



## National Seminar Report, Spain 2019

### 1 Preparation phase of the training

#### 1.1 Development of the program (June–July 2019).

Draft program was designed according to the Methodological Guidelines WP7 National Seminar in collaboration with CEFIRE.

Teacher training was planned as one-day face-to-face event on July 11 at O.N.C.E Core Building - Valencia from 08:30 till 13:30. This seminar lasted 5 hours.

The detailed structure and schedule of RoMigSc events can be seen from the invitations in Spanish language in the web site of University of Alicante:

<https://web.ua.es/es/iuit/seminarios/inclusion/inclusion-of-roma-and-migrants-in-schools.html>

The Programme of National Seminar Training was uploaded at University of Alicante website:

<https://web.ua.es/es/iuit/documentos/inclusion-of-roma-and-migrants-in-schools/programa-del-seminario.pdf>

The content of the National Seminar was structured in the following 3 parts:

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

#### 1.2 SPEAKERS:

- Spanish representatives with the expertise and experience in this field.
- Project partners, expert from Macedonia: Dr. Meritta Zulfiu (University of Southeast Europe, Skopje, Former Yugoslav Republic of Macedonia).

#### 1.3 INVITED PARTICIPANTS:

Representatives of national and regional organizations working in the field of migrant and Roma issues, politics, head-teachers and other educators in kindergartens, primary and secondary schools, representatives of volunteer organizations.



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Trainings, Open Discussions  
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Invitations for the event were sent to the database of public addresses created by the team for the promotion of different events related to RoMigSc project, and the CEFIRE mail-list. In addition, the event was promoted through Facebook.

Participants registered for the events through our electronic system available at <http://bit.ly/romigsc>.

#### **1.4-CLASSROOM (OPEN ACCESS):**

Before the implementation of the training, it was prepared an open e-classroom available for all without any password.

All the materials presented and discussed at the training are available in e-classroom at <https://elearning.romigsc.eu/courses/spanish/>

All participants were invited to access & read materials from the e-classroom. The materials will be available in the future and made available for further project's activities.

## **2 Training delivery**

<b>Speakers</b>	<b>Enrolled</b>	<b>Attendants</b>
18	89	47

#### **Programme content:**

**08:30-09:00** Registration Welcome.

Presentation of the Project and objectives of the session

**Anna Monzó, Cefire (Valencia)**

**9:00-09:30** Introduction of RoMigSc Project. Presentation e-platform and materials. Dr. Susana de Juana and Dr. Ana Rosser Limiñana (University of Alicante)

**9:30 -10:15** Presentations of national projects in specific areas (inclusion of gypsy children in educational centers and volunteer programs in Macedonia). Discussion.

Dr. Meritta Zulfu (University of Southeast Europe, Skopje, Former Yugoslav Republic of Macedonia)

**10:15-11:00** Through different eyes. Bartolomé Úbeda. Director CEIP Santa Isabel (Villena)



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**11:00-11:30** Coffee Break

**12:00 -13:15** Round Table: Social inclusion of migrants and children of gypsy ethnicity (intercultural environment, socialization of immigrants and gypsies, integration of asylum seekers, refugees, problems and implications). Discussion.

Josefa Moreno (Fundación Secretariado Gitano), Fernando López (Foster center “El Teix”), Matilde Payá (CAES Nazaret).

**13:15-13:30** Closing the Seminar: Debate. D. Emilio Israel Cortés (Alicante City Hall)



This seminar was completed with a virtual platform accessible from the moment of confirmation of registration, with the following content:

1. Social responsibility and ethical behavior, stereotypes and prejudices.
2. Competencies to work successfully in an intercultural social environment.
3. Discrimination in various social contexts.
4. Intercultural education and its meaning today.



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The numerous attendants had the chance to learn about the project from a national and international perspective, as well as to participate in a lively discussion with the members of a round table, who were experts in training for inclusion, in Roma studies research and in educational policies. The ensuing debate put in value the need for interdisciplinary action when considering school inclusion and the role of volunteers in schools, as well as demanding a more comprehensive training the educators and professionals working with Roma and migrant children.



