma/sinti children (2006): Within this document it is important to mention the role of : "**mediatore culturale e linguistico**" Rom e Sinto, s an important bridge between school and family, which has been mentioned for the first time in 2006.



Two documents are important for Romani children with regard to enjoying the right to education: Circular No. 24 “Guidelines for the reception and integration of foreign students” of the Ministry of Education (2006) and the document of the National Observatory for the Integration of Foreign Students and Intercultural Education of the Ministry of Education “The Italian Way to the School and the Cultural Integration of Foreign Students” (2007).

The National Strategy for the Integration of Roma states that access to education is the first axis of intervention in order to promote their social inclusion into the Italian society. In particular, it states that children in RSC communities particularly with regard to the pursuit of the “best interest of the child, non-discrimination and protection” should be seen always as part of the community capable of integrating as a citizen. (ERRC, p.14)

What are, according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies for Roma children? What are the main proposals of relevant groups to change these policies?

Inadequate housing conditions and forced evictions negatively influence the school enrolment of Romani children. Overcrowded houses with poor infrastructure generally do not offer sufficient space and light for students to do their homework:

1. Municipalities are supposed to ensure that the formal camps are built in areas beneficial to the Romani community:

“areas that avoid urban marginalisation; those which facilitate access to education, health and social services; those which encourage the participation of the inhabitants of such settlements in the area’s social life.”¹¹ Regional laws also require municipalities to provide basic utilities for the camps, including fencing, electricity, clean water, waste disposal and playgrounds. However, the municipalities that construct camps frequently do not meet these conditions, and the living conditions provided for Roma are often inadequate and even harmful to the well-being of Romani families

2. Forcible evictions - Romani families living in informal camps in Rome do not receive any official written notice prior to their forcible eviction; no special consideration is made for children enrolled in local schools, elderly people, pregnant women or people with health problems. As a result of forced evictions, many Romani families are forced to take shelter in a new place, leaving children too far away from the schools in which they are enrolled. Transportation to school becomes increasingly difficult and the constant fear of being evicted creates anxiety and undermines the stability of families (Parallel report, pp. 3-5).

Municipal efforts to improve education for Romani students are undermined by living conditions and forced evictions. For example, in the school year 2010-2011, the City of Rome arranged a project to support Romani children and adolescents attending school. The project

involved 16 settlements, located in 11 sub-municipalities.³⁵ A total of 1,788 Romani children were enrolled in public schools: 1,205 of them (67%) lived in formal camps; 542 (30%) lived in the "tolerated" settlements; and 41 (2 %) in the reception centre of Via Amarilli. (Parallel report, p.7)

Proposals for relevant groups:

- Refrain from conducting forcible evictions, which disrupt children's ability to attend school;
- Ensure family unity in all offers of alternative accommodation;
- Provide transportation and material support to Roma and Sinti children that enables them to attend school for a full day and facilitates involvement in extracurricular activities;
- Offer additional Italian language courses for any students that need additional language support which are not disruptive to school, but facilitate the students' integration into mainstream classes; and
- Organise integrated activities and programmes to encourage Romani and non-Romani students to work together and learn about one another.

Please describe up to five relevant good or (based on any evidence, competition or other relative evaluation of their merit) "best" practices to intervene in the problematic situation. Please discuss in general the range of practices which are regarded as "good" in your country (being particularly innovative, effective or generally accepted). Describe four good practices in detail (about ½ page).

Programme ZeroSei (Turin, Italy)| Outside school

The ZeroSei programme is dedicated for community building with a special focus on Early Childhood Education and Care. It is implemented in six municipalities in the outskirts of Turin, where a number of Roma communities have settled in the past few years. It covers 32 specific extracurricular actions targeting all children aged 0-6 and their families. The actions are planned by groups of private and public organisations through a participatory approach. Within the 'Oltre I campi/Beyond Camps' project, activities (creative, music and theatre labs, parties in public gardens, book reading, intercultural interventions, events to promote children's well-being) involve all children living in each of the six municipalities. Specific attention is dedicated to Roma children and their families, in order to strengthen their access to care and education services and reduce conflict among the communities.

The IRIS project

The IRIS project (Roma migrants integration through sport) territorial Committee Uisp Ciriè Settimo Chivasso (Piedmont) aims to combat stereotypes about Roma and to contribute to their integration, especially children, through sport.

The beneficiary of the project group consists of Roma and non-Roma children between 10 and 18 years in areas with high density of Roma population. Associations partners participating in the IRIS project are Fondazione Courage from Plovdiv (Bulgaria), the National Centre for



Roma in Sofia (Bulgaria), the International Sport and culture Association (ISCA, Denmark) and the IVV associations of the counties of Ilfov and Suceava (Romania). In Italy have been activated 21 regional operational programmes (ROP) which may include the Roma in various ways by providing for further action dedicated to them. Agencies that deal with are: General labour market Directorate of the Ministry of labour (as managing authority), the Department for public administration (for with regard to the actions of the axis "skills development" and the Department for rights and equal opportunities of the Presidency of the Council of Ministers ("equal opportunities" axis).

Volunteerism

Which role does voluntary work/engagement of civil society play in interventions to mitigate the problem? Please name related programmes and organisations. Please describe three good practices. Please discuss strength and weaknesses of these approaches briefly.

Volunteering plays important role in mitigating the problems of inclusion of roma/migrant. Volunteers are often present in schools, by offering additional help to vulnerable, children, in cooperation between school and volunteering organisations, different activities can be organised (sport events, festivals for migrant children, etc.).

In most cases volunteers are not paid, but devote their time and energy for free; while in some cases (as instrument for helping the state –example offering assistance in hotspots), volunteers can be paid for their work.

Below are mentioned some volunteering organisations:

Associazione Volontaria di Assistenza Socio-Sanitaria per Stranieri e Nomadi - Volunteer Association of Social and Healthcare Assistance for Foreigners and Nomads (NAGA)³² was formed in Milan in 1987 as an answer to the needs of migrants, especially of those who could not have access to specialised healthcare (this is often the case with irregular migrants as the Italian legislation offers to the undocumented migrant only the emergency healthcare services).

The Italian Association Zingari today Onlus (A.I.Z.O.)

A.I.Z.O is a national volunteering organization founded in 1971 in Turin by Sinti and Gaga (not Gypsies). Currently it is present in 15 regions and 67 cities.

The A.I.Z.O. objective is to remove the causes of marginalization towards this population, and to share with Roma and Sinti the indispensable tools so that they can actively participate in social and political life.



The action sphere of the .I.Z.O. It polarizes on three large areas:

- direct interventions with the Roma and Sinti population;
- counselling and training activities;
- cultural and information initiatives;

The A.I.Z.O. organizes different trainings and seminars for public workers, including workers in school, aimed at providing a more articulated and updated knowledge of Roma and Sinti Culture and its related issues.

Every year the A.I.Z.O. organizes a national conference related to crucial issues of Roma and Sinti(A.I.Z.O. 2017).

Community of Sant'Egidio: The commitment of the Community of Sant'Egidio to the Gypsies began in 1982, with the meeting between roma representatives, and some volunteers who created various projects for children, such as Literacy courses and placement in schools, and also for adults, through mediation. Among the current projects, is so-called "school of peace": two or three times a week several groups of Roma and Sinti minors participate together with non-Roma minorities. Aim of meetings is to educate Roma on inter-culturalism, respect for the disabled, respect for the environment, and so on.

Among other activities, assistance is provided for special needs, such as medical examinations or problems with institutions, and has been set up as a reception centre for newcomers (open on Fridays between 3:30 pm and 7:30 pm).

Thanks to these direct interventions, the Community of Sant'Egidio has become a privileged observatory of the Roma communities present on the Roman territory, as well as an instrument of integration, meeting and intercultural exchange.

(Sant'Egidio. 2017).

L'Associazione Progetto Arcobaleno

The Progetto Arcobaleno Onlus Association is a Social Promotion Association, created in Florence in 1985 by a group of volunteers, including Eugenio Banzi, the first president, joined by the goal of welcoming and accompanying people to various types of difficulties: Homeless, without work, or with dependency problems, alcohol, and prostitution.

The Association is divided into several sectors through which it offers hospitality services, legal advices, literacy school, social security and social integration, training and job orientation

The Italian literacy school for foreigners: it is aimed at people who have just arrived in Italy, it is an intercultural exchange site; classes are not rigidly structured, but are open classes with a duration that varies according to the needs.

The goal is to offer language knowledge as an essential tool for integration into Italian social and work life. The school is open from Monday to Friday from 15 to 17 in via del Leone 9

thanks to about forty volunteer teachers, the students enrolled every year are over 300 and come from all over the world, they are men and women of all ages, and of different schooling, from graduates to illiterates in the language of origin.
 (L'Associazione Progetto Arcobaleno. 2017.)

Mondo Nuovo A.P.S.

Since 2005 MONDO NUOVO A.P.S, has been working a lot with immigrants. Services include social, legal, health care, language learning, education, vocational training, workplace accompaniment and self-employment and work autonomy.
 (MONDO NUOVO A.P.S. 2017).

ANOLF

Volunteering organisation dedicated to migrants, with main activities:

- promotion of migrants rights
- formation activities (language, culture) in order to contribute to better integration of migrants in the society and at the labour market
- information and awareness campaigns
- different initiatives for fulfilments of migrants needs

CARITAS

- engaged in volunteering
- is offering a lot of help to migrants - Caritas organisations in around 220 Italian dioceses throughout Italy reaches out to migrants while at sea and as soon as they land by giving them food, lodging, legal and medical help

Are there training programmes for volunteers. Please describe briefly?

Below we list some organisations that deliver training programmes for volunteers:

- Caritas –courses for formation of volunteers
- Anolf
- CESVOT: *A come Accoglienza*. Trainings for volunteers – in accepting the migrants that arrive to Italy.

Do Universities prepare for volunteering and is volunteering-work accredited with ECTS points?

At the moment we do not have any information of HE institutions that deliver courses on volunteering; CSIG Taranto is currently in contact with the University of Bari (which is also associate partner in the project), to recognise the 6 ECTS of the course Social Responsibility and volunteering to students from the University of Bari, that will do volunteering work in frame of RoMigSc project.



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Please describe up to five good practices of volunteerism in the field as well as acknowledgment of volunteerism.

Examples regarding involvement of migrants in volunteering & active engagement within the society:

Free English course for Italians: the teachers are refugees

The initiative of two Afghan guests at the SPRAR centre in Montalto Uffugo, in the Province of Cosenza. A way to show gratitude to the community that welcomed them. It will last two months starting from 22 June 2015, after the World Refugee Day.

English lessons for the public, offered by the migrants hosted in the Montalto reception facility. The project “The notes of reception” started from an idea of Mosa and Mohamed, two young people from Afghanistan, hosted in the SPRAR centre (System for the Protection of Asylum Seekers and Refugees) of Montalto Uffugo, in the Province of Cosenza. One is a mechanical and electronic engineer who has studied and lived in Norway for many years. The other is a vocational school graduate. Both fleeing from their country, arrived in Calabria, where they were hosted by the facility managed by the Promidea Association (Ministero dell’ interno, 2015).

Urban green, in Bergamo the refugees help take care of the city with the Botanical Gardens and the “Astino Project”

Creating a space to create a network of relations, a space that also provides training and professional skills to rediscover the relationship with the earth. This is the aim of the SPRAR project in Bergamo which has been collaborating for some years with the Botanical Gardens in the upper city. From this year, this collaboration also involves another green area, the “Valley of Biodiversity”, started after the refurbishing of the former Astino Convent of the Expo 2015. “The collaboration between the SPRAR project and the Botanical Gardens began some years ago with the start-up of on-the-job training for a person from the Cameroon, in order to reorganize the Library of the Botanical Gardens. It continued with a second on-the-job training for a person from the Ivory Coast for therapeutic purposes, to alleviate the state of psychological suffering”, the reference person of the SPRAR project explains. A path aimed above all at the psychological well-being of the refugees and asylum seekers “because the thoughts, worries, memories of past traumas and the bureaucratic time related to the procedures for application for international protection, often come to the forefront, paralysing them and sometimes even preventing them from attending Italian language schools”. The project involves four refugees and asylum seekers engaged in the care and maintenance of the gardens and plants of the

Botanical Gardens for a period of four months with a commitment of three half days per week together with two workers. The guests of the SPRAR contribute to the care and improvement of the gardens, also thanks to their previous knowledge and skills in the cultivation, uses and properties of plants in their own countries of origin. (Ministero dell' interno, 2015. p.39)

Memorandum for volunteer work (Bergamo)

Among the critical issues connected with reception, one of the most reported ones was that the migrants had nothing to do, even for extended periods. The Prefecture of Bergamo faced the problem and involved the institutional protagonists operating in the province. This resulted in the signing on 2 October 2014 of a memorandum setting operational guidelines so that the asylum seekers can undertake volunteer activities in favour of the community, in order to favour reception education and integration processes enabling them to learn about and do something for the area hosting them. The initial evaluation of the effects of the measures planned highlighted the positive results obtained with the application of the memorandum, regards the educational aspects and the possible integration of migrants; and, with reference to the impact on the resident population, in particular regards the interaction between the resident population and foreign citizens (Ministero dell' interno, 2015).

Involvement in volunteer activities of public utility (Tuscany Region)

Since the North African Emergency of 2011, the Tuscany regional authorities have tested a model of diffused reception. On the local level, there have been important positive experiences regarding the integration and social insertion of the refugees in the various reception facilities. Following the Circular of 27 November 2014 of the Department for Civil Liberties and Immigration of the Ministry of the Interior, urging the local authorities and entities to implement processes to overcome the passivity of the asylum seekers and of those who are awaiting the response to their appeal, through the involvement in volunteer activities of public utility in favour of the local communities, and aimed at ensuring greater prospects of integration in the social framework, Regional Government Resolution of 25 May 2015 n. 678 approved the framework agreement to favour the undertaking of education paths for reception and integration in favour of migrants by the undertaking of volunteer activities aimed at achieving a socially useful end in the public interest (Ministero dell' interno, 2015).

What are the main recommendations given in the literature to improve conditions for civil society participation and improving volunteer work? What is your own assessment?

It is important to encourage volunteers for participation in activities; specially is important to encourage young people/students to take part in volunteering initiatives. It is also very



important that volunteering work is well coordinated and organised, volunteers tasks well defined; and that the support is offered to volunteers (eg. trainings, mentors who help/supervise volunteers etc).

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Focus Group Report

Organisation: CSIG, Taranto

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Time: 27 June 2017

Focus Group Participants: Name, organisational affiliation, field of activity, experience (please describe the relevance and dissemination potential of the AB member)

1. School Director CPIA Taranto
2. Teacher of Italian CPIA –Taranto
3. primary school teacher (school with roma and migrants)
4. 1st reception centre for minors 16-18 years
5. volunteer

What is the general situation of the Roma and Migrant Children?

The discussion mainly focused on migrants, as the experts are in the field of migrants: Most of the migrants who come to Italy are from Africa. A majority of migrants that come to Italy would prefer to continue their journey northward - only around half of migrants applied for asylum in 2016, which shows that many refugees do not want asylum in Italy.

Participants discussed that a big issue are unaccompanied children, especially as it is very difficult to find proper accommodation facilities for them in expected time (which shall be 72 hours after they arrive), many stay in hotspots even 2 or more weeks. Unaccompanied minors are primarily from African countries. Many do not plan to stay and see Italy as a transit country to other European countries. Few are those applying for international protection, while many are those who try to escape from the reception facilities across the country (by the end of 2016 more than 6,500 minors were missing from official reception facilities). They were primarily Egyptians, Eritreans, Somalis and Afghans who planned to reach friends or family networks in Northern Europe.

As regards Roma it was discussed that they live in official settlements and in un-official settlements - the living conditions of the Roma migrants living in un-official settlements are clearly below sanitary standards, and life expectancy among these people is 10 years less than

the average of the Italian population. In general children live school early (due to marriages', inappropriate living conditions, education is not seen as a value ...).

Which policies are implemented on the national and regional level?

Participants that work in school (participant 1, 2 and 3) stressed that the main policies in relation to inclusion of migrants are:

- Protocol for hosting migrant children at schools;
- Annual school plan of inclusion plan

The participant 3 explained policies on Roma:

The main policies in relations to roma are:

- Protocols for inclusion of roma children in schools

For Roma, several measures have been implemented to: reduce education gap, widening access to pre-school education, measures to ensure that children complete at least primary education, measures for reducing secondary school leaving and promoting enrolment in tertiary education.

What are main STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS of these policies?

Participants that work in school (participant 1, 2 and 3) said that:
the main **strengths** in relation to inclusion of migrant school are:

- stabilised protocol for inclusion of minors
- a lots of attention is paid to problems of young migrants;
- different projects have been implemented for inclusion of children in schools: PON and families projects (welcoming and inclusion);

Important are also welcoming actions and inclusion into the appropriate classes with an accurate analysis of their initial prerequisites.

The **weaknesses** in relation to inclusion of migrants in school :

- Lack of attention to professionalization of teachers for work with migrants
- No specific training for teachers
- Limited funds which not allow accurate measures in appropriate time frames

Participant 3 said that the main weaknesses in relation to inclusion of roma in school are: Italy lacks a main strategic document for social inclusion of Roma population and action plan on its implementation. Some regions have developed more efficient inclusive programmes than others, what shows the need for more strong national coordination.



Situation of Roma children: Who are they? What is their situation & what do they want (ambition to progress, social conditions, patterns of school careers, etc.) What are the main/typical risk factors (that contribute to drop-out, under-performance, and social exclusion)

The main discussion was as follows: Roma are mainly origination from ex-Yugoslavia and Romania. Still many roma children aren't enrolled in the school. Often the attendance of those that are enrolled is irregular, and as a consequence their performance is very poor, which in turn leads that many Roma children complete only 4 years of primary school.

Inappropriate living conditions (especially of those who live in nomad camps), forced evictions, non-attendance of school and bad parental patterns (they do not see education as a value), and racial-discrimination to which roma are subjected are main risk factors for drop outs.

Situation of Migrant (incl. Refugee) children: Who are they? What is their situation & what do they want (ambition to progress, social conditions, patterns of school careers, etc.) What are the main/typical risk factors (that contribute to drop-out, under-performance, and social exclusion).

Representative of acceptance centre for minors in the age of 16 to 18 (participant 4) presented in details situation of minors: Unaccompanied children that came to Italy in 2016 were from Eritrea, Gambia, Nigeria, Egypt, Ivory Coast, Mali, Somalia.

She also stressed:

Many of them do not want to stay in Italy but want to move to northern countries.

Minors are firstly accommodated in the hotspots (sometimes they stay in hotspots even 2 to 3 weeks, before the appropriate accommodation is found for them). Minors between 16-18 are accepted into acceptance centres for minors (*di prima accoglienza*-1st reception centres; then *di seconda accoglienza* -2nd reception centres), the minors under 16 go directly to '*casa famiglia*' – acceptance centres with no more than 5-6 children. Minors in the acceptance centres (16-18) learn Italian in frame of the acceptance centre & centres for adult education (Italian L2); in order to be admitted to further schooling they also need to pass the exam of Italian language. In acceptance centres they also receive help of cultural mediators, educators, guardians, psychologist, doctors...

Main risks for the drop outs from the school were stressed by participant 1,2 and 3 as:

- The problem of the language
- Religious reasons

What, in your perspective, is the top priority to improve the situation, regarding strategies that can be pursued by regional and national actors like policy makers and civil society?

**Please describe patterns of volunteerism in the field. What are the main organisations?
How is volunteerism supported? Do Universities acknowledge volunteer work in any way?**

As regards participants in the area of volunteering (participant 5) it was stressed:

Organisation where I am involved as volunteer has partnership agreements with schools, volunteers from our organisation come to schools to teach pupils the language, we organise in cooperation with schools also some enrichment programmes (eg. environmental education; music and art performances; sport aggregation, organisation of festivals/parties, linguistic support to migrants ...).

However in some schools volunteering support is active, in other not.

Some NGOs that participants know as active in offering volunteering help to migrants or/roma:
Casa 3 ottobre; Salam; Babele; Caritas; Airone junior.

Participants do not know any cases of acknowledgment of volunteers work at the University. However they agree that it is important to promote volunteering among young people, and that volunteering experiences are very important for future career/work of youth. They also welcomed the possibility that the project offers – that the students will be able to get 6 ECTS for their involvement in volunteering within RoMigSc.

As regarding support of volunteering participants stressed:

Most volunteers are engaged for free (they donate their time for free)

In some cases - example in the case of working in the hotspots they receive some amount of money per day for helping the migrants (as supporters of the activities in the hotspots); and they do not have any costs with transport (their transport to hotspots is organised).

In order to support - stimulate volunteering it is important that : the work is well coordinated; important stimulation for volunteering (especially of young and unemployed) would be that they can get some money for their work or some cultural benefits (eg. exhibitions and museums discounts), to be able to attend some 'capacity building' courses (which can enhance they work with target groups & give them additional knowledge-including theoretical; that they can use in their future). It is also very important that volunteers get certificates for their work.

What other topics came up during the discussion? Please describe statements

Participants agreed that the migrants are very big issue for Italy.

Participant 4 stressed:

It is very important that migrants have the will to learn Italian, but in many cases they are not motivated, as their aim is not to stay in Italy but to move to the northern countries. For this reason integration of migrants in school is also very challenging.

Please name any organisation or person which could contribute to the project through knowledge, dissemination, etc.?

- Noi e voi
- CPIA Taranto

Reporter: Please describe the general atmosphere: how did focus group participants react? Do they think the topic is relevant? Will they support us? What can they contribute?

The atmosphere was in general very good – it was visible that persons that participated in the focus group, work with migrants and roma with whole the hard. Most of participants in the focus group have experiences with migrants.

INTERVIEWS

(most interviews were held by Aleš Trunk, CSIG, in some interviews participated also dr. Augusto Sebastio, CSIG and prof. dr. Nada Trunk Širca, project coordinator from ISSBS, Slovenia; responses refer to migrant issues)

Interviews (27 – 30 June) with:

- a.) teacher of English in primary school (mother of two adopted children from Kongo) -27.6
- b.) educator, female, from La Cooperativa Hospes, Taranto – interviewed on 27.6
- c.) cultural mediator, male, from Morocco, from La Cooperativa Hospes, Taranto - interviewed on 27.6
- d.) representative of Caritas, Taranto – interviewed on 27.6
- e.) representative from association Noi e Voi 1 - interviewed on 28.6.
- f.) representative from Association noi e Voi 2 (educator) - interviewed on 28.6.
- g.) vice mayor of Castellaneta - interviewed on 28.6.
- h.) volunteer from Castellaneta - interviewed on 28.6.
- i.) lawyer, specialised in the area of migration - interviewed on 29.6.
- j.) volunteer from CSVS Centro servizi volontariato, Salento, Lecce - interviewed on 29.6
- k.)volunteer from ANOLF Associazione nazionale oltre le frontier, Bari - interviewed on 30.6

Important statements:



I am adoptive mother of two children. Daughter (11) has been here in Italy for six years next October and son (5) arrived in June 2016. Daughter had good teachers who never pushed her in asking about her past, they were delicate and quiet in approaching her personality, they supported me giving advices. Her teachers and her school Director were sympathetic and they often underlined her efforts and her work at school among all the other pupils, through articles on the website, congratulations and big hugs.

Well, I'm really happy but nevertheless I'm aware of many other parental situations in which the relationships inside and outside the family are difficult.

b.) I work as educator with minors (16-18), boys. They receive a lot of support in the centre, including with learning Italian, have opportunity of help of mediators (who speak English, French, Italian), educators, psychologists, doctors... Most minors are satisfied with what the centre is offering to them.

c.) I work as cultural mediator, mainly with adults. As mediator my main role is to provide support, advices to migrants. I am happy to be able to help people who needed support and information. The biggest concern that migrants have is about their future, they are confused, many traumatised, some of them have medical needs, others want to go to another destination to reunite with their family, they are asking for advice.

d.) Caritas is very important driving force in the area of providing help to migrants, we also have a lot of volunteers who help us.

e.) We work as first reception centres (centres for minors 16-18 and of adults) and also in hotspots; we also have more than 100 'paid' volunteers' who mainly help in hotspots

f.) Most migrants are from central Africa, many do not want to stay in Italy, but rather go to north countries – so many times they are not motivated to learn Italian, to go through integration phase, simply because they are not interested to stay in Italy

g.) Taranto has many refugees, also the municipalities in the region cooperate with the City of Taranto, in the municipality of Castellaneta people have positive attitude towards refugees; some volunteers from the Castellaneta municipality are also involved in work with migrants.

h.) I work as a volunteer in frame of the municipality of Castellaneta. Sometimes I also go to one of reception centres (Taranto), where my main occupation is to help refugees to socialise. I see that migrants are satisfied in the centre, and many are also actively included in work within the centre: they work in garden of the centre, help in preparing meals; and for they work they also get some extra money from this centre.

i.) I have been involved in several cases in solving the status of migrants. It often happens that migrants apply for asylum, and then escape- go to another country... and we lose all traces (and we do not know where he/she is, is he/she a live...)

j.) CSVS has volunteers that are included in activities with migrants. CSVS organised refuge day in June. In July will be organised a discussion on the issue of new legislation on for unaccompanied minors, with particular attention to the practice of family affiliation

k.) Main activities of voluntary organisation ANOLF are to promote rights of migrants, promote socialisation among migrant, promoting preservation of the cultural heritage of migrants country of origin ...

2.4 Turkey

Summary

Key lessons learned from literature

Migrant:

- Discussion about **migration** in Turkey is fully focused on refugees from Syria. Out of 833.039 Syrian school-age children, 496.653 are registered in school
- The Ministry of Education developed a road map for the education of the Syrian children in Turkey in August 2016, which resulted in the increase of the schooling rates in 2016-2017. The aim of “quality education for all children” was adopted by the Ministry of Education.
- Enrollment in primary education is the highest, in secondary the lowest. Girls are overrepresented in secondary education, as boys are mostly required to contribute to the family income early.
- Education is provided in State schools vs 400 temporary education centres (TEC), run by NGO, based on Syrian curriculum and Arabic language at a ration of 1:2. TECS will be outphased and all Syrian children will be integrtaed into regular Turkish schools and educated along the Turkish curriculum. Policies to integrate Syrian students have been recent, after it became apparent that their stay would not be of short duration.
- Problematic situations: traumata, discrimination, exploitation, child marriage, child labour. Language barriers and the other risk factors lead to under performance and drop-out
- Risk factors include a lack of a socially inclusive perspective in curricula and an exclusively “Kemalist” perspective which is experienced as discriminating against the Arabic culture. Poor quality of language courses, difficulty of communication with Syrian parents and often poor facilities of TEC contribute to the problems. Nevertheless attendance in TEC is higher, as students perceive a less discriminatory environment, as the lack of dependable and unified regulatory framework for the acceptance of Syrian children in state schools leads to cases of arbitrary practices and drop out.
- Multicultural orientations have been introduced to school curricula in recent years, however a thorough multi-cultural perspective is not fully developed. A perspective which highlights ethno-cultural differences must be complemented by the adoption of a common framework of democratic values as the basis of inter-cultural coexistence. A critical intercultural pedagogic understanding must be developed, for which teacher training is vital.
- Strengths of policies: increase of schooling rates and >quality education for all< as aim of policy.
- Weaknesses: language barriers and discrimination not fully overcome.
- Opportunities: Integration of Syrians as opportunity for the development of an integrative educational understanding.
- Policy proposals: development of more inclusive policies and practices, effective coordination of state and NGO activities



Roma:

- A Roma minority exists, but is not acknowledged as a national minority with distinctive rights. No dissociated data are gathered. School participation reportedly is very low. In particular nomadic Roma are neither registered nor enrolled in education. Low level of education of parents and therefore a lack of role models and social appreciation of education are common. Mostly children start to work after finishing elementary school and early marriage is common.
- Multi-cultural perspectives in curricula do not include any reference to Roma culture or language, except of some derogatory remarks in school books, which only recently have been removed. Roma children therefore do not feel represented in the official curricula. Inclusive policies include positive discrimination in the job market and health coverage in some regions.
- Strength: Civil society engagement. Weakness: school enrollement dependent of registration, no solution for nomadic Roma. Enforced evictions due to Urban restructuring
- Proposals for reform include integrated initiatives for social inclusion and funding of exemplary projects as well as improvement of infrastructure. Teachers should not only engage in school, but also in the field/community.
- While the report does not give an overall assessment of the relevance of **volunteerism** in Turkey as a whole, a number of projects are mentioned (described below), which give the impression of a vivid volunteer engagement. Most of these projects train their volunteers. Some Universities offer related courses. Broadening the social base and strengthening a rights based approach of civil society are recommended by the authors.

Key findings of Key Informant Interviewing and Focus Group

Syrian refugees:

Poverty and psychological problems of Syrian families

Education is key to integration of 1 Mio refugee children (chances of employment, identity building)

Psychological support mechanisms and economic support to prevent child labour needed

Positive policies on school access and training of Turkish and Syrian teachers must be upscaled

NGO activities are positive but must be more standardised

Mono ethnic orientation of education should be overcome

As a comprehensive strategy is needed, a space for inclusive education in general is opened

Potentially positive role of families as they have gratitude for Turkey and support education

Recommendations: development of concept for generally inclusive education; indicator development; holistic approach incl. economic (child labor) and psychological factors.

Roma:

Main problems: poverty, child labour, traumatised

Lack of intercultural awareness and discriminatory attitudes of teachers

Ineffective language learning, as mother language is not recognised

Ineffective cooperation with NGO

Volunteer:

NGO crucial but coordination needs improvement, involvement in schools should be based on proper mechanisms. Involvement of young volunteers can help to overcome prejudices.

Overall:

Intercultural studies should be included in teacher education, a multicultural, holistic attitude needs to be developed and a holistic approach incl psychological, economic and social factors should be developed.

Good Practices

Migrant: Due to a lack of comprehensive operational regulation, schools and educators found innovative ways to integrate Syrian students. Exemplary efforts in fields as orientation programmes with 1:1 peer mentoring, visits to Syrian families by teachers, weekly parent-teacher meetings, Turkish language courses in school for parents.

Roma: Exemplary individual and NGO practices which have not fully developed into impactful good practices include integration through sports, provision of breakfast in school, teacher home visits and after school activities. Yuva foundation civic and social inter-cultural learning programme for Syrian refugees and similar projects by other NGO are presented. »Small projects« in Istanbul provides consultancy and support for integration in schools; projects for school enrollment of girls and youth at risk.

Discussion of Good Practices Transferred in RoMigSc in Face of the National Situation

According to the description of the strengths and weaknesses of migrant as well as Roma policies in Turkey, strengthening the inter-cultural attitude and knowledge of teachers through training is an urgent and potentially impactful intervention. “In developing a critical and intercultural pedagogic understanding which promotes social justice teacher training (including the development of teaching materials) is vital.” (Ayan/ Çayır) Also volunteer training and the training of volunteers from the target groups of volunteer work, which will be able to reach out to migrant and Roma communities not only in formal settings but also in the field (as working with families) is in high demand in Turkey. Related initiatives are among the good practices described.



National Report

INITIAL STUDY FOR TURKEY - desk research report

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Migrants (with special reference to SYRIANS)

What is the general situation of Migrant children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

According to the statistical information provided by the Turkish Ministry of National Education (MoNE), among 833.039 Syrian school-age children, 496.653 pupils are registered in school (ERG, 2017). The number of school-age refugee and asylum seeker children in Turkey is not limited to the Syrians as MoNE declares that Turkey hosts 42.221 children who are migrated from other country of origins (ERG, 2017).

MoNE developed a road map for the education of the Syrian children in Turkey in August 2016, which resulted in the increase of the schooling rates in 2016-2017 academic year. The road map declares that along with the increase in the schooling rates, “quality education will be provided for all children in Turkey” (ERG, 2017; MEB, 2016a).

A quick glance at the gender and regional distribution and the distribution of grade level reveals the following: The number of primary school-age boys is higher than the number of primary school-age girls. On the other hand, the number of Syrian girls from secondary school level and high school level is higher than the number of Syrian boys. Considering the level of grade, the schooling ratio in 1st grade is the highest whereas the schooling ratio in 11th grade is the lowest (Coşkun and Nur Emin, 2016). İstanbul, Gaziantep, Bursa, and Hatay strike as cities with more than 10.000 Syrian pupils. Below is the graph of cities with the highest Syrian pupil population (ERG, 2016).

Name of city	Number of pupils
İstanbul	29.147
Gaziantep	19.025
Bursa	16.614
Hatay	10.008
İzmir	9.187



Ankara	7.948
Mersin	6.975
Urfa	6.898
Konya	6.518
Kahramanmaraş	5.000
Kayseri	4.690
Adana	4.436

Currently there are two ways in which the Syrian children can access education: state schools and temporary education centers. In state schools, Syrian pupils receive education together with their Turkish peers; the education is based on Turkish curriculum and the medium of instruction is Turkish. In Temporary Education Centers (TECs), which are founded by national and international non-governmental organizations for the education of Syrian refugee-children, the education is based on Syrian curriculum and the language of instruction is Arabic. Besides the TECs located in refugee camps, there exists also TECs which provide service in state schools in cities (Coşkun and Nur Emin, 2016). In line with the circular published by MoNE in 2014, TECs are expected to be closed gradually, and all Syrian children will be educated in state schools in accordance with the Turkish curricular program (MEB, 2016b).

Which phenomena are discussed as problematic about primary and secondary school attendance of migrant children? Eg high drop out rate, underperformance vs. the general population, social exclusion, poor cooperation with parents and communities, etc.

Syrian children are vulnerable to numerous protection risks, including psychological trauma, discrimination, economic and sexual exploitation and child marriage (UNICEF, 2017). Language barrier faced by pupils in state schools is a crucial problem (Coşkun and Nur Emin, 2016), which not only leads to poor educational success but also may result in dropping out of school.

Majority of literature focuses on child labour and early marriages as two major obstacles to schooling. A considerable number of Syrian refugee children need to work in informal labour market instead of going to school (ASPB Ankara İl Müdürlüğü et al, 2016). Syrian children usually work in textile sector, service sector, construction sector and industrial sector (Kaya, 2016). Since Syrian boys are obliged to work in order to provide economic support to the household, the number of Syrian girls from secondary school level and high school level is higher than the number of Syrian boys. The reasons underlying the lower schooling ratio at high school level than primary school level can be summarised as follows: First, Syrian boys are obliged to work in order to contribute to the household economy. Second, the girls are encouraged to get married early in the school-age, and co-education (of boys and girls) in state

schools prevents them from enrollment and results in drop-outs. Third, families are not able to afford transportation to school, which results in dropping out of school or absenteeism (Coşkun and Nur Emin, 2016).

According to a research based on household surveys carried out in 6 districts of Istanbul in 2016, 26.6% of survey participants stated that their children have to work in order to contribute to family income. 20.3% stated that they cannot afford the payment of education expenses, and 14.1% stated that schools do not accept their children because of insufficient space at the local state schools (Kaya and Kırac, 2016).

Please give a brief overview of the general education system relevant for migrant children.

Syrian refugees have to register to “temporary protection” in order to enroll to schools. Following their registration, they are provided with an “International Protection Applicant Identity Card”: a document which includes a Foreigners’ ID Number. This number is the pre-requisite of enrollment in schools as well as enrollment in Turkish language courses and vocational training (Mülteci Hakları Merkezi).

There are two alternatives for the education of Syrian pupils: First alternative is state schools. The education in state schools is based on the Turkish curriculum and the medium of instruction is Turkish. Second alternative is TECs, which are founded by national and international non-governmental organizations for the education of Syrian refugee-children. There are over 400 TECs both inside and outside the refugee camps. In TECs, the education is based on Syrian curriculum and the medium of education is Arabic. The education provided in TECs is at the level of primary and secondary education. Turkish instructors assigned in TECs are expected to teach Turkish for five hours a week. A Syrian administrator together with a Turkish administrator is responsible for the management of TECs. (Coşkun and Nur Emin, 2016). While 165.672 Syrian students are enrolled in state schools, 330.981 are enrolled in TECs (ERG, 2016). The main reason reported by Syrian parents as to why they prefer to send their children to TECs is because the medium of education in these centers is Syrian and since their children get to be educated with their Syrian peers they are not faced with discrimination as opposed to Turkish state schools. Nevertheless, in line with the circular published by MoNE in 2014, TECs are expected to be closed gradually, and all Syrian children will be educated in state schools in accordance with the Turkish curricular program (MEB, 2016b).

