



# Training for Teachers

## Report, Macedonia, 2018

### 1. Preparation phase of the training

#### 1.1 Development of the program (April -May 2018)

- Program was prepared in April/May, in accordance with the guidelines for WP5;
- The detailed structure and schedule of training can be seen from the invitation

#### 1.2 Invited speakers

- Representatives with the expertise and experience in the field.
- Project partners were invited to present international experience & to take part in discussion with participants (national experts involved : 1 from Slovenia; 1 from Turkey)

#### 1.3 Invited participants

- Teachers, school counsellors, educators and other potential stakeholders.
- 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 attendance sheet

#### 1.4 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/>
- 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

- The training for teachers was delivered as one-day event:
  - o May, 10 2018, Tetovo, SEEU

The content of the training for teachers was structured in following thematic parts:

- Welcome and Introduction to the RoMigSc project
- Effective inclusion of Roma and migrant children in education process through non-formal education techniques; Case study: Morska Subota



- Theory input and discussion on inclusive and multicultural education

## **2.1 Training for teachers - 10. 05. 2018**

Location: SEEU main campus, Tetovo

Number of participants: 29

Programme content:

### **10:00-11:45**

- Presentation of the RoMigSc project, dr. Veli Kreci, SEEU
- Effective inclusion of Roma and migrant children in education process through non-formal education techniques, dr. Jonuz Abdullai, SEEU
- Case study: Morska Subota, the effective inclusion of Roma and migrant children in education process, Jozek Horvat, expert from Slovenia

### **12:15-13:15**

- Theory input and discussion on inclusive and multicultural education, Prof. Kenan Çayır, expert from Turkey
- Final discussion and recommendation, dr. Veli Kreci, SEEU
- Closing and certificate delivery

## **3. Evaluation of the training and policy recommendations**

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

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

### **3.2 Evaluation analysis**

Evaluation of the Training for teachers is presented below:

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

- The evaluation sheet was filled out by 9 respondents. As can be seen from the figure 1, majority of respondents were teachers.
- Figure 2 shows that 82% of respondents had been involved in a work with Roma children; 18 % in work with migrant children. Previous experience with specific methods to integrate migrant/Roma children had 89 % 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 3,8. The level of satisfaction was the highest with presentations delivered by the international experts and exchange of experiences with the international expert (satisfaction 4).

- From Figure 4 it is evident that most respondents (8) were satisfied with opportunities to express suggestions and opinions during the training; however 1 respondent claimed that did not have enough opportunities for expressing suggestions. 5 respondents stressed that they gained new knowledge during the training; 4 respondents claimed that they obtained new knowledge only partly.
- From Figure 5, we can conclude that improvements of further training for the teachers should include more case studies and discussions.

Figure 1: Structure of participants (count):

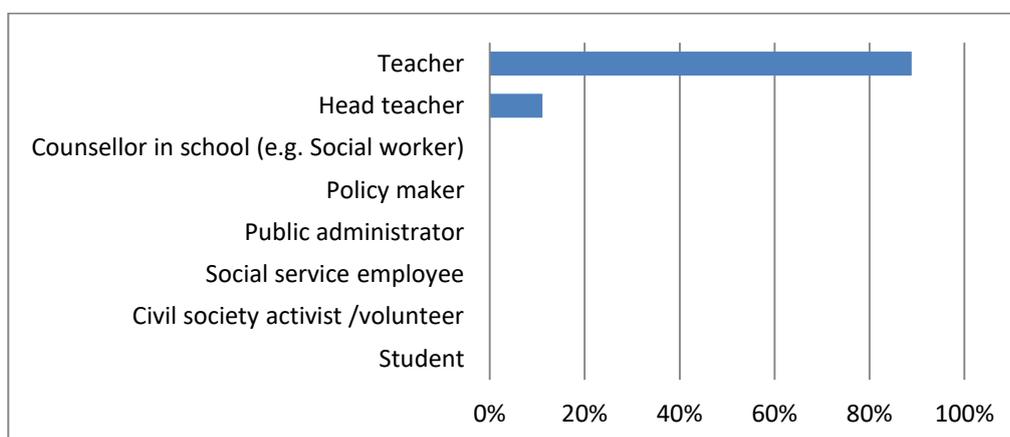
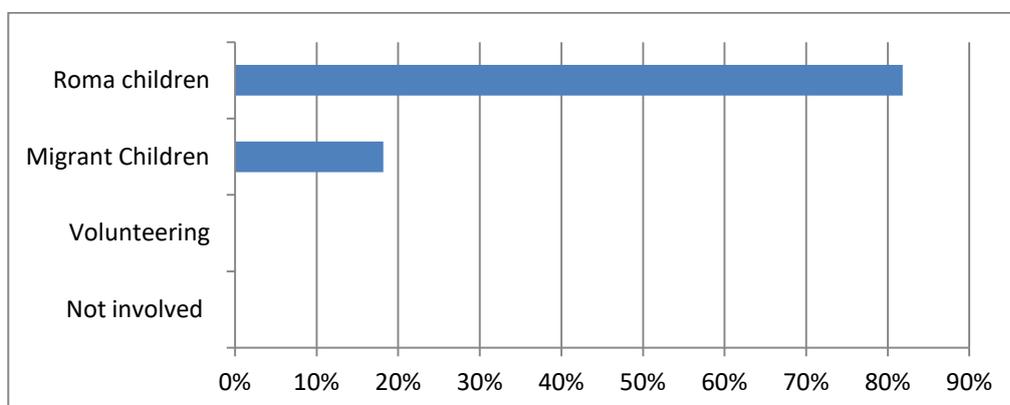