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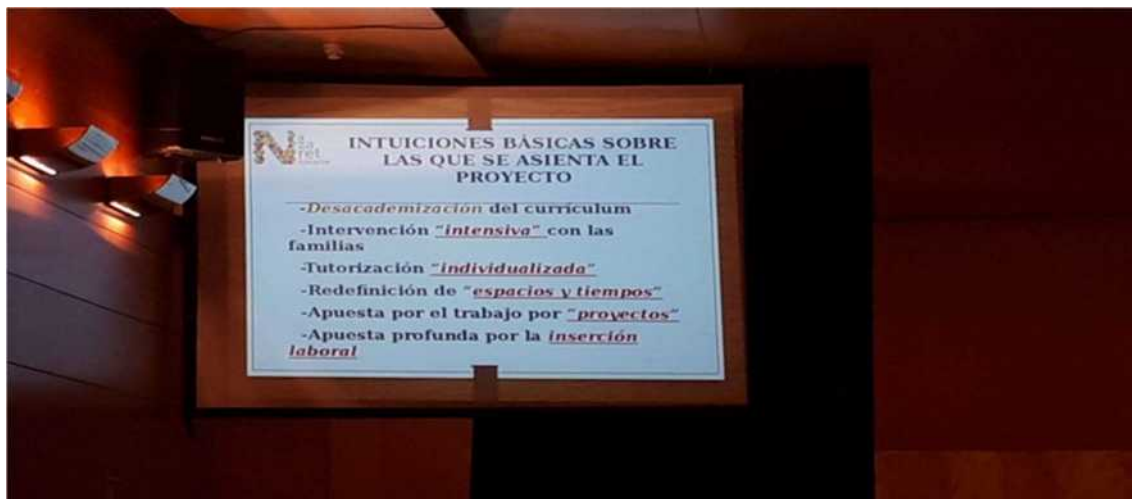
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The discussed topics were:

- 1.- The difficulties raised are common to all the centers and each one has to contextualize the actions.
- 2.- The importance of sharing experiences and innovative projects with other centers.
- 3.- It is necessary to motivate students in order to go to school by carrying out activities that interest them.
- 4.- Compare our education system with other foreign educational system.
- 5.- Focus on knowing how to pass intercultural competencies from teachers to their students.
- 6.- Importance of understanding diversity as a potential and as a resource for learning instead of as a burden.
- 7.- The Educational system must promote social justice inside the classroom.





### 3 Evaluation of the training and policy recommendation

#### 3.1 Letter of thanks and evaluation questionnaire.

During the event we showed the evaluation questionnaire and the link to answer it. 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 teacher training 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 7 respondents. Majority of participants were teachers (86%), volunteer/civil society activists (14%) and others (14%).

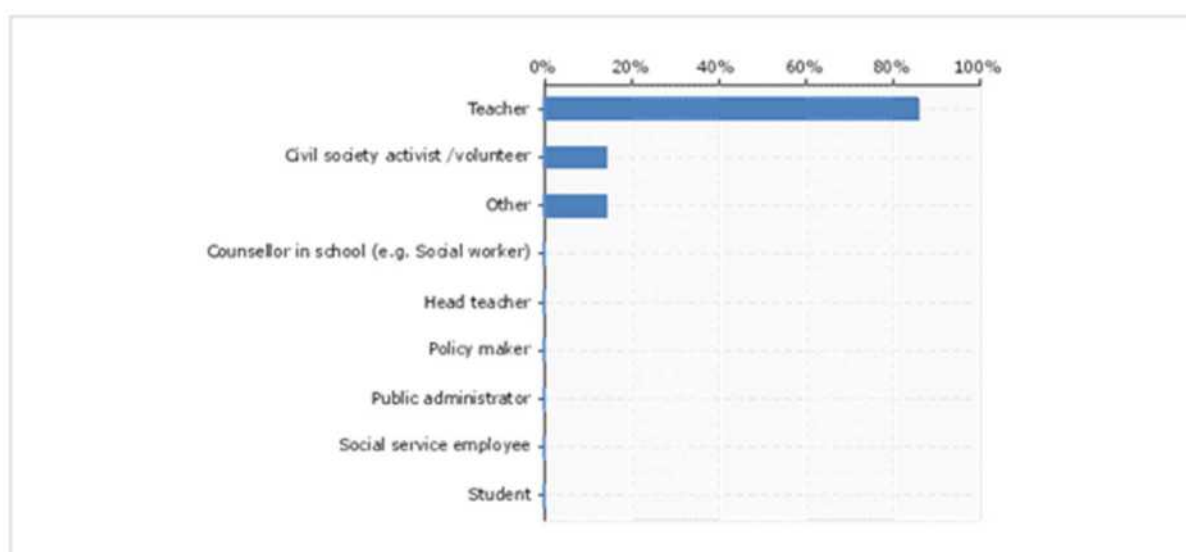


Figure 1: Profile of participants (count)

- **Figure 2a** shows that a big number of respondents have been involved in at least in one area of: migrant children or Roma children. Majority of respondents had been involved in work with Migrant children (57%) and Roma children (43%), which is expected as the profile of participants. 29% of participants no were involved in any area.