The education is free of charge in state schools. However, some of the TECs may demand a tuition fee. Syrian pupils enrolled in state schools are entitled to receive a diploma upon successful fulfillment of the school requirements. Syrian pupils enrolled in TECs, on the other hand, are entitled to receive a certificate upon successful fulfillment of academic requirements. All Syrians who want to learn Turkish may approach Public Education Centers which provide free courses. Public Education Centers require “International Protection Applicant Identity

Card” to benefit from these courses. In addition, several civil society organizations also run Turkish language courses free of charge. Syrians who chose to receive vocational training may approach Public Education Centers to receive vocational training free of charge. There are also other civil society organizations which provide vocational courses free of charge (Mülteci Hakları Merkezi).

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc. of migrant children?

The curriculum in state schools lacks a socially inclusive perspective. Especially, civil society organizations based in Syria points at the problems in the ‘Revolution History’ textbooks, and the Kemalist perspective of the textbooks in general. They suggest that the expressions discriminating against the Arabic societies should be removed. Also, they voice their demands that Syrian children should be taught about their culture, language and traditions in schools.

A problem which needs urgent attention relating to the education of the Syrian children is language education. The quality of the teaching in the Turkish language courses provided in state schools and TECs remain inadequate. Moreover, parents face difficulties whilst communicating with the teachers and the school administration because of the language obstacle. This results in the lack of support given by the parents to their children’s education. TECs lack classrooms and buildings, which results in severe problems in terms of creating a healthy education environment. Several TECs have detached buildings whereas there are also TECs in basement floors or abandoned buildings.

Due to lack of physical capacity the number of classrooms intended to cater for the needs of mentally and physically disabled remain inadequate.

The attendance in TECs proves to be higher compared to the attendance in state schools. The underlying reasons can be summarised as follows: Pupils face language obstacles in state schools; they are discriminated against and excluded by their Turkish peers; both parents and teachers face communication problems in their relations with the teachers and the school administration.

Legislative regulations pertaining to the education of Syrians remain inadequate. This causes arbitrary practices which prevents Syrian children from going to school.

Syrian children’s adaptation to state schools is harder than their adaptation to TECs. It is a common practice that administrators in state schools are rather unwilling in registering the Syrian pupils. Furthermore, Syrian pupils are not only exposed to bullying by their peers, but also they are excluded by parents and teachers in state schools, which finally results in drop-outs (Coşkun and Nur Emin, 2016).



Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes and monoculture orientations (for example not only presenting European artists, writers, etc., but also those from third countries), (b) trainings/contents for teachers for work in multicultural environment (whether as topics/courses within curricula of study programme for teachers, or as additional trainings/seminars for teachers who work in multicultural classes)?

Since 2009 a number of developments related to multicultural orientations have occurred in Turkey. For instance, elective courses in Kurmanji, Zazaki, Abaza, Adyghe and Laz languages were introduced, and National Security lessons were removed from the curriculum (Çayır, 2014). Moreover, recent education reform triggered drastic changes in Social Studies curriculum and textbooks. Recently, ‘people living in different geographical areas’ have been included in textbooks: New learning areas included In 4th and 5th grade Social Studies textbooks are ‘My Friends Far Away and Our World’; new learning areas included in 5th and 7th grade Social Studies textbooks are ‘Our Country, Our World and Transnational Bridges’ (Açıkalın, 2010).

Despite these developments, it needs to be highlighted that Turkish education practices and the school curriculum are far from adopting a multicultural perspective. At this point, it needs to be stressed that a multiculturalist educational philosophy would not be the ultimate solution to overcome the problems caused by an ethno-culturalist mentality. Instead, we need to develop a critical and intercultural pedagogy, which does not reinforce the differences. This pedagogical approach needs to not only recognise the existence and demands of different identities; but also develop a common and shared democratic ground for these differences to be able to live together in peace (Çayır, 2014).

In developing a critical and intercultural pedagogic understanding which promotes social justice teacher training (including the development of teaching materials) is vital. With this aim, ever since its foundation in 2010, Center for Sociology and Education Studies in Istanbul Bilgi University has been working with teachers and developing content and strategies which serve to a more inclusive educational environment (SEÇBİR, 2017).

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems (of migrant children) described. Which are the targets of policy and which measures are implemented?

Policies of inclusion of Syrian children in the public education system have gained pace especially in 2016, even if their accession to state schools have been legalized only in 2014. Especially in the beginning, the assumption of temporariness prevailed among the school

administrators and teachers, they regarded ‘this situation’ as temporary and that they had to help Syrian children until they returned home, to Syria. Since it is realised that Syrian refugees will not go back to their home countries in near future, systematic work has been carried out. In accordance with the law number 2014/21 (‘*Yabancılarla Yönelik Eğitim-Öğretim*’), education services were secured (Nur Emin, 2016).

According to the report “Barriers to Education for Syrian Refugee Children in Turkey”, published by Human Rights Watch, regional education policies aimed at the education of Syrian students were implemented in TECs and non-formal education services. In 2014-2015 school year, 36.655 Syrian students were enrolled at state schools. In autumn of 2014, TECs were also incorporated into the education system of the Ministry of Education. In addition, non governmental organizations provide education services to the Syrian pupils. However, there is no exact statistical data about the number of pupils (Human Rights Watch, 2015).

What are according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies concerning migrant children? What are the main proposals of relevant groups to change these policies?

Strengths: Policy developments in Turkey is an important step which enables Syrians to enjoy better living conditions. For instance, MoNE developed a road map for the education of the Syrian children in Turkey in August 2016, which resulted in the increase of the schooling rates in 2016-2017 academic year. The road map declares that along with the increase in the schooling rates, “quality education will be provided for all children in Turkey” (ERG, 2017; MEB, 2016a).

Weaknesses: According to the report “The Educational Opportunities and Challenges of Syrian Refugee Students in Turkey”, language is a severe obstacle standing in the way of school success. Also, Syrian pupils are discriminated against by their teachers and peers. The students who are unable to integrate into the state schools have to go back to TECs. Moreover, the discrepancies between the Turkish curriculum and the Syrian curriculum may result in failure of even the highest achieving pupils. Finally, financial problems faced by the families hinder pupils’ participation to socio-cultural activities and therefore causes children to live in isolation.

Opportunities: From a macro perspective, educational strategies and content targeting Syrian children offers a great opportunity for the development of an inclusive educational understanding for all children in Turkey. Inclusive education is of utmost importance in fostering a culture of peace. Establishment of viable and applicable strategies for the education of Syrian children, which allow them to access quality education will pave the way for an inclusive education for all, including all multi-ethnic and multilingual children (ERG, 2017).

What are the main proposals of relevant groups to change these policies?



- Proposal of an inclusive education perspective: Increasing educational accessibility, improving the teaching quality and the pedagogical practice as well as education governance
- Practices of inclusive education policies can be supported by NGOs run by family and company foundations which will allow for more flexible practices.
- Public policies and NGO interventions should not only focus on the refugee groups but also the hosting societies.
- Effective coordination of public, private and non-governmental organizations is needed (ERG, 2017).

Please describe up to five relevant good or (based on any evidence, competition or other relative evaluation of their merit) “best” practices to intervene in the problematic situation.

Policies of inclusion of Syrian children in the public education system have gained pace especially in 2016, even if their accession to state (public) schools have been legalized in 2014. Especially in the beginning, the assumption of temporariness prevailed among the school administrators and teachers, they regarded ‘this situation’ as temporary and that they had to help Syrian children until they returned home, to Syria. Besides, even if legalization of accession to state schools was an important major step, how a teacher from Turkey would manage education in a class where Syrian children whose mother tongue is different than Turkish (Arabic most of the time), who can’t speak Turkish and who suffer from post-war and migration trauma was not planned at all. Hence the schools and teachers had to find their own ways of coping with many challenges concerning inclusion of Syrian children along with the challenges they already had. It is difficult to talk about best practices in this context but there are a few exemplary efforts by schools and teachers; as well as a number of supportive projects and practices carried out in cooperation with NGO’s.

Some exemplary practices from schools and teachers include:

- One teacher planned an orientation program for Syrian children together with Turkish peers; Syrian children were paired with children from Turkey during this orientation. Children from Turkey showed every part of the school to their Syrian peers and carried out the orientation program.
- Another teacher paid home visits to the houses of Syrian children. This is particularly important as there is a huge distance between Syrian parents and teachers from Turkey. It is important for the teachers to understand the conditions Syrian children live in as most of the time it is impossible for them to even imagine the living conditions of their Syrian pupils. Also even if there is no translation, they prove to be able to communicate. It is important for the Syrian parents to be aware of that and try to be involved in school even if there is the language barrier.
- Another teacher carried out weekly parent-teacher meetings with the presence of a Turcoman parent who speaks both Turkish and Arabic.
- One school provided Turkish lessons for Syrian parents together and their children. It is good to have mother and children in class together and learn Turkish even if it has some handicaps like parents interfering with their children’s learning. If they (parents and children) learn together, they can learn Turkish at the same time and parents can support their children’s learning. An important problem is parental involvement in children’s learning due to the

language barrier. Coming to school for Turkish classes also breaks the distance between the school and Syrian families.

Some exemplary programs developed by NGO's include Helsinki Citizens' Assembly's program for teachers and modules developed by teachers, AÇEV's summer preschools and Biriz's bilingual learning material development project. Also see "Part: Volunteers" for other exemplary programs developed by NGOs.

Roma

What is the general situation of Roma children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

According to the Roma Minority Education and Shelter Rights Access report, data which is dissociated according to the ethnic groups is not collected in Turkey. Therefore, there is not enough data about drop out rates, rates of absence, and enrollment of the Roma children. However, the research reveals that the participation of Roma children to school education is very low (Karan, 2015).

The group whose relationship with education is the most disconnected is known to be the Roma. The rate of dropping out of school and absence is high among Roma children. One of the main problems observed is the low level of education of Roma people. The rate of enrollment of the children at the school age is quite low. There are even upper class Roma children who can not read or write (Ekim Akkan et al, 2011).

Which phenomena are discussed as problematic about primary and secondary school attendance of Roma children? Eg high drop out rate, underperformance vs. the general population, social exclusion, poor cooperation with parents and communities, etc.

One of the main reasons of low education profile of the Roma is the discrimination against the Roma children because of their ethnic roots during the enrolment process. Parents report to experience many difficulties during the enrolment process of their children. Besides, the nomads amongst the Roma are not registered to any address, so Roma children do not enroll in schools and there is no solution brought by the government for this situation. Another factor mentioned about the low education level is discrimination, bullying, and exclusion faced by the Roma children, which results in dropping out of school (Karan, 2015).

Also, low education level of the parents and the lack of proper role-modeling are stated as other problems standing in front of school attendance. Research carried out with Roma children in



2006 reveals that children complain that they do not get enough support from their parents and that they put the blame on their parents' low education level. Negative social environment to which the children are exposed seems to be another aspect, which needs to be mentioned: Limited exposure with a positive social environment is reported to result in timidity among Roma children (Kolukırık 2006).

Low socioeconomic level of the parents appears to be another reason underlying the low education level of the Roma. The majority of the Roma children have to work to support their family financially right after they finish elementary school, therefore they are not able to continue with their education. Low SES also results in the parents' inability to cover their children's school expenses (stationary, school uniform, pocket money etc.). It is also reported that the Roma children are socially excluded by the school administration, teachers and the other students. Besides, there are not enough role models in the Roma neighbourhood who had the chance to continue with their education. This results in their lack of enthusiasm to continue their education. Finally, early marriages are another reason for drop-outs (Ekim Akkan et al, 2011).

Please give a brief overview of the general education system relevant for the target group of the project.

According to the Treaty of Lausanne, the Roma people are not recognized as a minority. This also means that their mother tongue is not officially recognized, and that the Roma children do not have the right to receive education in mother tongue. Besides, the school curriculum and textbooks are not written with an inclusive and pluralistic perspective, and therefore the epistemological and indigenous knowledge Roma children bring from their home environment is not represented at school (Karan 2015).

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc.?

See answers to questions 9, 10, and 11.

Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes vs. Roma, Roma culture., (b) trainings/contents for teachers for work with national minorities and particularly Roma (whether as topics/courses within curricula of study programme for teachers, or as additional trainings/seminars for teachers who work in classes with a high percentage of Roma)?



There are too few references to minorities in the textbooks; and whenever we come across a reference, this appears to be in a discriminatory context against the minorities. For example, in a secondary school textbook, Roma people are mentioned as “the beggars we could never get rid of”. Fortunately, with the effort of Zero Discrimination Association, one of the books which was listed as one of the 100 Fundamental Works prepared by the Ministry of Education has been taken out of the list as it contained discriminatory statements about Roma people (Karan, 2016).

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems described. Which are the targets of policy and which measures are implemented?

The Roma people work at unsecure, unqualified jobs with a limited income. The municipalities proposed quota in accordance with positive discrimination for the Roma people, who are socially excluded, so that they can access secure jobs. This may help the Roma people to take part in the formal employment sector. Besides, in order to increase the rate of school enrolment of the Roma children, the Conditional Cash transfer system seems to be crucial this is a practice to avoid the school absence of children whose the parents do not have a secure job. Green Card for health is also an important practice for the citizens who do not have health coverage (Akkan et al, 2011).

What are, according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies for Roma children? What are the main proposals of relevant groups to change these policies?

Strengths:

Projects carried out by civil society come up with proposals about solutions brought to educational problems, and problems related to shelter (which aims at increasing the life standards of the Roma). Also, the civil society makes considerable effort in struggling with discrimination against the Roma.

Weaknesses:

State schools request an address to enroll children to school and as the nomads amongst the Roma do not have a permanent address, children are unable to be enrolled in the schooling system. Unfortunately, the government has not taken any precautions to overcome this situation. 12-years-compulsory-education is free of charge in Turkey. However, the Roma children are enrolled in schools with a poor quality educational environment.



Additionally, urban transformation activities implemented by the government do not assure the shelters for the Roma people. This results in the Roma families' struggle to build a new life, which makes it harder for the Roma children to continue with their education (Karan 2016).

Opportunities:

MoNE organized a workshop entitled “To raise the opportunities of education for the Roma children”. It is remarked that there will be works to be done for the education of Roma children together with the NGOs (Parliamentary Assembly, 2013). In cooperation with NGOs (namely SKYGD, SPF, ÇAÇA EDROM) a social project have been carried out between January 2006 and October 2007 in Zonguldak, Çanakkale, Mardin/Nusaybin and Batman to increase the standarts of education and social life of the Roma community (Akkan et al, 2011).

What are the main proposals of relevant groups to change these policies?

According to ‘İzmir Roma Foundation Problem Titles’ report; the problems related to the lack of educational equipments in the schools in Roma neighbourhoods must be solved.

In ‘İzmir Roma Foundation Problem Titles’ report, it is also suggested that the social projects related to the school attendance of Roma children need to be carried out in cooperation of the municipalities and the Ministry. Financial support should be given to these projects.

The teachers should not only work at school but also their active participation in the field is needed. Financial and moral support should be provided in order to assure children to go to high school and university. Areas for cultural and sports activities should be established (İzmir Romanlar Sosyal Yardımlaşma ve Dayanışma Derneği).

Please describe up to five relevant good or (based on any evidence, competition or other relative evaluation of their merit) “best” practices to intervene in the problematic situation. Please discuss in general the range of practices which are regarded as “good” in your country.

- In a fieldwork carried out in Hatay, it is found out that sports is a factor which helps socialization, school continuity and socialization among Roma people and it also decreases alienation.
- Roma children come to school without having breakfast and this results in their lack of concentration during classes. A project which provided breakfast for the children resulted in the higher concentration levels of the children and higher school attendance.
- Teachers' home visits to the Roma families help them to raise awareness towards the socioeconomic conditions under which the children live.
- After school activities organised by neighbourhood centers (usually funded by NGOs) provide support to children's learning and increases school success.

All these practices are either individual efforts of teachers or volunteering organisations. It is impossible to exemplify a good practice which practically intervenes the problematic situation.

Volunteers

Which role does voluntary work/engagement of civil society play in interventions to mitigate the problem? Please name related programmes and organisations. Please describe three good practices. Please discuss strength and weaknesses of these approaches briefly.

Research indicates that Syrian parents attempt to get involved in public schools, yet their involvement and cooperation with schools is very limited due to the language barrier (Beyazova 2017). There are very few good examples contrary to this picture in which individual teacher or school principal initiatives overcome this lack of involvement with actions such as organizing regular visits to parents' houses.

Community centers and volunteering organizations emerge as vital sites or sources to overcome the limitations of public education and integration of families in wider society. Some of these centers offer Turkish, Arabic, and English education and provide support for school curriculum and homework. Therefore, they function as sites that supplement public education. Besides its educational gains, community centers also open up spaces in which Syrian children and parents (especially mothers) socialise (Beyazova 2017).

Another crucial aspect of volunteer work (with respect to Syrian refugee children in Turkey) is that it opens up space for mother tongue based multilingual education, which enables not only first language acquisition but also strengthens pupils' sense of belonging. Temporary education centers recruit a considerable number of Syrian volunteer teachers, whose existence is vital in building rapport with pupils.

Exemplary volunteer activity is listed below:

- Yuva Foundation (a center for advocacy and holistic learning for young people and adults) initiated Syrian Refugees Program in 2013. Within the program, they established two community centers in Hatay and Gaziantep in 2015. Yuva provides education and protection services for Syrian refugees. Their learning methods and activities aim to encourage intercultural dialog, solidarity, and social integration. The main objectives of Syrian Refugees Program are to empower Syrian Refugees through informal learning activities; to improve Syrians' emotional and cognitive well-being; and to develop the professional skills of the refugees through social activities (Yuva, 2017a).
- Toplum Gönüllüleri Vakfı (a project which aims at transforming the energy of youth to social benefit) initiated "Empowerment Project for Young Refugees" (Genç Mültecileri Güçlendirme Projesi), which aims to encourage self-improvement and socialization of young refugees living in Diyarbakır and Hatay, and teaches internet literacy, and life-skills. As part of its projects, social activities and courses are organized for young refugees (TOG, 2017a).



- Toplum Gönüllüleri Vakfı (TOG) initiated “Support Project for Young Refugees” (Genç Mültecileri Destekleme Projesi) in partnership with UNFPA (Birleşmiş Milletler Nüfus Fonu) and Y-PEER Turkey (Türkiye and Sağlıkta Genç Yaklaşımlar Derneği). The project aims to develop solidarity between Turkish and Syrian refugees, to empower Syrians’ in their adaptation process, and to provide health services for the Syrians (TOG, 2017b).
- Small Projects Istanbul runs “Back to School Program” for formal education of Syrian children. As part of the program, they assist Syrian families with enrolment, registration, financial management and language training. They also provide music class, Turkish class, Arabic class, photography class, computer class and English language class for Syrian children (Small Projects, 2017).
- Mavi Kalem Foundation initiated an advocacy project for Syrian girls at school age (Suriyeli Kız Çocuklarının Eğitime Kazandırılması ve Savunuculuk Projesi) in January 2017. The project targets 200 Syrian girls at the age of 10 to 14 living in Fener-Balat and Fatih. The aim of the project is to increase the rate of school enrolment of girls (Mavi Kalem, 2017a).
- Mavi Kalem initiated another project (Risk Altındaki Çocukları Destekleme Projesi) in Fener and Sulukule in 2016. They aimed to support the school enrolment of the children under risk, to increase their success, to prevent drop-outs and to raise awareness about health issues. The project also involves Math and Turkish classes (Mavi Kalem, 2017b).

Are there training programmes for volunteers. Please describe briefly?

Toplum Gönüllüleri Vakfı (TOG) organizes a training programme (*5 Anahtar Sistemi*) for volunteers. The first step, Yellow Key, informs about the principles of foundation and work area. Then, the volunteers of the Foundation empower with Blue Key based on Civic Society and Volunteerism, with Red Key based on Project Management, and with Green Key based on Teamwork and Communication. After this, the volunteers can participate in active social responsibility project with White Key (TOG, 2017c).

Another training programme for volunteers as a part of TOG (*İnsan Hakları Çatısı*) aims to raise consciousness about democracy, cultural diversities, social justice and gender equality (TOG, 2017d).

Do Universities prepare for volunteering and is volunteering-work accredited with ECTS points?

- İstanbul Bilgi University, “Social Responsibility Project I-II”: elective course with 6 ECTS credits (İstanbul Bilgi University, 2017).
- Yaşar University, “Social Responsibility”: course with 1 ECTS credit (Yaşar University, 2017).
- Sabancı University, “Civic Involvement Projects” as a part of course CIP 101 (Sabancı University, 2017).
- Boğaziçi University “ED 300-Topluma Katılım”: course with 5 ECTS credits (Boğaziçi University, 2017).



Please describe up to five good practices of volunteerism in the field as well as acknowledgment of volunteerism.

- “Small Projects Istanbul” has organized excursions and activities for children, including a trip to the Prince’s Islands off the coast of Istanbul, a science fair, a dance workshop, a barbecue, an educational amusement park, and a computer coding conference. Also, Homework Club is a weekly program led by Selin Hirgur, and a small group of volunteers work with students to develop greater understanding of current course materials. The club invites primary and secondary school pupils to join in group and one-on-one tutoring sessions in language, math, science, and other core subjects. The program helps students gain comfort in asking questions as well as greater confidence in taking control of their own learning. There are currently 40 students enrolled in Turkish class and 20 taking part in remedial Turkish classes for four times a week. Also, Arabic courses are offered, which prove to be crucial for ensuring literacy acquisition in mother tongue (Small Projects Istanbul, 2017b).
- Hayata Destek Evi was founded in 2014 in Şanlıurfa. This foundation fulfilled the needs of 4979 people. Hayata Destek Evi organizes Turkish and English classes, psycho-social support activities, and computer training. One of the important activities was telling a story (called Kardeş Masallar) for strengthening the solidarity and the dialogue between Syrian and Turkish children (Hayata Destek Evi, 2017).
- Emine Balkanoğlu, one of the volunteers of Yuva Foundation, stated that ‘Syrian Refugees Program’ helped Syrian and Turkish people to socialize and improve dialogue. Also, Judi Nekar from Aleppo stated that she participated in English class and Art class of Syrian Refugees Program in Yuva and she benefited from the program as her skills improved (Yuva, 2017b).

What are the main recommendations given in the literature to improve conditions for civil society participation and improving volunteer work? What is your own assessment?

Strengthening the rights-based approach, diversifying the social base of non-governmental organizations and improving the informative work about volunteerism are required to improve conditions for civil society participation and to improve volunteer work. To be able to achieve this aim, effective coordination of public, private and non-governmental organizations, which focus on strategies about how to live together in peace, is needed. Also, powerful and realistic interventions made by the volunteering organizations should not only focus on the refugee groups but also the hosting societies (ERG, 2017).

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Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

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Erasmus+, KA3: Initiatives for policy innovation –
Social inclusion through education, training and youth
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3-year project: 31 December 2016–31 December 2019.
Project countries: Slovenia, Germany, Spain, Italy, FYR of Macedonia, Turkey

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Focus Group Report

Tool WP 2 – 4

RoMigSc

WP 2-3 Focus Group Results Reporting Template

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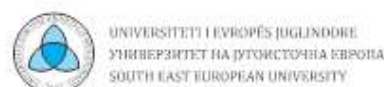
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Place: Istanbul Date: 6 September 2017

Focus Group Participants: Name, organisational affiliation, field of activity, experience (please describe the relevance and dissemination potential of the AB member)

- 1. Social worker and Director of Tarlabası Community Center (Center which works with migrants)*
- 2. Volunteer teacher, founder of two volunteer organisations working with migrants, and author of a recently submitted PhD thesis on Syrian pupils and their parents*
- 3. Counsellor at primary school*
- 4. Classroom teacher at primary school*
- 5. Sociologist conducting research on Syrian pupils*

What is the general situation of the Syrian children?





Participants listed a great variety of problems faced by Syrian children; ranging from poverty and unemployment of the family to psychological and language related problems. They mentioned that these lead to adaptation problems of the pupils and therefore lack of success and drop out.

Some of the important remarks made by the participants are as follows:

Participant#5: There are approximately 1 million Syrian children in Turkey. This creates pressure on the government, and this pressure has multiple dimensions: health, sheltering, security etc. However, the most acute area which needs urgent and serious attention seems to be education. Obviously, education closely relates to employment, as well as identity construction and conception of citizenship. It seems that the future of these children depends upon the discussions made and the steps taken in the area of education.

Participant#4 (classroom teacher who is teaching 2nd graders this year): Due to their language problem, Syrian children are placed at classrooms with their younger classmates rather than their peers. They do not know Turkish, and their classmates exclude them. It is under these circumstances that they are expected to learn how to read and write. Post-war trauma; economic difficulties, language barrier; psychological problems... The sense of belonging of the newcomers appears to be extremely low at first. Current practices do not seem to provide solutions to these problems. For instance psychological support mechanism needs to work efficiently, and unfortunately that is not the case.

Which policies are implemented on the national and regional level to mitigate the problems of Roma/migrant children?

Participants agree that recent policies related to the well being of the families and to school access have been promising developments, which have the potential to mitigate some of the problems of Syrian children.

Main policies mentioned by the participants are:

- Syrian children are given legal access to state schools.
- Some work is being done to empower Syrian and Turkish teachers.
- Economic support such as conditional cash transfer is given to families.

It is agreed, however, that policies are far from fully meeting the demands and needs of the families and their children. *For instance Participant#2 draws attention to the fact that Syrian children who do not have identity cards are not allowed to be enrolled in schools. Also, Participant#1 stated that the amount of economic support provided for the families is not enough to prevent child labour. Participant#5 points at yet another crucial issue: “Although education is of utmost importance, the responsibility of this area is left to the NGOs to a great*



extent. For instance, majority of TECs (temporary education centers) are funded and run by NGOs. Research shows that differentiated curricular programs are implemented in these schools; and that teacher quality and school infrastructure can differ from one school to another. All these need to be regulated in a more controlled and standardised manner.”

What are main STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS of these policies?

STRENGTHS:

Participants could not name many strengths of current policies. However, their common opinion appears to be the significance of literacy acquisition in the dominant language.

Strengths they listed include:

Participant#1: Arabic literacy courses in schools; employing Syrian teachers in schools, non-formal education policies encouraging parents to learn Turkish; regulations creating declared employment opportunities for adults are some of the strengths that come to mind.

Participant#3: Syrian children receive Turkish language classes. This is extremely important for their integration.

Participant#4: Children receive Turkish language courses in different classrooms. For those who demand extra Turkish there are also summer courses. Since teaching Turkish to the pupils is one of the prior issues, these are extremely important.

Participant#5: Establishment of TECs (temporary education centers) and employment of Syrian adults in these centers. Also the fact that the issue is kept on the agenda. These appear to be the strengths.

WEAKNESSES:

Weaknesses can be summarised as follows:

- Language-related issues
- Psycho-social issues including lack of psychological support for traumatised children and preventive measures and practices which combat discrimination and bullying
- Mono-ethnic content of education

Some remarks are as follows:

Participant#1:

- Lack of mother tongue based multilingual education system clearly places children whose mother tongue is other than Turkish at a disadvantage.
- There is a lot of labelling and bullying in schools and no preventive measures.

Participant#2: Education system is monocultural; I believe that this is the most important weakness. There is a need for rights-based policies.



Participant#3: Psychological support is provided for the pupils.

Participant #4: Prejudices of the adults and pupils towards the Syrians.

Participant#5: TECs and state schools have a mono-cultural perspective and due to political reasons, solutions regarding long-term integration are not discussed thoroughly.

OPPORTUNITIES:

Participants agreed that the situation related to the Syrians open up spaces for inclusive education in Turkey in general. While this situation appears to be a hot issue, which is held on the agenda, and is open to discussion in the social media and in the political spheres, Kurdish issue is currently considered as a taboo. Language related solutions for instance would also apply for the Kurds. This issue has the potential to bring into the agenda inclusive education for all groups. Similarly, it is stated by Participant#3 that the experience gained over the past decades on the Kurdish issue could be put into use.

A considerable opportunity mentioned by Participant#1 is related to the willingness of the parents to cooperate: *“Syrian families are open to cooperation and participation due to their feelings of gratitude and appreciation towards Turkey, and they trust the Turkish educational system. They attach a lot of importance to their children’s education; they follow up on and support their children’s education process. And in return children’s participation in education have positive influences on the well-being of the family. Parents have the perception that their children learn Turkish easily and that they are successful at school.”* The crucial implication of this comment would be that, if the constructive role played by the parents is appreciated and put to good use both at the national and at school levels, it can open up spaces for participative and inclusive education.

Give your personal recommendations for changing the policies on national levels

Recommendations coming from participants cover a large array of areas and reveal the complexity of the issue. It needs to be noted, however, that both Participant#1 and Participant#5 stress the need for and the possibilities of developing an inclusive education model. Recommendations include:

Participant#1: Policies need to encourage inclusive education and respect for differences; therefore indicators in the area of inclusive education need to be developed. All these can only be accomplished via a holistic educational model. Efficiency of this model relies upon its ability to stretch beyond the area of education. Rather, it needs to outreach all areas relevant to children and their families. And in this context, there is a need for a multicultural and critical educational paradigm.



Participant#2: Policies need to take into consideration the educational and psychological needs of all pupils. Policies also need to facilitate mechanisms enabling family participation and social networks.

Participant#3: Support needs to be delivered from other countries both in terms of political support and exchange of practical experiences.

Participant#4: We need sound and steady policies at the national level. It is important to remember that this is a sociological process. It is important to prioritise what needs to be done and who needs to be involved. Well-grounded prioritisation of effective policies needs to be implemented, because problems are multi-faceted, and this requires a multi-dimensional approach including combating child labour and providing psychological support.

Participant#5: We need to start by discussing the possibilities of designing a multicultural curriculum and establishing an inclusive school culture.

What are the main/typical risk factors of migrant/Roma children in schools, that contribute to drop-out, under-performance, and social exclusion.

Main risk factors listed by the participants can be summarised as follows:

- Poverty and unemployment of the family leading also to child labour;
- Psycho-social problems ranging from post-war trauma and social exclusion and discrimination;
- Language related problems leading to school failure and bullying.

Considerable comments coming from participants are as follows:

Participant#1: Pupils receive education in a language at which they are not proficient. Of course this results in academic failure. But more importantly, this conveys another message to pupils: 'I do not acknowledge your home language'.

Participant#2: Some of the risk factors concerning the Syrian children are common for Kurds and in some cases for Roma pupils. These are:

- Teachers and other staff members who are held responsible of children are not informed of different sociocultural contexts.
- Teachers and other staff members have discriminatory attitudes.
- Teachers and administrative staff in schools are not informed by the Ministry about the risks likely to be encountered.
- The program implemented in schools does not have an inclusive perspective; also language education is not run effectively, and this includes both mother tongue and the dominant language.
- The Ministry and the schools are reluctant to effectively cooperate with NGOs and volunteers which have expertise on the issue.



Participant#3: There are no studies conducted in schools, which will help them adapt to their new environment. As teachers, we also do not know how to approach these pupils.

Participant#4: Children come to school with post-war trauma. They come to school not being able to speak Turkish; and other children exclude them with their looks. In cases where the teacher is competent in establishing good relations with the child and is able to provide proper guidance, the children have the chances to overcome this process. In other cases, children display shy and withdrawn behaviours. Some show tendency to violence. They get bored in classes as they do not understand the language. They are unwilling to participate in the games with their peers. And all these cause them to become estranged from school.

Participant#5: Syrian children are stuck in the middle of two different mono-cultural education systems –different both in terms of the school organization and conception of education they offer.

Please describe 1-2 good practices that can contribute to better social inclusion of migrant/Roma children in schools (mainly practices that are innovative, efficient, or generally accepted).

Participants were observed to be rather pessimistic about the existence of good practices that contribute to better social inclusion. Only Participant#1 mentioned the “*positive attitudes of some teachers in following up with their pupils’ achievement; paying home visits; establishing good communication with their pupils and their parents; encouraging children’s learning and development; and providing support to anti-discrimination.*”

a.) Please give your comments/assessments regarding appropriateness of the contents on multicultural orientation in curricula of primary/ secondary schools (mainly appropriateness of these contents with the purpose of reducing stereotypes & discrimination regarding migrant/Roma in classes; and mono-cultural orientation).

All participants agree that the existing curriculum is far from having a multicultural orientation: The content of the curriculum and textbooks do not serve to reduce the stereotypes; rather it reinforces it. It is noted by the participants that Syrian children are already subject to prejudices as far as their relationship with their classmates is concerned; and that the curricular content does not make it any better.

b.) In your opinion, is it necessary to integrate the course on intercultural competencies also within university study programmes that educate teachers – if yes, please justify WHY this is needed?

Participants agreed that receiving courses on intercultural competencies at the university would have help. Participant#3 and Participant#4 (both teachers) drew attention to the fact they are

not informed about the ways in which they should tackle the problems they encounter; and that this leads them to a feeling of despair. Each time they encounter a problem they need to solve it by their own means and with trial and error methods.

What should the project prioritize in its interventions?

Participant#1, Participant#2, and Participant#5 stated that monocultural curriculum and monocultural school practices need to be challenged; and school staff needs to be educated to gain a multicultural perspective. Participant#3 and Participant#4 stressed that psychological and sociological aspects of the issue need to be prioritised.

How the schools/kindergartens promote volunteering activities, especially among vulnerable groups of children?

Participants agreed that the government efforts fail to satisfy the needs of the pupils and therefore the volunteering activities and the role of the NGOs have an enabling potential. Although some NGOs have expertise in the issue the government fails to cooperate with these volunteering institutions effectively.

Please describe 1-2 good practices (can be projects), on volunteers' help to migrant/ Roma children?

It is interesting that teachers (Participant #3 and Participant#4) are not informed of volunteer activities. Participant#1; Participant#2; and Participant#5 name foundations such as TOG, Yuva Foundation, SPI, Mavi Kalem, and Hayata Destek, and state that these organisations run effective activities.

What is your opinion regarding involving volunteers in schools/kindergartens?

Involvement of volunteers in schools is regarded to be helpful. However, it is also stated that prior to their involvement, proper mechanisms of involvement need to be established.

Which knowledge and skills can gain young volunteers (students; youth up to 29), by involving them in volunteering activities?

Participants agreed that youth can benefit from volunteer activities in that they would develop skills about how to live together in peace. This is found to be especially important in today's Turkey where there is more and more polarization among different social groups.



Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

<https://romigsc.eu>



Co-funded by the
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Erasmus+, KA3: Initiatives for policy innovation –
Social inclusion through education, training and youth
Project number: 580228-EPP-1-2016-1-SI-EPPKA3-IPI-SOC-IN
3-year project: 31 December 2016–31 December 2019.
Project countries: Slovenia, Germany, Spain, Italy, FYR of Macedonia, Turkey

Please name any organisation or person which could contribute to the project through knowledge, dissemination, etc.?

Reporter: Please describe the general atmosphere: how did focus group participants react? Do they think the topic is relevant? Will they support us? What can they contribute?

Participants, all of whom think that the topic is relevant, were eager to participate and cooperate. Especially some of the participants might attend the national seminars and make valuable contributions. Also some of the participants might have a role in disseminating the project results in the future.