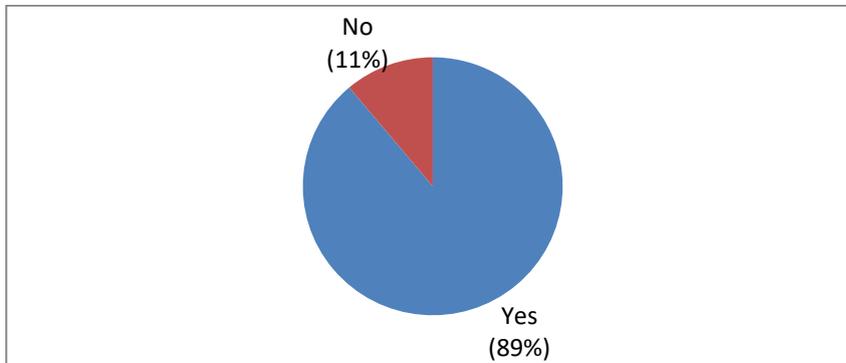
Figure 2: Experience of participants (count):

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

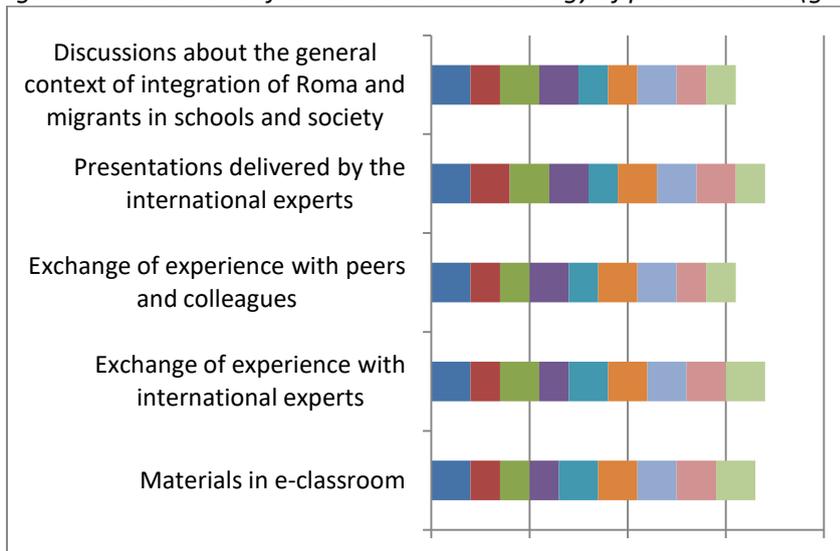




*b.) previous experience with specific methods to integrate Roma and migrant children into learning environment*