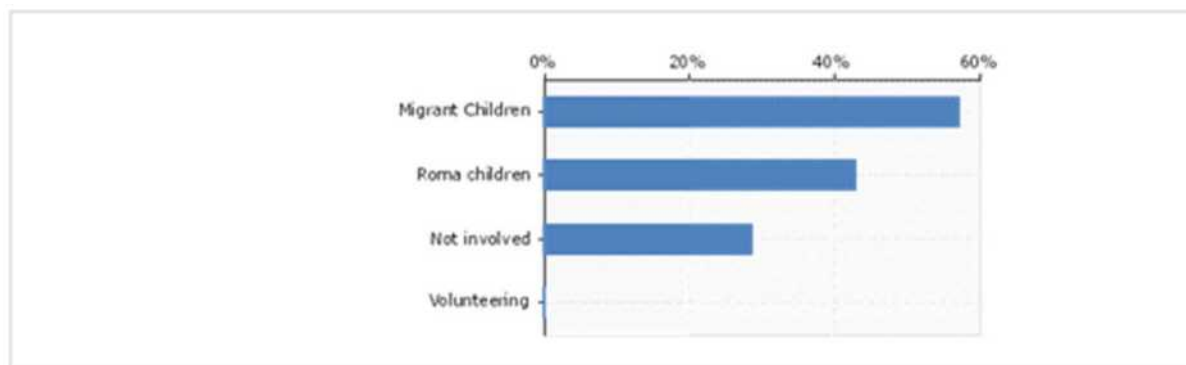


Figure 2a: Experience of participants (count)



Only 14% of the respondents had previous experience with specific methods to integrate Roma and migrant children into learning environment (Figure 2b).

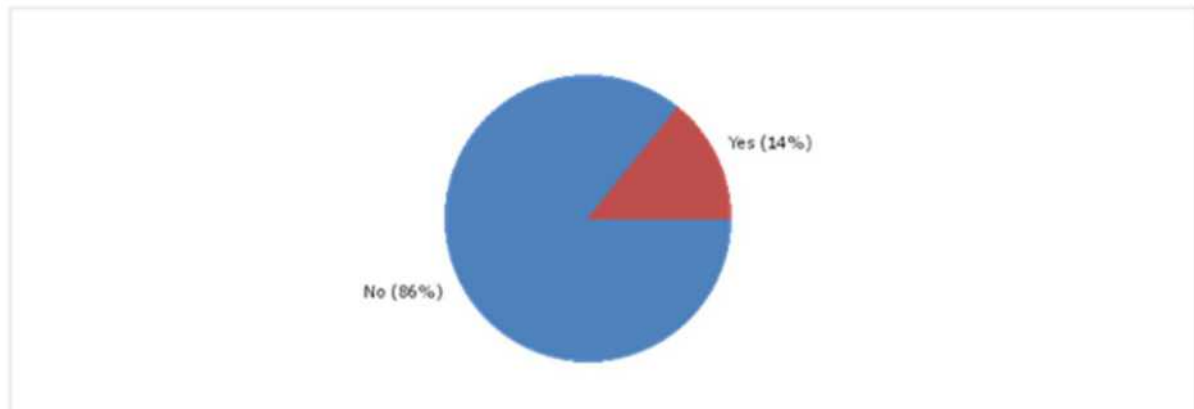


Figure 2b: Experience of participants (percentage)

- As **Figure 3** shows (grades from 1 to 4), respondents were very satisfied with discussions (score 4) and presentations delivered by international experts. Materials in classroom and opportunities to exchange the experiences with peers was 3,6 and exchange of experience with colleagues and international experts average satisfaction was 3,5.