2.5 Germany

Summary

Key lessons learned from literature

Migrant:

- In spite of more than 50% of children having migration background in many regions, diversity is not perceived as the >standard situation< by the education system and many teachers.
- Improving participation and school success of migrants: School success is mainly dependent on social situation and education of parents
- The system in >crisis mode< after a surge of number of refugees in 2015/16. At the same time this situation effectuated an expansion of measures like language learning offers, welcome and transition classes and occupational integration classes.
- Expansion of early childhood education and integration in the dual system of vocational training are key factors for migrant integration.
- Lack of evidence based evaluation of effectiveness of policy.
- Broad range of innovative practices on project level, but limited use of results in standard policies. Very fragmented educational system due to federalism and multitude of educational pathways.
- Consensus that regular resources (e.g. teacher/student ration) are often insufficient to serve diverse students in a differentiated way.
- Multiculturalism is an established goal of policy and incorporated in the curricula for teachers, but actual training is very varied and further training for teachers is voluntary, short term and not much used. Growing number and significance of teachers with degree of teaching German as a second language

Roma:

- Some problematic situations as low school attendance and poor housing have been improved in recent years as local policies have been successful in stabilising the social and housing situation of work migrant families.
- No distinct Roma policy, the whole range of social and educational policies applies.
- Outreach to and work with parents as well as coordination of educational, social and youth support services is critical for success

Volunteerism:

- Volunteerism is the backbone of the German civil society. Volunteers are involved in all aspects of migrant and Roma support in high quality and quantity.
- Most NGO who coordinate volunteer engagement train volunteers, incl. on aspects of intercultural orientation.
- Effective volunteer engagement is dependent of sufficient resources in the regular system

Key findings of Key Informant Interviewing and Focus Group

Stakeholders pointed out that

- Integration requires in the first place a correct attitude that diversity now is the standard situation in education.
- High importance of inter agency networks and coordinated local policies e.g. through municipal integration concepts
- Critical role of reaching out to and continuing work with parents
- Expansion of early childhood education critical for socialisation and sufficient learning of language
- Volunteer engagement depends on sufficient regular resources and cannot compensate sufficient funding of education
- The more complex situation of coping with diversity in education requires an increase of funds, particularly in pre-school and primary education
- Success of integration of children of migrant worker families demonstrates the need for and success of coordinated social, housing and educational policies

Good Practices

Good practices presented in the report are mainly targeted at building good contact to migrant parents, forming inter-professional and inter-agency support networks, volunteer engagement to assist migrant, refugee and Roma children

Good practices presented in the report include (among others)

Haide! : support and consultancy to parents from south eastern Europe

MigraKIDs: support network for migrant families, incl. volunteers with migrant background
a.a.a.: NGO existing for 40 yr+ to organise individualised support of migrant students

Campus Asylum: large scale (300 volunteers in one University) student initiative for support of refugees

Schools without Racism: Nation wide school network to develop diversity policies in schools

Roma integration in the district of Neukölln (Berlin): social stabilisation and integrated concept to integrate work migrants

Discussion of Good Practices transferred in RoMigSc in Face of the National Situation

The good practices used in the project (multicultural training for teachers and volunteer training for students) match the experiences and recommendations given in literature and by stakeholders. Related good practices have been developed and used with success in Germany. A continuing, also international exchange of experiences is expected to add value to the activities. Insufficient availability of teachers due to a current overburdening with regular activities and perceived administrative hurdles inhibit a larger scale exchange.



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National Report

INITIAL STUDY FOR GERMANY - desk research report

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Migrant

What is the general situation of migrant children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

The relationship between migration and education in Germany is relevant for more than half a century, since the large wave of immigration for working purposes in the 60s and early 70s. By then the implication on the side of the authorities as well as the migrants themselves, was that these migrants would return to their home countries. This was reflected in the term “guest workers”. Integration was regarded by both sides as unnecessary.

While many in fact did return, the majority of migrants stayed, brought or founded families and settled in.

Germany has granted asylum to hundreds of thousands of refugees with peaks in the early 90s and recently 2015/16, which has made the discussion even more urgent.

Germany has been struggling for a long time with the term “immigration country”, but since at least ten years regards itself as a country open to immigration.

In particular, the principle of free movement of EU citizens is upheld (since 2014 more than 800.000 EU citizens moved to Germany), but also the granting of access to those in need of protection, according to international law and the federal constitution.

Since 2004 integration is proclaimed as an aim of policy (Law on immigration 2004). Already before the recent peak of refugees moving to Germany, about 20% of the German population had a migration background, through own migration or parent’s migration to Germany (Bildungsbericht 2016, p.161). The share of immigrants in the western states of Germany is about 30%, while in the East German states it is about 4% of the population. This proportion is even higher in those age groups which are relevant for education. Among children under 10 years the proportion of those with migration background is 35% and among 10-25 years 30%. The regional distribution of migrants is heterogeneous, therefore in most metropolitan areas, particularly in West Germany, these proportions are even higher (Bildungsbericht 2016, p.161). Who is a migrant? Migration is defined as permanent movement over state borders.



Citizenship is not the only criterion when discussing migration background, as only half of those with migration background in the sociological sense *do not have* German citizenship.

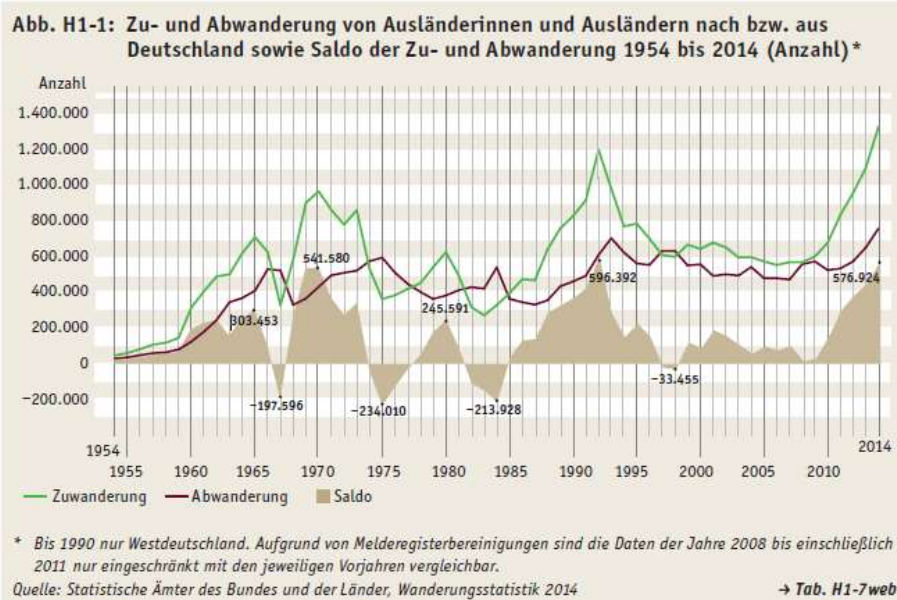


Table A.1.1.: Immigration to and emigration from Germany 1954-2014 (until 1990 West Germany only) green line=immigration, red=emigration, shade: net effect (Bildungsbericht 2016, p.164)

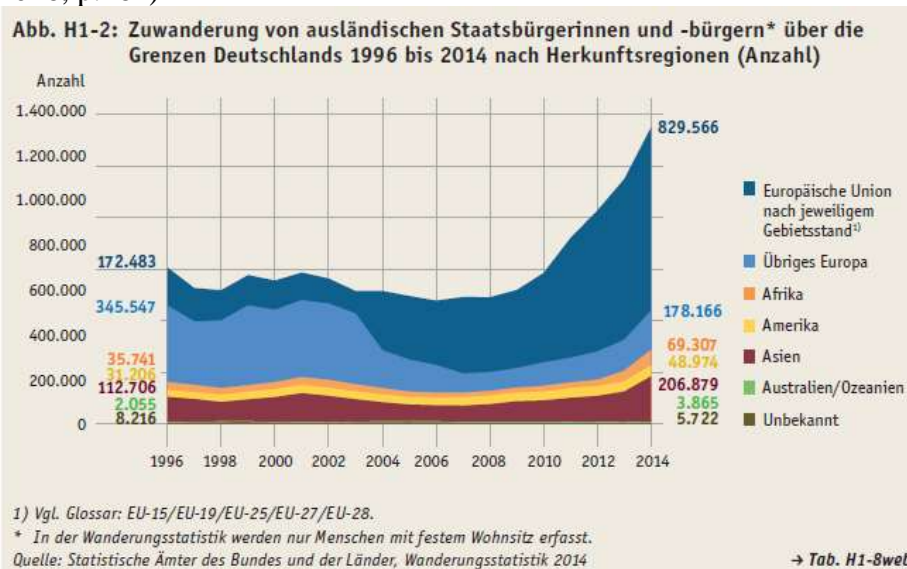


Table A.1.2.: Immigration to Germany by region of origin 1994-2014. Dark blue) European Union (according to respective membership at the time); light blue=other European countries; orange=Africa; yellow=Americas; pink=Asia, (Bildungsbericht 2016, p.164)

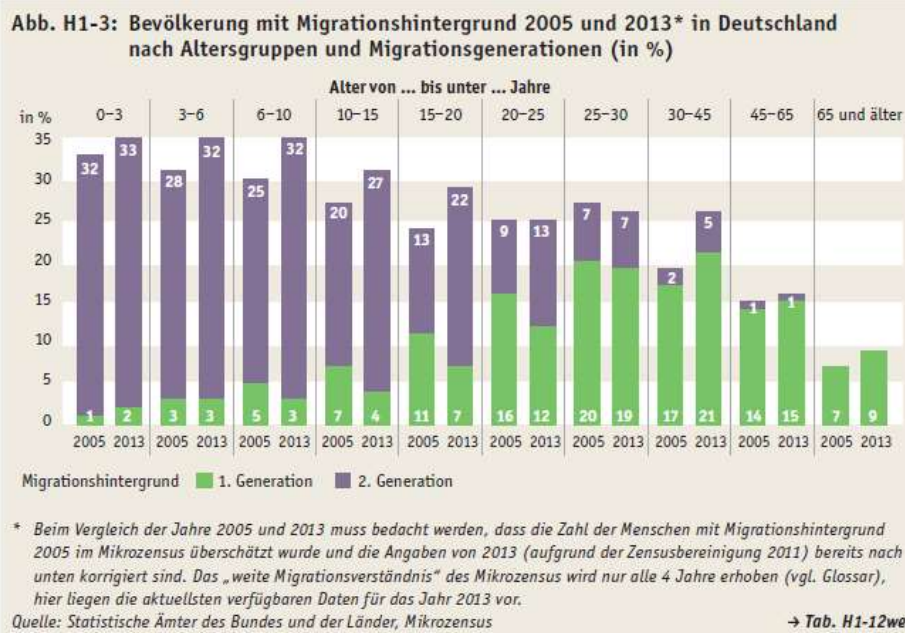
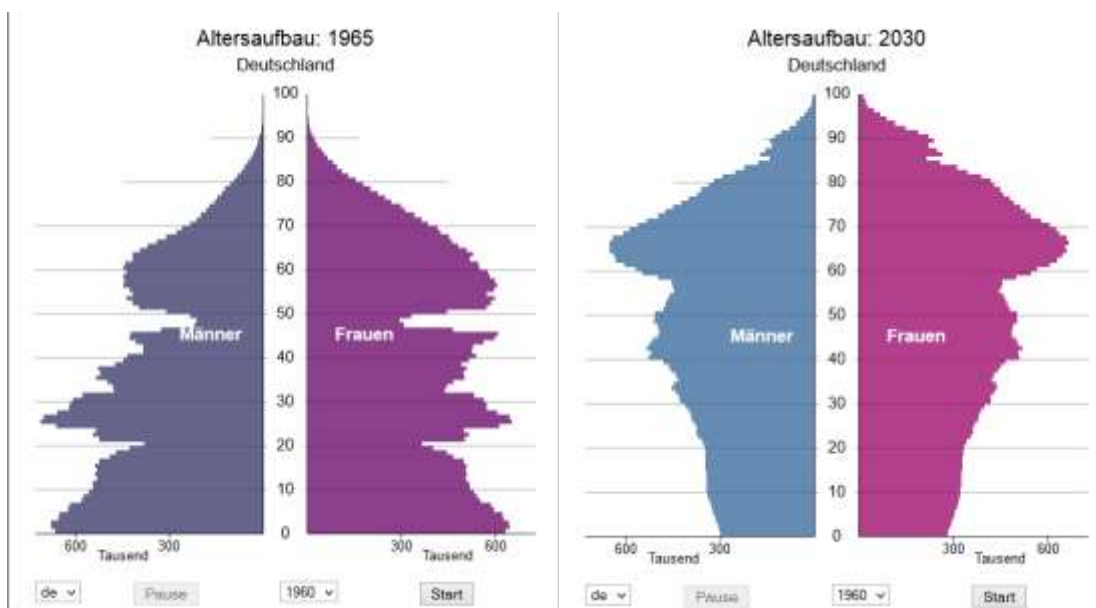


Table A.1.3.: Percentage of primary (1st generation=green) or indirect migration experience (2nd generation, the parents migrated to Germany=blue) by age group 2005 vs. 2013 (Bildungsbericht 2016, p.166)

Excursus: Demography in Germany

In addition to a more open general attitude within the population, a contributing factor to the acceptance of the fact that Germany is an immigration country is the insight that there are strong economic reasons to accept more immigrants. The most prominent of these reasons is the worsening age structure of the German society.



A.1.4.: Age structure of Germany (grey/blue=men, purple=women), situation 1995 vs. projection for 2030 in the case of low immigration in: <https://www.destatis.de/bevoelkerungspyramide/> Variante W1

It is estimated that Germany needs 500.000 immigrants/year on average to mitigate demographic challenges. Therefore, migration, particularly of people who will fill up the ranks of the younger population, is welcome in principle.

General contribution of education to successful integration of immigrants

Integration according to the definition of the *National Report on Education* (Bildungsbericht 2016, p.165) is defined as: >the equal participation in society, economy, and politics<. According to the constitution of Germany (Grundgesetz) the state is responsible for the education system (article 7, paragraph 1 of the constitution) and therefore also for mitigating migration induced, social and other inequalities (Avenarius, Füssel, 2010: pp.102–107 cit. SVG, 2017, p.126).

The role of the education system is, according to the responsible political body >*The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany*< (Kultusministerkonferenz) to take care that >education, training and further training institutions guarantee a comprehensive participation in all education and the highest possible chances of the success of education< .

This general objective should be achieved through three guiding aims:

- contributing to a autonomous individual conduct of life
- equal chances
- equal access to a occupation that matches the individual's own desires and talents

The *Bildungsbericht* acknowledges that success in pursuing these aims by the education system is dependent on a more holistic approach to integration in the whole society, involving many stakeholders in addition to those within the education system.

The *National Report on Education* acknowledges that, while the phenomenon is generally accepted as being problematic, there are still only insufficient quantitative and qualitative data to describe disparities in educational success between migrant and “German” population students (Bildungsbericht 2016, p.162).

There is a consensus that the problem is multi-factorial. The general finding of the research analysed for the *National Education Report* is that equality in school is dependent on equality in society: “If one factors in a few characteristics as the socio-economic status of children and youth (educational attainment of the parents, socio-economic risks) or gender, only a very small >migration effect< can be identified regarding educational success” (Bildungsbericht 2016, p.161, transl. AK).



However, as the German system of education is known for reproducing the strong correlation between socio-economic status and educational success, the question of overall social integration becomes very relevant.

For the educational success of students a number of factors are relevant: the social status, legal status, competence in the German language, prior experience with education and educational institutions.

Language competency as key factor of integration:

Among children with migration background, a large majority speaks another language than German in their families. Therefore, educational institutions are for 2/3 of children with migration background the key place for learning German (Bildungsbericht 2016, p.166). These children are highly clustered in some metropolitan areas.

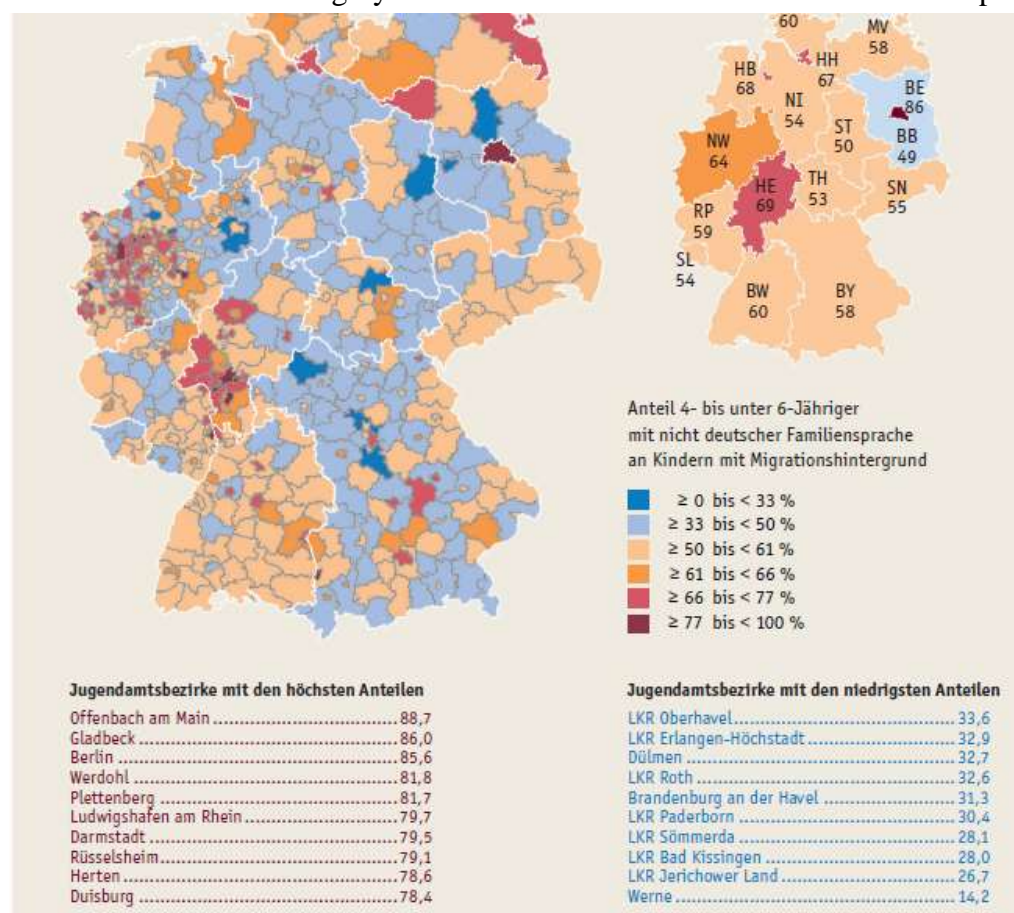


Table A.1.5.: Share of >6 yr children with non-German language spoken in the family among children with migration background (Bildungsbericht 2016, p.167)

Which phenomena are discussed as problematic about primary and secondary school attendance of migrant children? Example: high drop out rate, underperformance vs. the general population, social exclusion, poor cooperation with parents and communities etc.

Participation in education:

Preschool education is identified as one main challenge. As most migrant families do not speak German in the family, the participation in preschool education is the key for future school success. While attendance in >kindergarten< (age 4-5) has risen to 90% only recently, attendance of under 3 year old kids is still only 22% (up from 11% 10 years ago). The reason for the low attendance is that prior to 2014, when a legal right to access to a day care center was established, only families with two employed persons were prioritized in the public centres, while private care was very expensive. Both factors discriminated against non-German families (Bildungsbericht 2016, p.171). While migrant parents do wish to send their children to day care centres to at least the same degree as German parents, they voice some concerns about the institutional affiliation, e.g. to the Christian churches. This demonstrates the significance of an intercultural sensitivity in early childhood education.

Migration and school – social segregation as the main challenge:

As demonstrated above, migrant children are more often affected by socio-economic risk factors. They also lag behind regarding their language competences.

These factors are reinforced by segregation in the school system along social factors. School districts differ very much along socio-demographic characteristics of the population. Migrant children attend school in uncondusive learning environments three times as often as German children. 16% of migrant children, but only 5% of German children learn in classes where the majority of children has weak German language competences (IGLU level 1 or 2). Overall migrant children lag behind German children by one school year (Bildungsbericht 2016, p.173). On average competences of youth with migrant background lag behind about 40-60 points according to PISA standards, which translates to over one school year. As a consequence “Youth with migration background are overrepresented in “Middleschool” (basic branch of lower secondary school), have more often learning difficulties, drop out more frequently (...) on the whole up to now the German educational system fails to compensate individual disadvantages of prerequisites for successful education” (SVG Lehrerbildung, p.6, transl. AK).

Proportion of migrant vs. German Children in branches of secondary education:

44% of non-migrant pupils attend high school/grammar school (>Gymnasium<) and only 8% lower secondary mid level schools (>Haupt/Mittelschule<). 24% of migrant children attend high school and 25% >Haupt/Mittelschule<.

However, when the socio-economic status is factored in, the migration status is now no longer a determining factor of this distribution over types of schools attended, which is a change from the situation 10 years ago. The data do not allow for determining if this is due to a changed



population within the migrant group or reflects a success of integrative policies (Bildungsbericht 2016, p.174).

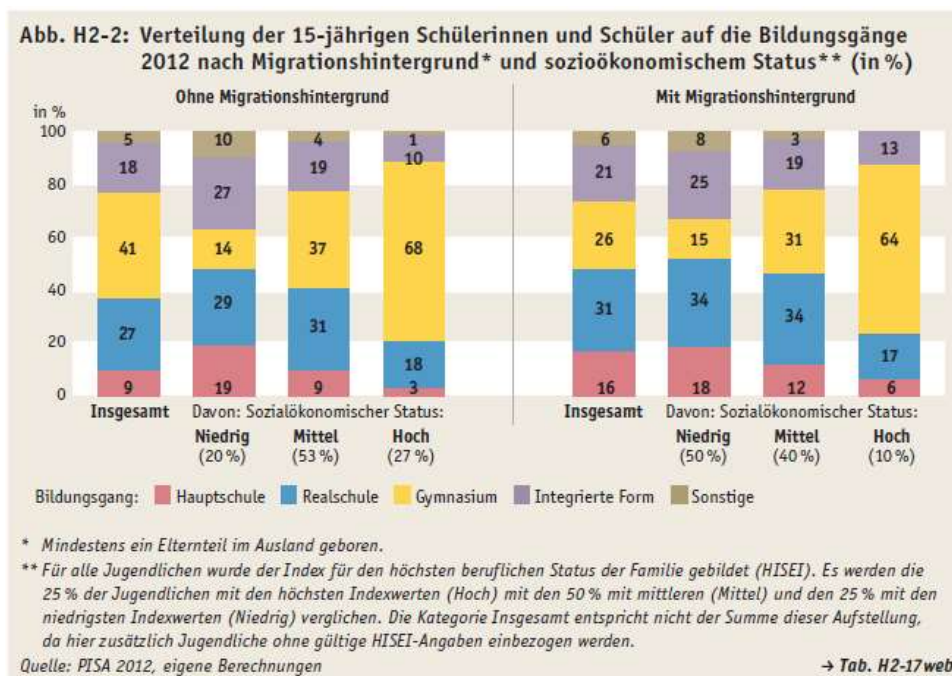


Table A.2.1.: Distribution of 15yr old pupils by migration and socio-economic status. (left block: without migration background, right block: with migration background. insgesamt =overall; niedrig=low, mittel=middle, hoch=high; red=basic secondary (>Haupt/Mittelschule<), blue =mid-level secondary >Realschule<, upper secondary (high/grammar school) yellow >Gymnasium<; pink=integrated secondary (>Gesamtschule<); Bildungsbericht 2016, p.174)

Drop-out rate:

The most alarming phenomenon is that three times as many non-German youth leave the school system without the basic secondary school degree (>Qualifizierender Hauptschulabschluss<) than German youth, which reflects a failure in the school system and a serious risk of becoming NEETS (>students which are not in education, employment or training<). Early school leavers (ESL) in Germany include young people who have dropped out of school before the end of the compulsory education, those who have completed compulsory schooling, but have not gained an upper secondary qualification and those who have followed pre-vocational or vocational courses which did not lead to a qualification equivalent to upper secondary level. There is no unified official national report about the state of dropout. ESL rate is reported to be 11.9 %, which is below EU average and is almost reaching set target of 10%. Reasons for ESL are various. Research shows that dropout risk is associated to lower socio-economic and lower educational status of parents, to the migrant population, to geographical provenance, and thus similar to NEETs risk factors.

Performance:

Looking at the PISA result, youth with migration background achieve lower competence levels in all subjects analysed in form 9. There is an improvement vs. the first survey 2003, particularly for those children and youth from a lower socio-economic background.

The competence in mathematics e.g. lags still behind by two school years. The increase in achievement of the “Abitur” (highest secondary school degree), entitling to attend the general University, has been higher for German than for migrant background youth in recent years.

Tertiary education:

The proportion of youth with migration background attending University among 20-30 years old currently (2013) is 15%, up from 9% in 2003 (German youth 23% vs. 17%) (Bildungsbericht 2016, p.179). Youth with migration background is enrolled in higher education to a higher degree than would be predicted by the educational attainment of their parents. Migrant parents obviously have quite high aspirations for their children (Bildungsbericht 2016, p.180). However, this aspiration is not always translated into a successful university degree. Youth with migration background often start an university program despite relatively weak secondary school degrees and later drop out of university and reorient to a vocational track training. One of the factors might be that parents with migration background count more on the generally well known and prestigious university education rather than the complex and often genuinely >German< paths of upper secondary and tertiary education within the dual system.

Vocational education:

Youth without German citizenship (no data available for migration background) are attending the “transition system” which supports the transition from school to vocational education in the dual system, at twice the rate as German youth .

About 25% of apprentices and students in the vocational training system have migration background. However, also here there is a segregated distribution along the occupations. Only few youth without German citizenship gain access to apprenticeships in the complex new IT professions and the more complex technological and business occupations (Bildungsbericht 2016, p.178).

Conclusion:

Children with migration background lag behind their German born counterparts regarding performance, attendance of upper secondary and tertiary education. However there are indicators that they catch up in recent years. Main factor of the underperformance is the socio economic status rather than the migration background.

A key factor of improving the situation is to raise the level of pre-school and early childhood education attendance in order to compensate for a non German speaking family environment. Compensatory language learning support and improved information about the opportunities of the various pathways of the German education system can also contribute to better outcomes.

Special case - refugee children: migrants seeking protection or asylum as a mission for the education system:

Germany received a massive inflow of more than 1 Mio. refugees in 2015 and 2016. Many of the current measures to address this inflow are an ad hoc answer to the challenge rather than a systematic and fully developed system of intervention according to the best available knowledge. All actors had to find pragmatic answers to guarantee childrens' rights to protection and access to education. Now a sustainable structure for integration needs to be developed, which addresses the special needs of these groups (Bildungsbericht 2016, p.192) .

Currently there is a lack of reliable data and therefore only a limited availability of valid research.

As for the general process, refugees are registered right after crossing the borders in shelters near the borders (initial reception facility - Erstaufnahmeeinrichtung). Then they are distributed along an algorithm to German Federal States, where they are accommodated in shelters and can apply for asylum or protection according to the Geneva convention (about 1 Mio. 2015/16). The refugees hold a residence title during the duration of screening and deciding the application. About 50% of applicants are accepted.

Most of the refugees are migrants in education relevant age groups. Applicants for protection are mostly young and male: 30% are under 18, 25% are 18-25 years old. Main countries of origin include Syria, Afghanistan, Albania, Irak.

A special group are refugee minor youth without parents the so-called >unaccompanied minors<. The latter are entitled to special protection: in addition to access to the general education system, they receive life support by the institutions of the youth welfare service (accommodation, social workers, educators) through >Inobhutnahme< (to be put under protection).

2015 120.000 children under 6 came to Germany, 2016 more. About 1/3 came from countries which are declared as "safe countries of origin" by the authorities (as Kosovo, Macedonia, Serbia, Bosnia), for which protection is granted only in very exceptional cases. The title of residence is irrelevant for the entitlement to access to early childhood educational offers (Bildungsbericht 2016, p.195). There is no data available regarding how far these offeres were actually used, but most institutions report that children were integrated, usually in the regular groups. Extra-family actors have a key role in transferring children to child care: volunteers (42%) the Asylum Social Service (30%) the Youth Welfare Service (30%) (Bildungsbericht 2016, p.195). Many actors try to contact the refugee families close to or in their residence in



the >initial reception facilities<. Here the work of volunteers, who are a backbone of dealing with the refugee crisis is highly relevant. The mission of improvised educational offers in the Initial Reception Facilities is to prepare for the integration into the regular educational offers.

Refugees and the general school system:

In some federal states the obligatory schooling starts with reception in the initial facility, in others as soon as the refugee has left this reception facility (Bildungsbericht 2016, p.195).

In general access to the regular school system is within 3-6 months after coming to Germany the latest.

Challenges for the integration to the school system are: missing of any German language competences, acknowledgement of prior competences, qualifications, certificates, improvised housing conditions in shelters and shared dormitories, which are not conducive to learning, repeated change of place of residence. The main inhibition to a integration into the school system is the general insecure status of residence, as only about 50% of the refugees are granted a status of residence (with much lower quota for refugees from what the German government calls >secure countries of origin<) and the administrative and legal procedures until a permanent status is granted can take months if not years.

The support system for non-German speakers in the education system has been vastly expanded in the last few years, nevertheless it is *not* tailored to the situation of refugees, e.g. it is not taking account of situations of traumatisations through violence and escape, separation from family, insecure status of residence, complete lack of language competences and others.

This is a challenge for school social workers and teachers. There is a vast demand for training in this area (Bildungsbericht 2016, p.196).

The topic is discussed intensively and on the topic of traumatisations in Regensburg there have been some prominent initiatives in this regards as “GeWiSS e.V. <http://www.gewiss-ev.de/> Initial training offers by members of RoMigSc associate partner “SoWiBeFo e.V.” for teachers are currently implemented.

A comparison of the situation of refugee children and migrant youth follows (contributed by Dr. Esther Burkert, SoWiBeFo e.V. , teacher at B.S.Z. vocational school)

Differences general migrant youth – refugee youth:

Dealing with a very large number of refugee children is a quite new situation for the German school system and also for youth support organisations. In general, migrant and refugee youth have „nothing in common.... except: being Non-German“ and sometimes suffering similar experiences of discrimination)

General Migrant Youth	Refugee Youth



<p>Socio-economic problems</p> <p>Clustering in areas with generally weak economic status</p> <p>Weak areas = weak school with high percentage of non-German students</p> <p>German middle class parents try to avoid common schooling with children from problematic areas</p> <p>No acknowledgement of native language competences</p> <p>Grading along the same standards early on is experienced as discrimination (“Mom, why do all foreign kids always get a 6?”)</p> <p>Risk of self reinforcing system of social discrimination</p>	<p>Group a) Refugees who made it to Germany are mostly from stable to well off families, with a good educational biography in their countries of origin. War and escape are late events in their lives (example Syria, Irak)</p> <p>Risk factors: traumatisation through immediate loss of a good and orderly life, experience of social decline</p> <p>Group b) Refugees, whose whole biography is shaped by escape and violence, discrimination etc. No regular family and social life, no education, often experience of life long discrimination (e.g. Afghanistan)</p> <p>High expectations of families in the countries of origin regarding social and professional success, enabling financial support of the family</p>
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In general, migrant children suffer from social segregation, while refugee children face a complete disorganization of an once normal life in a multitude of settings.

The German system of education currently struggles to understand the multiple potentially problematic situations and their impact on education and general integration.

Appropriate strategies have to be developed and tested to cope with the challenges of such multiple problem areas, which requires highly individualised approaches and additional resources, which are not always available in the short term.

One special challenge is the integration of youth and young adults to the system, i.e. those without a standard >German< educational career on any level. About 400-500.000 asylum seekers are in the age which is relevant for initial vocational training, which is a huge number. Refugees with a relatively high probability of finally being granted a status of residence are allowed to start a vocational training. There is a high interest of some sectors of industry and the crafts to train these young people as these sectors suffered from a lack of applicants for vocational training placements in recent years.

According to the current practice, refugees will not be deported while in training and two years after, independent from their final acceptance as having the right of asylum or refugee status. Therefore, a successful access to the training system is relevant also for the security of residence status and individual perspective.

However, integration into the dual system as well as into Universities requires preparation and intensive support.

The personnel in companies, training centres and universities needs also to be prepared for this new challenge (Bildungsbericht 2016, p.196).

In most federal states >preparatory classes< for this group have been established, mainly in secondary modern school (Haupt/Mittelschule) and vocational schools (depending on age), which focus on teaching German, along with vocational content and a general orientation and guidance to cope with the German system of training, but also general social life. An additional and very crucial component is to organise internships in companies.

One potential challenge is the contradiction between the general principle of the German education and training system to provide every citizen with a sustainable university or professional education along the German principle of >full professional proficiency< (mainly through training in the >dual system< (apprenticeships) and the pressure for many of the refugees to earn money quickly in order to be able to support their families.

This challenge is currently not met, as given the educational prerequisites of many of the refugee youth, an at least 5 year long integration phase is required, during which they will not be able to earn the level of income which would allow them to support their families (BIBB 2016b, p.24 f., SVG 2017, p.135).

University:

After acceptance as entitled to asylum the refugees have full access to the university system and the regular cost of living support for students (Bildungsbericht 2016, p.197), if their educational certificates have been accepted. A number of special programmes exist, which are not covered by this report.

Estimation of cost of integration into the education system:

A rough estimation by the authors of the >Bildungsbericht 2016< projects a need for 58.000 + x additional places in day care for children which corresponds to up to 10.000 new specialist staff at a cost of about 420 Mio. Euro. In primary school additional 70.000 pupils are expected, corresponding to a demand of up to 9.000 teachers and 500 social workers at a cost of up to 1.2 Bio Euros (Bildungsbericht 2016, p.200). It is estimated that the additional demand can be covered by current students of education. Additional content taking account of the changed demand for multi-cultural and language teaching competences must be integrated to the university curricula.

Also for the vocational preparation of refugees a 1-2 year vocational preparation is needed which will cost up to 1 Bio. and employ additional 10.000 staff. Additional 70.000 to 100.000 in-company apprenticeship placements will be needed (Bildungsbericht 2016, p.202).

Although refugees can help to fill gaps left by a declining number of German youth, which have impacted negatively on the sustainability of many schools and training providers, the main challenge will be a regional disparity between e.g. small and medium sized enterprises looking for apprentices - which are mainly located in rural areas - and refugees who tend to look for opportunities in the metropolitan areas. Overall, an additional cost of 2.2 to 3 Billion Euros for the whole education system is projected, which can be compensated by long term benefits for productivity and labour supply (Bildungsbericht 2016, 202).

Please give a brief overview of the general education system relevant for migrant children.

School System:

Migrant and refugee children have the same access to the education system as children with German citizenship. As the school system is in the responsibility of the federal states, the system differs from state to state to some degree. The main difference is that many states use a higher proportion of comprehensive secondary schools, while others use a three tier system (secondary general school, intermediate school, grammar schools).

One main trend in school reform in recent years was the expansion of full day schools, while traditionally school was half day only. The latter system depended on the participation of the parents in the education to a very high degree, expecting parents to practice with their children and to supervise homework. These particularities of the German system are often not well understood by parents with a migration background from countries where schools bear the sole responsibility for the academic education of children. Also parents with a migration background and/or only a basic education are often unable to assist their children in homework.

