



Training for Teachers

Report, Italy – Naples, 2018

1 Aim of the training for teachers

The main aim of teacher training is to ensure better cultural competencies for teachers that teach in classes where Roma or migrants are and to give them knowledge on strategies for inclusion of these groups in classrooms.

2 Preparation phase of the training

2.1 Development of the program (March - April 2018)

- Program was prepared in March/ April, in accordance with the guidelines for WP5.
- The detailed structure and schedule of training can be seen from the invitation (available: <https://elearning.romigsc.eu/topic/seminario-per-insegnanti-maggio-2018/>)

2.2 Invited speakers

- Representatives from Italy (from Taranto and Naples) with the expertise and experience in the field.
- Project partners members – experts from Germany, Turkey, Spain and Macedonia.

2.3 Invited participants

- Teachers, educators, school counsellors, mediators, head teachers from schools on all levels, and representatives of volunteer organizations.
- The invitations for the events were disseminated through: emails, Facebook, personal (phone) communication with schools, other institutions that work with inclusion of roma/migrants in education
- Participants registered for the events through our electronic system 1ka.

2.4 E-classroom (open access)

- Before the implementation of the training, we prepared an open e-classroom with open access (no password required), built on LearnDash platform and available at <https://elearning.romigsc.eu/>
- The materials presented and discussed at the training are available through the following link: <https://elearning.romigsc.eu/lessons/seminar-for-teachers-italian/>
- The materials will be available in the future and made available for further project's activities.



3 Training delivery

The training for teachers was delivered in Naples at Piazza Trieste E Trento 48 - Palazzo Zapata, as 2-day event: 15.5.2018 and 16.5.2018.

No. of speakers: 14

No of participants: 49

During the 2 day training, participants were introduced with following topics/discussions: about the project RoMigSc and its activities; education as a human right, Educational and social policies at national and regional level; transcultural pedagogy and best practices from RoMigSc project; Teachers intercultural competencies and inclusive strategies for better performance of Roma/migrant children in schools; Contribution to social cohesion inclusive education inclusion through RoMigSc projects activities; Social cohesion of multicultural society and intercultural competence; Inclusive strategies for work in multicultural school environment; Involving volunteers in school activities – supporting multicultural society

3.1 Training for teachers DAY 1 (15.5.2018)

Main emphasises/messages:

Migrants are often discriminated against in housing, education, health, work or social security. Ensuring inclusion, protecting rights and valuing the contributions of migrants are essential aspects of building cohesive societies.

G. Cataldi discussed about the right for education as basic human right: *Education is a human right but first of all it is a right characterized by compulsory and gratuitousness in primary school. Education must guarantee the development of the human personality without discrimination and shall allow for a freedom of parental choice by developing respect, identity, and cultural values of a country even if it is not the one of origin and of civilizations different from its own. It is important to teach, peace, tolerance, understanding and equality as founding values and respect for differences. International standards in this direction pay little attention to the education of migrants and refugees, Roma and asylum seekers and minorities despite the United Nation promoted standards that focus on preventing discrimination in the implementation of this right by emphasizing mainly on four obligations to be respected: adaptability, accessibility, suitability and availability. Italy, through the MIUR since 2014 has introduced the rules on reception, education and integration.*

Project staff members from Germany, Italy and Turkey discussed about intercultural education; and of importance of transferability of good practices.

Inclusion is the process that helps overcome barriers limiting the presence/ participation/ achievements of all learners. Inclusive education is the process of strengthening the capacity of



the education system to reach out to all learners. Inclusive education needs to be promoted because of: it has positive impact on cognitive and socio-emotional development; contributes to More equitable and cohesive societies.

It has been stressed that in frame of the project RoMigSc, 3 practices have been identified by consortium as best practices:

- InMigraKID, GERMANY – practices that builds on cooperation between school and parents;
- CACTUS, ITALY –simplified portal of main disciplines of Lower secondary school(scuola secondaria, 1 livello), allowed pupils to acquire the necessary, despite the lack of knowledge of the Italian language;
- project Roma assistant, SLOVENIA – it supports continuous education of assistants (that mainly arrive from Roma Communities), and is important bridge between school and roma community. simplified portal in Italian.

