



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

## RoMigSc – WP2 Initial Study - National Reports

# National Report Germany – Executive Summary

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### About the Project.

**The main aim of the RoMigSc project** is to support a better integration of Roma and migrant children in education through various activities that stimulate innovative policy development, policy dialogue and implementation, as well as the exchange of knowledge in the fields of education, training and youth.

**Project Goals.** The project, which is funded by the European Union in the scope of the Erasmus + programme, aims to contribute to:

- creating inclusive and democratic learning environments.
- encouraging youth participation, developing inclusion and outreach practices for young people.
- preventing and combating any form of discrimination and segregation in education.
- fostering mutual understanding and respect among people.
- enhancing the quality of non-formal learning activities, youth work practices and volunteering.

**It does so through a number of Key Activities**, such as Initial Study, Training for Volunteers, Volunteering Activity, E-Platform on Inclusion in Schools and Intercultural Topics, Training for Teachers, National Seminars for Different Stakeholders.

### The project is particularly relevant in Germany.

- The inflow of migrant workers from the European Union as well as minors at an education-relevant age who come to Germany as volunteers have made it very obvious that the traditional education system in Germany needs to adapt to a much more heterogeneous audience of learners.
- Education (good teachers and good schools) is crucial for the successful integration of migrants in the society. Transnational diversity is an opportunity to make schools more inclusive, creative and open-minded.



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**The summary of the initial study** at hand points out some main results of the initial study in Germany. A second summary paper will discuss the relevance of the overall findings in all of the partner countries, including policy recommendations, for the situation in Germany. The full reports, which provide the information for these summaries, are available through the website of the project.

**The main findings** from studying the relevant literature and good practices as well as from discussing the topic with a number of key informants (practitioners from schools, relevant administrations, social workers and volunteer organisation staff) are:

- Despite more than 50% of children having a migration background in many regions in Germany, diversity is still not perceived as the “standard situation” by the education system and many teachers.
- School success is still mainly dependent on the social situation and education of parents. While migration background per se is not a discriminating factor anymore, the overall social situation is. Migrant families are more affected by lower overall resources.
- The surge of refugee migration in 2015/16 put the system in Germany in a kind of “crisis mode” which effectuated a broad discussion on migrant education as well as a expansion of measures like language learning offers, welcome and transition classes and occupational integration classes.
- The expansion of early childhood education and an intercultural opening of the dual system of vocational training are key factors for migrant success.
- Currently there is still a broad range of innovative practices at the project level, among them efforts to adapt the dual system to a more heterogeneous audience (cf. pilot project programme “heterogeneity in training” (<https://www2.bibb.de/bibbtools/de/ssl/4928.php>), but the adaptation of the standard systems is still slow.
- While innovation in the system is needed, there is a consensus that regular resources (e.g., teacher/student ratio) are often insufficient to serve a more diverse audience of students in a differentiated way.
- One main point of reform must be the integration of new forms of support systems into the regular education and training system. Offers like school social work, assisted apprenticeships and individualised coaching and mentoring, are among the measures most commonly recommended and must be made standard rather than project-based experimentation.
- While multiculturalism is an established goal of policy and incorporated in the curricula for teachers, the actual level of training is very varied and mostly not very intensive. Therefore teachers often feel overwhelmed by the changed audience and the demands of this audience.
- School development and teacher training therefore need to be expanded in quality and quantity and a more interdisciplinary approach must be taken in developing schools and teachers.
- Diversity instead of “integration” should be used as a guiding framework concept. Diversity is not limited to the national or ethnic background of the students but refers to the diverse needs of each individual, according to its gender, social background, talents and likes and physical and psychological situation.
- Inter-agency networks and coordinated local policies, e.g., through municipal concepts of intercultural opening and diversity, are playing an important role in diversity-friendly regional development, of which education and training is an essential part.



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- Some problematic situations, such as low school attendance and poor housing, regarding the children of migrant workers from Eastern Europe, some of whom are regarded by their local authorities as belonging to the Roma minority, have improved in recent years as local policies have been successful in stabilising the social and housing situation of migrant workers and their families.
- Due to the non-discriminatory character of the German social system, there is no distinct “Roma” policy. The whole range of social and educational policies applies.
- The success of integration of children of migrant worker families demonstrates the need for and success of coordinated social, housing and educational policies
- Volunteerism is the backbone of the German civil society. Volunteers are involved in all aspects of migrant and Roma support and are high in quality and quantity.
- Volunteer engagement depends on sufficient regular resources and cannot compensate for sufficient funding of education

**Good Practices.** The initial study has identified a number of good practices targeted at building good contact to migrant parents, forming inter-professional and inter-agency support networks and volunteer engagement to assist migrant, refugee and Roma children. **Good practices presented in the report include:**

- Haide! : support and consultancy to parents from Southeastern Europe
- MigraKIDS: support network for migrant families, including volunteers with a migrant background
- A.A.A.: NGO existing for 40 yr+ to organise individualised support of migrant students
- Campus Asylum: large-scale (300 volunteers at one university) student initiative for support of refugees
- Schools without Racism: Nationwide school network to develop diversity policies in schools
- Roma integration in the district of Neukölln (Berlin): social stabilisation and integrated concept to integrate working migrants