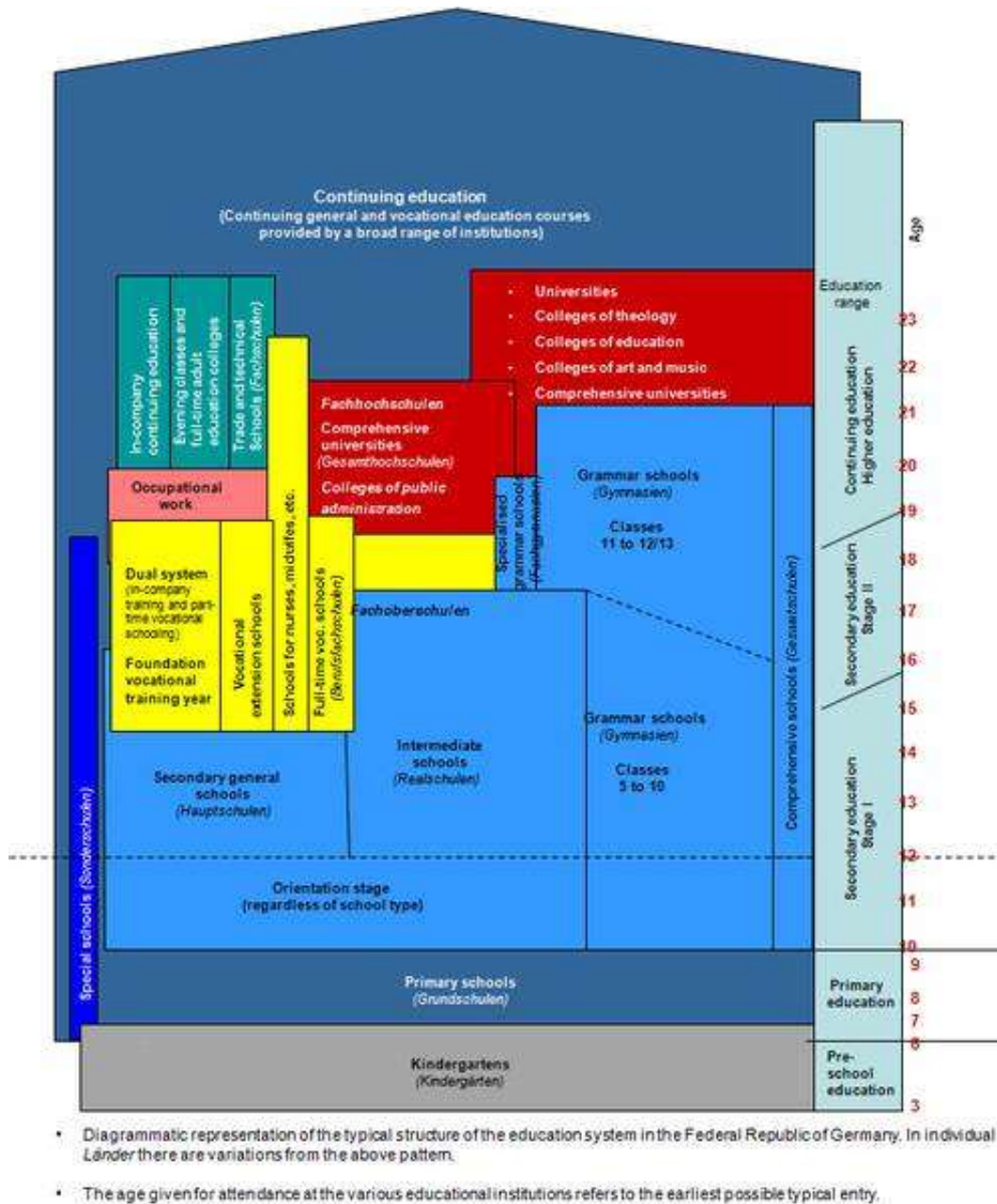


Table A.3.1.: <http://www.euvetsupport.eu/index.php?id=123>

Preschool (Kindergarten) is not obligatory. Primary school lasts four years and is the only place where all of the children from an age bracket are educated together. The schools are organised by neighbourhood/school district, so they reflect the social structure of the neighbourhood. Already after the fourth grade pupils are distributed to general secondary, intermediate and high school/grammar school, according to the grading obtained before. While educational pathways became much more permeable and flexible in recent years, so that also from general secondary school there are pathways to university, in general parents will aim for grammar school



(Gymnasium). In particular, many migrant parents have high ambitions for their children, as university is synonymous with a good education in the countries of their origin. In contrast to this image, the German system of dual vocational education (the apprentice is employed by a company, with complementary vocational school) provides excellent career opportunities in 330 different occupations for each talent. Also the highest certificate of occupational proficiency (>Meister<) is on par with an University bachelor degree according to EQF and entitles to access University master programmes.

Nevertheless it is a major criticism of the 3 tiers system in many German federal states, that children often have only four years in primary school to develop and show their talents. In particular for children from non German speaking background it is very hard to catch up fast enough to achieve grading that entitles to attend intermediate or grammar school.

While this in theory can be compensated later on, in fact the grading in primary school is often experienced as quite discouraging. While there are preparatory classes in some cases and the subject German language is not graded by the same standards on request of migrant parents, also the performance in all other subjects is in fact highly dependent on the >educational language< competence. Therefore, a worse starting position in language competence impacts on the overall performance. Even children who show a very steep learning curve will therefore often receive grades which will not reflect their potential and would entitle them to a higher level school, in spite of working hard. This frustration can impact negatively on the motivation for learning. Also pupils with migrant background may well feel discriminated against if they become aware that migrant children in general will receive worse average gradings compared to native German children. Although teachers have some latitude to consider pedagogical aspects when grading, this latitude is mostly not used in a systematic way (FG Germany).

Recently special measures have been introduced to care for children and youth without any German language competences. The so-called >transition classes< in primary and general secondary schools and >occupational preparatory classes< in vocational schools are introduced on a large scale to cope with the high number of such children from refugee families or unaccompanied minors who now enter the school system on all age levels.

In conclusion: early “selection” in many German federal states systems may discriminate against children with weaker German language capacity.

On the other hand the rather permeable system, which has been developed in recent years, almost any school pathway can lead to University, if so desired. Also the vocational track of education and practice/work-based learning education facilitates access to qualified work also for learners with weaker academic capabilities, but also includes professions which require a high level of theoretical interest and capability, which can be accessed through a more practice focused educational track in the dual system. This particularity of the German system merits some additional explanation.



In general a student, after finishing secondary school at one of the tiers will apply at a company for an apprenticeship placement. If successful, the student will enter a three-year in-company programme which is complemented by one or two days in vocational school.

Education in the dual system is particularly promising for non-native German students, as the competency in German educational language is not the only criterion of success in this system. Practical abilities and a >can-do attitude< as well as good social skills are also very important. Former illiterates, non nativespeakers, migrants from families with negative experiences in education and others can count on their practical abilities to build a sense of achievement.

Also for refugees who suffer from traumatising often can profit from practical work as a way to cope and can often concentrate better on such work, while it is often hard for them to focus on theoretical learning. Therefore, in addition to efforts to integrate refugees with prior academic learning, many of the efforts to integrate refugees concentrate on integration in the dual system of vocational learning.

One of the problems of this is that the system often is also not well understood by the refugees themselves and also by many second or third generation migrants.

In many of the countries of origin learning in crafts industrial and commerce occupations is learned by doing, i.e. by starting working in a business, often with family or other businesses where a personal relationship exists. Therefore many migrants, also those with working experience lack any formal proof of their experience and prior learning.

The second factor is that many refugees want to be able to support their families as soon as possible. Therefore an income which is higher than the modest apprentice compensation is very important to them. A perspective of 3-6 years (depending on the initial preparatory measures which are mostly required) for them seems to be just too long.

The parents of second or third generation migrants have often come to Germany at a time where tayloristic, unskilled industrial work was still the norm, meaning that one could make a living by simple manual work, often for quite good wages when the work was >dirty and dangerous<. This experience is quite misleading, as this type of work now is only a fraction of what it used to be, to be replaced by much worse paying service work in logistics and other sectors, which often does require at least some language competences. Therefore parents cannot always be counted on when it comes to sound career advice. This points to the general role of families in the education process.

The role of the families in the German education system:

Traditionally the system in Germany counts on the participation of parents in the education process to a very high degree. Parents have the right to make decisions about the educational pathway, they decide about the voluntary participation in pre-school education and have a very strong legal role even if they prove to be dysfunctional for the development of the child.

One commonality between children with migration background and refugee children (accompanied or unaccompanied) is the compromised role of parents.

Traditionally the families are the most decisive structure of general life orientation for children. This is compromised in the case of migrant children in a high proportion of cases. Either the parents are absent, as in the case of unaccompanied minors, or they themselves are not sufficiently integrated in the German society (as is the case when e.g. school children have to translate for their parents when communicating with the school, or when parents feel alienated and retreat to traditionalistic behaviour). In some cases parents of refugee children have unrealistic, overly optimistic ideas about the life in Germany. In some cases these unrealistic hopes can be life saving, as they motivate taking the risk of a dangerous escape. Often these high hopes of families are also overburdening the children and young adults, which have to disappoint their family when choosing a realistic pathway of integration in Germany.

Schools must be more aware of this situation when supporting migrant background children. On the one hand work with parents and a pro-active and culturally sensitive form of cooperation with these parents is necessary. This is highly resource intensive.

On the other hand in any case institutions and civil society must compensate the role of parents and family and must provide adequate and constructive orientation for children and families alike. Here volunteers, guardians and other support structures can play a very important role, which needs to be better funded and more systematically used in the future.

One important measure which is recommended by practitioners from the field is organising peer support, i.e. peer coaching by successful migrants. Other recommendations include the integration of more teachers with migration background. These can be role models, but also for a transition period, instruction in the original language, e.g. in mathematics and science can avoid the creation of a competence gap in all subjects due to a lack of language competence.

Currently this is only possible on an informal, volunteer basis, as teachers in Germany must meet all formal requirements in order to be allowed to teach. Nevertheless such offers (as e.g. a summerschool for refugees taught by Syrian teachers) should be extended and better supported (Focus Group Germany, Esther Burkert, SoWiBeFo).

Currently practices to use various new media to support learning of migrant children are developed (e.g. common Whatsapp-groups in multi-national classes for peer assistance in homework can inspire writing in German as the common language).

Streaming media as YouTube videos can be developed bilingually to teach topics like math. Using social media can provide universally accessible learning material also in less common languages as Dari, Arameic, Arabic (Focus Group Germany, Esther Burkert, SoWiBeFo).

Last but not least any discussion of the education system must include a discussion of the overall living conditions of the students.

Poor housing in shared dormitories, with hundreds of strangers and no privacy is uncondusive to learning. Here the model of living communities, which are common for minors under public protection, have proven to provide much better results.

Also the status of residence, a mostly insecure status, can be a strong discouraging factor for learning in the school system for refugees.

Pedagogy and curriculum design have to take into account all of the potential future pathways of the children. One scenario could be the assumption that refugee status is granted and a longer stay or even permanent integration in Germany follows. Here good German language competencies are required. Education of refugee children should also consider a scenario where permanent status is refused and the refugees have to leave. Here the education system must take care that basic education in core subjects like math and science is secured in spite of weak German language skills. Currently the education system is almost completely unprepared for the latter scenario (Focus Group Germany).

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc. of migrant children?

Socio-economic status of parents, segregation of school districts, low attention rate to early childhood education, lag in competency level of 1-2 years leads to a higher proportion of migrant children being relegated to lower level educational pathways which again leads to segregation (clustering of lower performing youth) in these types of schools, which leads to less favourable learning conditions through fewer role models and competition.

School drop-out: School drop out is a less prominent topic in Germany than in the rest of Europe, as fewer than 10% of students are in a NEETS situation and school is obligatory (Hillenbrand, Ricking, 2011, p.153). If one counts not achieving the >qualified general school exam< rather than dropping out from school before the obligatory years of attendance, such underachievement is dependent on the social situation rather than the migration background (Hammond et al., 2007, p.56). In particular a cumulation of risk factors contributes to such underachievement. Such factors include dysfunctional families, risky social behaviour, deviant peer groups, early parenthood and others (Stiftung Mercator, 2017 Doppelt benachteiligt, p.27).



Migrant children are more often affected by risk factors as low educational attainment, unemployment, poverty: still 55% of 6-10 yrs old of first generation migrants and 42% of second generation migrants are affected by at least one risk factor as low educational attainment of parents, low income or unemployment of both parents.

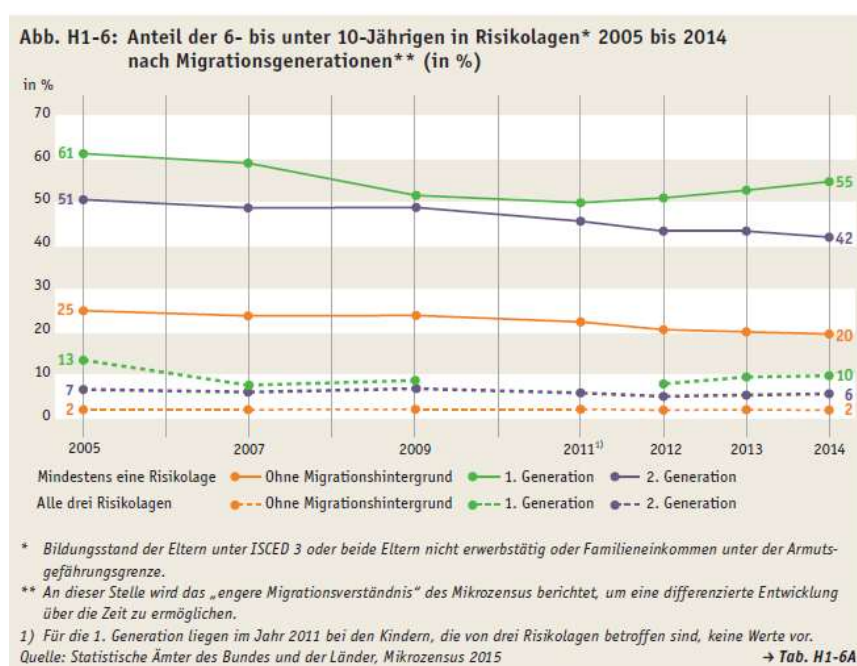


Table A.4.1.: Share of 6-10 yrs old at social risk; green line=1st generation migrant, blue= 2nd generation migrant; orange=non-migrant, continuous line: one risk factor; dotted line: three risk factors (Bildungsbericht, 2016, p.169)



Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes and monoculture orientations (for example not only presenting European artists, writers, etc., but also those from third countries), (b) trainings/contents for teachers for work in multicultural environment (whether as topics/courses within curricula of study programme for teachers, or as additional trainings/seminars for teachers who work in multicultural classes)?

Based on >Interkulturelle Bildung und Erziehung in der Schule< (2013) and on the Policy Brief of the >Sachverständigenrat Deutscher Stiftungen für Integration und Migration< (2016) some facts regarding the most recent development of the German educational system in regard to teacher education are presented in this paragraph.

Until recently the German system of teacher education has been largely in a state of denial about the reality of an immigration society, which implies ever more diverse groups of learners in the schools.

Teacher training is a key, as for students with migrant background schools are the focal contact point to German society and institutions. Migrant and refugee parents are mostly ignorant of the opportunities and requirements of the German school system. The intercultural sensitivity and competence of teachers will therefore be critical for an effective orientation within the system.

According to the leading study on the topic, overall the pedagogy taught at University did not keep pace with the actual developments in society and continuing training for current teachers has been slow to integrate the topic. A recent (2016) literature review by the leading think tank on immigration concludes:

>Teachers in Germany often do not learn how to properly address cultural and linguistic differences in the classroom (...) in only 6 of 16 federal states all future teachers learn systematically about the proper handling of these differences...There are not enough offers of additional training, training offers mostly are too short and not sufficiently practice orientated< (SVR Lehrerbildung 2016, p.5, transl. AK).

Often teachers are left on their own with handling very heterogeneous groups of learners and the recent surge of refugee children. Only a small minority of teachers feels adequately prepared for this challenge.

Most schools are already operating at the limit of their capacity and do urgently need additional specialized staff for language support, but also for supporting children with traumatised, without basic schooling (alphabetisation), which is in short supply regarding availability of specialists and funding.

The existence of a special qualification >teacher for German as a Foreign Language<, whose graduates are largely responsible for teaching in most of the integration and introductory classes

for students without any German language competences, has created the illusion that interculturality and integration could be delegated to these specialists. Schools are generally not prepared for the >standard situation diversity< (SVR Lehrerbildung, 2016, p. 5, transl. AK).

State of intercultural teacher training:

Already in 2011 45% of teachers surveyed claimed that they had an urgent need of training for giving language learning support. 25% said they needed training in interculturality.

Less than 9% had attended training in these areas.

The foundation recommends:

- an obligatory basic training for all teaching staff (teaching of German and intercultural competence)
- more and better further training, targeted at complete teams of teachers, integrated into a holistic concept of school development
- more transparency and mutual recognition of training offers between federal states (SVR Lehrerbildung, 2016, p.5, transl. AK)

The foundation highlights, that only the active cooperation of the whole school team can create an overall conducive learning climate (SVR Lehrerbildung, 2016, p.7, transl. AK). Multi-professional teams must be created within schools in order to develop an overall concept for creating such a learning climate together. Only a school team which is not afraid of diversity or is feeling overcharged by the challenge due to a lack of own competences, can create an open and conducive learning atmosphere.

New educational objectives – an exercise in change management:

Dealing with heterogeneous groups of learners for the majority of teachers means a breach with the long standing routines of interaction within the school and with parents and pupils.

Studies have shown that intercultural sensitivity, but also sensitivity to other differences, cannot be taken for granted. Active sensitisation is necessary (knowledge of the teacher).

Only then diversity can be accepted as the new professional standard (attitude of the teacher) and transferred to conducive teaching practice (practice of the teacher) (SVR Lehrerbildung, 2016, p.8, transl. AK)

Educational objectives in teacher training have to address each of these three areas:

Teacher knowledge: awareness about the relevance of good language standards for the performance in all subjects; difference between everyday language and educational language; awareness about language prerequisites and competences of pupils, knowledge how competences from another language context can be transferred; basic knowledge about cultures of origin, religions and traditions, knowledge about factors of discrimination and risks, awareness of living situation of parents, avoidance of negative stereotyping.

Teacher attitude: the majority of teachers has been trained and choose the profession with homogeneously white groups of pupils in mind. For many this is still the >ideal< while diversity is experienced as a deviation from this >normality<. Teachers have to go through a process of accepting and/or welcoming societal change. A realistic attitude shows e.g. by accepting that not all linguistic problems can be interpreted as learning problems.

Teacher practice: Teachers should support the language competence of all pupils with or without migration background during the whole school career. They must be proficient in using tools of linguistic diagnostics, like HAVAS, Tulpenbeet, Boomerang, DaZ (<https://www.foermig.uni-hamburg.de/publikationen/diagnoseinstrumente.html>). Teaching practice should integrate experiences not only of standard German background families, but diverse experiences. As these new educational objectives must be implemented against the inertia of traditional routines, a repeated training and active reflection of practice is needed.

Excursus: Language competence

While many children cope with everyday language very well, the >qualified< use of language is built mostly by the social environment and only used in school, e.g. large vocabulary, correct grammar, ability to present. Migrant children are much more dependent on sufficient learning opportunities in school to build this higher level of language competence, as families are of little help. There must be sufficient opportunities to learn and practice this >educational language<. This confusion between common and educational language also is a trap also for many adult migrants, who often face problems only when having to express themselves in writing.

In the school situation teachers have to make sure and have to check back repeatedly, if terms used are really understood by the students, as otherwise the lack of language competency will affect severely the performance in all subjects in spite of equal intelligence of the student, which can lead to a downward spiral of frustration and underperformance.

One way to mitigate the problem and create a better understanding of the school system for such generic problems, which are often a blind spot for the common awareness of teachers, could be to make the teaching staff itself more diverse.

Teachers with migration background are currently underrepresented: only 6% of teachers in Germany have a migration background and only few will be added, as 14% of German students will become teachers, but only 10 % of students with migration background (SVR Lehrerbildung, 2016, p.10, with referenced literature, transl. AK).

Migrants with a qualification as a teacher in the country of origin have to attend a very extensive multi-year training in order to be acknowledged in Germany while having no guarantee to be actually employed afterwards. Few take this path therefore.

There are initiatives to foster the participation of teachers with migration background and e.g. in Bavaria a network of such teachers exist, who also consult schools and those migrants with an interest in becoming a teacher (www.lemi-netzwerk.de).

These complexities of the current situation are in contrast to declared aims of policy.

Interculturality as a policy objective:

The >standing conference< in 2013 adopted a basic declaration on intercultural education in schools, which updated an earlier version (1996). The resolution is intended as contribution to the implementation of the national integration strategy of 2012 (http://www.bundesregierung.de/Content/DE/_Anlagen/IB/2012-01-31-nap-gesamt-barrierefrei.pdf?__blob=publicationFile)

http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/1996/1996_10_25-Interkulturelle-Bildung.pdf

The Standing Conference of University Presidents adopted a declaration to implement these principles in the training of teachers in a declaration in 2015 („teacher training for a school of diversity“ (Lehrerbildung für eine Schule der Vielfalt)) (http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2015/2015_03_12-Schule-der-Vielfalt.pdf)

As a general principle the paper states:

Equal participation in the society depends on an education system as well as individual schools which give every individual the opportunity to achieve a qualified school exam, independent of the student's cultural background.

This requires a school free of open or concealed discrimination, which makes a conscious effort to adapt to the social, cultural and linguistic background of the students.

The paper declares as general principles (which are detailed in the text):

- Schools perceive diversity as a normality and potential for all
- Schools build intercultural competences through regular instruction as well as extra-curricular activities
- Schools are the focal point of acquiring educational language competences
- Schools build educational partnerships with parents

The paper claims that these principles can only be implemented through targeted action by the federal states. On the school level an organised process of school development is required.

Among individual activities to achieve these general aims, the paper mentions (in keywords)

- organised welcome process for new students, particularly for those without German language competences
- target group adapted information design
- activating didactics, individual learning pathways and extra curricular activities
- mentoring and support programmes, peer-training,



- developing codes of conduct in cooperation with students, parents, school faculty, promotion of peaceful resolution of conflicts
- prompting appreciation of democratic values, human rights, non-violence, anti-racism, anti-semitism and anti-islamism as well as all other forms of discrimination
- appreciation of multi-linguism
- review of learning materials to check if the diverse background of students is adequately represented
- enhancing self- and peer reflection of inter-cultural values of teaching practice
- promotion of the awareness for diverse cultures without labeling individuals or implying a determination by cultural background
- encouraging students to develop their own positions without being externally labelled
- fostering a democratic culture of dialogue in all subjects
- shaping inter-cultural opportunities for learning through international contact and involving parents
- international exchange projects of schools
- building language competences as a pedagogical aim in all subjects
- implementing measures to support students with special need of language learning support
- promoting multi-lingual competences through classes in the language of the country of origin
- targeted information events taking linguistic prerequisites into account
- low-barrier contact points (e.g. parent cafe)
- training parents as multipliers for the wider community
- encouraging participation of migrant parents to be involved in the school's parent participation boards
- developing cooperation routines with related educational institutions to assure seamless transitions, cooperation with youth support services, civil society providers of support
- encouraging volunteer engagement of students and parents
- networking with companies in the region to prepare transition to training and employment through vocational orientation, internships and visits
- partnering with Universities to further develop school and didactical concepts

An interculturally competent team of teachers is a guiding principle of educational policy according to the decision of the key body of educational policy in Germany, the Standing Conference of the Ministers of Education.

General standards for teacher training are issued by the >Standing Conference<. The current document originates in 2004 and has been updated in 2014. It includes a number of competences which are relevant for the intercultural competence of teachers. (KMK – Kultusministerkonferenz 2014)

The standards distinguish between standard competencies for the theoretical part of the training (in universities) and for the practical training (in schools).

An (incomplete) list of such competencies includes:

Knowledge of theories of individual development, awareness of potential discrimination and methods to mitigate discrimination, intercultural dimensions of the educational process. In the practical dimension teachers should learn to identify discrimination and support for those



affected, cooperation with relevant organisations. They should learn how to provide individualized support and to work with parents. (KMK 2014, p. 9, transl. AK)

Teachers should learn to appreciate diversity (competence no. 5) and practice to encourage responsible decision making and constructive handling of conflicting norms.

Teachers should learn to diagnose learning prerequisites and to provide targeted support and guidance to students and their parents (competency no. 7). In more detail they should acquire the competency to diagnose learning processes and difficulties, know relevant supporting institutions and be able to cooperate with them.

On a general level, teachers should understand their profession as a permanent learning process for themselves (competency no. 11), which includes evaluation, reflection and further training (KMK 2014, p.13, transl. AK).

How are these principles implemented in practice?

Teachers are trained in a theoretical phase at university and during a practice phase in schools. If and how teachers prepare for the immigration society is regulated in more than 1000 relevant documents on federal and state level. A secondary analysis of these documents has revealed, that the implementation of language building and intercultural competences is mostly up to the 70 universities, which train teachers through their curricula and exams (e.g. for primary schools 63% of universities make some language teaching competence obligatory, but only 38% of upper secondary school training does include this). 25 of 70 Universities do not offer any training in these areas. 12 federal states currently try to standardise these components of teacher training. Only 6 federal states make some language training competence obligatory. The federal state of North-Rhine Westfalia makes a quite extensive training of German as a foreign language obligatory for all future teachers. Some universities, like the University of Hamburg, have developed extensive own initiatives in the field.

On the federal level, a framework programme (2016) has assigned 500 Mio. Euro to support projects to foster the quality in teacher education, among the aims is to take account of the challenges of >heterogeneity and inclusion< (<https://www.qualitaetsoffensive-lehrerbildung.de/de/forum-3-vielfalt-als-chance-inklusion-und-heterogenitaet-in-der-lehrerbildung-1733.html>).

In Bavaria, primary school teachers are encouraged to acquire the additional degree to teach German as a foreign language, which is worth 66 credit points (SVR Lehrerbildung 2016, p. 13).

In the practice phase of teacher training (>Referendariat<) future teachers work in schools and attend >study seminars<, regulated by federal state law. “Only in 50% of federal states intercultural competences are prioritized during this phase, language teaching competencies even less. (...) The political aim to prepare all teachers for culturally heterogeneous schools has failed to be implemented also in the second phase of teacher training almost everywhere.” (SVR Lehrerbildung 2016, p.13, transl. AK)



Next to the slow replacement rate of teachers through their initial training, therefore a good further training of teachers is the key for coping with the challenge of diversity in schools.

Further training:

For all teachers further training is voluntary and optional. 45% of teachers expressed already in 2011 the need for training in language training support and 40% regarding heterogeneity in general. There is a high level of offers in 8 federal states and a low level in 7 states. The training offered is mostly short (up to 1 day) and not very innovative. Mostly the offerings consist of unconnected half-day or one-day seminars, focused on trainer input. No systematic transfer into the practice in schools is foreseen or evaluated. Only rarely innovative methods like in-house training of whole school teams, collegial peer counseling, or hospitation in best practice cases are used. As most trainings remain on the knowledge level rather than competence development through practice and reflection, the potential effectiveness is assessed as weak (SVR Lehrerbildung 2016, p.13, transl. AK).

The “Expert Council of German Foundations for Integration and Migration” recommends:

- adequate comprehensive qualification of all future teachers
- obligatory basic qualification interculturality and specialized training offers, more continuing training offers, more conducive statutory and organisational framework;
- more networked approaches, including all relevant communal actors;
- more training must be offered along a standard overall concept, for whole teams and including transfer to practice and sustainable reflection and evaluation. Such offers are currently hard to integrate into already overcharged structures. Absence for training must be made possible through adequate resources and more learning must be integrated into the regular school life;
- more transparency and standardisation in teacher training instead of heterogeneity along states, universities and seminaries (>jungle of training<) (SVR Lehrerbildung 2016, p. 21ff, transl. AK).

On a level of informal incentives for shaping schools, which are more inclusive, competitions are quite popular.

The „German School Award“ of the influential „Robert Bosch Foundation“,

(<http://schulpreis.bosch-stiftung.de/content/language1/html/53139.asp>)

which is awarded yearly, usually in the presence of the Chancellor of Germany, includes among the requirements for applicants criteria for fostering diversity:

General concept and attitude:

- How comprehensive is the understanding of „inclusion“ in the school?
- Is the understanding of inclusiveness constitutional for the self-concept of the school or is it perceived as an additional burden?
- Are the various abilities and competences of students of all backgrounds appreciated?
- How does the school avoid „labelling“ and stigmatisation of students?
- Is the diversity of competences and experiences of students and staff of diverse background being used?



Teaching and learning:

- How is it assured that all students enjoy a productive/conductive setting for learning?
- Does the school react to diverse learning prerequisites, through adapted access pathways to learning opportunities, through flexible structures, through differentiated media, individual learning arrangements and individualised support?
- How does the school manage to provide an inspiring learning culture which assures that students do not hinder each other in their learning, but are mutually supportive?
- How is assured that students profit from each other in their learning (e.g. as mentor, assisted learning, learning through teaching)?

Diagnostics and Learning Support

- Does the school have a systematic and process assured concept of diagnostics, which is focused on identifying strengths?
- Do empowering concepts exist for special situations like high giftedness, learning handicaps, special family settings, chronic health problems?
- How professional does the school react to special talents, as „insular talents“?

Working and developing along these criteria is an important impulse for all of the schools participating in the competition. The criteria reflect the consensus on good practice which has emerged in the community of independent foundations concerned with the issue.

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems (of migrant children) described. Which are the targets of policy and which measures are implemented?

Integration is a political aim according to the law on immigration (2004) and there are manifold politically induced activities to improve the educational opportunities for migrant children. Nevertheless the evaluation system for these policies is generally weak and there are few systematic evaluation results (Bildungsbericht 2016, p.185).

Measures in early childhood education:

- Introduction of educational aims and curricula for early childhood education
- Reform of educator training

Child care is mostly provided close to the place of residence. This increases segregation tendencies. E.g. 10% of child care centres have more than 50% of children from non-German speaking families. This affects the opportunities for the assimilation of the German language. In metropolitan areas this can affect more than 50% of migrant children. This phenomenon has even increased. Pedagogical challenge to provide enough opportunities to pick up German (Bildungsbericht 2016, p.185). Some federal states have reacted by somewhat increasing the provision of staff for these centres. (1 educator for 8 children standard, 1: 7,3 for groups with majority of non-German speakers). Since 2012 the federal curriculum for early childhood educator professional training includes interculturality and language formation.



Language formation is mostly integrated in the overall activities, in 12 federal states there are extra offers of dedicated language learning if the child is diagnosed with a low level of German language competence (Bildungsbericht 2016, p.186).

General Education System:

Main measure: expansion of whole day schooling (vs. the standard half-day system). In some federal states a >requirement driven allocation of funds< has been introduced, i.e. funds for schools are allocated according to socio-economic indices.

Adaptation of curriculum content: in 9 federal states teaching of German as a foreign language is part of teacher training.

As a standard of language competence a reference is used, which was initially intended for language certificates handed out for learners of German in foreign countries (“Deutsches Sprachdiplom”).

The leading concept of >integrated language education<, has been developed at the University of Hamburg) (FörMig Kompetenzzentrum der Universität Hamburg). Several models of schooling of newly migrated children, from integration in normal classes without special support to special preparation classes (parallel model) are currently used in the various federal states. The effectiveness of the different models is not systematically evaluated yet.

The volume of >special preparation classes< has been expanded 20 fold in the last 10 years. (Bildungsbericht 2016, p.188)

Grade		2010	2011	2012	2013	2014	2015	2016 ¹⁾
		Number						
Bavaria								
General School System	Transition Classes	90	121	160	244	324	506	642
	Number of students	1.576	2.121	2.476	3.634	4.971	7.772	11.206
		•	•	•	•	•	•	•
	Classes with special German language training	463	463	497	480	520	572	•
	Students in these classes	4.595	4.903	5.242	5.109	5.610	6.464	•
Vocational Schools	Classes for occupational integration	•	•	•	83	181	439	770
	Number of Students	111	378	897	1.356	2.774	8.206	14.000 ²⁾

Tab. A.5.1.: Preparatory classes in general and vocational schools 2010 to 2016 Example: Federal State of Bavaria in (Bildungsbericht 2016, online tables online data)

The German labour market is highly regulated by defined occupations, therefore it is a key aim of all education to make sure that everybody acquires a full occupational certificate.

Therefore, guiding youth to successfully enter the dual system of vocational training (apprenticeships) is a cornerstone of educational policy (Bildungsbericht 2016, p.189).

Various models for that preparation exist in the federal states (Braun, Lex, 2016). As this report focuses on the school system, no detail on integration in the dual system is included here.

Policy on NEETS:

In accordance to the EU measures and initiatives regarding ELS, Germany has developed and integrated several programs. There is >The Support System for Learners in Transfer / Transition from School to Work< including the so-called >Basic Vocational Education Year and Vocational Preparation Year<, which were developed for young people who did not succeed in entering the vocational training market directly after school. The main aim is to enhance their competencies needed for such training and, thus, their employability. Support is offered to young people in different stages of their transition process. Providers of these measures are mainly non-profit organizations, whereas their activities are embedded in the (financial) support structures of the Federal Employment Agency, the Youth Welfare Service and other public services. There is also the >Education Alliances< a program that started across Germany in 2013 and is supported by the Federal Ministry of Education and Research (BMBF). The aim of this program is to ensure that disadvantaged children and young people are well equipped for their educational careers. BMBF also supports the >Education Chains Initiative> that aims to prevent school dropouts and to support transfer from school education to vocational training (Heid, Fischer 2012, p. 22ff).

Other programmes and initiatives include >JUGEND STÄRKEN> (funding period 2007 to 2013) launched by the Federal Ministry for Families, Senior Citizens, Women and Youth (BMFSFJ) and the planned pilot scheme >JUGEND STÄRKEN im Quartier< (empowering youth in the neighbourhood) (funding period 2014 to 2020).

What are, according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies concerning migrant children?

The presentation below relies on the referenced descriptions of the individual factors, as detailed in the chapters above.

Strenghts:

- Migration background today is only a indirect factor in school success anymore. Socio-economic status and educational background of parents is.
- 20 fold increase in provision for learners without German language competences in recent years
- Expansion of and legal entitlement to pre-school education
- Social support through school social work



- Volunteer engagement in schools e.g. in assistance with homework
- Dual system of vocational training very practice orientated in some occupations, creates opportunities to show practical abilities besides of language centred academic skills

Weaknesses:

- Social segregation
- School system reproduces social status
- Early selection reinforces segregation
- Poor and unsystematic preparation of teachers for heterogeneous groups of learners
- Under-funded primary schools result in too large classes compared with educational requirements
- Too slow expansion of whole day and integrated secondary schools
- Low and stagnant share of teachers with migrant background
- Many practices on pilot project level, not systematically mainstreamed
- Cooperation of schools and companies successful at pilot and private initiative level, but not systematically integrated

-

Opportunities:

- Migration can mitigate demographic challenges of the rapidly ageing German society
- Highly motivated migrant learners
- Multi-cultural outreach to various countries of origin
- Challenge of migration necessitates more international outlook and more intercultural competence on the side of institutions, educators, companies, which is a attitude conducive to competitiveness in a globalized world
- The challenge of migration necessitates a generally more integrative, more inclusive, more flexible and adaptive education system, which is useful for all of the even more heterogeneous groups of learners (like youth with different learning styles, disabled, minorities, groups with hiatus in educational biography etc.) (e.g. 15% of German language pupils in North-Rhine – Westfalia in primary schools do not meet the minimum requirements in reading)

Risks:

- Permanent exclusion of large groups of frustrated young males from main stream society
- Failed provision of sufficient level of education leads to permanently reduced productivity and social costs
- Permanent segregation of society
- Social conflict and unrest
- Failure to provide sufficient pool of expert labour harms economy, particularly in rural areas

-

What are the main proposals of relevant groups to change these policies?

A synthesis of positions of relevant stakeholders of migration policy is the yearly expertise based on the cooperation of seven foundations active in migration and integration (Stiftung Mercator, Volkswagen Stiftung, Bertelsmann Stiftung, Freudenberg Stiftung, Robert Bosch Stiftung, Stifterverband für die Deutsche Wissenschaft und Vodafone Stiftung Deutschland).

The most recent expertise (SVG Jahresgutachten 2017) identifies six main areas of intervention to foster the education of migrants.

Currently the discussion focuses on the integration of refugees. Most of the measures apply to migrants within the EU as well as >traditional< migrants to a very high degree.

There is a consensus that the current refugee crisis must be taken as an opportunity to modernise the education system to make it more flexible and more adapted to the needs of an immigration society in general.

Areas of intervention:

- Expansion of educational offers and infrastructure, preventing segregation: the expansion of full day school, early child education and day care centres and occupational preparation measures must be continued and increased (SVG 2017, p.140).
- Assuring early access to education and harmonised and expanded compulsory school attendance
- Educating parents about the school system and educational pathways: the very broad and flexible, but also very heterogeneous and intransparent >jungle< of educational pathways in Germany requires a large effort to educate parents and other influencers (as volunteers, social workers etc.) about requirements, expectations and opportunities.
- Educating and training professional staff and volunteers: currently staff at all levels is not systematically prepared for meeting the needs of diverse groups of learners. Training offers must be harmonised and expanded. Additional specialised staff, e.g. for language training, but also for psychological, socio-pedagogical and general consultancy must be trained.
- Improved networking of existing institutions and initiatives: the current system is not designed to cope with the challenges of a high quantity of migration. Spontaneous initiatives of public institutions and NGOs have filled the gaps with a high level of commitment, but the efforts have to be coordinated better in the future.
- Improved evaluation: there is a general lack of systematic evaluation of the efforts made and there are almost no data on which strategies work. A consolidated system of integration support must be supported by systematic, evidence based evaluation (SVG 2017, p. 141).