3.2 Training for teachers DAY 2 (16.5. 2018)

Main emphasises/messages from the discussion:

- Related to teacher work in multicultural classrooms

Inter-culturalism is still predominantly theoretical in character. Similar is regards interculturalism in school: Italian teachers know well the documents on interculturality produced by the Ministry of Education, and share the approach. But, the concept of interculturality is used especially in the vocabulary of teachers, and it is interiorized at a theoretical level, whereas in many everyday situations they cannot act by referring to it. One of the reasons of this is that these documents give general instructions and underline some basic principles, but the task of putting them in practice is entrusted to schools and teachers. The documents on interculturality written by the Ministry of Education are useful tools but they are not sufficient. In the document “The Italian strategy for the intercultural school and the integration of students of foreign origin”, for example, the actions needed to implement interculturality are described in detail, and practical instructions are given on the enrolment of foreign students, the learning of Italian, the appreciation of foreign languages, the relationships with the families, how to fight against the racism and discrimination, the review of the curricula, the training of head-teachers and teachers (but also of the administrative staff which work within the schools). Nevertheless, teachers do not often know how to implement these actions practically.

The main challenge is, therefore, to train adequately existing and new teachers in order to prepare children for a multi-ethnic and multi-religious society. In this respect, such trainings as RomigSc teacher training are very positive, as they give possibility to teachers to debate, learn from each other and from different renowned experts from the area share good practices,

compare their strategies, reflect on their culturally constructed attitudes and actions, learn how to implement the intercultural approach in contents but also in their educational styles...get additional insight into the topic on inclusion; to become more competent for everyday situation in multicultural classrooms.

Teachers of the same school sometimes share an intercultural project, which consist of teaching instructions to introduce in curricula and in school life. Some examples of this are: the introduction of new elements which refer to the culture of foreign students in curricula (e.g. Italian, history, religion, geography) or the sharing of cultural and religious festivities. The insertion of aspects that refer to the cultures of students in curricula and school life favours the knowledge and the cultural exchange, the recognition and the enhancement of students' differences.

Secondly, schools should promote networks among them (and among schools), in order to share projects and experiences, to standardize educational models and procedures.

Another issue is that books for teachers and students shall be modified in more intercultural context.

It has also been stressed that sometimes it's difficult to work in class with migrants without knowing the real age because they sometimes not declare the real one (it happens many times).

- Related to the role of volunteers in schools:

Migrant children are vulnerable groups; even those who arrive with families belong to low economic status; and need support in integration (in social, school environment, help with language). In this respect, solidarity of volunteers is of crucial importance. It is important that our volunteers know the area in which they operate and know the people for whom they want to operate. And there is a need to better promote volunteering among young people in Italy, in schools; at HE levels in order to promote more active citizenship from a young age. The promotion of the course with 6 ECTS (Social responsibility and volunteering, accredited at ISSBS, Slovenia) is a great opportunity for young students.

4 Evaluation of the training and policy recommendations

4.1 Letter of thanks and evaluation questionnaire

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

4.2 Evaluation analysis

- Below is presented an evaluation of the Training for teachers.

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

- The evaluation sheet was filled out by 12 respondents. As can be seen from the figure 1, majority of respondents were teachers and counsellors in schools.
- Figure 2 shows that majority of respondents had been involved in a work with migrant children (82 %), and only 17 % in work with Roma children. Previous experience with specific methods to integrate migrant/Roma children had 83 % of respondents.
- As Figure 3 shows, the respondents were in general very satisfied with the training- on the scale from 1 to 4, satisfaction was 3,75. The level of satisfaction was slightly lower in the case of satisfaction with the exchange of experience with international experts, and regarding usefulness of materials in e-classrooms.
- From Figure 4 it is evident that all respondents claimed that they had opportunities to discuss things; all respondents stressed that they gained new knowledge at the event.
- From Figure 5, we can conclude that improvements of further training for the teachers should include more case studies.

Figure 1: Structure of participants (count):

