



National Seminar

Report, Slovenia, 2018

1 Preparation phase of the seminar

1.1 Development of the program, April–May 2018

- Program was prepared in April, May, in accordance with the guidelines for WP7 and with experiences of piloting delivery in Slovenia in 2017.
- Programme and invitation is available through https://elearning.romigsc.eu/wp-content/uploads/2018/06/Nac-pos_8_6-MS-Rakičan-V2.pdf

The content of the National seminar was composed of the following ‘main’ themes:

1. National regulation and support
2. Education of Roma, migrant children and the role of volunteering – national & international experiences and good practices
3. Thematic discussions.

1.2 Speakers

- Representatives with the expertise and experience in the field. One expert from partner institution (UA, Spain) took part in the seminar.

1.3 Invited participants

- Representatives of national and regional organizations working in the field of education, inclusion migrant and Roma in schools
- The head teachers and teachers in kindergartens, primary and secondary schools
- Representatives of volunteer organizations
- The invitations for the events were disseminated through emails, Facebook, personal communication with schools, other institutions that work with inclusion of Roma/migrants in education
- Participants registered for the events through our electronic system Ika.

1.4 E-classroom. open access

- Material about activities are available in e-classroom with open access: <https://elearning.romigsc.eu/topic/nacionalni-seminar-8-junija-2018-v-murski-soboti/>
- The materials will be available also in the future to be used in further project’s activities.



2 Delivery of the national seminar

Date and location: 8. 6. 2018, Rakičan near Murska Sobota

No of participants: 80

Programme, content:

10.00–11.30

- Presentation of the RoMigSc project, dr. Nada Trunk Širca ISSBS
- Inclusion of migrant children in schools and kindergartens: national policies, successes and problems, mag Gregor Mohorčič, Ministry for education
- View of Roma school assistant on intercultural and inclusive education, Damijana Pestnerm CŠOD
- Discussion

12.00–13.30

- Principles of intercultural pedagogy and good practices in the project – presentation by partner institution from: dr. Susana de Juana-Espinosa (UA, Spain)
- Volunteers in schools and kindergartens, Mija Roudi (retired teacher & volunteer)
- Project RoMigSc – experiences from delivering volunteering activities in schools, dr. Andrej Koren, IRŠIK & dr. Valerij Dermol, ISSBS
- Discussion

Main emphasises/messages during the delivery:

Ministry supports several projects for integration and inclusion of Roma and migrants in schools, eg. Inclusion of Roma and migrants children in education 2008–2011; Interculturalism as a new form of coexistence 2013–2015; Development of study materials for Slovenian language as second language; Enhancement of social and citizenship competencies of school workers 2016–2021. Multiculturalism and inclusion is supported by the state; but in many cases solutions are not permanent (mostly in a form of projects), there is a need for more systematic solutions, which will last also after conclusion of the projects.

In relation to Roma children, has been stressed that it is important that school works towards developing full integration; in this respect it is important that school is focused on methods for better learning and work with Roma. These methods refer to specific work with Roma children (focus on their interests; encouragement, consideration of elements of inclusion); encouraging spontaneous education from each other; respect, acceptance of differences; visits at home, Roma settlements – successful methods for gaining trust between parents and school workers.

Some examples from Primary School France Prešeren, Črenšovci: Teachers and social worker make visits to Roma settlement, educate, work, and with Roma parents; School's Roma assistant helps in Roma settlement too; The whole school dance on Roma music once a year; Reading hours for parents and their children.

But still more support and work is needed for achieving better cooperativeness between Roma community, parents and schools.

Volunteering has been proved as an important aspect for integration of children – volunteers encourage inclusion of de-privileged groups through several ‘enrichment’ activities (eg. workshops with parents, different events, individual help to children); for year 2017/18 most activities were implemented in a form of individual help. It is important that schools are proactive in including volunteer workers; schools need to show volunteers, that they appreciate their work, time & energy that they donate. Volunteering work has also important role in activation of young people – volunteers. Volunteers gained new experiences and skills; self-initiative, creativity; learned about other cultures, volunteering offered an opportunity for personal growth.