In the political arena, there is a general acceptance of the fact that Germany has the responsibility to accept refugees. Also the fact that Germany is an immigration country is now widely accepted by 90% of the political spectrum, with only the most far right groups being an exception. This consensus is supported by the relevant societal groups, employers' federations, unions, churches and civil society organisations. There is also a wide consensus about the practicalities of integration measures. Differences between positions are more determined by the respective traditions and institutional pathways of the education system, e.g. belief in the trinomial school system (prevalent in traditionally conservative ruled states) vs. the belief in a general comprehensive secondary school system (>Gesamtschule<), which is correlated with general beliefs about the role parents vs. the state should play in education. Another point of debate is the funding of education and integration. While social democrats in general favour a higher public spending on education, conservatives, while open to migration now (Angela

Merkel “Wir schaffen das (we will make it!)”, rely more on civil engagement and volunteer commitment, while being apprehensive of a large expansion of public funding.

A more general and by far not concluded debate is the general view of the society in general. While one approach is to view Germany as a more and more multi-cultural society which allows for and welcomes diversity and heterogeneity modeled after the large metropolitan centres like London or Berlin, others insist on a genuinely “Christian” shaped society with a clear >guiding culture< (Leitkultur), which has to be accepted by all those who want to reside in Germany on a permanent basis. The leading proponent of the latter position is the conservative government in the state of Bavaria (where the same party CSU is in power since 1949). Here a strong will on the side of the migrants to integrate, learn the German language, accept fundamental values as equal rights of women, acceptance of homosexuality, democracy and tolerance, actively adopted by the conservative ruled states only quite recently, is seen as the prerequisite of a permanent stay. The >symbol< of the debate is the position of Islam in Germany, one position being that it is a part of German society as any other religion or societal group, incl. the right to wear a scarf also as a public servant vs. tolerance for Islam, but an insistence that Germany is a Judeo-Christian shaped country, with tolerance for other religious beliefs or non-believers only as a minority phenomenon (Kamuran Sezer: Was ist Integration? 2010). In the field of pedagogics the debate about the general concept of >integration< traditionally has focused a deficit oriented approach, which viewed migrants as lacking a central quality of belonging to the host nation which must be remedied by emphatic care and compensatory measures, a critical pedagogy of migration pedagogics has criticized this understanding as being based on an ethno-nationalistic understanding of culture. An emancipatory migration pedagogic therefore must be based on the individual subject, which is conceptualised as a bundle of individual characteristics or >differences< (gender, social status, sexual orientation etc.) within a negotiated community based on common rules, but not determined by a given national identity in which the individual needs to be integrated (Mecheril 2011). While this fundamental debate is much published, in practice proponents and volunteers of both camps go out of their way in supporting refugees, with e.g. also very traditional catholic villages in Bavaria often organising amazing support structures for refugees.

On the level of implementation of inter-culturality in school curricula and on shaping school practice to be more inclusive, we present the statement of the leading teacher’s Union GEW (Gewerkschaft Erziehung und Wissenschaft) on the guiding principles of the Standing Conference of Education Ministeries, which have been quoted earlier in this report (https://www.gew.de/index.php?eID=dumpFile&t=f&f=29687&token=a2dab80c3b524a41fd2159f3d7e7a36a4bcf0444&sdownload=&n=13-08-21_GEW-Stellungnahme_KMK_interkulturelle_Bildung.pdf).



The GEW points out:

An understanding of diversity as „inter-cultural opening“ is outdated, as it implies an integration into a pre-existing culture, rather than a true diversity of cultures/backgrounds.

The guidelines focus too much on migration as a factor of discrimination and exclusion. Other factors like gender, social background, health and other factors of discrimination are neglected. A wider concept of diversity is needed.

Multi-linguality should be appreciated and multi-lingual learning offeres should be expanded
Further on the Union claims:

- The state of implementation already of existing policies is weak;
- policies are too general and not mandatory.
- While the concepts are potentially far reaching, schools are mostly on their own when it comes to implementing them (e.g. school development and evaluation);
- there is generally a substantial lack of resources for implementation;
- teacher education on diversity is weak, not mandatory and not standardised;
- an accompaniment of implementation by external experts is required.
- Current obligatory regulations on marking are completely counterproductive for the aims of the guidelines, as they prevent a individualised appreciation of student's learning achievements.
- Downgrading as a consequence of a lag in linguistic competence lead to stigmatisation selection from higher level education and discouragement. This is the main cause of a discrimination.

Therefore GEW demands:

Review of School law:

- Review for discriminatory regulations vs minorities, children with migration background, from poverty background, as well as with unclear status of residence;
- full implementation of current anti-discriminatory regulations and of the principle of non-discrimination;
- securing sufficient resources for the implementation of these policies.

Consultancy and Cooperation:

- Independent consultancy for migrant parents, students and trainees;
- improvement of cooperation frameworks;
- sensitisation of existing support system for new needs;
- systematic monitoring and feedback for schools;
- appreciation of first languages as a validated marked subject;
- adaptation of educational standards and quality assurance to diversity;
- competency orientation and a individual planning of the educational pathway;
- qualified diagnostics of linguistic competency in the original and German language.

Initial and Further Training of Teachers and Educators:

- Training also for policy makers and managing administrators;
- securing the systematic anchoring of diversity concepts in initial training for all educators.

Municipal Level:

- Upscaling municipal educational offers to compensate educational disadvantages;
- improved cooperation with those responsible for diversity strategies in municipalities.

(GEW, op.cit. p.2 ff, transl. AK)

Please describe up to five relevant good or (based on any evidence, competition or other relative evaluation of their merit) “best” practices to intervene in the problematic situation. Please discuss in general the range of practices which are regarded as “good” in your country (being particularly innovative, effective or generally accepted).

In spite of migration into the system being the standard for many years, the evaluation of the relative merit of the various support measures has been very weak up to now. There are no reliable insights on the appropriateness and effectiveness of individual approaches. Therefore, the selection of good practices must rely on their acceptance in the scientific and practitioner community. This acceptance is reflected in the practice being mentioned in leading, peer reviewed expertise, like the yearly expertise of the Scientific Council of the German Foundations on Migration and Integration and/or being in accordance with general policies recommended there. We selected measures supporting migrant children at different age, from the support system and reflecting a better intercultural orientation. Each of the good practices presented represents a number of similar initiatives (SVG 2017, p. 143).

Practices to integrate children in schools early on:

In the state of Schleswig-Holstein refugee children have to attend school immediately after their arrival. This is in contrast to waiting times of up to several months in other states. They are integrated to the regular classes in three steps. Firstly they have to learn basic German. This is taught in 201 special language teaching centres. 2016/17 7000 students were educated by 427 specially trained (certificate of German as a Foreign Language). Secondly the refugee children are introduced to the regular classes, but receive additional language classes of up to six hours/week. Finally these extra lessons are reduced (SVG 2017, p.130).

In the state of Bavaria refugee children are introduced to school after three months. **>Transition classes< (Übergangsklassen)** are the entrance point to the system.

Transition classes introduce students without or with very weak German. They are taught according to a curriculum **>German as a foreign language<** by special teachers. There is a wide latitude to support each student individually. A complementary measure are **>German language support classes<**, where only up to 12 students are enrolled in addition to their attendance of the regular classes.



Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

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In all cases the aim is to transfer the students to the regular classes as soon as possible in order to avoid segregation. A two year transition period is foreseen (<https://www.km.bayern.de/ministerium/schule-und-ausbildung/foerderung/sprachfoerderung.html>).

Practice to prepare older students for occupational training: **>Berufsintegrationsklassen< (Occupational Integration Classes)**

One of the main problems of integration of older refugee children is a break in their education and integration as soon as they reach adulthood at 18 years. Compulsory school attendance ends at this point and in many states also the factual school attendance ends.

In the state of Bavaria >occupational preparation classes< (Berufsintegrationsklassen (BIK/V)) accommodate students up to 25 years of age. The aim is to build German language and other competences which are required to start an occupational training in the dual system. The offer appeals to refugees as well as to migrants from other EU countries without German language competences. The offer of such classes has been expanded from 440 in 2015 to currently (2017) 1150. The aim is to finish the basic school exam (Hauptschulabschluss) and to prepare the transfer to an apprenticeship in the dual system through internships. The concept has been adapted from the concept of a >occupational preparatory course< which has been used for graduates of the school system which were unable to secure an apprenticeship. The system of BIK is used in a quite flexible way, allowing for individual support and targeted compensatory learning. One specificity of the concept in Bavaria is that the Vocational School is a focal point of support, coordinating various support measures also involving vocational training providers and volunteer organisations for students up to 25 years. This is an advantage vs. the organisation only through private education providers, as training provided by these often cannot secure the appropriate transitions.

Good practices to support interculturality:

More than 2300 schools with more than 1 Million students are partners of the civil initiative **“School without racism – school with courage”** (Schule ohne Rassismus – Schule mit Courage).

The activity is founded and coordinated by the NGO „Aktion Courage e.V“, which was founded in 1992 as a reaction to cases of racist violence against refugees in several German cities. The aim of the NGO is to „...foster the cooperation and mutual understanding between citizens of different nations in Germany and Europe, the mitigation of factors for refugee migration, overcoming intolerance and hatred and the mitigation of social conflict through civic peace pedagogy.“

(<http://www.schule-ohne-rassismus.org/was-wir-tun/projekte-der-bundeskoordination/bundestreffen-sor-smc/>). The NGO implements education, trainings, publishes various materials and supports initiatives and activities.

The key activity >School without racism< is an invitation to commit to a set of common principles. 70% of all staff and students have to sign a declaration to combat all forms of racism, to mitigate conflict peacefully and to implement education and training on interculturality. In the same way the school commits to combat other forms of discrimination, as sexism, ageism, discrimination against disabled people as well as on grounds of sexual orientation.

The initiative publishes rich material to support intercultural education and training in schools (<http://www.schule-ohne-rassismus.org/materialien/publikationen/>).

As an example of intercultural activities of a vocational school, BSZ Regensburg, which has been visited by the RoMigSc project team, describes the following:

Interculturality as a standard:

- The school serves a high percentage of students with (diverse) migration background as well as students with special support needs;
- high level of engagement of the students: the student's committee plans activities to better include the vocational preparatory classes as forming partnerships between classes, common projects, common fund raising for refugee rescue initiatives as >Sea Eye< a Regensburg rescue ship in the Mediterranean);
- cooperative projects are encouraged and supported by the headmaster;
- common projects and excursions as health days, active break, Christmas Market;
- tutor system: students of regular classes teach in BIK classes.

Similar activities are implemented in most of the 2300 schools, some with more focus on regular common activities and practical support, others with more emphasis on topical political education and discussion.

Support materials on interculturality:

There are few curricular regulations and only broad frameworks for intercultural work with migrants and refugees. Therefore a broad variety of material has been produced recently on the initiative of Universities, NGO, by teachers and teachers Unions and others.

As an example two such guidelines should be mentioned here:

>Valuable together< a guideline for intercultural school development by the Bavarian Association of Teachers (<https://www.blv.de/Wertvoll-miteinander.6344.0.html>) which supports school development initiatives in the framework of a wider range of projects for value education in Bavaria.

The brochure describes how schools can open up to inter-culturality, it defines the most important terminology and describes a planned process of school development in detail. The process should be supported by specifically trained consultants within schools. The approach focuses on the fields of organisational development, development of curricular and teaching



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practice and staff development. The material also includes agendas for kick off and training sessions and an evaluation of the piloting of the concept.

The State Institute for School Quality and Education Research in Bavaria publishes a **series of instructional letters on developing intercultural work in schools**. Each of the letters is about 10 p. Topics covered up to now include >linguistic and cultural diversity in Bavarian schools<, >German as a foreign language in Bavarian Schools<, >Partnership for Education between parents with migration background and schools<, >German as a second language in subject specific instruction<, >transition classes – challenges and perspectives<, >intercultural education – support for schools<, >newly immigrated children and youth in Bavarian schools<. The newsletters refer to rich additional material and good practices on the respective topics. (<http://www.isb.bayern.de/schulartuebergreifendes/schule-und-gesellschaft/migration-interkulturelle-kompetenz/schiff-rundbrief/>)

Language and cultural orientation for children in first reception centres

The state institute for teacher training in Hamburg has developed material to support working with children in reception centres, before they even attend regular school. The material is intended for the use by professional or volunteer teachers.

(<http://li.hamburg.de/contentblob/4616024/5122a58999fde672b2535167b93b2606/data/pdf-unterrichtseinheiten-zea.pdf>)

Guided by the motto >real patriots teach German<, the brochure aims to communicate basic values and rules of civic life in Germany along with basic grammar and vocabulary. Thematic areas include >Me and my family<, >In the class<, >Eating and drinking<, >Clothing<, >Free time<, >Being sick – me and my body<, >Emotions<, “Time”, “Weather”, >Orientation in Hamburg<. A similar book for teaching/learning German with additional translation in different languages was developed by the Refugee Help Foundation Munich (<http://fluechtlingshilfe-muenchen.de/?p=550>).

Improving the Framework conditions for running Intercultural Schools:

School Social Work

Since about 20 years a need for a closer cooperation between youth support services and schools has become apparent. While formerly socio-pedagogic support often only intervened when the situation in the regular system became unbearable, the new concept of school social work builds bridges between institutions and intervenes early and in an individualised and targeted way. Funded by the State Ministry for Youth and Family of Bavaria and co-financed by municipalities as a voluntary contribution, school social work is provided by independent certified organisations of youth support, often affiliated to third sector civil society or church affiliated organisations.

School social work has been implemented in almost all primary and general secondary schools. As an example the scope of work of the school social worker in a primary school with a high percentage of migrant children (Pestalozzi Primary School Regensburg, which has been visited by theRoMigSc team) includes:

Consultancy to children: children can contact the social worker in all cases in which they >feel the need to talk<. The social worker will try to give the child full attention and the feeling to be listened to, to be safe and protected. Pedagogical aim is to mitigate conflict and to build the confidence of the child.

Consultancy to parents in all matters related to school and potential or actual conflict. Here the social worker often is supported by the InMigraKid language facilitator team (see description further below).

Social learning training groups: Several groups for social learning (girl's group; boy's group) support the children in their emotional development and social competence building.

The room of the social worker is also available for the school breaks for those children looking fore a quiet area.

A >parent's café< is a meeting point for parents to get to know each other and to receive advice and mediation of contacts to relevant organisations and institutions.

The work of the school social workers is regarded as a critical factor of mitigating conflicts in schools early on and is regarded as a good practice. However in general the quantity of resources (mostly one social worker per school) is regarded as not sufficient even for the situation before the migrant crisis. Therefore, an expansion of resources for school social work is one of the most common demands of experts and practitioners alike (SVG 2017, p. 128).

InMigraKids

The project „InMigra-KiD“ is an example of a municipal initiative to strengthen and facilitate the cooperation between school and migrant parents through consultation, training, facilitation and translation services by migrant volunteers with good German language competences.

The project services are affiliated with the municipal youth and family support services of the City of Regensburg since 2007.

InMigra-KiD reaches out to families with diverse cultural background and to multipliers within educational institutions. The initiative aims to promote measures to strengthen the paternal educational competences for supporting children in their orientation within the German educational system. In particular, the various options for transitions within the system are explained and discussed. The initiative facilitates the interaction and communication between migrant families and German institutions and supports the emerging self-help structures of the migrant families.

InMigraKid supports the professional training on migration and interculturality of the various administrative departments and institutions and helps to standardise the processes to support the education of the migrant children.

Individual initiatives include maintaining a pool of >language companions< (Sprachbegleiter) to facilitate communication with school and institutions, socio-pedagogic work with parents, general consultancy on migration and integration. Further on InMigraKid has the mission to build a network of multipliers/facilitators/coordinators for integration work in pre-school (Kindergarten) and primary schools.

This workgroup has proven to be sustainable for a number of years now and is highly appreciated by the participants, after initial apprehensiveness. Usually the quarterly meetings include external expert input, a discussion of various actual topics and a coordination of integration measures in schools (FG Germany).

The concept of InMigraKid is available at
https://www.regensburg.de/fm/121/konzept_inmigra_kid.pdf

Schlau Schule München is a much published example of migrant specific schooling of 300 youth from 16 yr to 25 yr which aims at mastering the basic school exam and the transition to vocational training or further education. Based on a pedagogical concept of migration pedagogics shaped by Paul Mecheril, the school focuses on the learning needs and prerequisites of each single individual. The school is private, but licensed to provide education similar to state vocational schools. While the teachers are contracted by a state vocational school, more pedagogical latitude is given and used and the core curriculum is supplemented by comprehensive additional activities which are supported by almost 300 volunteers and financed by a number of foundations, public programmes and private donations. The school received various awards. (www.schlau-schule.de)

Roma

What is the general situation of Roma children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

General situation of Roma in Germany

While on the European level the members of the ethnic are referred to as >Roma<, in Germany there is a specific term as >German Sinti and Roma< (referring to the ethnics born in Germany in the 17th century and after and >Roma< to the refugees from the civil wars in the 20th century) or >foreign Roma< (referring to the new migrants coming from East European/or Non-European countries).

According to a report delivered by the Federal Ministry of the Interior (Bundesministerium 2011), since the end of World War II no population statistics and socio-economic data are collected on an ethnic basis in the Federal Republic of Germany. It is estimated that about 70,000 German Sinti and Roma live (60,000 Sinti/10,000 Roma) in Germany. For this reason it is difficult to establish a certain statistics of access to education and employment.

The German Sinti and Roma are well integrated into society and most of them are German citizen. They are recognized in addition to the Danes, Frisians and Sorbs in Germany legislature as a national minority within the meaning of the Framework Convention for the Protection of National Minorities. At the federal level there are two associations of German Sinti and Roma, the Central Council of German Sinti and Roma (<http://zentralrat.sintiundroma.de/>) and the Sinti Alliance Germany (<http://www.sinti-allianz.de/ueber-uns.html>).

The so called “foreign Roma” living in Germany can be mainly divided into three groups, for reasons mentioned here - no statistical ethnicity - are not quantifiable:

- Former civil war refugees (mostly from the former Republic of Yugoslavia);
- other third-country nationals and
- nationals of EU Member States (mainly Bulgaria and Romania).

UNICEF expects 2010 about 50,000 Roma refugees from the former Yugoslavia, including 20,000 children (Grienig 2010).

Geschätzte Anteile der Roma an der Bevölkerung in Prozent

(Datengrundlage: Roma in Europe)



120.000
Anzahl Roma (geschätzt)

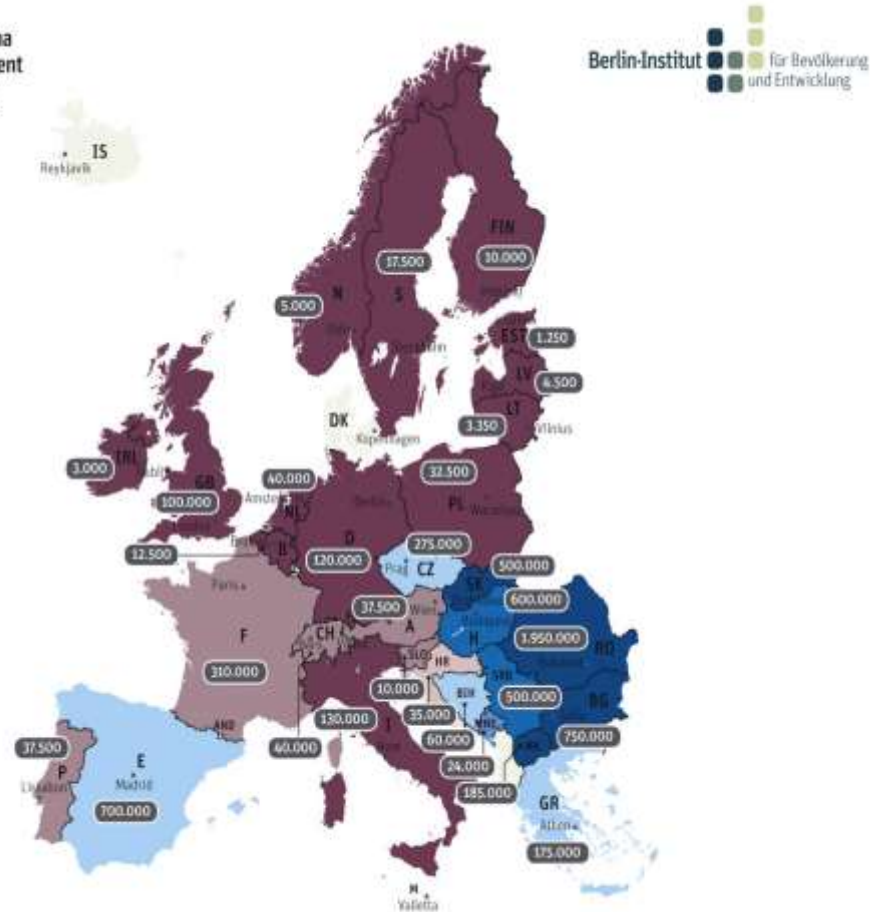


Table B.9.1.: Estimated percentage of Roma in the population in Europe (Grienig 2010, Roma in Europa)

Due to the lack of inquiry regarding ethnicity, the Roma children are integrated in the broader number of migrants. For this reason there are no recent clear statistics which differentiate the Roma ethnics from the migrants with different ethnic background.

2015 120.000 children under 6 came to Germany, 2016 more. About 1/3 came from what the German government calls>safe countries of origin< (as Kosovo, FYR Macedonia, Serbia, Bosnia). Here there are probably a number of Roma children covered (Bildungsbericht 2016, p.195).

The German Federal Government Commissioner for Culture and Media promotes the Central Council of German Sinti and Roma and the Cultural and Documentation Center in Heidelberg institutionally, which provides information on the historical destiny and culture of the Sinti and Roma (<http://www.sintiundroma.de/zentrum/ausstellungen/heidelberg.html>). The Academic Foundation of the German people offers yearly 10 scholarships to Sinti and Roma students.

Improvement plan:

According to the *EU framework for national strategies for Roma integration by 2020* which demands integrated packages of measures for the integration and participation of Sinti and Roma, the German government, with approval by the Central Council of Sinti and Roma in Germany, developed an overall national strategy (Bundesministerium des Innern, 2015).

The report states that, as founding member of the EU the German and its the Federal Government, in view of German history with their particular responsibilities, is committed to the prohibition of discrimination against ethnic minorities. It will implement the Charter of Fundamental Rights of Community Law and the European Convention on Human Rights. As part of its broader policy on minorities the German integration efforts take into account the interests of the Roma communities. These ranges of the political education to promote democracy, freedom, diversity and tolerance on large comprise of initiatives at the federal level to small segmented local integration projects.

However, the German Federal Government emphasizes that the EU policy leaves it to the national states and the specific conditions how the European framework policy is implemented. States can foster the equal rights and well being of Roma through its general integrated policies in place for all citizens and residents. The German government points out that this is the case in Germany:

The policies are guided >by the overarching principle of non discrimination and equal treatment foreseen by the constitution of Germany, which determine a general policy conducive to integration, which applies to all groups< (BMI 2016, p.28, transl. AK).

Therefore, there is no >Roma Policy< in Germany, but only a general policy towards immigrants of all origin. As a consequence there is only fragmentary statistical evidence of the situation of Roma and the policies described in the official reports of German government more or less describe what has been reported in the first part of this report, the policies aimed at integration of migrants in general:

„There are about 70000 Sinti and Roma in Germany, which regard themselves as well integrated. No special “Roma Strategy“ is required in this case. Also for foreign Roma a special strategy is unnecessary, as these persons have equal access to all general integration measures. Also the representatives of German Sinti and Roma have not demanded such extra policies. (...) An exclusive policy, targeted at specific social and economic problems, could be regarded as marginalising and discriminatory against Sinti and Roma.“ (BMI 2016, p. 28)

According to the progress report on the National Action Plan (Bericht der Bundesrepublik Deutschland an die Europäische Kommission EU-Rahmen für nationale Strategien zur Integration der Roma bis 2020 – Integrierte Maßnahmenpakete zur Integration und Teilhabe der Sinti und Roma in Deutschland –Berlin 2016, (BMI 2016) which was developed by all the relevant actors in the field 11 topics are focused: early childhood education (1), education,



apprenticeship, lifelong learning (2), labor market, working life (3), migrants in the public sector (4), health-safety, maintenance (5), integration location (6), language - integration courses (7) sport (8) civic engagement (9), media (10) and culture (11).

Aim of promoting integration is to give immigrants with perspective to stay, equal opportunities and equal participation in the economic, social, cultural and political life. The key prerequisite for the design of the integration policy of the Federal Immigration Act, whose main constituents are: the Residence and Free Movement Law (AufenthG13, FreizügG14) the Nationality Act (Act) 15 and the so called Bundesvertriebenengesetz (The Federal Law on Refugees and Exiles referring and being applied to the German ethnics from other countries) The activities are developed on a national scale and are based on three main pillars:

- integration courses (language and culture)
- migration advisory services (for adult immigrants and the youth migration services) and
- the living environment-related integration projects (an important role play here the organizations for migrants)

The Sinti and Roma as well as the Roma who are citizens of a state of the EU have access to the same integration programs as other groups of foreigners.

As part of the integrated measures for the integration and Participation of Sinti and Roma in Germany, the German Government focuses on four topics:

- Access to health insurance
- Access to proper living space
- Access to education

(BMI 2016, p.30)

Access to Schools and Primary Education:

As described in the first part of this report, in Germany, there are a variety of programs that are directed to an improved educational integration of disadvantaged groups. Roma have non-discriminatory access to those facilities. Thus they participate in general measures to prevent early school leaving and the individual (language) learning support, mainly through school (language) support measures, the expansion of school parents work, many school and university-related to school counseling and learning support (Educational Assistant, school psychologists, youth workers in schools). The policies described in part 1 of this report apply.

Which phenomena are discussed as problematic about primary and secondary school attendance of Roma children? Eg high drop out rate, underperformance vs. the general population, social exclusion, poor cooperation with parents and communities, etc.

The description of the situation of migrant children in general, as reported in part 1 of this report, apply. The situation of German Sinti and Roma children is regarded as unproblematic, while the German progress report on the National Roma Strategy claims that Roma children from

Eastern Europe are “often a challenge, as many from this group are neither alphabetized nor socialised to school conditions” (BMI 2016, p. 35, transl. AK). A number of special projects to reach out to this group exist (see description of good practice).

There is some evidence that also Roma families are apprehensive about a full integration of their children in the German school system, as they fear an alienation from their traditional culture and the social interdependence system in the families (Grienig 2010, p. 3).

According to the discussion of the German Focus group, based on experiences in Bavaria, the main problem of working with supposedly Roma pupils from Eastern Europe is the high level of mobility of their parents. This mobility, mostly a consequence of the search for employment opportunities, has proven to be a transitional phenomenon. While in the first years of free movement of labour a frequent change of residence was common, now most families have found more stable employment and residence. Contrary to public perception, which was suspicious of migrants of Roma with regard to a perceived exploitation of social systems, practitioners found that these systems are rather avoided by the target group, since a general distrust of state structures prevails among Roma. This extends also to schools. Therefore it was an aim of municipal policy to reach out to Roma families, gain their trust and integrate them into the regular social systems. In most cases this resulted in a high degree of self-sufficiency of the families, stable employment and a more regular school attendance of the children. Therefore families of supposedly Roma background are no longer a group with distinct social problems. The municipal project “Haide!” is described among the good practices of Roma pupil support below.

(<https://www.regensburg.de/rathaus/aemteruebersicht/direktorium-2/jugend-und-familie/dezentrale-soziale-dienste/beratungsstelle-fuer-zugewanderte-familien-aus-suedosteuropa>)

Similar policies have been followed in the borough of Neu-Köln in the German capital city of Berlin which is regarded as a benchmark for integration of Romani people from Eastern Europe (District Council of Neukölln 2014, p.15).

The capital city of Berlin has followed an action plan on Roma integration since 2013, which included aspects of education along the lines of inclusion of migrant children in general. Main focus has been to reach out to the more mobile Roma migrants in their initial phase of migration to a higher degree. (Senat Berlin: Aktionsplan zur Einbeziehung ausländischer Roma (2013) <https://www.parlament-berlin.de/ados/17/IIIPlen/vorgang/d17-1094.pdf>)

Representatives from Roma self-organisation NGO assess that school access of Roma children is no more a significant problem. They assess the current measures as a success story. Up to 90% of Roma children attend school on a regular basis, a significant increase from the low level at the beginning of the described policies. (Hamze Bytyci, Aktivist und Mitgründer des Bundes



Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

<https://romigsc.eu>



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3-year project: 31 December 2016–31 December 2019.
Project countries: Slovenia, Germany, Spain, Italy, FYR of Macedonia, Turkey

Roma Verbandes, Zvonko Salijevic, Roma-Schulmediator bei den Regionalen Arbeitsstellen für Bildung, Integration und Demokratie (RAA) e. V., und Christoph Leucht, Projektberater und Rommediatoren-Trainer beim Europarat
<http://www.bpb.de/gesellschaft/migration/newsletter/166595/interview>)

Please give a brief overview of the general education system relevant for the Roma Children.

See Ch 3

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc.?

Roma children from Eastern Europe and third countries are regarded, according to expert assessment and anecdotal evidence reported in the press, as a hard to reach group. They are affected by low alphabetisation and generally not used to the routines of school attendance in Germany. No data based research could be identified in this area, therefore the problematic cases are probably overstated, while the cases of good integration are less reported. Individual cases of overcrowded housing, rented out to immigrants from Eastern Europe exist. There immigrants are exploited by landlords, who claim a high share of social benefits, among them child support. Such cases are widely reported, but probably not representative of a whole group, but more dependent on individual “business models” of a few individuals, which are mostly not part of the Roma community (http://www.spiegel.de/sptv/spiegel_tv/spiegel_tv-magazin-ueber-schrottimmobilien-in-duisburg-marxloh-a-1119065.html).

Also apparent is the phenomenon of organised begging in the streets of German Cities, often involving minors of different age, which are probably not enrolled to the German school system. Also “parallel societies” of supposedly mainly Eastern European migrant minors and youth are reported from urban centres like Berlin, which are not officially registered and have to survive by being exploited by criminals, drug dealers and illegal prostitution.

<http://www.spiegel.de/panorama/gesellschaft/roma-kinder-in-berlin-aufstieg-ins-elend-a-767147-2.html>; Weber, Hartwig (2010)

No mention is made of these phenomena in the official reports on the situation of Roma in Germany. Also here the general policies to reach out to disintegrated youth apply.

Projects to mitigate the problems and to encourage school access for children with little prior school experience make a point of being targeted to all such children, not exclusively Roma. (<https://www.stiftung-mercator.de/de/unsere-stiftung/presse/mitteilungen/nachrichten/zusammen-zuwanderung-und-schule-gestalten-startet-in-duisburg/>)



Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes vs. Roma, Roma culture., (b) trainings/contents for teachers for work with national minorities and particularly Roma (whether as topics/courses within curricula of study programme for teachers, or as additional trainings/seminars for teachers who work in classes with a high percentage of Roma)?

The respect for minorities is included in the general initiatives to raise awareness for interculturality as described in part 1 of this report. The topic of the genocide of Sinti and Roma during the national-socialist government in Germany is increasingly discussed in school history classes.

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems described. Which are the targets of policy and which measures are implemented?

See chapter “Migrants”

What are according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies for Roma children?

Strengths:

- Non-discriminatory access to all measures of social and educational policy

Weaknesses:

- Principle of non-discrimination makes it more difficult to develop evidence based strategies for specific social sub-groups

Opportunities:

- Growing self-organisation and volunteer engagement of Roma communities

What are the main proposals of relevant groups to change these policies?

In general the topic of Roma is not widely discussed except of some scandalized phenomena in specific neighbourhoods. These are usually not mentioned in order to find constructive solutions, but to illustrate a general opposition to migration. As far as can be analysed from the press, reports the phenomena seem to be more the consequence of individual criminal activity in which the larger group of Roma immigrants are the victims of exploitation. Therefore the phenomena are discussed more in the context of policing rather than social policy.

For policies conducive to integration the discussion provided in the chapter on general migration applies.

Please describe up to five relevant good or (based on any evidence, competition or other relative evaluation of their merit) “best” practices to intervene in the problematic situation. Please discuss in general the range of practices which are regarded as “good” in your country (being particularly innovative, effective or generally accepted).

A report following up and evaluating the implementation of the European Roma Strategy in Germany provides insight regarding good practices in the field of education in all states (Anlage 2: Zugang zu Bildung-Exemplarische Projekte 2016). Here are some of the projects (for some of them there is no additional information available):

Solidarity with the Sinti and Roma of Europe
Common platform on <http://www.romaday.org/>

Hamburg project Roma: Sinti teachers and social workers
The range of activities related to the participation in class, native-language promotion in Romanes, advice and support-from teacher/inside, students/professionals and their parents and to the co-operation with the regional advisory and assistance points. Qualification of participants of Sinti and Roma origin to education consultants.

Rheinland Pfalz projects for school integration of Sinti and Roma
Seminars and symposia to Nazi persecution of Sinti and Roma and the history and culture of the minority as well as inclusive teaching methods.

Kiel Building
Mediator project >Kiel Building< involved training of mediators having following tasks: care of the children in the primary and special school, help with homework, support from parent-teacher conferences, intervention in cases of conflict or parents advice in dealing with the schooling of children.

KOSSI Kooperation Schule Sinti (Cooperation School Sinti/Roma)
The project has been implemented yearly since 2008 by the Bavaria Förderzentrum Straubing together with Caritas. It focuses on: reducing the number of pupils in classes, intensifying the work with the parents, supplementary German classes, more intercultural trainings for teachers. (<https://www.caritas-straubing.de/aktuelles/projekte/kossi>)

SprachKITAS: “Language Kindergarten: because the language is the key to the whole world”. The project was initiated by the German Ministry for Family, Seniors and Youth and focuses on improving the language knowledge of the children with migration background by:

supplementary exercise integrated into the all day programm and focus on the work with the parents. It involves the employment of kindergarten teachers specialized on German as a foreign language, which get trained on a regular basis and act as multipliers for the other kindergarten teachers (<http://sprach-kitas.fruehe-chancen.de/>).

Best practice Saarbrücken

From 15 local immigrant organizations educators were named, which have been trained by KoSa (Coordination Bureau Saarbrücken) and develop an extensive training folder with all relevant information around the topic of "Education in Germany".

Training topics include: School and education system, vocational training, funding opportunities in school, education and training, offers of Employment Agency and the ARGE (integrated social support and employment services), support for job applications, recognition of qualifications and requalification, offers by the chambers.

JUROMA Junge Roma Aktiv (Young Roma Active)

in Köln, Düsseldorf, Greven/Steinfurt/Münster und Berlin multipliers and mentors are trained to assist young Roma, seize opportunities for integration through education and vocational training. Through joint events with the JMD and other local institutions young Roma are introduced to existing counseling about school and training (<https://www.obs-ev.de/projekte/juroma/>).

Phiren Amenca Network

Phiren Amenca is a network of Roma and non-Roma volunteers and voluntary service organizations creating opportunities for non-formal education, dialogue and engagement, in order to challenge stereotypes and racism (<http://amarodrom.de/freiwilligendienste>).

Dikhen amen! Behold us!

The project involves the experiences and realities of young Roma and Sinti. Based on their experience and knowledge methods for youth education are developed and trained youth Sinti and Roma to multipliers. The aim is that young people can perform empowerment workshops for young Sinti and Roma and sensitization workshops for young members of the majority society (<http://amarodrom.de/dikhen-amen>).

Project “Haide!” Regensburg

In the City of Regensburg the municipal youth support service set up a service for migrant families from South Eastern Europe. As it turned out, migrant worker families from Romania and Bulgaria, many of them supposedly with Romani background, were among the main clients of the services. Services include general consultancy, consultancy and support for

parents, securing housing, clothing and health services. Families in need of basic social integration are provided individual support by a social worker

The consultancy is focused on developing perspectives of a self sufficient life in Regensburg. The project serves as a hub to the manifold specialised services in Regensburg. Consultancy is provided in the mother languages by consultants with comparable migration background (<https://www.regensburg.de/rathaus/aemteruebersicht/direktorium-2/jugend-und-familie/dezentrale-soziale-dienste/beratungsstelle-fuer-zugewanderte-familien-aus-suedosteuropa>).