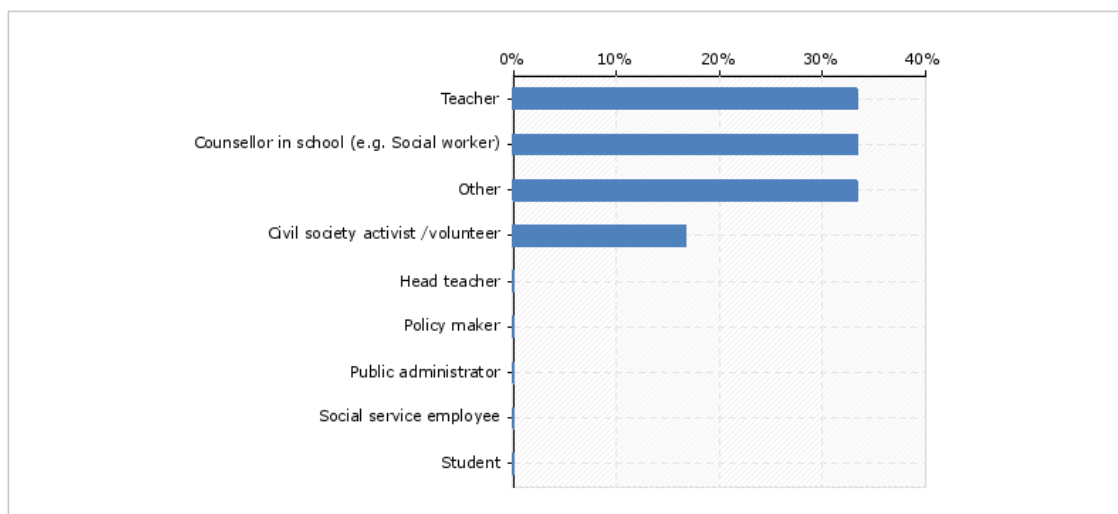
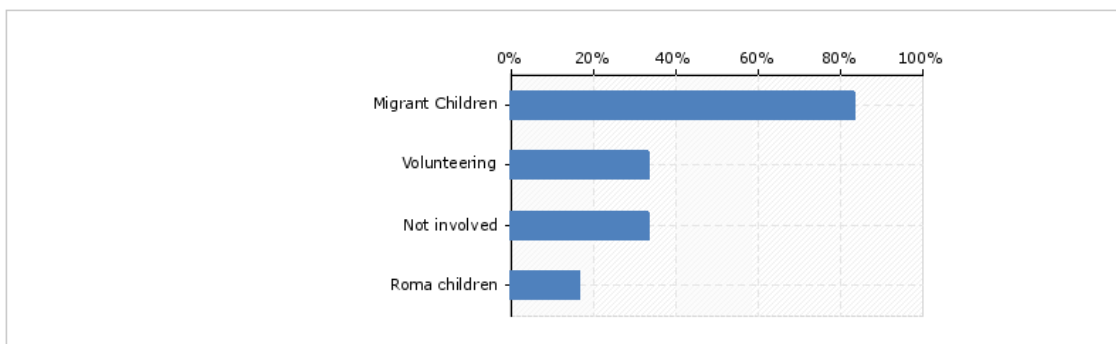


Figure 2: Experience of participants (count):

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

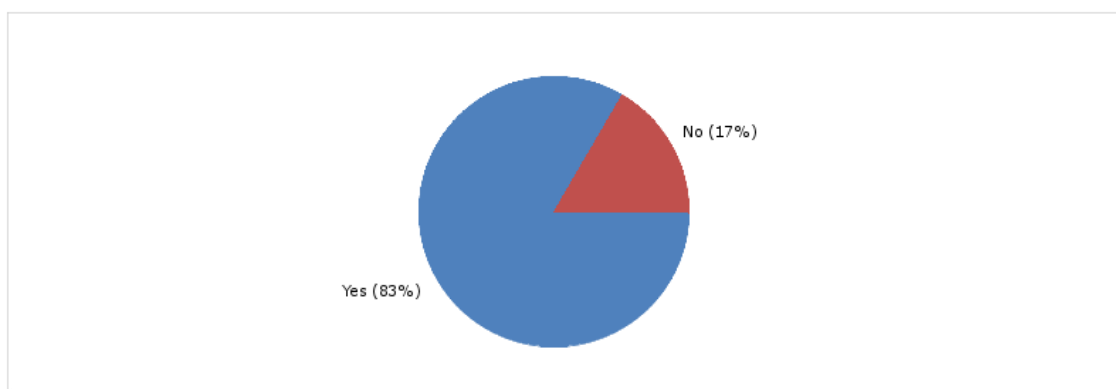


Figure 3: Assessment of content and methodology of presentations (grades from 1 to 4):