3 Evaluation of the seminar and policy recommendation

3.1 Letter of thanks and evaluation questionnaire

A week after the training we sent to the speakers and all the participants the *Letter of thanks*, for their contribution and participation. We asked them for feedback through evaluation questionnaires and we promised them to keep them informed about other activities in the future.

3.2 Evaluation analysis

Evaluation of the national seminar is presented below:

Figures 1, 2, 3, 4 and 5 are giving summary of training evaluation:

- In Figure 1, shows that the evaluation sheet filled out 28 respondents. Majority of them were public administrators and civil society activist’s volunteers.
- Figure 2 shows that all respondents have been involved in at least in one area of: migrant children *or* Roma children *or* volunteering. Majority of respondents had been involved in work with Roma children (79%), which is expected as the seminar was organised together with the training for teachers that work with Roma children; in addition, most participants that attended the seminar work with Roma or come from Roma community. In the volunteering work were involved 42 % of participants, in the work with migrant children 36% of participants. However, only 64% of respondents had previous experience with specific methods to integrate Roma and migrant children into learning environment.
- As Figure 3 shows, the respondents were in general very satisfied with the training - on the scale from 1 to 4, satisfaction was 3,5. Respondents were very satisfied with opportunities to exchange the experiences with peers, colleagues and international experts (average satisfaction was 3,7). The level of satisfaction was the lowest (but still quite high) in the case of satisfaction with presentations delivered by international experts (score 3,3).



- From Figure 4 it is evident that most respondents were satisfied with opportunities to express suggestions and opinions (92%), only 8 % of respondents claimed that they had only partly opportunity to express suggestions and opinions. On the question if participants obtained new knowledge in the event 58% respondents claimed that they obtained new knowledge; 42% that they obtained new knowledge only partly.
- From Figure 5, we can conclude that improvements of further training should include specific case studies and more discussions.

Figure 1: Structure of participants (count):

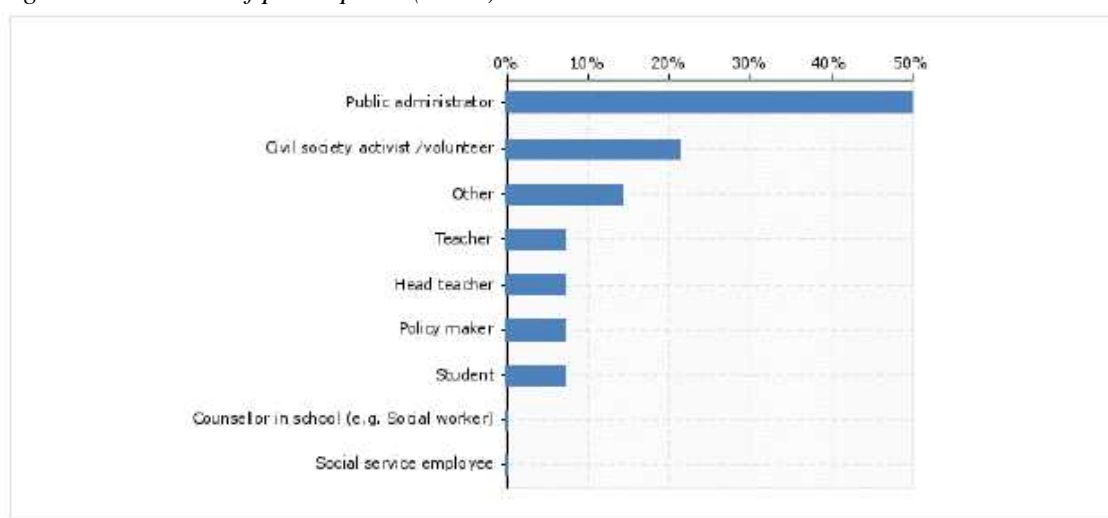
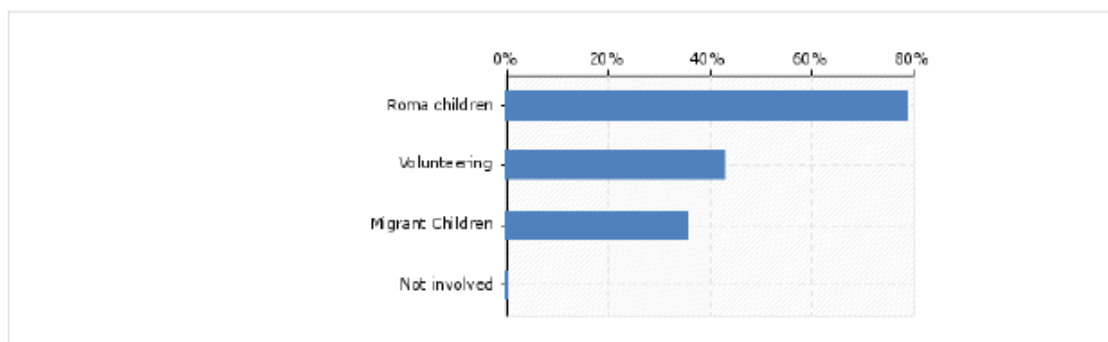