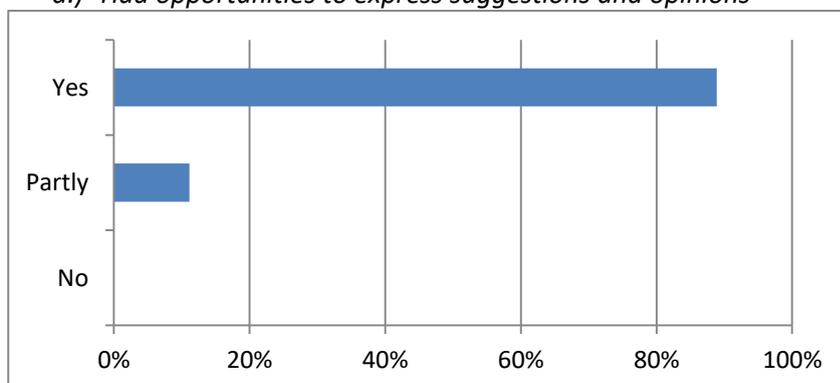


*Figure 3: Assessment of content and methodology of presentations (grades from 1 to 4):*



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

*a.) Had opportunities to express suggestions and opinions*



*b.) Had obtained new knowledge in the event*

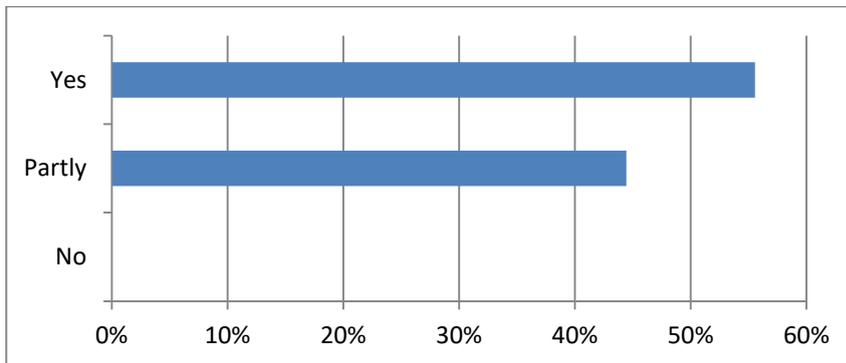
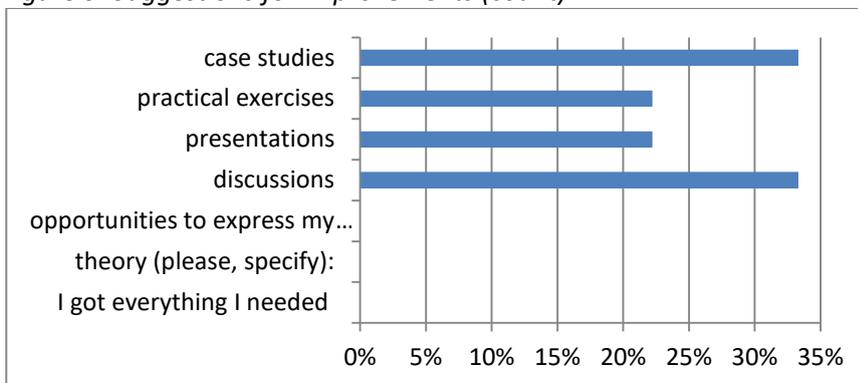


Figure 5: Suggestions for improvements (count):



### 3.3 Policy recommendations

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

- Roma children need to learn Roma language as a course in primary schools;
- special programs are needed and applied in some cases for pupils who cannot write and read;
- good practices, experiences should be shared in the area;
- volunteers have an important role in helping Roma children to overcome difficulties in learning
- the municipality should be interested for the problems of Roma children in schools and not just to indicate not to fail Roma pupils.
- problems with Roma children start from the family education.
- family poor situation as a main reason for not attending schools, children who need to be in schools either take care for their younger brothers and sisters or work in streets.
- teachers feel that the government and social workers should take care for the difficult situation of Roma families and children, because teachers can not impact on the drop-out rate since parents do not listen to teachers.
- teachers can use textbooks in more intercultural way; they can use different approach to explain to students/pupils.

Листа на учесници на Обука за Наставници - Вклучување на деца Роми во наставниот процес -  
Мај 10, 2018 ИЕУ-Тетово

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Листа на учесници на обука - Вклучување на деца Роми во наставниот процес -  
Мај 10, 2018 ЈИЕУ-Тетово

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