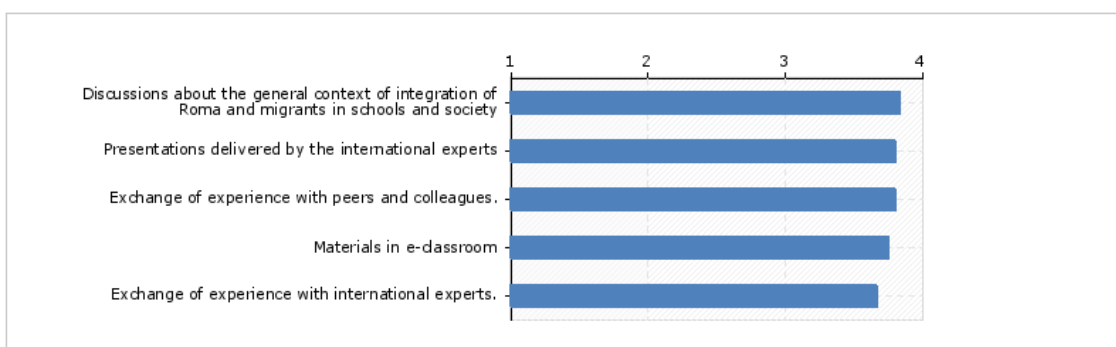
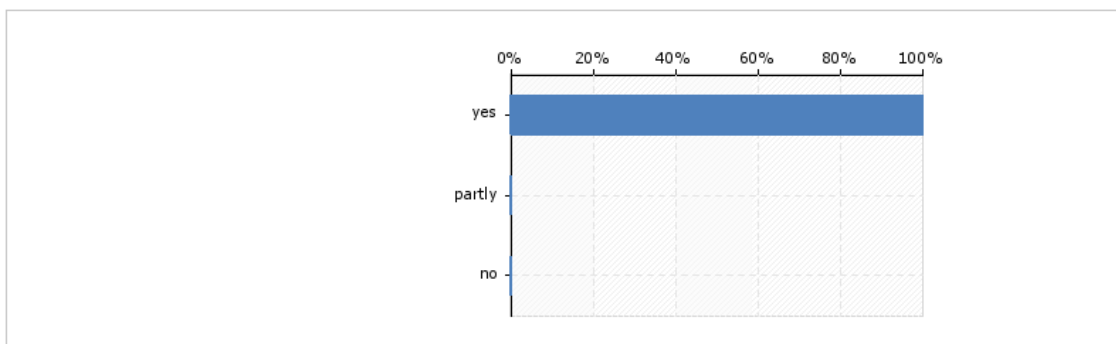


Figure 4: Learning and discussion (frequency in %):

a.) Had opportunities to express suggestions and opinions



a.) Had obtained new knowledge in the event

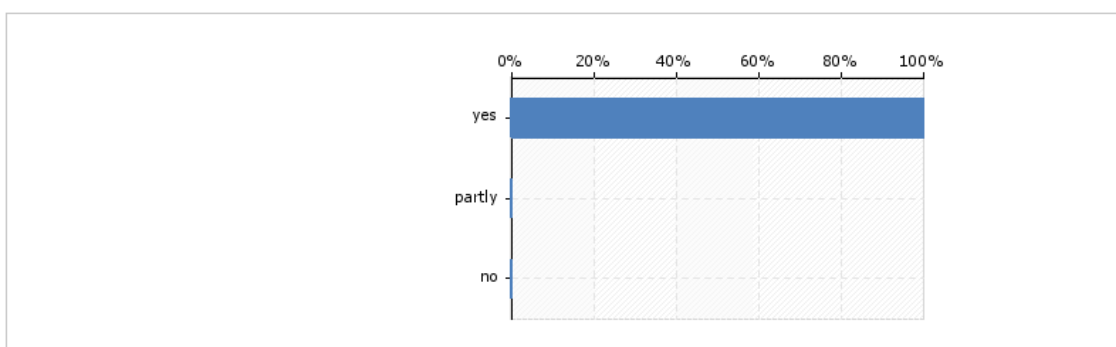
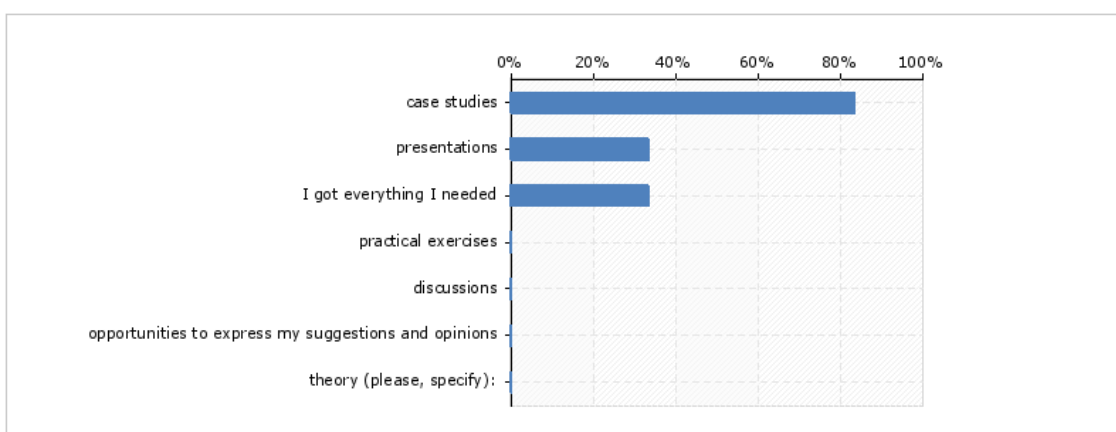