Figure 2: Experience of participants (count):

a.) professionally, involved in the areas of activities related to



b.) previous experience with specific methods to integrate Roma and migrant children into learning environment

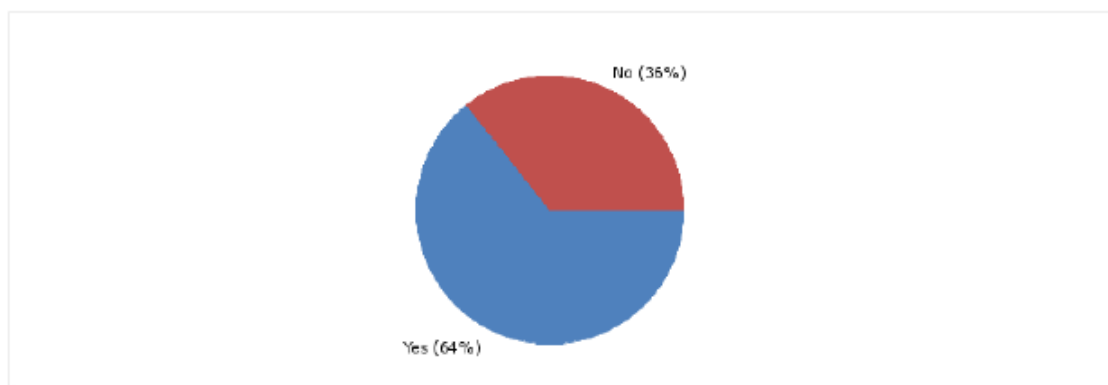


Figure 3: Assessment of content and methodology of presentations (grades from 1 to 4):

