**OVERAL SUMMARY of NATIONAL REPORTS ON TRAININGS FOR TEACHERS 2019 (SPAIN, NMK, SLOVENIA, ITALY)**

1. **GENERAL**

In all countries, seminars were delivered in the period between March and September 2019. In North Macedonia, Slovenia and Italy, seminar was delivered as 2 day event, in Spain as 3 day event.

In deliveries of most of teacher training were involved international experts, who shared the experiences with participants (Slovenia had experts from North Macedonia, Spain experts from Italy and North Macedonia; Italy experts from North Macedonia and Germany)

Most participants were teachers. The total number of participants per country:

* Slovenia - 36 participants (different participants day 1 and day 2)
* Italy - 41 participants (different participants day 1 and day 2)
* North Macedonia – 68 participants (different participants day 1 and day 2)
* Spain - 75 participants (different participants on 21 and 28. 3; and different on 11 July)

Participants from all countries had possibility to access material in e-classroom and e-platform (most of material was available in national languages).

1. **OVERAL ANALYSIS OF EVALUATION**

In total we received 108 filled in questionnaires, which is 49 % of all participants. Below is presented short summary of analysis of evaluation questionnaires:

* Majority of respondents were teachers (in Slovenia – 52 % teachers; in Italy 66 % teachers, in Spain 98 % teachers; in North Macedonia 75 % teachers) .
* Majority of respondents had been involved in a work with migrant children (49%) and/or in work with Roma children (57%), less of respondents were involved in volunteering (26%). The percentage of those that have been involved in work with Roma children is the highest in North Macedonia (100%). The percentage of those that have been involved in work with migrant children is the highest in Spain (78 %).
* Overall analysis of all countries shows that previous experiences with specific methods to integrate migrant/Roma children had 71 % of respondents.
* Participants were in general very satisfied with the training, on the scale from 1 to 4, satisfaction was 3,6 (satisfaction 3,5 was in North Macedonia; satisfaction 3,8 in Italy; satisfaction 3,7 in Spain, satisfaction 3,3 in Slovenia).
* Regarding opportunities to express suggestions and opinions the overall statistic shows: 80 % claimed that they had many opportunities to express their suggestions and opinions; 18 % of respondents claimed that they had only a partial opportunity to express their suggestions and opinions, and 2,5 % that did not have opportunities.
* On the question if they have gained new knowledge at the seminar the overall statistic shows: 78 % respondents claimed that they have gained new knowledge at the seminar, 17,5 % that they obtained only some new knowledge, 5 % that did not obtain any knowledge. The highest satisfaction with the new knowledge obtained was achieved in Italy (100%) and the least satisfaction in Slovenia (59 %).

1. **IMPACT**

* The participants gave recommendations to the policy - what works in the system, and what needs to be improved (main messages can be found in policy recommendations)
* Most respondents of questionnaires (overall 78%) gained some knowledge at the workshop. Participants of workshop gained a lot of valuable information regarding work in multicultural classes, about role of volunteering for better inclusion of Roma/migrants, and learned about national and international practices in the area
* Rich material was prepared to support teachers (available in e-platform)

1. **LEARNING OUTCOMES**

Main learning outcomes

* The workshop offered opportunity to reflect and exchange views, knowledge and experiences in the area, share good practices, compare strategies
* Participants of workshop got better insight how to deal with diversity, how to work in multicultural classes – particularly with Roma and migrants.
* Participants of workshop understand diversity as a potential and as a resource for learning instead of as a burden.
* Participants of workshop gained a lot of valuable information regarding work in multicultural classes, about role of volunteering for better inclusion of Roma/migrants, and learned about national and international practices in the area

1. **POLICY RECOMMENDATIONS**

From reports of partners, we extract the following policy recommendations/conclusions, related to general aspect of inclusion of Roma/migrants in schools:

* It is essential to intervene at an early age for greater school integration of these groups.
* More resources need to be ensured , to improve inclusion of these groups.
* Importance of learning strategies in psychology and emotion to deal with students.
* Create heterogeneous and interactive groups that strengthen the concept of diversity.
* Importance of knowing success cases in the resolution of specific problems.
* Importance of having meeting forums with other teachers and professionals with the same circumstances where they can exchange and expose experiences.
* Good practices, experiences should be shared in the area.
* Understanding of cultural diversity and trust in migrant, Roma children should be supported and stressed at all school system levels. School system should be adapted to children’s abilities and needs.
* The need to strengthen the dialogue between the family and the school.
* The problem of drop out and irregular attendance of Roma pupils start from the family education; hence there is a necessity of strategy and projects for increasing the awareness of the parents for inclusion of Roma children in schools and education of parents.
* The need to broaden dissemination and activities that improve knowledge of the Romany

culture in particular and the rest in general.

* Mobility of teachers shall be encouraged – as an important aspect of encouraging and developing multiculturalism.
* Multiculturalism and inclusion is supported by the state; but in many cases solutions are not sustainable (mostly in a form of projects), more effective and sustainable strategies shall be created and implemented for inclusion of Roma children in education
* Application of interculturalism in the education system;
* 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, have 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.
* Volunteering shall be embedded in schools.
* More dissemination of success stories of people who serve as an example and reference for young people, to avoid dropping out of school.