Figure 5: Suggestions for improvements (count):



4.3 Policy recommendations

From the workshops and evaluations given by the participants we can extract the following (policy) recommendations:



- Concept of inter-culturalism is used especially in at a theoretical level, teachers in many everyday situations cannot act by referring to it; in this respect it is important to support continuous trainings for teachers: where teachers can debate, learn from each other and from different renowned experts from the area, compare strategies, reflect, an opportunity to get additional insight into the topic on inclusion; in order to support them to become more competent for everyday situation in multicultural classrooms.
- In the trainings shall be provoked more discussions among participants, their stories and experiences shall be documented.
- The overall importance of empathy, understanding, knowing and trust in migrant/Roma children should be stressed at all school system levels.
- School system should be adapted to children's abilities and needs.
- Teachers low expectations develops children low expectations.



Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
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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-IP-SOC-IN
3-year project: 31 December 2016–31 December 2019.
Project countries: Slovenia, Germany, Spain, Italy, FYR of Macedonia, Turkey

Invito:

- I dirigenti scolastici e gli insegnanti delle scuole materne, primarie e secondarie
- Rappresentanti delle organizzazioni di volontariato

**Vi invitiamo alla *formazione / seminario* per gli *insegnanti*
Bambini migranti e rom negli asili e nelle scuole -
*cosa possiamo fare insieme?***

Martedì 15 e mercoledì 16 maggio 2018, Napoli,
Presidenza di Unipegaso (Piazza Trieste e Trento 48 - Palazzo Zapata, 1° piano)

Programma del seminario - Martedì 15 maggio

9.00	Registrazione
9.30 - 11.00	<ul style="list-style-type: none">• Saluti di benvenuto• Presentazione del progetto RoMigSc e lo scopo dei seminari nazionali e altre attività di RoMigSc , presentazione del progetto CiSoTRA e sinergia con RoMigSc , Dr. Nada Trunk Širca, ISSBS• L'educazione come i diritti umani: l'inclusione dei migranti e dei rom nel sistema di istruzione italiano, Prof. dr. Giuseppe Cataldi - JM <i>ad personam</i> Cattedra sulla "Tutela dei diritti umani in Europa", Università " L'Orientale ", Napoli• Politiche sociali ed educative a livello nazionale e regionale - un contributo all'inclusione scolastica e all'integrazione nella comunità, Andrea Morniroli , Comune di Napoli• I principi della pedagogia transculturale e le buone pratiche dei paesi del progetto RoMigSc , Aleksander Krauss, ISOB (Germania), dr. Augusto Sebastio , CSIG (Italia), dr. Muge Ayan, IBU (Turchia)• Dibattito
11.00	coffee break



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Informatica Giuridica Taranto
Centre for Legal Informatics
Studies – Taranto Observatory