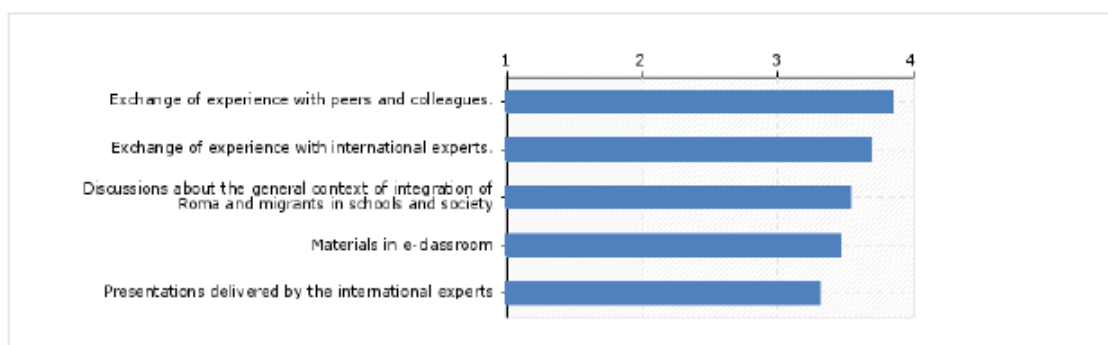
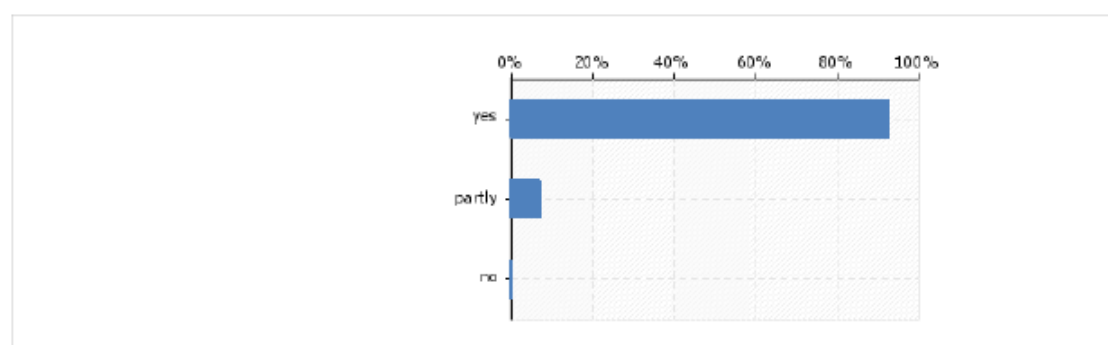


Figure 4: Learning and discussion (frequency in %):

a.) Had opportunities to express suggestions and opinions



a.) Had obtained new knowledge in the event

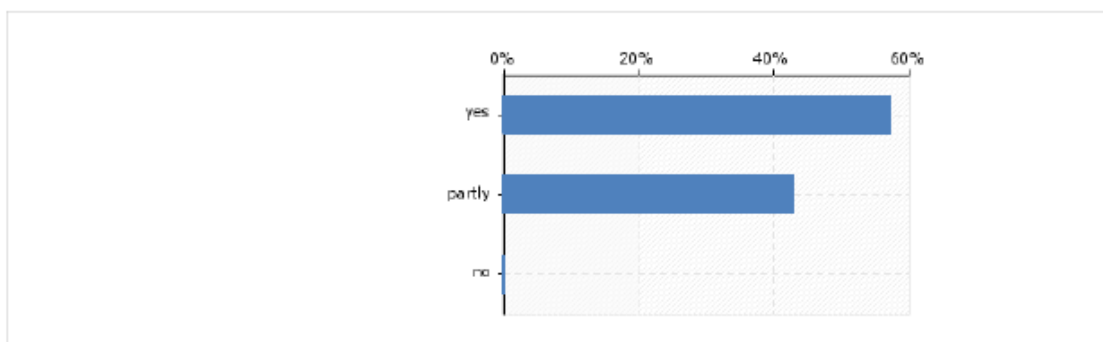
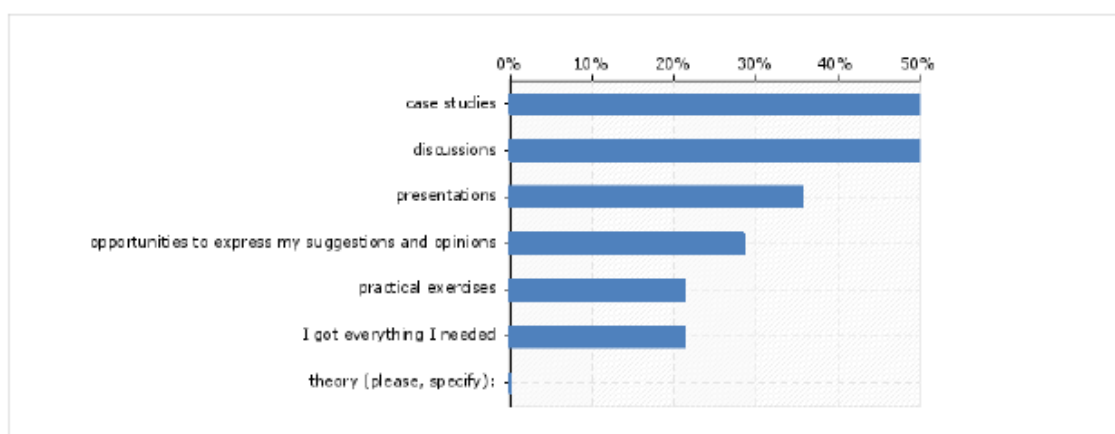


