



OVERAL SUMMARY of NATIONAL REPORTS ON TRAININGS FOR TEACHERS 2018 (SPAIN, FYROM, SLOVENIA, ITALY)

1. GENERAL

In all countries, seminars were delivered in May or June 2018. In FYROM, Slovenia and Italy, seminar was delivered as 2 day event, in Spain as 1 day event (with 2 parallel sessions in afternoon, one with specifics Roma, another one with specifics migrants).

In deliveries of all teacher training were involved international experts, who shared the experiences with participants (Slovenia had experts from Italy and Spain; FYROM experts from Turkey and Slovenia; Spain experts from FYROM; in Italy were involved experts from all partner countries, because event was organised at the time of 4th meeting RoMigSc).

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

- Slovenia - 46 participants (different participants day 1 and day 2)
- Italy - 49 participants (different participants day 1 and day 2)
- FYROM - 29 participants
- Spain - 42 participants

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

2. OVERAL ANALYSIS OF EVALUATION

In total we received 46 filled in questionnaires. Below is presented short summary of analysis of evaluation questionnaires:

- Majority of respondents were teachers.
- Majority of respondents had been involved in a work with migrant children (64 %), 58 % in work with Roma children. The percentage of those that have been involved in work with Roma children is the highest in FYROM (82%).
- Previous experiences with specific methods to integrate migrant/Roma children had 74 % of respondents.
- The analysis from all countries show, that participants were in general very satisfied with the training, on the scale from 1 to 4, satisfaction was 3,7.
- Regarding opportunities to express suggestions and opinions the overall statistic shows: 86,5% claimed that they had many opportunities to express their suggestions and opinions; 10,8 % of respondents claimed that they had only a partial opportunity to express their suggestions and opinions, and 3,7% that did not have opportunities.
- On the question if they have gained new knowledge at the seminar the overall statistic shows: 69, 5% respondents claimed that they have gained new knowledge at the



seminar, 23 % that they obtained only some new knowledge, 7,5 that did not obtain any knowledge. The highest satisfaction with the new knowledge obtained was achieved in Italy (100%) and the least satisfaction in Spain (38%).

3. POLICY RECOMMENDATIONS

From reports of partners, we extract the following policy recommendations/conclusions:

SPAIN

Related to general aspects of inclusion of Roma/migrant children into education

It is essential to intervene at an early age for greater school integration of these groups.

To put in value and share the practical examples of good practices.

To put in value multicultural models of students, professionals and citizenship in general to observe the change towards a multicultural paradigm.

To share examples and realities of educational work with other educational entities and meet classmates who live inside the school different experiences can allow to create networks of great value, even thinking in an European context.

Create heterogeneous and interactive groups that strengthen the concept of diversity.

Training of professionals and the provision of human and material resources to public entities that work with these target groups.

Related specifically to Roma

The understanding of different Roma cultures in Spain as diverse and dynamic is fundamental to work successfully.

Related specifically to Migrants

To act and intervene at early ages for greater integration and think about formulas that give continuity to the work done with minors when they reach the age of majority.

FYROM

Related to general aspects of inclusion of Roma/migrant children into education

Good practices, experiences should be shared in the area.

Related specifically to Roma

Roma children need to learn Roma language as a course in primary schools.

The municipality should be interested for the problems of Roma children in schools and not just to indicate not to fail Roma pupils.

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.

Problems with Roma children start from the family education.



Special programs are needed and applied in some cases for pupils who cannot write and read.

Teachers can use textbooks in more intercultural way; they can use different approach to explain to students/pupils.

Related to volunteering

Volunteers have an important role in helping Roma children to overcome difficulties in learning.

SLOVENIA

Related to general aspects of inclusion of Roma/migrant children into education

Understanding of cultural diversity and trust in migrant, Roma children should be supported and stressed at all school system levels.

Mobility of teachers shall be encouraged – as an important aspect of encouraging and developing multiculturalism.

Good practices, experiences should be shared in the area.

Multiculturalism and inclusion is supported by the state; but in many cases solutions are not sustainable (mostly in a form of projects), there is a need for more systematic solutions, which will last also after conclusion of the projects.

Related specifically to Roma

Need for better cooperativeness between Roma community, parents and schools.

Related to volunteering

Volunteers have important role in helping migrants and Roma to integrate; such work needs to be more supported and systematic organised; schools need to show volunteers, that they appreciate their work, time and energy they donate.

ITALY

Related to general aspects of inclusion of Roma/migrant children into education

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.

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 expectation develops children low expectations.