According to the assessment of the Focus Group for Germany, Haide has been largely successful. There are currently no distinctive major social problems of the target group apparent, when compared with the general migrant population or the German population in comparable social situations.

Roma Schulmediation (School Mediation) Berlin

The aim of the Roma school mediation service, organised by RAA e.V., a NGO represented in most German Federal States, is to improve the educational chances of young Roma people.

The school mediators support the mutual understanding and good communication of both sides through parent-teacher talks, family visits and supervision of children, among other things. Activities and Tasks of the School Mediation Team: Help with the school enrolment, school preparations and transfer of information (e.g. with questions regarding the school career of the children, medical examinations, appointments), intervention in the case of truancy, house visits, supervision and mentoring of school children in lessons and extra-curricula activities, tutoring and other educational and cultural activities. 8 Romany mediators are working mainly in the districts of Mitte, Friedrichshain-Kreuzberg and Lichtenberg of the capital city of Berlin. The Roma School Mediation is being funded with the generous help of the Freudenberg Foundation, through the Programme for Youth Social Work in Berlin Schools – Youth Social Work with Special Goals, in the context of the project RomaPro and through the Office of Youth Services in Berlin-Mitte.

(<http://raa-berlin.de/en/service/what-we-offer/>)

Volunteerism

Which role does voluntary work/engagement of civil society play in interventions to mitigate the problem? Please name related programmes and organisations. Please describe three good practices. Please discuss strength and weaknesses of these approaches briefly.

Volunteerism is a backbone of the civil society in Germany in general. It is estimated that about 23 Mio. Germans engage in some kind of volunteering on a regular basis. Legally regulated forms of organised volunteer services include the >Voluntary social year for young citizens<, >Federal volunteer service< for adults or >Voluntary ecological year<. Third sector organisations like the large social organisations of the churches like >Caritas< and >Diakonie<, next to being the largest employer in Germany, rely on the cooperation of volunteers to a very high degree. More recently >volunteer agencies<, often supported by the municipalities, facilitate contact between initiatives looking for help and potential volunteers.

In the field of integration of migrants volunteerism traditionally played a role. While in the sixties traditional organisations helped to meet the social needs of the first generation of migrant workers, from the early 70s on a new kind of civic initiatives, many having a socio-political and socio-cultural approach, have been formed. These tried to reach out to migrants, encouraging their self organisation, but also providing support in practical terms. Activities include assisting migrant children in their homework in order to compensate disadvantages in a school system not designed for the needs of children from migrant families.

More recently the increased number of refugees was met by a surge of civic engagement, most prominently represented by the many volunteers who came out to the railway stations to hand out supplies to incoming refugees, to help in first reception emergency shelters and to bring cloth and toys for the children during the most busy periods of refugee arrival in 2015 and 2016. These initiatives could build on a core of organisations which are active since the 80s through times of varying demand. Many of these initiatives, like e.g. the “Bavarian Refugees Council (Bayerischer Flüchtlingsrat)” (<http://www.fluechtlingsrat-bayern.de/>) are a main source of consultancy, practical and legal assistance for the refugees.

On a more general level, civic engagement and volunteerism of migrants themselves is encouraged through the system of >integration councils< on municipal and state level. Here representatives of migrant organisations and independent candidates are elected to the council which provides input to policy makers and build a general network for developing initiatives and multiplying and communicating initiatives to their communities. One example is the >Workgroup of Foreigners- Migrants and Integration Advisory Councils in Bavaria (AGABY)< (<http://www.agaby.de/aktuelles/>), who coordinate the activities in different areas and shape public opinion through information, conferences and networking.

Similar initiatives exist in all states, associated in the “Federal Council on Migration and Integration” (<http://www.bundesauslaenderbeirat.de/>). In Bavaria the project “engaged – together” supported initiatives in various fields until 2010 (http://www.agaby.de/fileadmin/agaby/AGABY_Website/Publikationen/Abschlussdoku_gem



[einsam engagiert/Gesamt Dokumentation gemeinsam engagiert.pdf](#)) included initiatives run by migrants in various fields, from which >centres for mothers and families< were particularly important for the field of supporting education (http://www.agaby.de/fileadmin/agaby/AGABY_Website/Publikationen/Abschlussdoku_gemeinsam_engagiert/Muetze_Dokumentation_gemeinsam_engagiert.pdf). The project was continued by “Empowerment and participation” (<http://partizipation-in-bayern.de/Projekt.503.0.html>) until 2014.

In a representative survey funded by the Ministry for Youth and Family 15% of the population over 16yr of age, stated that they have already provided some volunteer support for migrants or refugees. Another 55% stated that they would be willing to give such support, among them 29% by face to face support as language training, accompanying refugees in the interaction with state agencies, making personal contact etc. (Zweiter Bericht über die Entwicklung des bürgerschaftlichen Engagements in der Bundesrepublik Deutschland, Berlin, März 2017

<https://www.bmfsfj.de/bmfsfj/service/publikationen/zweiter-bericht-ueber-die-entwicklung-des-buergerschaftlichen-engagements-in-der-bundesrepublik-deutschland/115660>

p. 160)

Are there training programmes for volunteers. Please describe briefly?

In general all of the NGO who offer services to third parties and involve volunteers in these activities train these volunteers for the duties and tasks implemented. This training in general includes legal aspects of the engagement (as in the case of a.a.a., proper and desirable behaviour and managing conflicts).

While in the well known area of medical support services and voluntary fire brigades a comprehensive modular training programme, which includes gradual certifications of competence, are implemented as the norm, such formal training is less common in the social field.

The training activities of NGO in the field of migration and support of migrant children support is generally non-formal and informal, although organised training as information days, introductory days for volunteers etc. exist in most cases, as the Regensburg students group “Campus Asylum” (<http://projects.gmann.work/campus-asyl.de/wordpress/termine/fortbildungen/>).

The training programme of this initiative e.g. includes trainings on “basic training for volunteers”, “regulations on schooling for children of asylum seekers”, “religion and culture of Islamic countries”, “learning about each other – together – intercultural in depth training”, “supervision of volunteers”, “rhetoric training against populist agitation” and others. Each of the trainings ranges from 2 to 16 hrs. participants receive certificates of participation from the Regensburg Municipal Adult Education Center.

Similar evidence exists for most projects and initiatives.

According the description on the project website (<http://amarodrom.de/freiwilligendienste>):

Phiren Amenca is a network of Roma and non-Roma volunteers and voluntary service organizations creating opportunities for non-formal education, dialogue and engagement, in order to challenge stereotypes and racism.

Based on national and international voluntary service programs the Phiren Amenca network creates opportunities for young Roma and non-Roma to live and engage in local communities and projects for up to one year. Placement themes may include youth and sport activities, social inclusion, arts and culture, environment and human rights. In exchange for their engagement, the volunteers can benefit from an >unforgettable life experience<, intercultural learning, non-formal education, and new language skills. Voluntary service organizations in the Phiren Amenca network are European and North American non-profit bodies sending and/or hosting these young adults, and providing support such as mentoring, on-arrival, mid-term and pre-departure seminars, pocket money, room, board and insurance.

Do Universities prepare for volunteering and is volunteering-work accredited with ECTS points?

One example of acknowledgement of volunteer work preparatory courses as a course achievement is the University Eichstätt initiative “**Tun.starthilfe**” (<https://www.tun-starthilfe.de/>). Tun.starthilfe (Do helpstart) for refugees in the district of Eichstätt is a student-based initiative. Tun.starthilfe is a registered association, an AK of the student convention, as well as a student module at the KU Eichstätt-Ingolstadt. The initiative enables refugees in the rural districts to gain access to the German language through individual on-site instruction and support. Furthermore, volunteers in the county are trained and educated.

Since 2013/14 students of all faculties can integrate their work at tun.starthilfe into their curriculum.

(<https://www.tun-starthilfe.de/seminar-tun-starthilfe-f%C3%BCr-fl%C3%BCchtlinge/>)

The student free module "EduCulture: tun.starthilfe für Flüchtlinge" includes an interdisciplinary series of lectures, specific classes and practical work as well as transfer of scientific results to volunteer work. The initiative also trains volunteers for providing German language courses.

Internships in schools are part of the training of students of German as a second language.

In addition to these regular internships the chair of DAZ at the University of Regensburg organised volunteer engagement of students for the promotion of language competencies in schools of secondary level 1. Promoted by Mercator foundation (www.stiftung-mercator.de), bilingual students are supported in small learning groups in addition to the regular classes.



These learning groups are run by students of languages from near by Universities. These are trained by these Universities. The students receive a small compensation for their expenses. More than 350 students have been trained as competent teachers for language training through these activities at the University of Regensburg since 2006. (<http://www.uni-regensburg.de/sprache-literatur-kultur/germanistik-daz/abgeschlossene-projekte/index.html>)

Please describe up to five good practices of volunteerism in the field as well as acknowledgement of volunteerism.

A.A.A. “Arbeitskreis ausländische Arbeitnehmer” (Workgroup foreign workers) – Initiatives for people with migration background (<http://www.aaa-regensburg.de/>)

Started in the late 1960ies by a group of pupils of a Regensburg grammar school the “Arbeitskreis Ausländische Arbeitnehmer” (Workgroup foreign workers) – Initiatives for people with migration background, is one of the oldest migration support initiatives in Bavaria. The aim of the society is to support migrant children and their parents through assistance and information and to inform the public about relevant issues.

The society managed to maintain its activities for over 45 years and has grown to a substantial more formally acknowledged (certified organisation of youth support work) organisation with four professional staff in four areas of activity, which coordinate the work of up to 70 volunteers.

The society is based on an understanding of „integration“ which is based on mutual learning of individuals. An understanding which ascribes problems and behaviours to cultural background is rejected (http://www.aaa-regensburg.de/wp-content/uploads/2017/03/2017_01_23_Selbstverst%C3%A4ndnis.pdf).

The offers of the A.A.A. include assisted homework for children, language courses, coaching, alphabetisation, pre-school preparation, preparation for the qualifying general secondary school exam, other qualification offers and free time activities.

Campus Asylum (<https://campus-asyl.de/>) is an example of high volume spontaneous student engagement in the support of refugees. The initiative has been started as a reaction to the surge of refugees arriving in Germany in 2015, which required immediate help, as the housing conditions in emergency shelters, mostly public gymnasiums, could only be managed with the help of a large number of volunteers. Up to 300 students were organised around an organisational core provided by the catholic students group. In the meantime, as conditions for refugees are more consolidated, the group runs more than 10 different projects (language support, refugees at the University, every-day life and free time, children and youth, consultancy in first reception centres, translation, politics, intercultural work, clothing, sports).

The initiative acts as a network mainly of the Regensburg Universities and the Regensburg Civil Society, but is open to participation of additional volunteers. It aims to integrate refugees and works >with them rather than for them<. The initiative further on aims to motivate and qualify students for the work with refugees. The Regensburg Universities accompany and evaluate the work of the initiative.

While independent from political parties, the initiative promotes an ethically responsible refugee policy, which includes demanding the creation of secure routes of refuge and the creation of a comprehensive “culture of welcome”.

The initiative has a high degree of public visibility and has been invited to the yearly reception of the President of Germany, Frank Steinmaier, as an acknowledgement of its work.

On the level of large scale projects run by private foundations and implemented through a high degree of volunteer work the

Mercator Project: Better education opportunities for young migrants and future teachers is an example of such initiatives (<https://www.stiftung-mercator.de/de/unsere-themen/integration/projekte/>).

Other relevant foundations active in integration and migration include Stiftung Mercator, VolkswagenStiftung, Bertelsmann Stiftung, Freudenberg Stiftung, Robert Bosch Stiftung, Stifterverband für die Deutsche Wissenschaft und Vodafone Stiftung Deutschland) Stiftung Mercator established the **project "Förderunterricht für Kinder und Jugend" (Asuoperative Training for Children and Adolescents with Migration Background)** 2004 nationwide. At the moment, pupils at lower secondary level I and II in 29 locations in eleven Länder receive linguistic and technical support lessons from learner students, who are prepared for this in additional seminars at their university. The supplementary lessons take place weekly in the afternoon for two to four hours in small groups. The volunteer students receive a symbolic fee, which is financed by Foundation Mercator. Apart from the universities and schools, project partners are also municipal and regional institutions, representatives of the country level, free welfare associations and migrant self-organizations.

From the volunteer engagement of Sinti and Roma in Germany the project www.amarodrom.de Intercultural youth organization of the Sinti and Roma in Germany is particularly notable. The youth self organisation association is networked Europe wide and organises volunteer services, education and training, particular on inter-culturalism and combatting anti-ziganism. The project “Dikhen Amen” trained multipliers for youth social work with young Sinti and Roma to raise awareness for the value of the culture and their individual resources as well as to inform the larger society (<http://amarodrom.de/dikhen-amen>).

The project was nominated for the German Integration Award of the “Hertie Foundation” in 2017 (<http://www.ghst.de/deutscher-integrationspreis/>).

What are the main recommendations given in the literature to improve conditions for civil society participation and improving volunteer work? What is your own assessment?

The German Ministry for Family, Seniors, Women and Youth invites the counselling by a commission on volunteer engagement, which include all of the relevant stakeholders, on a regular basis. The result is a comprehensive presentation and discussion of volunteer engagement in Germany. (BMFSFJ: Zweiter Bericht über die Entwicklung des bürgerschaftlichen Engagements...). Within the 450 + pages report discusses all forms and fields of engagement, also the field of support for refugees and migrants is discussed.

The responsible ministry emphasizes that the civic engagement is indispensable for the integration of migrants and asylum seekers. Therefore projects and initiatives, including the funding of such initiatives, is targeted to the final beneficiaries as well as at their supporters, as associations, initiatives and other NGO (p. 24). The networking of such initiatives is of particular importance.

The ministry funds the framework programme “Menschen für Menschen” (humans for humans), which funds sponsorships of German citizens for protection seekers, particularly unaccompanied youth. The programme will be implemented with the help of 22 relevant NGO, including migrant organisations.

Related programmes to support volunteer engagement include “House of Resources” to support small scale regional initiatives as well as “Willkommen bei Freunden – Bündnisse für junge Flüchtlinge” (Welcome at friends, local alliances for young refugees” (26).

On an organisational level the ministry supports the federal association of agencies for volunteer work in order to coordinate volunteer activities for refugees. A handbook to transfer experiences and advice for such work has been developed (http://bagfa-integration.de/wp-content/uploads/2017/04/2017-04-05_Engagement_von_fuer_mit_Gefluechteten.pdf).

The ministry further on supports 330 projects of the officers for integration in municipalities and counties as well as the Youth Migration services in the regions. (p. 27)

The main recommendations given by the commission, which included all relevant stakeholders of volunteer engagement, in the field of integration of migrants and refugees and which are relevant also for improving the conditions for the integration of migrant and refugee children through volunteer engagement include:

- Dependable political frameworks for the integration of migrants (budget, legal framework, early access to schools)



- Consistent positions as the basis for critical dialogue with sceptics of the refugee policy in the population, transparent and consistent policies
- Consistent coordination, networking and inclusion of all relevant actors in the development and implementation of policy
- Sufficient funding of sustainable and dependable structures (in contrast to supporting projects only)
- Overcoming administrative inhibitions of cooperation between administrations and volunteers
- More integration of migrants and refugees to the various initiatives, promotion of civic initiatives other than traditional forms of formal civic engagement. (p. 489 ff.)

These points are supported by the discussion of the focus group in Germany. In addition the FG pointed out that volunteer engagement must never replace regular employment and sufficient investment in regular structures of professional public and private services.

While the emergency situation of the surge of refugees in 2015 is acknowledged, FG members pointed to current deficiencies in the number of teachers, social workers and infrastructures. While more teachers would be required in order to allow for additional support for non traditional learners and a higher level of differentiation as well whole day schooling offers, there is currently an acute lack of teachers, particularly in primary schools.

Project and initiative funding, while very helpful for the support of volunteers, on the other hand require substantial effort for acquisition of funds and repeated coordination with new actors. Therefore a longer term funding framework and more stable frameworks of engagement must be developed in order to transfer the spontaneous volunteer engagement to useful sustainable support structures for the beneficiaries.

Research in the area and international exchange of experiences should be expanded.

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Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

<https://romigsc.eu>



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Focus Group Report

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Note: as experts were unavailable for a full plenary meeting, the focus group was implemented in two separate sessions

Place: Regensburg

Date: 11. May 2017, 19. August 2017

Focus Group Participants: Name, organisational affiliation, field of activity, experience (please describe the relevance and dissemination potential of the AB member)

1. Fmr. Municipal officer for integration of migrants, headmaster of primary school, teacher of German as a foreign language
2. Primary school teacher, psychologist for children and youth, 30 yr experience in intercultural work
3. Psychologist, specialising in trauma therapy, teacher in vocational integration class for non German students (without German language proficiency) at vocational school
4. Social worker, own migration background, school social work
5. Social Pedagogue, Sociologist, activist and full time professional in migrant support NGO
6. Associated partner SoWioBeFo expert, expert for transition from school to work

Assessment of the general situation of Migrant and Roma Integration

According to the respondents the system in Germany is in general used to working with migrants, as guest workers have been present since 50 years. However, the integration has not always been successful, as the migrant workers themselves, as well as the German hosts implied that the families would go back to their countries of origin. A dedicated integration policy, including the commitment to being an immigration country, is much more recent.

Integration efforts have begun in earnest only in the last 15 years, particularly as now in the scope of the mobility within the EU, the quantity of migration is substantial again (after a negative net migration in the last decades). Good efforts have been made.

As respondent (1) notes, these were to a degree compromised by the surge of refugees welcomed in 2015 and 2016.

While all participants agree that this surge was justified for humanitarian reasons, the number of refugees brought the capacities of the administrative structures and resources to their limits and day to day administration of high quantities has overshadowed the steady and high quality

integration work that had begun. A surge of new initiatives and high level of volunteer engagement has been also provoked by the surge however, as now the imminence of the challenge is very clear.

In most cases refugees are a distinct group from the general migrant population.

Respondent 3 described the differences as

Differences general migrant youth – refugee youth:

“In general, migrant and refugee youth have nothing in common.... except: being Non-German and sometimes suffering similar experiences of discrimination”

General Migrant Youth in general suffer from socio-economic problems. They are clustering in areas with generally weak economic status, weak areas = weak school with high percentage of non-German students. German middle class parents try to avoid common schooling with children from problematic areas. There is no acknowledgement of native language competences. Grading along the same standards early on is experienced as discrimination (“Mom, why do all foreign kids always get a 6?”). There is a risk of self reinforcing system of social discrimination

Refugees in contrast can be divided in at least two sub-groups: Group a) Refugees who made it to Germany are mostly from stable to well off families, with a good educational biography in their countries of origin. War and escape are late events in their lives (example Syria, Irak). Their main risk factors include traumatisation through immediate loss of a good and orderly life, experience of social decline

Group b) consists of refugees, whose whole biography is shaped by escape and violence, discrimination etc. No regular family and social life, no education, often experience of life long discrimination (e.g. Afghanistan) Often there are high expectations of families in the countries of origin regarding social and professional success, enabling financial support of the family.

In general, migrant children suffer from social segregation, while refugee children face a complete disorganisation of an once normal life in a multitude of settings.

The German system of education currently struggles to understand the multiple potentially problematic situations and their impact on education and general integration.

Appropriate strategies have to be developed and tested to cope with the challenges of such multiple problem areas, which requires highly individualised approaches and additional resources, which are not always available in the short term.

As to the situation of Roma the respondents are aware that there have been some problematic situations in the past. Respondent (1) describes these as a high level of mobility of migrant worker families in a transition phase of search for appropriate opportunities for housing and work. This leads to unsteady school attendance. Also the value of education is not always appreciated by migrant worker parents, as integration in education and regular work proved to be undependable in their home countries, while flexibility, mobility and a strong dependence of solidarity within the family have been survival strategies. In the experience of these families

state structures could not always be trusted. School is often identified with the state. In the meantime, at least in our region, the social and work situation could be stabilised and initiatives to reach out to these families by dedicated consultancy offers, have been successful. Except of some cases of semi-legal or criminal behaviour of exploitative landlords and work-agents, the migrant workers from South Eastern Europe, among them presumably many of them belong to the Roma minorities, is not a distinct and serious social problem. Also the quantity of the target group is quite limited. Examples of imminent problems and undesirable behaviour, like an exploitation of the social systems in Germany, have been much discussed in the public and used for agitation of anti-immigrant groups, but could not be substantiated except of some prominent, but locally limited cases in metropolitan areas with already instable social structures (Duisburg-Marxloh). Even there the situation has improved and in the Regensburg area strong administrative structures and a flexible, coordinated and proactive policy of the youth support services, schools and other administrations prevented the situation to get out of hand.

The respondents agree that in spite of some acute problems, the situation did not tip out of balance and has been coped with remarkably well.

All respondents agree that the main problem is that the deployment of resources (e.g. teachers/pupil; social worker/pupil; psychologist/pupil) is insufficient to meet the challenges on a sustainable basis.

According to their assessment the structures in the education system have been planned for a in the long range shrinking young population, while in fact there has been a surge of migration particularly in these age groups.

There have been a lot of ad hoc responses to this development (as new welcome classes, expansion of German language courses) which are good, but cannot replace a qualitative reform and quantitative expansion of the general system and its resources.

Respondent (2) and (3) pointed out that a diverse audience of the education system requires much more extra-curricular support activities compared to standard “German” pupils from “ordered families”.

Many refugees suffer from traumatisations and social deprivation (broken family structures, loneliness, bad housing, insecurity of status of residence) in addition to poor education. These problems, if left untreated, pose a substantial risk for the individual development of the refugee youth, their potential employability and therefore for the society as a whole.

Additional offers like inspiring networking with Germans, trauma therapy, in general activities which help to socialise in the host country must be expanded and staff to organise such training must be trained.

According to the observations of respondent (3) the example of vocational schools shows that such efforts can build on a strong motivation on the side of the refugee youth who want “to make it” in Germany. Also the team building within the schools, among refugees, migrants from eastern Europe and German students is much better than expected. Prominent cases as the

common protection of a refugee youth that was deported from the school by the police, which was met by a spontaneous demonstration by all of the other students, which finally led to the release of the student, demonstrate this potential for bonding among quite diverse groups.

This potential for creating a multicultural environment when adequate school policy and support services are available, are also described by respondent (3) and (5) for the area of primary schools.

All respondents agree that integration requires in the first place a correct attitude that diversity now is the standard situation in education. The mourning of many teachers which still perceive heterogeneous classes as an irregular and somewhat deficient situation must be overcome.

Which policies are implemented on the national and regional level to mitigate the problems of Roma/migrant children?

As the responses on national level are described in the literature report, which was studied and validated by some of the respondents beforehand, the discussion focused on cases of reactive measures on local and school level.

The welcome classes, where children without any knowledge of German are introduced to German primary schools, have been implemented with success, in general. While it is, in principle, possible to teach German to children quite quickly with regard to everyday communication language, the learning of educational language is more complex. All of the respondents regard the time given to catch up with the general level required is too short. Therefore very few migrant/refugee children without a very early socialisation into a fully German speaking environment and a level of educational support, which is usually given by families with academic background of the parents, make it to upper level secondary school immediately after primary school (after fourth grade).

Since many parents are ambitious regarding the education of their children this often regards a high level of frustration, discouragement and conflict. This conflict must be mitigated by extensive efforts to explain the German education system, which is quite unique and hard to understand for many foreigners. This system offers a multitude of educational pathways which allow to catch up later. In particular the vocational track of education (dual system) which includes training in companies, has proven to be a viable Launchpad for students which are not fully proficient in German educational language (incl Germans with more practical talents). Very good careers can be made on the vocational track and also the permeability into the academic track of education has been vastly improved.

Respondent (6) described initiatives (project “BeVo+”) developed by strategic partner SoWiBeFo to facilitate the transition from schools to training placements in companies. He recommended that the networks between schools and companies must be strengthened. Pupils who show practical abilities and a talent for craft work (which are many, as respondent (3) points out) should be exposed to real life situations in companies early on, through visits to various companies, contact with craftspeople and potential role models etc.

As respondent (4) describes, Vocational Integration Classes in vocational schools follow the same principle. Older youth and young adults up to an age of 25 years without or with weak proficiency in German are trained in these classes in a very individualised and flexible programme which allows them to start a training in the dual system after a transition period and with some additional support. This matches the needs of many employers. While this policy is sound in principle, one major stumbling bloc is the need for many refugee youth to “make money” quite early on in order to be able to support their families at home. This is a contradiction to the principle of a sound occupational training for everyone, followed in Germany, which has not yet been solved.

Other initiatives described by respondents (3), (4) and (5) are school social work as a means to mitigate social problems of children and conflicts as well as to reach out to parents.

Next to that voluntary support initiatives and the initiative “School without racism” in the vocational school BSZ have been discussed.

Which policies are implemented on the level of schools to mitigate the problems of Roma/migrant children

See 2

What are main STRENGTHS and WEAKNESSES, of national and school policies?

STRENGTH of national policies:

- Good organisation and governance
- Commitment to being a immigration country
- Opportunities on the labour market, immigrants are potentially in demand
- Good concepts available
- Commitment to humanitarian principles and obligation to protect those in need of protection
- High administrative capacity

WEAKNESSES of national policies :

- Reality of educational structures not fully adapted to the needs of a diverse immigration society
- Relative under-investment and under funding of structures
- Fragmentation of system leaves room for experimentation (competitive federalism), but slows down thorough reform

STRENGTH of school policies:

Flexibility

- Committed teachers
- Increasing reach out to parents
- Expansion of extra-curricular offers
- Expansion of whole day schooling
- Integration of volunteers

WEAKNESSES of school policies:

- Overburdened regular structures leave not enough room for school development, training and reflection
- Coordination of consecutive steps in the educational process
- Overburdened regular structures leave not enough room for working with parents



- Overburdened regular structures leave not enough room for differentiation, individual support
- Overburdened regular structures leave not enough room for coordination with other agencies and exchange of experience
- Attitude of some teachers still coined by standard situation homogeneity instead of diversity, therefore these teachers are in permanent “stress modus” (1) (2)

Give your personal recommendations for changing the policies on national levels

There was full consensus about:

- Need to expand the resources for the educational system, particularly the primary school education
- Stronger and earlier vocational orientation
- Insecure status of residence is a main inhibition of learning success, therefore administrative processes must be sped up
- Teacher training must be reformed and the profile of teachers selected and content taught must be adapted to the practical needs of schools with diverse students

What are the main/typical risk factors of migrant/Roma children in schools, that contribute to drop-out, under-performance, and social exclusion.

The main risk factor is the social situation of parents for regular migrant children (1-4)

For refugee children and youth the status of residence, psychological problems and a socialisation in irregular circumstances are the main risk factors. Also pressure from families in home countries is a motivation but also an inhibitor of a full and sustainable integration through training and education. (1, 3)

Please describe 1-2 good practices that can contribute to better social inclusion of migrant/Roma children in schools (mainly practices that are innovative, efficient, or generally accepted).

School social work (4): a school social worker, funded by the municipality works with children and parents to discuss and solve problems and also to provide social and conflict training in general

InMigraKIDs (1): Initiative which includes several distinct support initiatives for migrant children in schools among them offers after school and during the lunch break, a pool of language mediators to facilitate contact with non German parents and a workgroup of integration responsables from primary schools for coordination of policies and training.

a.a.a (5): +40 yr old volunteer initiative to support migrant children. Support of homework, free time offers, social-pedagogic support, training of volunteers.

Please give your comments/assessments regarding appropriateness of the contents on multicultural orientation in curricula of primary/ secondary schools (mainly

appropriateness of these contents with the purpose of reducing stereotypes & discrimination regarding migrant/Roma in classes; and mono-cultural orientation).

The concepts used are appropriate on a conceptual level, but due to the age structure of teachers few have been trained and socialised according to these concepts.

Further training and school developments are weak and fragmented due to over-burdened regular structures.

While most concepts and curricula commit to a multicultural or at least integrative society and education, the real implications concerning resources, thorough adaptation of materials and concepts followed in all subjects and the development of support structures, is still weak.

What should the project prioritize in its interventions?

- The project should prioritise multicultural orientation, general attitude development and the need for multi agency coordination.
- Exchange of experience should be encouraged.

Please name any organisation or person which could contribute to the project through knowledge, dissemination, etc.?

- State institute for school pedagogics,
- City Hall of Regensburg
- City Hall of Munich

Reporter: Please describe the general atmosphere: how did focus group participants react? Do they think the topic is relevant? Will they support us? What can they contribute?

Very good atmosphere. The project is much appreciated and all experts are available for further information. They have already contributed to the study visit in Regensburg.

2.6. Spain

Summary

Key lessons learned from literature

Migrant as well as Roma children are relevant qualitatively and quantitatively in Spain

About 724.000 foreign students are in the ESP education system

Migrant:

- Correspondents regard the situation of unaccompanied minors as most relevant. Migration from Africa by boat happened since 1990, surge in recent years. System of protection until 16 yr, more complex after that and no state responsibility from 18 yr.
- Laws on Education proclaim universal equality, training on interculturality dependent on individual initiative.
- Federalised (autonomous region) responsibility for non-University education
- General scarcity of resources as Spain spends below OECD and EU average on primary and secondary education

Roma:

- Relevant (>700.000) traditional Roma population + new immigration from Eastern Europe.
- Mobility (= discontinuity) and traditional patterns (like early marriages, early contribution to family income) lead to a high level of early drop out and absenteeism.
- Weak multicultural orientation: lack of awareness for Roma culture on the side of educational staff and lack of Roma role models and/or mediators make access to the group difficult.
- Progress is visible, improvements in primary education and higher education from a quite low level

Volunteerism:

- “Still in its infancy” despite 29.000 organisations and 900.000 volunteers.
- Obligatory basic training for volunteers.
- Universities promote volunteerism and credit points can be obtained
- Erasmus + Voluntary Services used.
- State strategy to promote volunteerism.

Key findings of Key Informant Interviewing and Focus Group

Focus of discussion on Roma and unaccompanied minors in the Alicante region.

The group developed a detailed SWOT analysis (see report)

On Roma the experts highlighted that Roma “do not consider themselves competent enough to study”.

Therefore working with parents, increasing adult education and literacy, working with parents, work orientation programmes, reaching out to mothers must be priorities of intervention.

The rate of Roma working in schools and institutions must be increased.

On unaccompanied minors the group agrees that they are a critical group. Some of this migration is transitional as the minors wish to continue to family in Italy or Germany.

Good Practices

Discussion of Good Practices in Face of the National Situation

In face of the situation as described in the literature review as well as in the Focus Group discussion, the practices to be transferred are highly relevant. Also in Spain multicultural orientation of teachers is upheld as a general principle, but little is done to train teachers in a systematic way.

Volunteerism has clearly a potential, but is in an early stage. Systematic training of volunteers for supporting vulnerable parts of society and a diversity oriented perspective can add value. Universities can be a focal point for developing a volunteerism-friendly attitude and the required knowledge.

Also the model of Roma assistants, while also used in a similar way in some places in Spain, can be upscaled and meets the recommendations of the Focus Group in Spain.

National Report

INITIAL STUDY FOR SPAIN - desk research report

Organisation: Universidad de Alicante

Author: Susana de Juana-Espinosa, Ana Rosser-Limiñana

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Migrant

What is the general situation of migrant children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

According to the latest statistics published by the Ministry of Education, Culture, and Sport, during the 2014-2015 school year, the number of foreign students grew to 724,635. In terms of nationality, stand out students coming from Europe (31.8%) and Africa (30.6%), followed by children from Latin America (27.7%), who in previous years were the majority group.

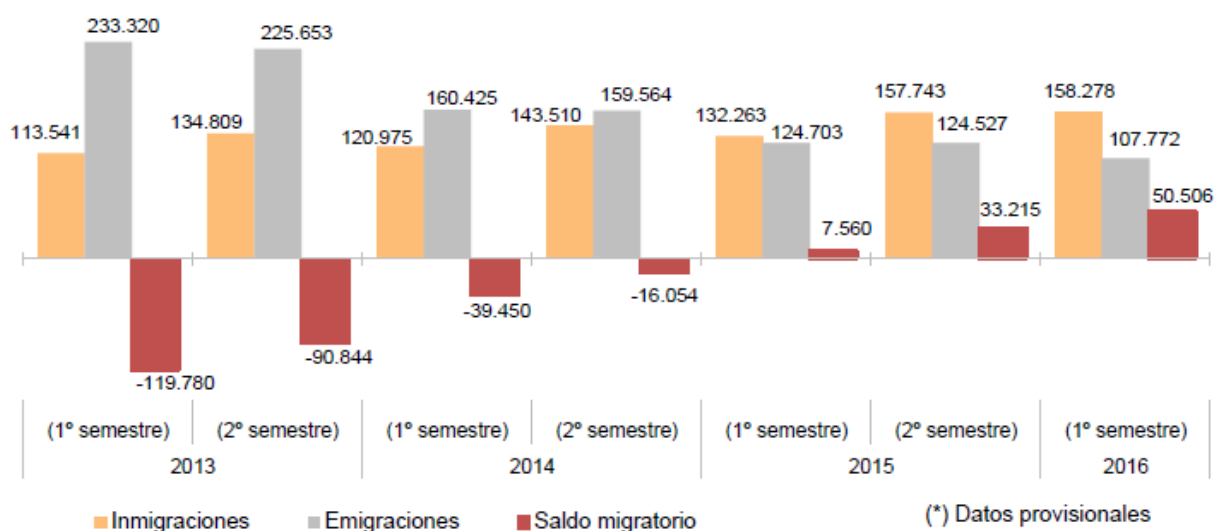
On the other hand, as we will see later, a Roma population of 725.000-750.000 people has existed in Spain for centuries. They are located all over the territory, in stable settlements at urban areas mostly. Since Spanish laws forbid to ask ethnic origins, only approximated figures can be obtained. They are a young population (30% less than 16 years old) with high natality rates and a diverse and heterogeneous profile: 37% under severe poverty threshold, 32% high levels of deprivation (Laparra, 2011). Education levels of Roma people are lower than any other similar social groups (García, 2006). However, the characteristics of this autonomous group differ from those of Roma youth that come from other Eastern European countries, mainly Romania and Bulgaria which might be over 50.000 people.

Approximately since 2002, Spain has experienced a new phenomenon: the arrival of unaccompanied asylum seeker children (UASC), especially from Morocco and other African countries, who come to Spain for economic reasons, which will be the focus of this part. There are also a number of migrant children originally from Latin America and other areas, however their presence has been decreased since 2008 due to the economic crisis that hit Spain and which



led the families to return to their countries of origin. This tendency is turning since 2014 (INE, 2016).

Evolución del saldo migratorio de extranjeros por semestres, 2013-2016(*)



Which phenomena are discussed as problematic about primary and secondary school attendance of migrant children? Eg high drop out rate, underperformance vs. the general population, social exclusion, poor cooperation with parents and communities, etc.

According to UNICEF (2009), UASC are those foreign children under 18 years of age (nationals of third countries) who are unaccompanied by a responsible adult and find themselves homeless or lacking protection.

The phenomenon of childhood immigration burst into Spain in the mid-1990s, and from 2002 on, the numbers began to multiply, although at a different rate in every region (Bravo & Santos-Gonzalez, 2017): It appears that the highest numbers in Spain were reached at the end of 2004 when 9,117 UASC were counted. From then on, there has been a notable decrease.

These are minors with a similar profile in terms of age and almost exclusive proportion of males, but there are significant differences in terms of the arrival of these young people, who until now come predominantly from Morocco, but also other African countries like Algeria, Mali, Nigeria and Guinea. Their motives for migration have predominantly been economic: find a job and reach a better level economically.



The report by the Ombudsman of the Valencian Community, in Complaint N° 1110472, notes that currently, these minors:

- Arrive by themselves or in the company of other minors.
- Utilize different entry strategies (under trucks, stowaways, boats, with adults who have visas, relocated by mafias).
- Arrive with the intention of staying in Spain.
- The knowledge of their families is very diverse. Some of them even don't know, consent, support or finance the migration project.
- Have lived through situations of precocious work in very precarious condition, causing them to think that their future is not in their country.
- Come from situations of early school dropout.