Figure 5: Suggestions for improvements (count):



3.3 Policy recommendations

From the seminar discussions and evaluation, we can extract the following policy recommendations:

- The overall understanding of cultural diversity; and trust in migrant, Roma children should be stressed at all school system levels.
- Mobility of teachers shall be encouraged – as also important aspect of encouraging multiculturalism
- Volunteers have important role in helping migrant, Roma to integrate; such work needs to be more supported; schools need to show volunteers, that they appreciate their work, time and energy they donate.
- It is important to share good examples, experiences and practices in the area



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- Need for better cooperativeness between Roma community, parents & schools; need to more work with parents of Roma children through different programmes & initiatives (parents need to trust more in school system; more encourage their children in the importance of education).
- Multiculturalism and inclusion is supported by the state; but in many cases solutions are not permanent (mostly in a form of projects), there is a need for more systematic solutions, which will last also after conclusion of the projects.
- Such workshops are very useful as all who work with Roma and migrant children have similar problems; and events like national seminar and teacher trainings offer opportunities to exchange experiences; share good practices, compare strategies, give possibility to debate.



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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

Celje, 21. 5. 2018

Vabljeni:

- Predstavniki nacionalnih in regionalnih organizacij, ki delujejo tudi na področju migrantske in romske problematike
- Ravnatelji, strokovni delavci in učitelji v vrtcih, OŠ in SŠ (predvsem v regiji MS, SG, CE, MB, LJ, NM)
- Predstavniki prostovoljskih organizacij

Vabimo vas na **nacionalni posvet** v okviru projekta RoMigSc

Izzivi in priložnosti vključevanja otrok migrantov in Romov v vrtce in šole

Posvet bo v **petek, 8. junija, ob 9.30 uri,**
V RIS dvorec Rakičan, Lendavska 28, Rakičan

Na posvetu bomo predstavili šolanje otrok migrantov in Romov v Sloveniji in drugih državah s priložnostjo za izmenjavo izkušenj in dobre prakse ter oblikovanje priporočil za izboljšave.

Program posveta

9.30	Prijava udeležencev
10.00–11.30	<ul style="list-style-type: none">• Predstavitev projekta: dosedanje dejavnosti v vrtcih in šolah v Sloveniji, Nemčiji, Italiji, Španiji in Makedoniji, dr. Nada Trunk Širca, MFDPŠ, vodja projekta• Vključevanje otrok migrantov in Romov v vrtce in šole: nacionalna politika, uspehi in težave: mag Gregor Mohorčič, direktor direktorata za OŠ MIZŠ• Romski pogled na medkulturno in inkluzivno izobraževanje: Jožek Horvat Sandreli, IRŠIK in Zveza Romov• Pogled romske pomočnice na medkulturno in inkluzivno izobraževanje: Damijana Pestner, CŠOD in IRŠIK• Razprava
11.30	Odmor za kavo



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12.00–13.30	<ul style="list-style-type: none">• Načela medkulturne pedagogike in dobre prakse v projektu RoMigSc: dr. Susana de Juana-Espinosa, University of Alicante, Španija• Prostovoljci v šolah in vrtcih: Mija Roudi, upokojena defektologinja in prostovoljka• Projekt RoMigSc, dosedanje izkušnje in o organiziranju prostovoljstva v šolah: dr. Andrej Koren, IRŠIK in dr. Valerij Dermol, ISSBS• Razprava
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Posvet je brezplačen, potrebno pa se je prijaviti na

<http://mfdps.1ka.si/a/544?language=1> do 4. 6. 2018.