isob Institut für
sozialwissenschaftliche
Beratung GmbH



Universitat d'Alacant
Universidad de Alicante



11.30 - 13.00	<ul style="list-style-type: none"> Teachers intercultural competencies and inclusive strategies for better performance of Roma/migrant children in schools, Dr. Cosima Competenze interculturali degli insegnanti e strategie inclusive per migliorare le performances dei bambini Rom / migranti nelle scuole, Dr. Cosima Ilaria Buonocore, CSIG, UniBa e Associazioni 'Migrantes' e 'Stella Maris' - Taranto Il volontariato - attivazione di giovani predisposti alla socializzazione per contribuire alla solidarietà e alla società, Mariagrazia Marangi, CSIG e volontario Associazione "Noi & Voi" Onlus - Taranto Il volontariato - creare opportunità per coinvolgere i giovani studenti al lavoro di volontariato e sperimentare la solidarietà, Dr. Valerij Dermol, ISSBS Contributo alla coesione sociale inclusiva per l'educazione scolastica attraverso le attività del progetto RoMigSc, dr. Andrej Koren, IRŠIK (Slovenia), dr. Veli Kreci, SEEU (Macedonia), dr. Susana de Juana Espinosa, UA (Spagna) Dibattito
13.00	Pausa pranzo
14.30 - 16.00	<p>Coesione sociale della società multiculturale e competenza interculturale</p> <ul style="list-style-type: none"> Società multiculturale e interculturale, cultura visibile e invisibile, competenze chiave interculturali degli insegnanti per promuovere: la tolleranza, l'antidiscriminazione, l'apertura a nuove esperienze, l'accettazione di valori altrui, dott. Cosima Ilaria Buonocore, CSIG, UniBa e Associazioni 'Migrantes' e 'Stella Maris' - Taranto e Mariagrazia Marangi, CSIG e Associazione Volontaria "Noi & Voi" Onlus - Taranto Inclusione sociale e controllo criminale dei migranti, Dott. Michele Corleto, ricercatore presso la facoltà di Giurisprudenza dell'Università online Pegaso Dibattito
16.00	coffee break
16.30 - 18.00	<p>Cosa possiamo fare insieme? Moderatori : dr. Andrej Koren, IRŠIK; Dr. Cosima Ilaria Buonocore, CSIG; Mariagrazia Marangi, CSIG</p> <ul style="list-style-type: none"> Cooperazione tra scuole e comunità locale, supporto a livello nazionale Istruzione e formazione per gli insegnanti per lavorare in un ambiente multiculturale Scambio di esperienze, sfide, problemi e buone pratiche dei partecipanti che lavorano in ambiente multiculturale (Rom, migranti, ...)

Programma del seminario **Mercoledì 16 maggio**

9.00	Registrazione
9.30 - - 11.00	<p>Strategie inclusive di lavoro in ambiente scolastico multiculturale</p> <ul style="list-style-type: none"> Strategie didattiche inclusive in ambiente multiculturale - pedagogia transculturale / didattica per il successo di tutti gli studenti, Dott. Generosa Manzo, ricercatrice di pedagogia inclusiva, Università online Pegaso Integrazione come concetto bidirezionale, coinvolgendo le comunità, attivando volontariati, attivando giovani, (dott.ssa Maria Grazia Simone, ricercatrice di inclusione pedagogica, Università online Pegaso).



	Sfide per l'inclusione di bambini migranti e Rom nelle scuole, buone pratiche nelle classi multiculturali <ul style="list-style-type: none">Dibattito
11.00	Coffee break
11.30 - 13.00	Coinvolgere i volontari nelle attività scolastiche - sostenere la società multiculturale <ul style="list-style-type: none">Quali competenze ci aspettiamo dai volontari? In che modo i volontari possono essere coinvolti in attività scolastiche, progetti? Comunità multiculturale di volontari, Mariagrazia Marangi, CSIG e Associazione Volontaria "Noi & Voi" Onlus - TarantoQuali competenze per gli studenti che lavorano come volontari nella comunità multiculturale, Dr. Cosima Ilaria Buonocore, CSIG, UniBa e Associazioni 'Migrantes' e 'Stella Maris' - Taranto Sfide per l'inclusione di bambini migranti e Rom nelle scuole, buone pratiche per il coinvolgimento di volontari nelle scuole <ul style="list-style-type: none">Dibattito
13.00	Pausa pranzo
15.00-18.00	I partecipanti sono invitati a partecipare alle sessioni sull'inclusione sociale alla conferenza ML2018 (partecipazione gratuita) https://makelearn.mfdps.si/ , Monastero di Santa Chiara, Via Santa Chiara, 49 / c, Napoli

Il seminario è gratuito. **Devi applicare su <http://mfdps.1ka.si/a/544?language=8> fino al 11.5.2018.** I partecipanti al seminario riceveranno un attestato di frequenza. Per ulteriori informazioni, contattare Aleš Trunk, ales.trunk@yahoo.com.