Nevertheless, as Bravo & Santos-Gonzalez note (2017), given the current circumstances, the UASC profile is increasingly likely to diversify, with children and adolescents from other countries and those whose motivation is to escape unsafe places of conflict. This will require a different legal situation and the emergence of necessities derived from traumatic experience and possible family losses.

Please give a brief overview of the general education system relevant for migrant children.

In Spain, the structure of the educational system is divided into five levels: Early Childhood Education up to age 6, Primary Education for ages 6 to 12, Obligatory Secondary Education (ESO) from ages 12 to 16, Baccalaureate and Training Cycles, and Superior Education (Annex I).

- Early childhood education is for children up to six years old and is voluntary. It's divided into two cycles: ages 0 to 3 and ages 3 to 6, with the latter being free.
- Primary education is obligatory and free, consisting of 6 academic years.
- Obligatory secondary education consists of 4 academic years, from ages 6 to 16.
- Baccalaureate consists of 2 academic years. One can begin baccalaureate studies with the title of ESO Graduate, and upon completion, the student receives the title of Bachelor, which is necessary to accede to upper-level vocational training and university studies.
- Students may begin basic vocational training at 15 years of age after completing the first cycle of OSE. This training lasts for two academic years, and it can be lengthened to three. Upon completion, students are granted the title of Basic Professional, and they can obtain the title of OSE Graduate.
- Those with the title of OSE Graduate can access mid-level vocational training courses. Upon completion, they obtain the title of Technician in their corresponding profession.
- Upper-level vocational training courses can be accessed with the title of Bachelor or by a test. Upon completion, they obtain the title of Advanced Technician in the corresponding profession.

Beginning with Education Act 1/1990, basic, obligatory and free education was extended up to age 16, modifying the organization of educational centers to promote measures to address the diversity of interests, motivations and abilities of students with needs for educational compensation.

Several studies have revealed that Spain is one of the countries where the educational centers of public ownership have a lesser degree of autonomy for the management of its human resources (Marchesi, 2006). However, the increasing presence of students from different countries in the schools has led the educational administration and regional authorities to adopt a number of measures aimed at the specific training of teachers, in order to facilitate its task of teaching, given this new situation.

All the autonomous communities have launched a series of measures aimed at both the initial training and continuous training of teachers, to arm them with strategies and resources to enable an educational response appropriate to the needs of migrant students. This training can be carried out through various modalities, such as training in the school itself, courses, seminars, working groups, postgraduate courses, etc.

Many autonomous communities (Andalusia, Balearic Islands, Canary Islands, Cantabria, Castilla-La Mancha, Castilla-Leon, Catalonia, Extremadura, Galicia and the Community of Madrid) have organized workshops or meetings on immigration and intercultural education in the classroom. Finally, Extremadura and the Community of Madrid have carried out courses on intercultural education geared specifically to the management teams of the centers.

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc. of migrant children?

The report by Bravo, Santos & del Valle (2010) notes that there do not tend to be difficulties putting into practice educational training for these minors now that from the first moment, the ruling legislation facilitates free access to the public education system during the obligatory period from ages 6 to 16, and access to the system of grants and subsidies, regardless of their origin and legal status (Organic Law 2/2006, of May 3, Education).

The general tendency is to utilize the same resources (educational, health, leisure) employed by the other children in the protection system. The only programs specifically directed at this group are those with the objective of language learning or addressing cultural issues. Notwithstanding, there are in those cases, especially relative to language, this labor through community resources such as schools for adults. When specific resources for immigrants are used, they are those previously designed for adult immigrants (NGOs, associations, private entities, etc.). Cultural issues are often dealt with from within the protection system's own centers, although cultural mediators or educators trained in these issues are not always present. In some cases, it has been pointed out that there are difficulties in adapting children under the age of 16 to education based on the difference shown in the starting point in relation to the native children. (p.102).

Nevertheless, these authors note some nuances that specifically affect the process of enrolling this population: in the case that the assessment of the age included in the Fiscal Decree and the actual age of the young person do not match. These facts can cause serious imbalances and frustrations that make it difficult to adapt to the school context. However, forensic evaluations appear to be increasingly precise to the real age, and it is becoming common for young people to bring documentation to expedite legal procedures, so it is not an extended difficulty in most cases. What tends to happen is that in the educational classrooms, these young people find themselves in social and cultural contexts that are very foreign to them, as their experiences and degree of maturity differ from those of their peers, which makes the process of integration difficult (p .121).

Due to the age and expectations of these youth, occupational training is one of the priorities in the intervention carried out. Our educational system offers training opportunities oriented toward employment beginning at 16 years, which these young people can choose as long as they have an Identification Number for Foreigners. Because of this, young people tend to make decisions regarding their training very quickly, with hardly any time to learn about the alternatives and realize their own interests (p.121-122).

Regarding job placement, these same authors note one difficulty that affects not only this population, but also a large percentage of young people with the same qualifications: difficulty finding employment. This fact results in a significant disparity in these young people, given that it can be viewed as a failure in their migration project, preventing the attainment of a work permit that allows their legal stay in our country upon reaching the age of majority. The current

economic crisis has a significant impact on the potential of these young people to achieve their goal; beyond the lack of job offers, in some community centers there are added prejudices and social rejection because of their status as immigrants, resulting from the social alarm that instigated their arrival (p.122).

The report by the Ombudsman of Valencian Community (2012) notes that **Formative/educational attention** for minors is carried out in ordinary school centers for children up to age 16. For those 16 and older, there are alternatives like:

- Initial professional qualification programs
- Training workshops for recruitment (three months of training + a three-month work contract)
- Workshops
- Workshops for Training and Job Placement
- Spanish language courses taught by entities that support immigrants (Red Cross, Red Acoge,...)
- Training in the center: Some minors that do not have sufficient language skills or do not have the complete school day receive instruction by the educators in the centers themselves.

Regarding formative and educational attention, some professionals at the centers indicate that they experience significant difficulties locating resources for minors 16 and older, due to the lack of ordinary resources and difficulties accessing them, given the demanded requirements. In the same way, some of the centers visited reference difficulties managing the training of minors given that they are sometimes assigned to centers far from where they reside (dispersion and transportation difficulties.)

In conclusion, as noted by Quiroga, Alonso & Soria (2010), despite the similarities between the migration of UASCs and the migration of minors in other contexts, it is considered a new migratory act with certain different aspects that give it its own identity.

Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes and monoculture orientations (for example not only presenting European artists, writers, etc., but also those from third countries)., (b) trainings/contents for teachers for work in multicultural environment (whether as topics/courses within curricula of study programme for teachers, or as additional trainings/seminars for teachers who work in multicultural classes)?

If we focus on the educational field, the legal regulations that rises as an application of the LISMI is the **Organic Law of General Management of the Educational System**, published in October 4, 1990 and known in Spain as LOGSE. Until that moment, there was no consideration for attention for these people. Here the term “**Attention to diversity**” appears, but it is only understood to refer to people who do not reach what is defined as “normal” or average.

The LOGSE was modified by the **Organic Law of Education (LOE)** in 2006, officially published May 3, 2006 in its title II (EQUITY IN EDUCATION) which establishes the following classification concerning attention to diversity:

- Chapter I: Students with specific needs for educational support. Considers the following parts: Students with Special Educational Needs (SEN), students with high intellectual capacities and students who are enrolled into the Spanish Educational System late.
- Chapter II: Compensation for inequity in Education.

Currently, and by way of a new modification, the Educational Law is the Organic Law for the Improvement of Educational Quality (Known in Spain as LOMCE), published in October 8, 2013. This law has supposed an enormous setback in Attention to Diversity by ending measures and programs for students with difficulties.

If we continue to specify the regulatory framework that justifies educational attention to students with special educational needs, we will reach regional norms. The Valencian Community has the following regulation:

- Decree 227/2003 of November 14 from the Department that modifies Decree 39/1998 of March 31 of the Management of Education for attention to students with NEE.
- Order of March 14, 2005 that regulates attention to students with special educational needs enrolled in secondary education centers.
- Order of July 16, 2001 of the Department of Culture and Education that regulates the educational attention for students with special education needs enrolled in early childhood education (2nd Cycle) and primary education institutes (September 17, 2001).



- Order of June 18, 1999 of the Department of Education that regulates attention to diversity (June 29, 1999) and other later orders that have modified some of the measures take in the original order.

The goal of these measures and later modifications is to give students with difficulties the chance to achieve scholarly success.

Students with needs for educational compensation are those who present difficulties in scholarly insertion due to their unfavorable situations, derived from social, economic, cultural, ethnic or personal circumstances. These needs for educational compensation can be due to:

- Late incorporation to the educational system
- Delay in enrollment or insufficient knowledge of the official languages of the Valencian Community due to being immigrant or refugee
- Belonging to cultural or ethnic minorities in situations of social disadvantage
- Irregular enrollment, due to family or periodic abandonment of education
- Dependency on institutions of social protection for children
- Hospitalization or long-term home hospitalization by facultative prescription.
- Lack of adaptation to the school environment and the educational environment.

The regulations also include actions that aim to (L.O. 1/90):

- Facilitate the social and educational integration for all students, counteracting the processes of social and cultural exclusion.
- Favor intercultural education for all students, enhancing the various different values held by different cultures.
- Increase supportive participation by members of the educational community and society as a whole to promote coexistence and prevent situations of conflict.
- Inform and advise families and legal tutors to facilitate adequate schooling for their children
- Guarantee schooling for students with needs for educational compensation in conditions of equal opportunities.
- Avoid that students with socio-educative disadvantages drop out of school
- Promote the development of plans and programs for educational compensation, especially language learning programs
- Facilitate access to human resources and materials for centers that develop plans and programs for educational compensation
- Support students with educational compensation needs when needed, providing access to subsidies and grants necessary for educational materials, transportation services, school lunches or any other needs that arise.
- Development of programs linked to the labor supply of the environment and aimed at the promotion and insertion of young people from disadvantaged social sectors.

Pérez-Esparrells and Morales-Sequera (2008) explain that the massive entrance of migrants with children since the 2000s coincided in time with the transfer of the non-University

educational competencies from the State government to the last Autonomous Communities. This transfer did not take into account the phenomenon of schooling migrant children, and, as a consequence, each Community has its own policies on this matter (Pérez-Esparrells and Rahona 2009).

Specifically, regarding educational attention for these children in the Valencian community, Law 12/2008, established the 3rd of July, on Comprehensive Protection of Children and Adolescents of the Region of Valencia says in Article 63. *Foreign Minors*:

“Foreign minors in the Valencian Community will have the right to public resources that facilitate their care and social, linguistic and cultural integration, with respect to their own identity. They will especially be guaranteed the right to education, the right to health care, and the right to their social protection and inclusion.

Education authorities will guarantee educational attention to mentioned minors in accordance with the current legislation, and they will foster specific compensation programs that procure adequate adaptation for the foreign minor.”

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems (of migrant children) described. Which are the targets of policy and which measures are implemented?

The basic regulations regarding the integration of minors at risk of social exclusion, ordered from a larger range to a more specific area, are the following is the The Spanish Constitution of 1978. In its Article 1, this regulation begins with the affirmation that “we are all the same,” and in Article 49 entrusts the public authorities to create a policy of integration in favor of people with difficulties due to social, physical, sensorial or psychological reasons, who must be given the specialized attention they need to ensure they enjoy the rights contained therein. This article is a direct mandate to ensure these individuals the same rights as all citizens.

In addition, the Law 13/1982, of April 7, on Social Integration of the Handicapped (known as LISMI) and published in April 30, 1982, surged as a development to the above-mentioned Article 49 of the Constitution, and it supposed then and still today an authentic revolution in the field of the rights of people with difficulties. This law establishes the principles of normalization and of sectorization of services, of integration and individualized care which

must preside over the actions of the Administration at all levels and in all areas relating to people with difficulties.

In recent years, the arrival of unaccompanied foreign minors to our Autonomous Community has resulted in the necessity of effecting changes in the protective system of minors, increasing the number of resources and places for their care, as well as the adequacy of procedures and protocols that would meet their specific needs.

Similarly, variations have been made to state regulations to attend to unaccompanied minors in our country. Currently, the policies that regulate the actions to be taken with unaccompanied foreign minors is the Royal Decree 557/2011, of 20 April, approving the Regulations of Organic Law 4/2000, on the rights and freedoms of foreigners in Spain and their social integration, following its reform by Organic Law 2/2009, which devotes them its Chapter III of Title XI (Articles 189 to 198). This regulation applies to foreign nationals under 18 years who arrive in Spanish territory without being accompanied by an adult responsible for them. It regulates the procedure for determining their age, for repatriation if applicable, and for their residence in Spain. The legislation on the protection of children is also applicable due to their special situation of vulnerability.

The situation of unaccompanied foreign minors attended by the system of protection for minors requires that the public entity competent in the materials ensures immediate attention from the moment they are located and verification that they are minors. Likewise, it ensues the declaration of a legal situation of helplessness and the adoption of measures of legal protection provided for in laws, as they are minors in vulnerable situations, make sure to secure the right to education and health care and the right to their protection and social integration.

Most commonly, public entities of protection assume that these adolescents will remain in Spain, in some cases due to the near impossibility of coordinating family reunification; in other cases due to the inadequacy of the alternative in the best interests of the child.

In terms of UASC intervention, there are various models for attention, generally conditioned by the number of children received in each territory. The model that appears to show the most advantages is the one that contemplates the creation of networks specialized for a first phase of urgency and the consolidation of other mixed programs that later permit cohabitation with other adolescents, cultural rules and values that favor the process of integration.

What are according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies concerning migrant children?

Strenghts:

- The situation of the UASC is regulated by law
- UASC have access to the Spanish public educational system for free during the compulsory years (6-16 years old) as well as access to the grant system regardless of their country of origin and their legal status.
- They can also apply for vocational training when they are 16 years old as long as they have proper Spanish documentation (NIE).

Weaknesses:

- From 16 years on, to access regulated training is more complicated.
- Forensic evaluations do not always coincide with the real age of the child, whi might not have proper documentation stating their age. This leads to children attending courses that are not adequate for their maturity levels.
- Ultimately, the State's protection ends when they turn 18 years old.

Opportunities:

- There are some official, free access programs for attention to diversity in the educational level to which these children attend.
- Likewise, there are specific programs for this group that have as a goal learning the language or cultural aspects of living in Spain. The insitutions provide these children with educational and legal orientation and advice in order to help their inclusion. Family reunificatin is also supported when possible.

Threats:

- They find it difficult to find a job, which is hard enough for all youths due to the current economic recession. Migrant youths have also to fight prejudice and social rejection.
- There is a risk that, once expelled from the educational system and with no job, they fall in criminal networks to survive.
- Often residency licenses take too long to obtain and the children must be repatriated once they turn 18.



What are the main proposals of relevant groups to change these policies?

Experts complain about the slow pace of residence and integration difficulties, especially when they reach the age of majority. In the words of Carabaña (2009): “Migrant or foreigner are not educational categories”. As a result, they demand greater agility in the procedures for their regularization and a greater endowment of resources for their training and labor insertion.

Also, it would be risky to establish general educational policies for the integration of immigrant pupils, since any attention to diversity must be applied individually, according to the specific needs of the educational center and pupils (Carabaña, 2009). Still, the different regions must continue to make efforts to correct inequalities in the starting point of pupils with a migrant background, by means of educational compensation or the reinforcement of instrumental subjects. Any measure aimed at improving the educational performance of this group will result in an increase in the average academic performance of the Spanish education system, of each Autonomous Community and of each educational center.

B.: Roma Children

What is the general situation of Roma children and youth in the age of pre-school education, and primary and secondary education? Please give an overview of the quantity of the group. If relevant describe the regional distribution.

As reflected in the profile of the Roma population published by the Ministry of Health, Social Services and Equality (2014), the population is estimated to be 725,000-750,000 individuals. According to this document, the “*Roma population is dispersed throughout the entirety of the state, with their most prominent presence in Andalusia, where approximately 40% of Roma and Spanish gypsies reside, as well as in Catalonia, Valencia and Madrid. Despite their history of rurality and geographic mobility, their stable and prolonged settlement in urban areas has prevailed, consolidated in the 1950s, 60s and 70s, coinciding with the surge in internal migration of the Spanish population as a whole, between rural zones to cities*” (p.11).

Laparra (2011, p. 34) notes that the Roma population is young, with approximately one-third of them under the age of 16, and they maintain significantly higher birth rates than the national average, although the trend noted in recent decades is aimed at reducing those differences. In



terms of their social situation, the same author notes that the profile of the Roma population is heterogeneous and diverse. Many Roma people have a medium or high socio-economic status, and they live fully integrated into society. On the other hand, a large portion of the Roma population has experienced notable advances in recent decades, but they still experience, to varying degrees, social deficiencies and inequities compared to the whole population. Ultimately, one-third of the population is composed of people in a severe social situation who have experienced few advances in terms of their social inclusion. Especially relevant is the high proportion of the gypsy⁵ community living in a situation of extreme need: 37% live below the poverty line and 32% with a high level of deprivation (Laparra, 2011; p. 187).

Garcia (2006: p.15), in a study regarding the actions for the Roma community in health services, pointed out that *“the educational level of the Roma population is lower than that of any other social group of similar size and composition today. Few Roma of older generations have regularly attended school, resulting in a high percentage of Roma adults with complete and/or functional illiteracy (according to a recent study by FSG, nearly 70% of Roma over the age of 16 has not completed basic obligatory studies). Illiteracy is greater still among women”*.

Moreover, the Spanish Ministry of Health, Social Services and Equality (2014) highlights that the *“Roma population in Spain has increased with the arrival of Roma people from Romania and Bulgaria since 2002 (when the visa requirement for these countries was eliminated) and 2008 (when their countries of origin joined the European Union). It is difficult to measure the*

⁵ "The term "Roma/Gypsies" was used for many years by the Council of Europe, before the decision was taken to no longer use it in official texts in 2005 (a decision reflected in the first version of the Glossary in December 2006), in particular at the request of International Roma associations who find it to be an alien term, linked with negative, paternalistic stereotypes which still pursue them in Europe. Consequently, in the majority of European states, it is recommended that the word "Gypsy" or its equivalent no longer be used, as it is felt to be pejorative and insulting by most of the people concerned (although it is true that it may depend significantly on the context in which it is used). However, in some countries, the term "Gypsies" or its national equivalent has no negative connotations, is accepted by the people concerned and may occasionally be more appropriate. This is true of France (where the word "Tsiganes" has the advantage of encompassing in one term the Roma, Gypsies/Gitans and Sinti/Manush), the United Kingdom, Portugal (Ciganos), Spain (Gitanos), Hungary (Cigány) and in Russia and the former Soviet republics (Tsyganye). In some countries, NGOs established by Roma, Sinti and Kale use the word Gypsy or its equivalent (Tsigane, Zingari, etc) in the name of their organisation. Nonetheless, in each of these countries, the word "Roma" is accepted when used to designate the Roma community as a whole, especially in the international bodies."

"Council of Europe (2012): Descriptive Glossary of terms relating to Roma issues"
<http://a.cs.coe.int/team20/cahrom/documents/Glossary%20Roma%20EN%20version%2018%20May%202012.pdf>, p.8



number of Roma people of Romanian and Bulgarian origin who exercise their rights as European Union citizens to free movement and residency in Spain, given that they are integrated in great contingents of Romanian and Bulgarian citizens that have set their temporary or permanent residency in Spain, and due to the absence of records reflecting the ethnicities of foreigners in Spain. It is known that they are present throughout the entire territory of the state, and their numbers could be close to 50,000 people” (p. 12).

Logically, this has been reflected in the increase of foreign students in recent years. As such, the report conducted by the Ministry of Education, Culture, and Sport regarding data and education rates (2015: p. 8), reflects an increase from nearly 500,000 foreign students in the 2004-2005 school year to more than 700,000 in the 2014-2015 school year. Of those, more than 100,000 were Romanian and 17,000 Bulgarian.

Which phenomena are discussed as problematic about primary and secondary school attendance of Roma children? Eg high drop out rate, underperformance vs. the general population, social exclusion, poor cooperation with parents and communities, etc.

Today, large differences between the educational situation of the gypsy population and the general population persist (FSG, 2013). The study by Laparra et al. (2007; p.81) indicates that the levels of absenteeism and the continued absence of Romani students in schools remain worrisome in terms of volume and impact. They also indicate that in secondary education, enrollment levels of gypsy students are even lower, presenting high rates of absenteeism and school drop-out, and a certain tendency to “lose” boys and girls, especially for culturally mandated reasons, and the number of Roma university students remains very low. In relation to the gypsy community’s access to a university education, research appears to show a tendency toward incorporation and gradual access to these educational levels, especially in places where the gypsy population is more numerous, and it appears to be a matter of time, although at a predictably slow pace, until this becomes more generalized in other places in the state. This tendency continues in Spain many years later.

Pereda, Actis & Prada (2015, p. 8-9) paint the following picture of the schooling of gypsy children: “*Nearly all Roma girls and boys are now enrolled in primary education, and significant progress has been made compared to the previous generation, but the main*



indicators of delay and dropout measurements still show great differences compared to the general population: the proportion of repeaters of obligatory secondary education (OSE) is three times higher in the Roma population than in the collective student body; the proportion of those who fail to complete their obligatory before the age of 25 is five times greater, and those of whom dropout early is 2.5 times greater. In addition, nearly 25% of Roma students admit that they missed some days of class in the last year (an average of six days) without a justified excuse. And, unlike what happens in the rest of the student body, Roma women present worse results than men in terms of the three indicators cited (repetition, dropout and absenteeism).”

Regarding the type of studies completed, the Gypsy Secretariat Foundation (2013a) signals (p.173-174) that, of the population between 12 and 24 years old, more than half (53.5%) are enrolled in some type of formal studies or studies outside the margin of official plans. However, if learning outside of the margin of official plans are excluded, the net rate of enrollment falls to 48.9%. Up to the age of 14, enrollment levels are similar to that of the total population. Nevertheless, from age 14 on, when gypsy children haven't even reached the minimum age to finish obligatory studies, a gap begins to open, resulting in a notable jump between those at age 15 and age 16, and reaching the largest difference with the overall population at 18 years old. At 16 years, enrollment levels fall to 55.5% within the Roma population, while the total population remains at 93.5%.

In terms of gender differences, it must be emphasized that up to the age of 20, Roma women study to a lesser extent than men, contrary to what happens at the national levels. Roma youth prolong less their education over the course of time: while a 12-year-old boy or girl is expected to study for nine more years, as the average is up to age 21, if the boy or girl is Roma, they are only predicted to study until the age of 17.6.

On one hand, the Gypsy Secretariat Foundation (2013a, p. 175-176) signals that school dropout constitutes one of the gravest problems in the education of the Roma population. This premise has been corroborated by data that reveals the peculiarities of this phenomenon significantly effecting gypsy youth.

Among Roma adolescents from 12 to 17 years old, 36% have at some point abandoned their studies. School dropout becomes significant at age 15, and it especially grows from age 16 on, in the second year of ESO, therefore reaffirming that this course is a key moment in the life of

the Roma student. The first and third year of ESO are the other courses with significant dropout rates (14% in each year). In addition, girls do it more frequently than their peers (38.5% compared to 33.6%) and sooner. For its part, 63.7 out of every 100 young persons of Roma ethnicity abandoned their studies early, with their highest level of study being ESO. For the whole of the population, early dropout rates fall to 25 out of every 100 individuals. In this way, a wide gap opens between the gypsy population and the total population, which has an immediate consequence

It's important to note the disparity between girls and boys, as there is a considerable percentage of Roma girls that drop out in the 6th year of primary school (between 17.5% for ages 12 to 17, and 13.7% for those ages 18 to 24), before even beginning their ESO studies. Despite the elevated dropout rates, nearly one-fourth of individuals who abandon their studies return to school at some point, with Roma women being those who are most reincorporated. The average age for reenrollment is 22.

Please give a brief overview of the general education system relevant for the Roma Children.

Roma children are required to follow the general educational system, from age 6 till 16 (Primary and ESO, see above).

The process of enrolling the Roma population in school has passed through several phases that reflect their exclusion throughout the centuries. Rey Martinez (2003) points out the elevated school dropout rate among Roma children as a yet unresolved problem, along with the de facto segregation of these children in schools throughout history.

Nevertheless, in the past two decades, nearly all Roma girls and boys have been enrolled in school (Garcia, 2005: p. 437). In fact, in the study by Laparra et al. (2007; p.81), the authors note that *“the trend towards the normalization of Roma students in primary education: increasing Roma students’ access to primary education, as well as to a higher level of education, appears to be growing. There also seems to be an increasingly significant trend towards enrollment in early childhood education for Roma girls and boys”*.

However, according to the Gypsy Secretariat Foundation regarding secondary students (2013a), *“the level of education completed by Roma youth is far from that accomplished by the general*



youth population. Educational failure is a clear sign if the problem: 64 out of every 100 Roma youth between the ages of 16 and 24 have not completed their ESO, while this percentage is reduced to 13 of every 100 for the whole of the youth population. This panorama translates as a notable discrepancy in the education of Roma youth, with most reaching a standstill in primary education, so that a significant number do not complete their obligatory education” (p. 173).

Which risk factors, according to national literature and expert knowledge (including your own) contribute to drop-out, under-performance, social exclusion, etc.?

Despite the heterogeneity of the gypsy community, generally speaking, the socioeconomic situations of gypsies share common characteristics. Roma people are more affected by conditions of poverty and extreme poverty than the general population. Many gypsies today live in segregated urban nuclei, occupying marginal positions in front of the economic and productive system.

From an economic and labor perspective, the Roma community tends to occupy a position of inequality compared to the majority population, with marginal occupations, or, in their case, unskilled or precarious labor.

The guide to working with gypsy families toward scholarly success of their children (Gypsy Secretariat Foundation, 2013c) signals that factors of socioeconomic exclusion that most affect families are:

- *Poverty and extreme poverty.* Poverty constitutes one of the biggest obstacles to participation and inclusion in schools. Although this phenomenon is complex in itself, its economic dimension can influence families' access to educative centers because of their inability to afford costs such as books, transportation, and other costs of education.
- *Unemployment and under-employment.* Situations of precarious work, low salary or discontinuity of work generate economic difficulties to cover educative needs.
- *Internal and external migration.* Migration, which mainly occurs for economic or occupational reasons, results in discontinuity of contact between educational centers and students and families.

- *Lack of necessary documentation.* The lack of necessary documentation and regulation complicates access and enrollment in educational centers.
- *Geographic location.* Geographic location influences access to educational centers, whether due to their absence in the surrounding environment, or because those available are segregated or low quality. Certain isolated or marginalized environments (ghettos) and geographical areas have fewer resources, and therefore offer fewer possibilities for educational development.

The study by the Gypsy Secretariat Foundation about secondary students (2013b) notes that the main reasons Roma people give for their decision to dropout were related to the fact that they were tired of studying or did not like what they were studying (30.9%) and because of family reasons (29.5%). In the latter case, however, it's interesting to note the strong role played by gender bias, given that family reasons were noted by 42.7% of girls versus 14.9% of boys. For Roma boys, the desire to find a job is a fundamental cause of dropout (21.7%), while for girls its only 9.3%. Considering only family reasons, the principal reason Roma boys and girls dropout are “*pedimiento*” or marriage (50.7% of boys and 39.1% of girls) and family responsibilities (20.5% of boys and 40.4% of girls). Also significant it the fact that 12.6% of girls allude to family pressures.

Of the factors that affect the educational process of these young people, those associated with the family and the role of their parents stand out. The educational level of mothers and fathers, the importance they give to their studies and their cultural and socioeconomic level directly influence the educational processes of their children (FSG, 2013b, p.22).

Regarding the influence of the factor “parents’ level of studies” has on their children, it should be noted that in general, as parents’ level of education increases, so does that of their children. Another key factor in the educational situation of children is the availability of certain resources and access to services for the family. The possibility of the family nucleus finding itself in a situation of deprivation of those resource is an important element in the educational situation and trajectory of their children.

The socioeconomic and cultural environment is another factor that significantly influences the educational trajectory of children. In this sense, we can observe that as socioeconomic and cultural index grows, the educational level of children and the suitability rate grows, and

dropout rates fall. Clearly, a better social, economic and cultural position allows children to continue studying for more time.

Can you give some input/insight on (a) evidences in your country regarding multicultural orientations in curricula in primary/secondary school, in order to avoid stereotypes vs. Roma, Roma culture., (b) trainings/contents for teachers for work with national minorities and particularly Roma (whether as topics/courses within curricula of study programme for teachers, or as additional trainings/seminars for teachers who work in classes with a high percentage of Roma)?

Although a regulation exists to favor inclusive education in the schools and the attention to special educational needs, the different studied actions are not generalized, rather being an answer to the initiative of specific persons and/or groups especially sensitized with the problem. These questions do not appear either in the official School curricula. Teachers, then, if they are personally interested, have to attend courses of continuous formation, seminars, workshops, etc. There are a number of activities that might help the integration and success of these children in schools, as it was seen in a previous question, but they are not ethnic-specific.

Please describe national as well as (if relevant in your country) federal state, regional and local policies to mitigate the problems described. Which are the targets of policy and which measures are implemented?

As it was stated before, the decentralization of education in Spain has resulted in the existence of a heterogeneous educational system. This result is the expected, since the immigration phenomenon is not uniform throughout the territory.

In any case, all the autonomous communities have experienced the fact that educational centres are increasingly welcoming pupils from very diverse geographical and cultural backgrounds into their classrooms and, although they value this cultural pluralism in a positive way as an enriching value for coexistence, capable of promoting attitudes of tolerance and respect among pupils, they are also aware that the arrival of these groups in the centres entails the emergence of new educational challenges. It should be remembered, among other things, that every pupil has the right to a quality basic education and that his or her place of origin does not interfere with the achievement of his or her personal, intellectual, social and emotional development.

What are according to the discussion in science and civil society in your country, the main strengths/weaknesses/opportunities of these policies for Roma children?

Strenghts:

- This is a group of people with a long history in the country, in stable settlements and cosolidated in urban areas.
- There are multiple experiences and integration programs, as well as a wide association network.
- The schooling of Roma children in primary studies is normalized. Schooling levels up to 14 years old are similar to those of the general population.

Weaknesses:

- The educational level of the Roma families is generally lower than that of other groups. When parent's education is low and there aren't many educational resources at home, the dropping out rate tends to increase.
- There is a high concentration of Roma people in specific schools.
- The schooling levels if Roma children in secondary school are still low, with high absenteeism and drop-out rates.
- Gender is a significant factor in absenteeism and drop-out issues, due to cultural and familiar problems.

Opportunities:

- Young population with active interests and aspirations.
- There are a number of plans and polices oriented specifically to the social inclusion of Roma people.

What are the main proposals of relevant groups to change these policies?

The inclusive approach of Spain's universal social policies has been complemented with specific measures aimed to Roma people who were more at a disadvantage to access particular public services such as education or health due to their situation of social exclusion. In this

sense, the National Strategy for the Inclusion of Roma population in Spain 2012-2020 (Ministerio de Sanidad, Servicios Sociales e Igualdad, 2014). points out a number of goals to pursue in the field of education, such as:

Pre-School

- Support for attendance to pre-school and kindergarten for children between 0-3 years of age, prioritizing those families in social exclusion risk.
- Awareness-raising and support for the participation of the families in the school, as well as the training of young people as social educators.
- Promotion measures for work-family life balance.

Primary and Secondary school

- Promotion of mediation programs between families and the school, endorsing the incorporation of Roma professionals.
- Promotion of remedial, orientation and support programs to prevent absenteeism and drop out.
- Strengthening of measures to help the transition between Primary and Secondary education.
- Encouragement to Roma students with learning difficulties to enroll in specific educational programs.
- Promotion measures to avoid the concentration of Roma students in particular schools or classes.

However, entities such as >Save the Children< (2016) state that public expenditure in non-university education in Spain has been systematically lower than the EU and OECD averages. They insist in the need to increase the expenditure on public education and scholarships, to develop a functioning public pre-school system, to provide school texts for free, and to simplify the access to free school lunch, among other recommendations.

C.: Volunteerism

Which role does voluntary work/engagement of civil society play in interventions to mitigate the problem? Please name related programmes and organisations. Please describe three good practices. Please discuss strength and weaknesses of these approaches briefly.

Volunteering in Spain was first regulated in 1996 (Ley 6/1996, de 15 de enero, del Voluntariado), with the aim of promoting and facilitating the selfless participation of citizens

in volunteering activities under private or public NLOs (like, for instance, the fact that volunteers should not receive any economic compensation for their actions). In 2015, a new decree (Ley 45/2015 de 14 de octubre, de Voluntariado, available at https://www.boe.es/diario_boe/txt.php?id=BOE-A-2015-1107) came out to update the criteria of this activity, incorporating new types of volunteering and delimitating the extent of the activity.

Today, there are more than 29.000 registered organizations that use volunteers, almost 900.000 volunteers and 529.000 employees in volunteering organizations that get paid for their activities (FOLIA-PVE, 2011).

The problem of working with volunteers is temporality. Dates must be set strategically so that the volunteers can do their best work. For example, dates associated with the academic year will result in more effective participation. The participation of volunteers should be for concrete and specific actions. Work Inspection must be informed with a registered agreement. Only expenses associated with their activity can be paid.

According to Merino (2006), there are some negative peculiarities to Spain's volunteering reality, like its relatively newness and the weak support. Volunteering in Spain is still in its infancy, since the beginning of democracy in the late 1970s, and only 8,1% of the total population are actively participating in volunteering activities (Plataforma Española del Voluntariado, 2016). Mostly, people prefer to donate than to spend time. They believe it is more a Church thing, or a government thing. Only when something affects directly (like the **Spanish Association Against Cancer, AECC**) or large NGOs (like **Red Cross**). This complies with the status in other Southern European countries (Montero et al, 2006).

Some characteristics about volunteering are that there are more female volunteers (63%) and older citizens- more than 56 years old (45,6%) (FOLIA-PVE, 2010). Young people (under 25) are less active and more prone to do it if their parents volunteer themselves, and the educational level of parents is also a significant factor (Mainar, 2015).

Some growing trends can be found, such as the increase of cybervolunteering and cyberactivism (more comfortable and passive, through platforms such as **Change.org**, or contributing to **Wikipedia**). The areas where volunteering is more active are active life and free time (especially young people, according to Merino, 2006), human rights, environment and social ecology, catastrophes, and last on the list: Social exclusion (FOLIA-PVE, 2010).

The Third Sector Observatory (“Observatorio del Tercer Sector”) has elaborated a handbook for developing good practices in the social area. They have chosen as examples: **Proyecto Hombre, Málaga Acoge** and **AECC**, among others (Villa, 2007).

Are there training programmes for volunteers. Please describe briefly?

Since the passing of the law 45/2025, which offers a new framework for volunteering, any activity that passes as volunteering must be covered by a volunteering organization with no profit intention and which are responsible for the correct development of the volunteering activity. Each organization then must offer some compulsory basic training courses and as many non-compulsory as preferred.

In addition, the Platform for Volunteering offers training and support for organizations and current and future volunteers. They also carry out a number of research papers diagnosis reports under their Observatory for volunteering.

Finally, in order to be able to work as volunteer with children, the Law 45/2015 establishes a number of requisites to be had, the most important of the is to obtain a certificate of being free of committing sexual offenses.

Do Universities prepare for volunteering and is volunteering-work accredited with ECTS points?

Universities also prepare for volunteering and is volunteering-work accredited with ECTS points for several types of volunteering (integration of students with special needs, LDCs, social volunteering, etc.) This is done mostly as elective credits, instead of as a proper subject except in particular cases always in postgraduate courses (Arias and Rincón, 2016). However, this is up to each University, as they have independence in their curricula (as long as it’s approved by the Ministry).

It wasn’t until the passing of the Law 45/2015 of volunteering that Universities could be considered as volunteering organizations. According to Arias and Rincón, (2016) practically all the Spanish public universities (and most of private ones) have some type of structure for

volunteering activities. Most volunteering activities deal with ERASMUS+ Voluntary Service (EVS),

What are the main recommendations given in the literature to improve conditions for civil society participation and improving volunteer work? What is your own assessment?