Udeleženci posveta bodo prejeli potrdilo o udeležbi na posvetu za 4 ure.

S spoštovanjem,

Dr. Nada Trunk Širca, vodja projekta RoMigSc

Dr. Andrej Koren, vodja posveta

Erasmus +, KA3: Pobude za inovacijo politik – socialna vključenost preko izobraževanja, usposabljanja in mladih,
Številka projekta: 580228-EPP-1-2016-1-SI-EPPKA3-IPI-SOC-IN (2017 – 2019)

MFDPŠ je koordinator **mednarodnega projekta Vključevanje Romov in migrantov v šole: Usposabljanja, odprte razprave in prostovoljne dejavnosti mladih (RoMigSc)**. V projektu sodelujejo partnerji iz Nemčije, Italije, Španije, Makedonije, Turčije. V okviru projekta v vsaki državi partnerici vsako leto (2017, 2018, 2019) organiziramo **nacionalni posvet z zainteresiranimi deležniki** na temo projekta.

- Glavni cilj projekta RoMigSc je podpreti boljše vključevanje Romov in migrantov v izobraževanje s pomočjo različnih aktivnosti, ki spodbujajo inovativen razvoj politik in politični dialog ter izmenjavo znanj na področju izobraževanja, usposabljanja in mladih.
- Čeprav je multikulturna raznolikost priložnost, da bi šole naredili bolj inkluzivne, ustvarjalne in odprte, je neenakost v izobraževanju najvišja med Romi in migranti, kar ima lahko dolgotrajne škodljive učinke na družbeni razvoj in gospodarsko rast države gostiteljice.
- Projekt spodbuja tudi sodelovanje mladih v prostovoljstvu. Prostovoljstvo ima pomembno vlogo pri socialnem vključevanju mladih, saj jim omogoča, da delujejo kot državljani kakor tudi, da pridobijo izkušnje, ki lahko izboljšajo njihove zaposlitvene možnosti.
- Ciljne skupine:
 - Učitelji v šolah z otroki Romi in migranti, romski pomočniki/asistenti;
 - Prostovoljci (študenti);
 - Zainteresirane strani: oblikovalci politik na področju izobraževanja, predstavniki lokalnih oblasti, prostovoljne organizacije, ravnatelji šol na različnih ravneh, akademiki in raziskovalci na področju, itd;
 - Otroci Romi in migranti ter njihovi starši.

Več o projektu <http://romigsc.eu/>.



ATTENDANCE LIST

Title of the Project:	Inclusion of Roma and Migrants in Schools: Trainings, Open Discussions and Youth Volunteering Activities (RoMigSc)
Project Ref. No.:	580228-EPP-1-2016-1-SI-EPPKA3-IPI-SOC-IN
Title of event(s):	National Seminar 2018
Date of event:	8.6.
Country/city and of event:	Belgium, Brussels

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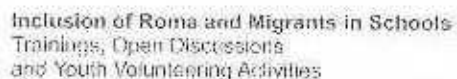
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THROUGHTS OF THE DAY: A MAN OF
 COURAGE AND DARING, A MAN OF
 WHOSE COURAGE WAS HIS ONLY



Chang, J. H., & Hsiao, C. (2004). The effects of the 1997 Asian financial crisis on the export performance of Taiwan's manufacturing industries. *Journal of International Trade and Economics*, 11(1), 1-20.

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1. $\text{rank}(A) = 1$
 2. $\text{rank}(A) = 2$ and $\text{rank}(B) = 1$
 3. $\text{rank}(A) = 2$ and $\text{rank}(B) = 2$



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Ljubljana, 2014



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