Referenti in Italia:

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Prof.ssa Lugia Melillo, UniPegaso, Napoli – email: luigia.melillo@unipegaso.it,
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Di RoMigSc, <http://romigsc.eu/>

Erasmus +, KA3: Iniziative per l'innovazione politica – l'inclusione sociale attraverso l'istruzione, la formazione e la gioventù
Numero progetto: 580228-EPP-1-2016-1-SI-EPPKA3-IPI-SOC-IN (2017 -2019)

Il progetto internazionale per l'inclusione dei Rom e dei Immigrati nelle Scuole: Formazione, Dibattiti Aperti e Attività di Volontariato Giovanile (RoMigSc) è coordinato da ISSBS, Slovenia e CSIG, l'Italia è partner del progetto. Il progetto coinvolge anche partner provenienti da Germania, Spagna, Macedonia e Turchia. Nell'ambito del progetto, i **seminari e i corsi di formazione sono organizzati** ogni anno **con i soggetti interessati** nei paesi partner (nel 2017, 2018, 2019). **Nel 2018**, il CSIG ha organizzato in Italia un seminario per volontari **a Taranto** (il 13 marzo); mentre il p.v. 15 maggio, sarà organizzato a Napoli, il seminario nazionale con i soggetti interessati e la formazione per insegnanti.

- L'obiettivo** del progetto RoMigSc, è sostenere una migliore integrazione dei bambini Rom e dei migranti, attraverso varie attività che stimolano lo sviluppo di politiche innovative, il dialogo politico, nonché lo scambio di conoscenze nei settori dell'istruzione, della formazione e della gioventù.
- Gruppi target:** insegnanti nelle scuole con bambini rom e migranti, assistenti scolastici per i rom; studenti volontari; soggetti interessati: responsabili delle politiche nel campo dell'istruzione, autorità locali, organizzazioni di volontariato, dirigenti scolastici nei diversi livelli d'istruzione, docenti universitari e ricercatori del settore, ecc.; i bambini migranti e rom e i loro genitori.



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Erasmus +, KA3: Iniziative per l'innovazione politica - Inclusione sociale attraverso l'istruzione, la formazione e la gioventù

Numero progetto: 592154-EPP-1-2017-1-SI-EPPKA3-IPI-SOC-IN

Il CSIG di Taranto e l'Università Telematica Napoli. sono coinvolti nel progetto internazionale: La società civile per l'inclusione sociale dei minori non accompagnati in transizione verso l'età adulta – Comunità di apprendimento per la definizione delle interfacce di transizione (CiSoTRA). Il progetto coinvolge anche le istituzioni della Slovenia (coordinatore: ISSBS, Slovenia), Germania, Turchia e Grecia. Il progetto si svolgerà tra il 2018 - 2020. Nel 2018, saranno organizzate in Italia le seguenti attività: seminari nazionali tra parti interessate (ad ottobre 2018 a Taranto), formazione generale - 2 corsi (base ed avanzato), ciascuno equivalente a 6 CFU, la formazione sarà organizzata a Napoli nel periodo tra novembre 2018 e gennaio 2019.

- Lo scopo del progetto CiSoTRA è quello di sviluppare e attuare una metodologia innovativa per favorire l'inclusione sociale (inclusione attraverso l'istruzione) dei **minori non accompagnati** in transizione verso la prima età adulta attraverso reti di supporto olistico, che faciliterebbero la transizione dal sistema di sostegno e istruzione giovanile al sistema di istruzione e impiego per adulti.

Gruppi target: professionisti che lavorano con minori non accompagnati e / o giovani adulti - professionisti provenienti da istituti di istruzione, mercato del lavoro , assistenza sociale, autorità locali / regionali / nazionali, volontari, ecc. Minori non accompagnati e / o giovani adulti. Soggetti interessati: ministeri, ricercatori, docenti universitari, funzionari delle autorità locali / regionali, difensore civico dei diritti umani, altre ONG o enti pubblici che lavorano sulla questione dei migranti, professionisti che lavorano con minori non accompagnati e giovani adulti, ecc.



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ATTENDANCE LIST (1)

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):	TRAINING FOR TEACHERS
Date of event:	15 May 2018
Country/city and of event:	NAPLES ITALY

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Event: _____

Date: _____

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

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ATTENDANCE LIST (2)

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):	TRAINING FOR TEACHERS
Date of event:	16 May 2018
Country/city and of event:	NAPLES, ITALY

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