According to FOLIA-PVE (2010) the main challenges for volunteering are:

- To increase the capacity of social transformation of volunteers
- To widen the sector's sustainability margins
- To improve awareness and knowledge
- To improve the management of the volunteering cycle

An important factor is the role of technology, because it allows people to become volunteers without having to be physically present or even anonymously. Besides, many actions such as training can be done online, as well as networking and pooling resources, as per the recommendations of the Spanish state government in their document “Estrategia Estatal para el Voluntariado 2010-2014”. They also recommend to find new, alternative ways to increase the volunteering action. It seems that Romigsc is working in the right direction and any ideas in this sense would be well received.

Other areas of challenge are: teamworking and collaboration between organizations, ensuring the active participation of the target collective in the actions and looking for innovation and quality.

Please add any other information or finding of literature as well as your own observations, you think is relevant for our project analysis

The implication of the University, other organizations and prominent people will be not only convenient but of utmost necessity. Developing a network is almost as important as developing the materials in the platforms, for they will be the ones able to spread the word and put them in use.

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d) Volunteerism specific

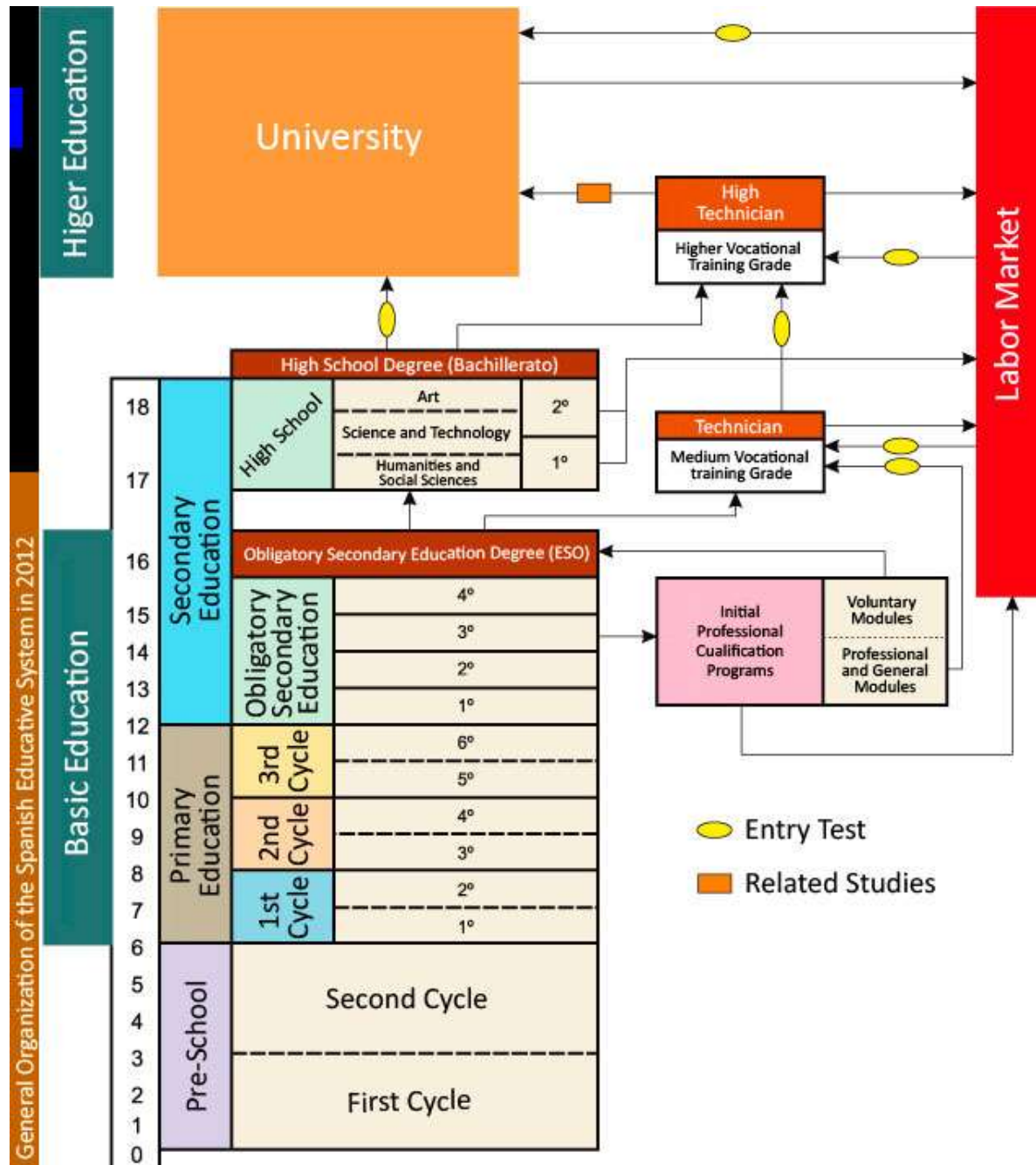
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Annex I: Current educational system in Spain



Retrieved from Ministerio de Educación, Cultura y Deporte:
<http://www.mecd.gob.es/servicios-al-ciudadano-mecd/estadisticas/educacion/no-universitaria.html>



Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

<https://romigsc.eu>



Co-funded by the
Erasmus+ Programme
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Erasmus+, KA3: Initiatives for policy innovation –

Social inclusion through education, training and youth

Project number: 580228-EPP-1-2016-1-SI-EPPKA3-IPI-SOC-IN

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Focus Group Report

Organisation: Universidad de Alicante

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Place: Meeting Room in the Senior College Building of the University of Alicante:

Time: April 7, 2017, 10:00 a.m.

Focus Group Participants: *Name, organisational affiliation, field of activity, experience (please describe the relevance and dissemination potential of the AB member)*

C.P., Department Technician for School Absenteeism Prevention at the Town Hall of Alicante.
Link to local government and participant in best practice.

I.G., Department Technician for School Absenteeism Prevention at the Town Hall of Alicante.
Link to local government and participant in best practice.

T.M., Nazaret Center (Social action organization for minors and families, a public service that is privately managed). Link to associate educational facility for Romigsc.

C.M., Technician from Sindic de Greugues (Public Advocate of the Valencian Community).
Link to Regional government and expert in migrant minors integration.

V.T., Social Intervention Technician at the Gypsy Secretariat Foundation (intercultural nonprofit that offers services to develop the gypsy community in three province: Castellón, Valencia and Alicante)

Y.B, Director of the Youth Center at the Diagrama Foundation (nonprofit that has worked since 1991 to meet the needs of vulnerable individuals or those with social difficulties, from legal defense to promotion of human rights)

What is the general situation of the Roma and Migrant Children?

Participant #2 summarizes the situation in Alicante capital. The group discusses school absenteeism in children ages 6 to 16, especially with their families, which can result in distorted information for the project.

The biggest difficulties lie within the Roma community. For the Roma population, access to education is complicated. They do not consider themselves competent enough to study, although mothers are beginning to recognize that children should receive an education (which is a change from the past). In the Roma population, it is nearly impossible to keep children in school. It's important to note the difference between sexes: girls have it more complicated.



According to a recent study, 2 out of 3 Roma children abandon their studies. Many High Schools are creating educational reinforcement programs for the Roma population, but these measures have not yet taken hold. If we're not ensuring that these programs work, they are just wasted resources. We should increase the number of workforce training programs to encourage lifelong learning. In general, primary education institutes are doing a good job of strengthening the relationship between family and school. But for the Romani population, nothing is working. The problem is that the Roma population has extensive geographic mobility throughout Germany, United Kingdom, Italy, Spain, and Romania. The mobility is constant because many of them travel in search of social benefits, using begging and the money earned from criminal acts committed by minors.

The immigrant population is grouped in “ghettos” depending on the area that they come, making them a hermetic population. Perhaps the core problem is the uprooting and the lack of familiar support.

In Alicante, there are more institutions focused on the Roma ethnicity, so the rest of immigrants receive less institutional support. Hence, it is important to promote school-family communication.

We should also highlight that employment problems for parents revert to the schooling of children. The difference between sexes is important. Parents are afraid that their daughters will escape if they're in school. Within the schools themselves, ghettos are created. They don't have any Roma professors, so they don't have any role models. In addition, many professors are ignorant of the real Roma culture. It's not only a matter of gypsies adapting-- to achieve understanding, the changes should be bidirectional.

Participant #3 confirms that in classrooms, there are ghettos between Roma and non-Roma children. At Nazaret, the institution that she manages, she would like for schooling to be more normal without distinguishing between races so that all children can become more competent. They reinvent themselves continually, but there is still a lot of work to be done in a different way. During the mandatory secondary education, they double down on their efforts to prevent school dropout. Mothers are once again the focus as levers of change—accomplices.

At Nazaret, they hire Roma personnel to better integrate children. But sometimes, children still do not understand the information taught by their professors. Participant #6 reinforces this fact. They need to identify with others who help them orient themselves so that they can be prepared to take their first solo steps.

Participant #6 shares that the diversity in her center is very positive. Non-immigrant adults have more barriers than immigrants of other nationalities. There should always be variety and diversity. There is also concern for minors that come unaccompanied, many of them through organized mafias. Their numbers are growing every week. The interesting part is that they attempt to attain legal residency to later leave Spain and go to other countries like Italy and



Germany, where many of them have family. Their dream isn't to be in Spain; it's to be with their families.

Which policies are implemented on the national and regional level?

Spanish legislation provides legal reinforcement to school absenteeism: it is mandatory for children to attend school from ages 6 to 16. If children do not attend, their parents are accused of child neglect, and they are subject to concrete sentences. Efforts to ensure childhood education must be increased, with actions focused on Roma mothers as the levers of change. In the city of Alicante, the Sindic de Greugues has raised two complaints regarding different topics that have not been solved by the Public Administration: a) in the Cemetery of Alicante area, there is a lack of coordination among the local, national and regional administrations. The integral intervention plan by the Roma Secretariat Foundation is paralyzed; and b) additionally, in the case of refugees, there is currently a block on behalf of the Central Administration (Spanish State).

According to Participant #2, changes must be made in policies:

- To increase enrolment in early childhood education
- To increase enrolment and reducing absenteeism in primary education
- To increase enrolment and reduce absenteeism in secondary education
- To increase the number of immigrant and Roma students that receives obligatory secondary education and access to professional training
- To develop programs for educational reinforcement, orientation, and support
- To avoid the concentration of immigrant and/or Roma students in certain centers or classrooms
- To increase programs for work orientation within secondary education institutes
- To promote life-long education by using flexible, adapted methodologies and by reinforcing the community dimension

What are main STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS of these policies?

For migrant children

STRENGTHS:

- Specific programs and support centers are used successfully at administrative level
- Diversity is considered in learning programs
- Professionals know how to develop and implement the different programmes
- Progression in time has been noticed
- Some migrants are well-integrated in several specific programmes
- Policies have clear objectives without distractions
- Follow-up and documentation of programs is available
- Some organizations such as Red Cross, Nazaret can attend to migrants when they turn 18 years-old.



- Spanish law: helps and supports family reunification
- There is a strong legal framework

WEAKNESSES:

- Ghettos by nationality in cities
- Misunderstandings in legal system lead to unlawful behaviors
- Administration lacks data to make meaningful changes
- Seasonality of migrants arriving to Spain (mostly during warm weather)
- For many migrants, Spain is a country of passage → they just want to obtain European citizenship, do not bother to integrate
- Some migrants have different identities in official registers
- When children are about to turn 18, if they don't obtain their papers, they're stuck in a limbo
- There is a lack of language support
- Complaints come from the public administration
- Lack of bureaucratic information regarding migrant children living in Spain

OPPORTUNITIES:

- Migrants are on the for specific supports
- Increased rates of schooling
- School-family communication is promoted
- Work-family balance is promoted
- Volunteering – accompanying minors (go out into the streets)
- Society is getting used to see migrants working regular jobs
- Derive another center with Spaniards → Integration

THREATS:

- No social network for family support
- No jobs available
- Causal ambiguity of problems (solutions are difficult)
- Lack of public financing
- Critical dependence on private institutions
- Lack of support and coordination between the other public administrations at local, provincial, regional and national levels
- The Ministry of Education lacks trained personnel
- The public administration has little agility in administrative procedures
- Limited space in government issued flats
- Little institutional support for 18 year olds and older
- Repatriation is costly
- Lack of professional training
- Laws lacking development
- Disruption of legal systems

For Roma children

There are legal and social differences between the Roma ethnicity of eastern countries (health cards, access to schools, etc.) and the Spanish Roma ethnicity.



STRENGTHS:

- Reinforcement from the Ministry of Education (mandatory)
- Parent associations are present in primary education (AMPAs)
- Advertising campaigns to raise social awareness paid by administration
- The *Promociona* program (see best practices)
- Social mediators as considered as personal references
- Job training workshops like “*Al Carrer*” (see best practices)
- Roma personnel working in inclusion projects
- Professionals and volunteers are a voice for socially excluded people
- Specific plans for inclusion of Roma people
- Mediation program are driven by private initiative (Caixa and other entities) with the support of all public administrations (local, provincial, regional and state)
- Municipal financing: acknowledgement of the problem is mainly at local levels

WEAKNESSES:

- Differences between groups without legal references and policies
- Not results of policy in keeping children in school
- Differences between genders: women come second to men
- Programmes disconnect with the Spanish population
- Police not focus in a significant difference in the way males and females are treated
- Lack of socially successful Roma role models
- Many professors are ignorant of the other cultures represented in their classrooms
- The centres lack resources to support the children and must work with volunteers
- Women don't continue their education
- Training isn't adapted to the point of view of immigrants (customs, etc...)
- Existing legislation is not helpful
- Police simply follow orders; they don't act by their own will
- Little to no information is available to the families
- Lack of institutional involvement
- Some plans are never implemented
- Lack of responsibility in general (hot potatoes)
- Generalization of different results that do not work in specific cases
- Roma ethnicity of eastern countries: Difficult to keep in school and implement legal measures, Undeclared work, Difficulties getting papers.

OPPORTUNITIES:

- The trend is an increase in primary and secondary schooling
- Work orientation before going out of school is provided
- Support for the family-school relationship is expected
- More people are aware of the need for change
- They want to go back to school as adults
- Training professors in empathy for the Roma culture
- Outside schooling for the most prepared adults
- Support from mothers who are more aware of the importance of education
- Flexibility of the educational system



- Evaluation of several aspects in the life of the families can provide vital information:
 - occupational
 - educational
 - health
 - vital
 - infrastructural
- Involvement of all stakeholders (including neighbours) is increasing
- Associations for inclusive education are becoming stronger and gaining support
- Catalonia offers examples of good practices integrating Roma and immigrant children in schools

THREATS:

- Education system sometimes does not work properly and is changed continuously
- Roma law interferes with Spain law
- No access to the job market
- High school means freedom of movement (no control by families)
- Ghettos (reinforced in the classroom)
- Generalization of ideas and solutions in different realities (fragmented)
- No inclusive policy development by the Generalitat Valenciana (regional government)
- Lack of normalized policies
- Lack of systemic comprehension of Spanish legal system→ get lost in areas that don't coordinate with each other.
- End of European funds for their support
- Temporality of actions

Roma ethnicity of eastern countries:

- Filiation issues
- Geographic mobility (Spain, Italy, Romania, Great Britain, Germany)
- Minors are working (illegally)
- Lacking awareness of the necessity of education

Situation of Roma children:

Who are they? What is their situation? What do they want? (ambition to progress, social conditions, patterns of school careers, etc.)

It's important to highlight that within the very word "Roma", there are many different perceptions, and it is very difficult to generalize them, even to define common values. Participant #4 emphasizes that the same thing exists in the non-Roma population. We must accept diversity in the current social structure. This is the real context we live in, and it should be respected.

Participant #5 highlights the need to establish a difference between the Roma ethnicity of eastern countries (their necessities are more basic: health cards, access to schools, etc.) and the Spanish Roma ethnicity. She emphasizes what was previously stated: the Roma ethnicity of



Eastern countries has a lot of mobility and doesn't believe education is necessary; they need awareness of more basic things like education and healthcare.

What are the typical risk factors?

- Little importance given to education; education is devalued
- Generalized idea that academic training is not for gypsies; they don't identify with it
- Importance given to customs and what they call their "Roma law"
- Considerable difference in treatment between the sexes due to a patriarchal system: boys have more freedom, while girls must assume the weight of tradition upon adolescence, beginning "the search for a good husband" and starting a family
- Marriage and parenthood begins very prematurely
- Minors have the freedom to choose for themselves from a young age, going so far as deciding to drop out school at the age of 7

Situation of Migrant (incl. Refugee) children:

Who are they? What is their situation & what do they want (ambition to progress, social conditions, patterns of school careers, etc.)

Below is a summary table with statistical data regarding the composition of the department in recent years:

School year Percentage of foreign minors

Most common nationality

	2013/2014	2014/2015	2015/2016
Ecuadorian, Moroccan, Romanian	6,30%	8,90%	8,90%

The typical minor who arrives in Spain today is between 16 and 18 years old and has a good level culturally. Back in 2002, their arrival was more progressive and their family couldn't be contacted. Today, they can, but the only thing they yearn for is their legalization to go to another destination. They are not overly conflictive because they have certain familiar roots (although they are unaccompanied). It is faster to learn Spanish if they are mixed with other nationalities. There is a tendency to group and relate themselves with people of the same nationality, transforming into socially hermetic groups with few connections to the overall social environment.

Many second-generation immigrant youths who were born or raised and educated in Spain experience a cultural identity crisis. Their roots and the weight of their family clash with the education they're receiving and their social environment, which normally allows for more freedom. There must be a readjustment between the desires of the family and those of the young people.

What are the main/typical risk factors (that contribute to drop-out, under-performance, and social exclusion).

The nature of the problems greatly depends on their country of origin. In addition, there is an extensive geographic mobility throughout Spain and beyond its borders. Besides, Spanish professionals are ignorant of their cultures, and there is little interest from them in understanding the local culture

Also, the tendency to dropout or fail in school leads to precarious work offers and landings. This turns into lack of family support to help care for children, especially the large number of single mothers, with unstable jobs, and difficulty to accessing resources. This brings about difficulties in work-life balance.

What, in your perspective, is the top priority to improve the situation, regarding strategies that can be pursued by regional and national actors like policy makers and civil society?

To promote social inclusion, and most importantly, to help the children learn to respect women and to make them aware of the importance of their own education. Education is the key to rising out of poverty, and paves the way for integration through their empowerment and that of their mothers.

What should the project prioritize in its interventions?

- To increase attendance to schools for adults with children promoting literacy, Spanish language learning, and permanent education
- To raise social and family awareness concerning integration
- To support the participation of families in school
- To promote of work-life balance, both personal and familiar
- To promote programs for intercultural mediation between family and school

Please describe patterns of volunteerism in the field. What are the main organisations? How is volunteerism supported? Do Universities acknowledge volunteer work in any way?



Before anything, we must clearly define the concept of “volunteer,” along with the administrative procedures that must be realized ahead of time. We must inform Work Inspection with a registered agreement. Only expenses associated with their activity can be paid.

The problem of working with volunteers is temporality. We must set dates strategically so that the volunteers can do their best work. For example, dates associated with the academic year will result in more effective participation.

The participation of volunteers should be for concrete and specific actions.

What other topics came up during the discussion? Please describe statements

The biggest difficulty is those who are about to turn 18 and are not legal. The system works and attends to minors, but the problem is when they become legal adults and they stay in Alicante with little to no educational background. There is a lot of controversy regarding the ideal solution in these cases (should they stay in Spain?). Some of them do not have problems returning to their countries given that they felt forced to leave in some cases. Participant #4 says that the territorial reference to adequately solve these problems is in Cataluña. The Valencian Community is not adequately developing inclusive policies, and they should encourage groups to organize to defend their rights. It's important that the various associations for immigrants have the capabilities to organize themselves to defend their rights. Participant #4 confirms that in two reports by the Sindic de Greugues, many young immigrants haven't been able to obtain legal status due to their lack of knowledge of legal deadlines.

According to participant #6, in 2012, many minors entered by boat. In 2016, the number of arrivals increased, but we currently have a different legal framework: the police only act if they're ordered to; they aren't proactive in finding solutions. At the end, the reception centers are left to solve the problems of the minors arriving by boat. Compliance with the law should be demanded. The private center should be the last resort, but that's not the case; they are the ones solving the problems through diverse, but scarce, programs. The Public Administration shouldn't think that once minors are in a center, they are no longer their responsibility. In some cases, judges are helping to better regulate the system.

Please name any organisation or person which could contribute to the project through knowledge, dissemination, etc.?

In the Virgen de Remedio area, there is a mediation program that is maintained solely by the support of a bank subsidy (LA CAIXA), when the public entities (above all, Town Hall) should have assumed responsibility.

Red cross, Alicante's Town hall, Diagrama Foundation, Sindic de Greuges, Roma Secretariat...

Reporter: Please describe the general atmosphere: how did focus group participants react? Do they think the topic is relevant? Will they support us? What can they contribute?

The discussion was fluid and the participants were highly interested. As a matter of fact, two of them gave us their own feedback after the session. This information has been included in this report. They are willing to keep involved in the project.

The participants indicated that the European project ROMIGSC can be a voice for the current situation and for the few development programs. It's important that the European project put their focus on volunteers to contribute translations, socialization of the minor, etc., thus adding value beyond the integral component.

Any other information

Attendees have an opinion but do not want to manifest it. They are critical with Spanish policy and part of the legal system; hence they focused on specific projects of institutions that cover public administration deficiencies.

Pictures available at <https://photos.app.goo.gl/FETFEkxtGFCDxWS2>



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Annex

3. Good Practices



Slovenia

COLLECTION OF GOOD PRACTICES – SLOVENIA

Organisations: IRŠIK, Murska Sobota and ISSBS Celje

Good Slovenian practice in integration of Migrants

1. Approach of integration of Children applicants for international protection and children with international protection in education:

Before the school year begins, it is recommended that migrants attend 20 hours of introductory hours (*Slo. uvajalnice*), mainly focused on learning Slovenian language and getting familiar with the new school environment. During two school years (2 year transition period), migrants are included in the individual programme with additional hours of Slovenian language (up to 120 hours) – *nadaljevalnice* (MIZŠ, 2016).

2. Projects for ensuring better integration of migrant children in education

Two-year project (2013-2015, ISA institute 2015) "**Inter-culturalism as a new form of coexistence**", included in the network more than 60 schools and trained 13 multipliers that carried out direct educational activities with the migrant children. Professional training for professionals - the multipliers took place in four modules of 64 hours in total.

- 1.module: "Preparing school environment for the reception and integration of migrant children"
- 2.module: "Native language and paths for learning Slovenian"
- 3.module: "Intercultural dialogue and acceptance of diversity for successful integration into life"
- 4.module: "We learn from each other - together we succeed"

Within the project, the schools developed a set of best practices. Here are some of them: 1) The use of interactive teaching materials in a multicultural classroom, 2) help among peers, tutoring and volunteering, 3) Involvement of migrant children in extracurricular activities and conducting workshops Intercultural Dialogue 4) Workshops for Parents and Children - "strengthening the families".

In 2016/17, 2 new projects are being implemented:

- Project *Izzivi medkulturnega sobivanja –Za medkulturno sobivanje / Challenges of Intercultural Coexistence* 2016-2021.
- The project foresees: additional hours of Slovenian language for migrant children of 4 years and more; 3-year transition period in primary school; as regards secondary school they foresee

120 hours of Slovenian language outside classes (2 months). The programme will be tested in 2017/18 and then submitted to ministry as recommended model.

- Project ESS and MIZŠ *Le z drugimi smo* / **Only (with) others are we** (2016- 2021). Aim of the project is to train 10.000 pedagogic workers; to raise the awareness among pedagogic workers on importance of intercultural competencies for work in multicultural classes.

3. Good school practices

Successful integration into school environment is possible only through holistic approach which puts emphasis on inter-culturalism as new form of coexistence, and can be seen as possibilities of learning in mother language, cooperation of school with local community and in projects related to inclusion of migrants/ multiculturalism (eg. learning hours with parents & children, Only with other se are, Developing multiculturalism as new form of coexistence & Challenges of Intercultural Coexistence, Children and youth do not know borders ...). Very important is that school finds also its own solutions for ensuring better inclusion of migrants (eg. additional intensive hours of Slovenian language, workshops for migrant parents and children, encouraging volunteering in school ...).

Good school practices regarding introductory hours – Welcome class and Additional hours of Slovenian language during school year

Introductory hours - *uvajalnice* (recommended 20 hours): The main aim of introductory hours is that the child feels accepted into new school environment. One week introductory hours are at the same time opportunity for teachers to receive basic information about the child. The migrant child is through introductory hours introduced with class-teacher, schedule, school, culture and language of new environment. During introductory hours child learns basic words for communicating in Slovene, but the way to learn Slovenian is still very long - the child learns Slovenian during additional hours of Slovenian language (*nadaljevalnice*), during classes, and other activities ...

As already stated through desk research and focus groups, the number of hours for learning Slovenian), that are financed from the Ministry do not suffice. In this respect, schools need to find their own solutions.

Below we show 2 examples:

One example is Maribor primary school - OŠ Martina Konšaka which did not have enough hours for Slovenian language, financed by the Ministry and in 2016/17 they found their own solution: they organized 7 hours of Slovenian language for migrant/week, what in turn showed as very good practice.



Second example is the Livada primary school, which organized the extended pripravljalnico/preparatory hours for migrant children - which is the hours of Slovene as a second language to children from non-Slovene linguistic backgrounds. Extended introductory hours were organized by teacher (Ksenja Žižek) in the middle of the school year, when the need for such work showed. Remaining collective of teachers (teachers of Slovenian) has taken over a big part of her tasks, so that she was able to prepare a programme of language preparatory hours, which is now an established practice in Livada. Every day from 7.30 to 9.30 teachers run three courses of Slovene for migrant children.

Role of parents in inclusion of children in education environment

Example: Kindergarten Tolmin

In Tolmin kindergarten were implemented (Ciciban) hours of Slovenian language. (Ciciban) hours were organised for migrant families that do not speak Slovenian. The kindergarten decided to run (Ciciban) hours because they are aware that the integration into new environment is more successful if also parents are integrated – for this reason the programme has been developed, targeting children and their parents. Children enriched their vocabulary through the play, listening the fairy tales, drawing and singing. Their parents gained vocabulary and developed reading and listening comprehension in order to be able to participate in everyday communication as soon as possible.

Good Slovenian practice in integration of Roma children

Roma assistants

The Strategy for enhanced inclusion of Roma students in educational processes, adopted in 2004, provides work position of Roma assistant as an important measure for raising the school achievement and attendance of Roma children. The role of the Roma assistant is to help children overcome emotional and linguistic impediments prior to inclusion in kindergarten or school, and to act as a liaison between the kindergarten or school and the Roma community (Government of Republic of Slovenia, 2010, page 16).

In 2016/17 there are 26 Roma assistants employed. They work in 31 elementary schools and 9 kindergartens.

Roma assistants represent a bridge between the Roma community and the educational institution. They offer help to children in pre-school institutions and in primary schools in understanding the Slovenian language, in achieving standards of knowledge, in fighting against prejudice. They also co-operate with the parents of Roma children. Roma teaching assistants themselves receive education and training in the Romani language, history and culture.

However it is crucial that the work position of 'Roma assistant' becomes systematized (not only employment through the projects).

Meetings of primary school pupils

Slovenian Roma Association, in cooperation with the Roma association Romani Union, traditionally organizes meetings of Roma school children in Prekmurje. Goal of the project is to spread knowledge and understanding of diversity of the Roma culture and language. These meetings have recently been expanded so the project is now carried out in Prekmurje, south eastern Slovenia and in Styria.

Projects & initiatives:

Together for the knowledge/ *Skupaj za znanje* (2016- 2021), CŠOD

Main activities:

- upgrading roma educational centres
- roma assistants (26)
- out of school activities (main of these activities is to offer children possibilities that cannot be offered by school and parents, eg. camps)

Step by step (Pedagogic institute)

Main aim of this initiative is ensuring inclusion of roma children in high quality pre-school programmes. According to the evaluation, that was made in 2013, has been confirmed that 2 main factor have impact on success of roma children in schools:

- inclusion in kindergartens (including regular attendance)
- cooperation of parents with school

School initiatives

Example of elementary school Osnovna šola Franceta Prešerna Črenšovci

- full integration of roma children with others

Some activities:

- on 1st school day (1st class) each child receives school tutor (tutors are children of 9th class), each Roma child receives tutor
- Roma children in the 'role of teachers': they represent roma culture & roma dance to other children in school
- Roma school assistant as bridge between school, family and community; Roma assistant is active also in Roma settlements ...
- different school projects that support better inclusion of Roma and other children in school (eg. of the project: *Enhancing the school* in frame of which is implemented school help in Roma settlements)
- celebrating 8-april: day of Roma
- 2 day international symposium

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Former Yugoslav Republic of Macedonia

COLLECTION OF GOOD PRACTICES – MACEDONIA

Organisation: SOUTH EAST EUROPEAN UNIVERSITY (SEEU)

Good Macedonian practice in integration of Migrants

1. LEGIS NGO work on migrants:

LEGIS is a non-governmental organization established in 2009 and since then has been actively working on areas of promoting the basic human values, raising awareness of society on basic human rights and rights of refugees or immigrants. LEGIS regularly organizes workshops to the immigrants and refugees as to provide support for their adaptation into new living conditions. Their areas of intervention is rather wide which includes:

- Humanitarian Protection
- Irregular Immigration
- Food Aid
- Non-Food Items Distribution
- Water, Sanitation and Hygiene
- Legal Assistance
- Psycho-social support
- Medical Assistance
- Awareness Raising
- Medical Assistance
- Ombudsman+Mechanism
- Advocacy
- Capacity Building

Through their volunteer network system they are constantly monitoring the situation regarding irregular migration in Macedonia; and starting from 2016 they run two major activities in the areas of Balkan Migrant route providing necessary necessities such food, water, clothes, blankets, medical aid along with monitoring Human Rights abuses to the refugees and migrants. Also, LEGIS' Team of Lawyer Volunteers is actively providing legal advice and support to their target group mainly to: refugees, asylum seekers, irregular and detained migrants. Additionally through network of many NGOs they are present in social media and through

facebook page “Help the Refugees in Macedonia”, organized public debates with aim to raise awareness of the refugees in Macedonian public.

2. Project “Strengthening Local Actors in Refugee Integration in Macedonia”

The project has been implemented by the Macedonian Young Lawyers Association (MYLA) with the aim to strengthen capacities of local actors, in this case municipalities, with integration of refugees. Two of existing transition refugee hubs in Macedonia are in fact located within the territory of those municipalities. The project achieved results are stated as below:

- The project implementation started on January 1st 2017 in 3 pilot municipalities – Municipality of Kumanovo, Municipality of Butel and Municipality of Gevgelija.

The project’s achieved results are:

- Three individual assessments were prepared for each of the pilot municipalities for the implementation of the upcoming Strategy for Integration of Refugees and Foreigners. The assessments were discussed and prepared in cooperation with the municipalities during round tables organized with the municipalities and other partners. The results of the assessments were disseminated during two day seminar organized with Ministry of labor and social policy and representatives of municipalities.
- Six orientation session were organized for 3 local CSOs (DROM Kumanovo, RCOR Gevgelija, SOS child’s village) as an introduction course on the refugee convention. Approximately 16 people were trained during the orientation sessions.
- Six orientation sessions were organized for the same 3 local CSOs on the national legislation on asylum. Approximately 16 people were trained during the orientation sessions.
- 3 seminars – round tables were organized, one on the each of the pilot municipalities with representatives of local administration, CSOs representatives and MYLA lawyers where the challenges of the integration process were discussed.
- 3 working groups are created in each of the municipalities, 12 people are hired to prepare action plans for implementation of the integration strategy. The groups are currently working on the actions plans, and as planned in the project the plans shall be done by the end of august.
- MYLA has signed memorandums of cooperation with the three pilot municipalities for the implementation of the project activities and for cooperation in future activities.
- MYLA organized a seminar for representatives of MLSP, local administrations, CSOs and MYLA where the individual assessments were disseminated, the goals of the new Strategy integration were presented and the challenges and the roles of the municipalities were discussed. 32 people attended the seminar. Conclusions and recommendations were drafted and future activities were planned.



- National expert was chosen to prepare a comprehensive assessment for the municipalities. The assessment will be prepared in English and will be disseminated in validation workshop that will be organized as a closing event in September.

MYLA maintained regular meetings with all the partners of the project (MLSP, local and administration, local CSOs) in order to organize all the activity mentioned above. In total 518 refugees have received support and approximately 84,000 citizens were introduced with the project achievements in the period between January 1st and the end of April.

3. Social Protection of Refugees in Macedonia

The project has been implemented by the Open Gate/La Strada an organization who had two mobile teams at the Transit Centers in Gevgelija and Tabanovce providing services (psychological and emotional support) to the vulnerable groups of refugees travelling through the Balkan Route between August-October 2015. The project has achieved to develop a manual on standard operating procedure (SOP) in providing social protection to different vulnerable groups such as, an unaccompanied minor, refugee women-victim of gender based violence, and refugee men in need of comprehensive assistance. The project is unique in terms of its approach namely, outcomes of the study illustrated through personal stories from the Balkan Route. The target group of the project outcomes are mainly governmental institutions which results with policy recommendation on establishing further legal mechanism in providing social protection to refugees or vulnerable groups in general.

Good Macedonian practice in integration of Roma children

1. Roma Education Fund⁶

The motto of the Fund is “closing the gap in educational outcomes between a Roma and non-Roma”. Macedonia is a target country among other European countries such as, Hungary, Slovakia and Romania. This Fund has five different programs aiming to achieve its ultimate goal to increase educational attainment of Roma population. The programs under this Fund are:

- Project Support Program: finances projects and programs at all educational levels i.e. preschool, primary, general and vocational secondary and tertiary, and adult education, and for policy development

⁶ <http://www.romaeducationfund.org/programmes/project-support-program>

- A Good Start: Access to Early Childhood Education and Care Key to Equal Start of Roma Children. Backed by the EU and REF, a pilot project called A Good Start is helping more kids go to nursery school and kindergarten. It provides daylong preschool for 57 children in Shuto Orizari (Roma Transitions, 2013).

The Roma Education Fund through extensive experience and knowledge has developed its own models of interventions and approaches to Roma Education that produce results on the ground. All models are promoting desegregation and integration of Roma in education. The models are describes as following:

- Model 1. Expanding Access to Preschool Education: Early Childhood Education
- Model 2. Avoiding Early School Leaving in Primary Education
- Model 3. Expanding Access to Secondary Education
- Model 4. Expanding Access to Higher Education: Romaversitas
- Model 5. Second Chance Programs for Adult Functional Literacy and Formal School Completion

2. USAID Roma Education Project

The USAID ten-year project started in 2004 implemented by the Foundation of Open Society Macedonia. After ten-year of implementation 3,000 Roma students benefited at all levels of education-from pre-school to university. The project rates of student enrolment, retention, and graduation.

Project initiative and main activities:

- They worked with over 1,000 Roma parents, many of whom are now actively participating in school activities and serve on parents' councils and school boards.
- Over 450 teachers from seven primary schools in Skopje, Kumanovo, and Prilep received training in interactive teaching methods, social justice, and school improvement plans.
- Daily after-school education assistance to pre-school and primary school students; scholarships; mentoring/tutoring; and additional academic support to high school students all contributed to a more than 20% rise in primary and high school completion rates. Of those who graduated high school, 97 went on to receive university degrees.
- The Ministry of Education and Science now provides ongoing scholarship and mentorship support for Roma high school students countrywide.

The national government and 18 municipal authorities have been implementing a project aimed at increasing preschool numbers among Romani children. As of October, the project was helping 400 children attend preschool, according to officials from the Ministry of Labor and Social Policy (Roma Transitions, 2013).

3. Roma Resource Center

The Roma Resource Center (RSC) is very active NGO providing special educational services to Roma population. Its mission is through mobilizing local authorities and all related societal structure to achieve faster and smoother integration of Roma community.

Support & Services

Local Assistants: Through sponsorship of the Roma Education Fund the RSC is running program for local assistants for providing tutorship support for first, second and third gradeers primary school students.

Trainings: Organizing trainings for personal development in various subjects under modules on improving communication skills, improving presentation skills, writing CVs, how to work in teams, developing of leadership skills, strategic planning, and obtaining skills for project development and management.

Consultations: Providing continues professional support to young or students of all ages to foster integration through into local communities.



Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

<https://romigsc.eu>



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Roma Resource Center

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