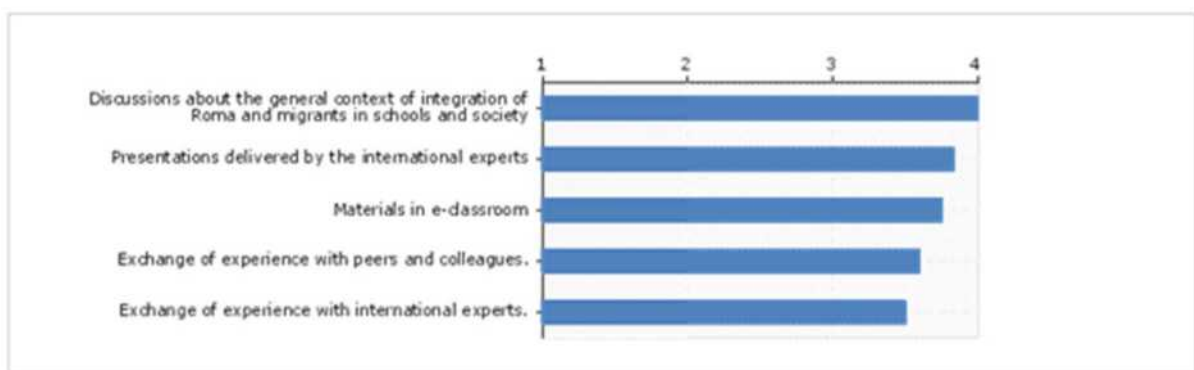


Figure 3: Assessment of content and methodology of presentations (grades from 1 to 4)

- From **Figure 4a**, it can be asserted that most respondents were satisfied with opportunities to express suggestions and opinions (83%). Only 17 % of respondents claimed that they had no opportunity to express suggestions and opinions.



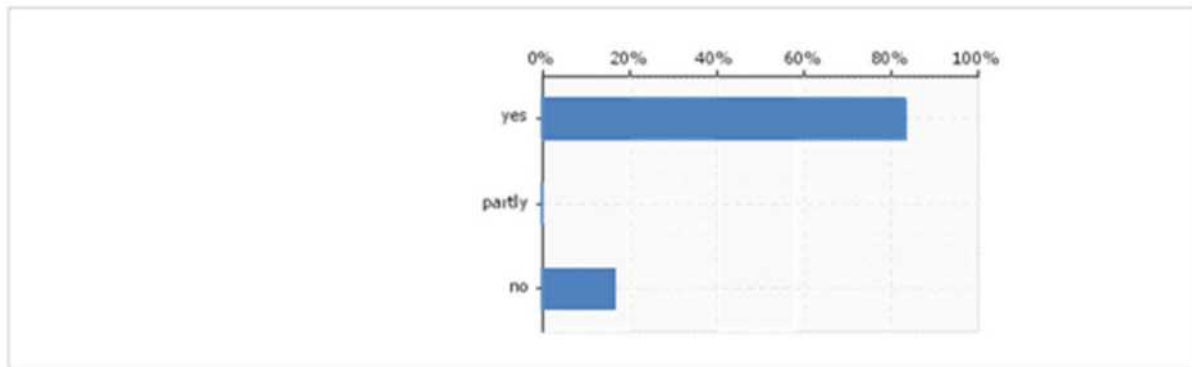


Figure 4a: Had opportunities to express suggestions and opinions

On the question whether participants obtained new knowledge in the event, 100% respondents claimed that they obtained new knowledge (figure 4.b).

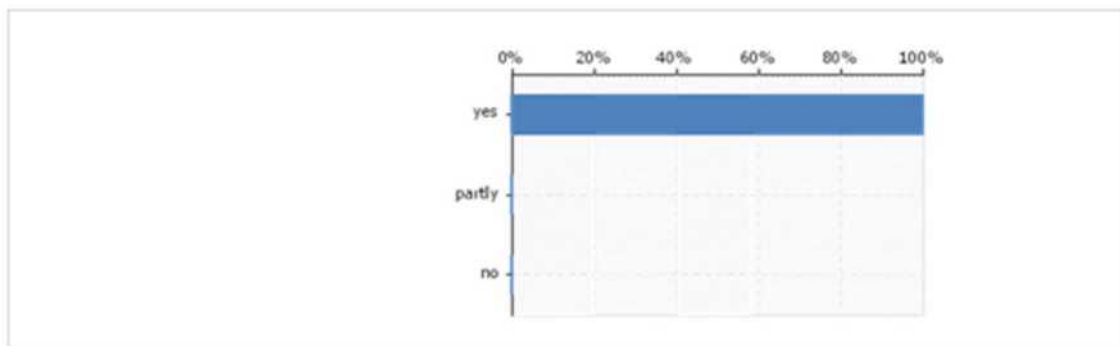


Figure 4.b: Had obtained new knowledge in the event

- From **Figure 5**, we can conclude that improvements of further training should include specific practical exercises (83%), case studies (50%) and more discussions (33%).

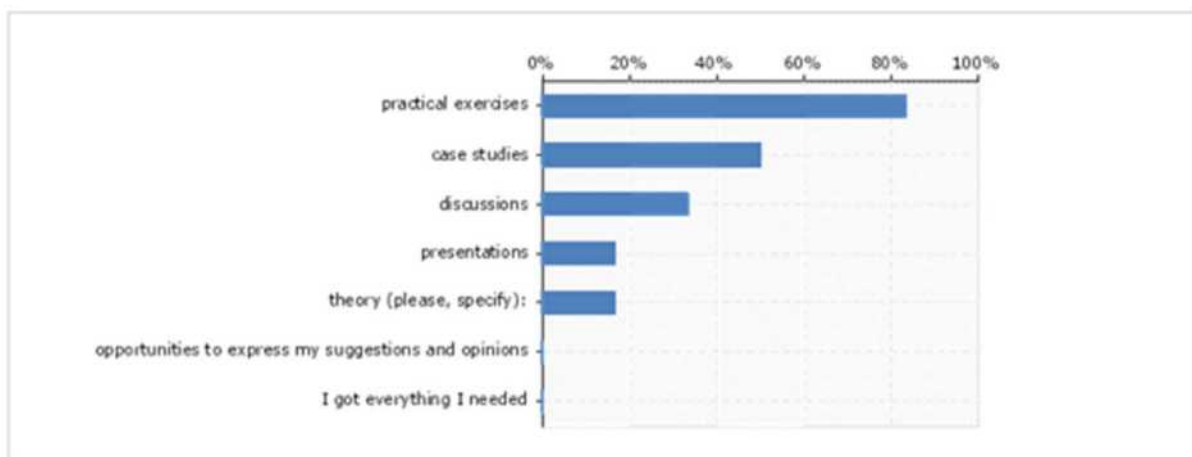


Figure 5: Suggestions for improvements (count)



### **3.3 Policy recommendations.**

The fundamental issues that emerged during the different sessions focused on:

- Lack of resources on the part of the Administration to improve the attention of these groups. The resources mentioned were: psychologists (both for students and for teachers and management team), mediators and social workers.
- School absenteeism is one of the fundamental problems in school failure rates.
- Importance of learning strategies in psychology and emotion to deal with students.
- Importance of knowledge of the language of the destination country, especially by young migrants.
- Importance of having meeting forums with other teachers and professionals with the same circumstances where they can exchange and expose experiences.
- Importance of knowing success cases in the resolution of specific problems.
- Importance of the work of volunteers in schools.
- The need for a personalised follow-up of the individual problems of each of the children.
- The need to strengthen the dialogue between the family and the school.
- The need to overcome the barrier of the families' distrust of the educational centre.
- The role of the mothers of Roma children in improving the results of integration processes is identified as fundamental.
- The need to broaden dissemination and activities that improve knowledge of the Romany culture in particular and the rest in general.
- The need to carry out multicultural days and workshops in educational centres associated with the countries of origin of children and adolescents.
- Lack of stability of the teaching staff in the centres, which hinders a long-term and sustainable strategy for personalised follow-up of the different children and young people.
- There are difficulties in incorporating those teachers who are interested in the centres that work with a high percentage of gypsy and immigrant children and adolescents due to the bureaucratic procedures of the educational system.
- Lack of dissemination of success stories of people who serve as an example and reference for young people, to avoid dropping out of school.


















## Attendance List

<b>Title of the Project:</b>	Inclusion of Roma and Migrants in Schools: Trainings, Open Discussions and Youth Volunteering Activities (RoMigSc)
<b>Project. Ref. No.:</b>	580228-EPP-1-2016-1-SI-EPPKA3-IPI-SOC-IN
<b>Title of event(s):</b>	National Seminar
<b>Date of event:</b>	11th July, 2019
<b>Country/city and of event:</b>	Spain/Valencia

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