



Inclusion of Roma and Migrants in Schools

Trainings, Open Discussions and Youth Volunteering Activities

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Mednarodna fakulteta
za družbene in poslovne študije
International School
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Celje · Slovenia · Europe



INŠTITUT ZA ROMOLOŠKE ŠTUDIJE,
IZOBAŽEVANJE IN KULTURO
INSTITUTE FOR ROMOLOGICAL STUDIES,
EDUCATION AND CULTURE
MURSKA SOBOTA · SLOVENIA · EUROPE



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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-IPI-SOC-IN
3-year project: 31 December 2016–31 December 2019.
Project countries: Slovenia, Germany, Spain, Italy, FYR of Macedonia, Turkey.

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Izzivi in priložnosti vključevanja otrok migrantov in Romov v vrtce in šole

Andrej Koren

Junij 2018

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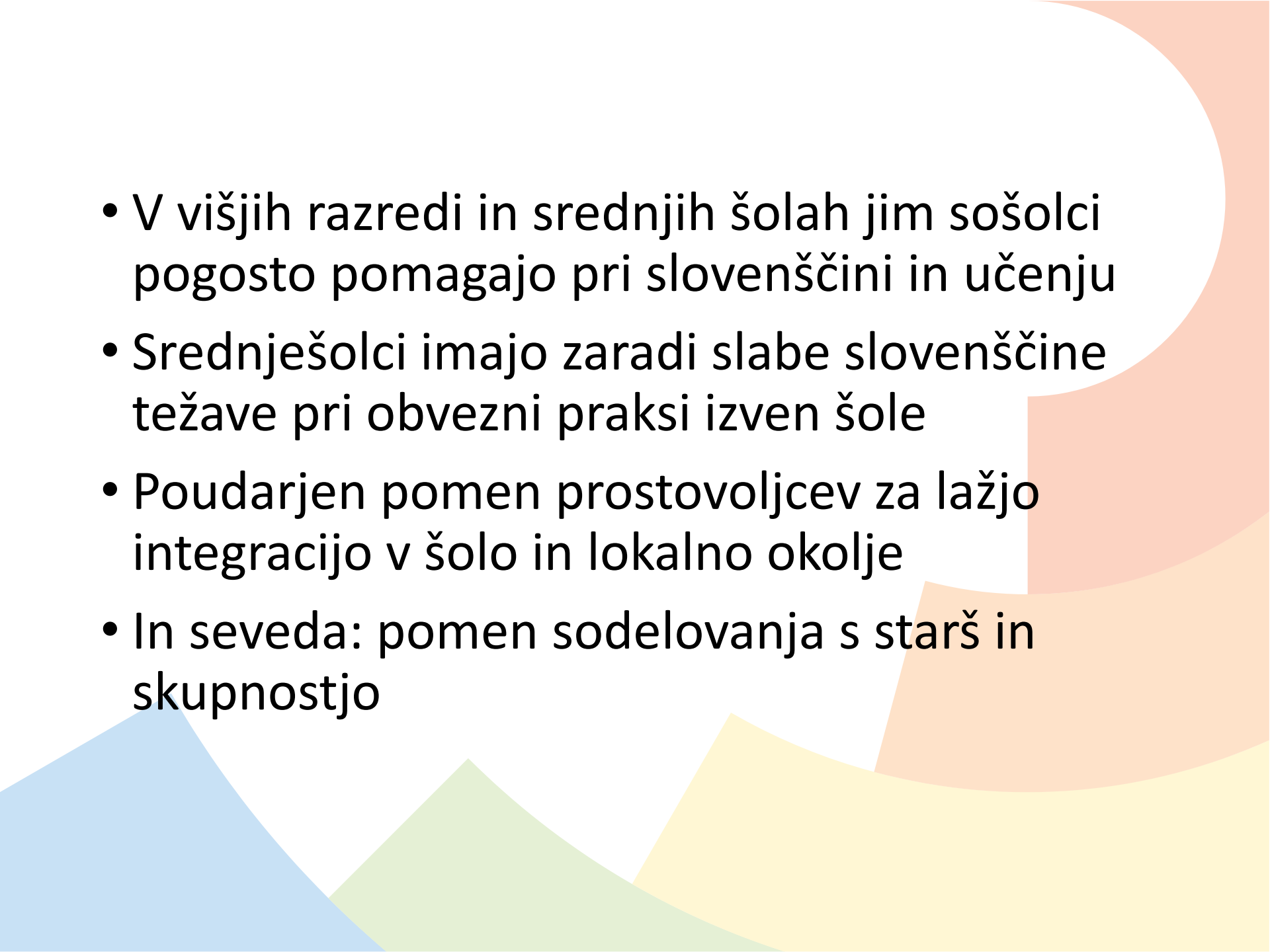


Migranti

- Seminarji za učitelje, ravnatelje, svetovalne delavce, prostovoljce
- Redko visok odstotek migrantskih otrok v posamezni šoli – primerjava s tujino
- Udeleženci večinoma zadovoljni, aktivni, želijo še več in bolj navodilno
- Opravičila: nismo videli vabila, ni pravi čas v letu, preveč drugega dela
- Če
- Veliko pričakovanj od zunanje podpore
- Bolj individualna prizadevanje, manj vsešolskih pristopov, politik

Sporočila

- Nizka pričakovanja učiteljev vplivajo na nizka pričakovanja otrok
- Neprestana pomoč je tudi oblika segregacije: neprestana podpora učitelja je dela nekompetentne v očeh sošolcev. Ne smemo pomagat vedno in takoj – počakajmo ali pomoč res potrebna
- Ne smemo poudarjat njihovega šibkega znanja
- Predsodki tečejo od staršev do njihovih otrok

- 
- V višjih razredi in srednjih šolah jim sošolci pogosto pomagajo pri slovenščini in učenju
 - Srednješolci imajo zaradi slabe slovenščine težave pri obvezni praksi izven šole
 - Poudarjen pomen prostovoljcev za lažjo integracijo v šolo in lokalno okolje
 - In seveda: pomen sodelovanja s starš in skupnostjo

Roma children

- The Roma community in the Republic of Slovenia does not have a status of a national minority, but it is treated as an ethnic community with unique ethnic characteristics.
- There are still deep-rooted prejudices against Roma, making their successful integration into society more difficult.
- Problems of kindergarten Pušča

- Teachers and social worker make visits to Roma settlement, educate, work, and with Roma parents. They deliver programs “lets’ make school attractive”, workshops, outdoor activities, 3 times per week.
- School’s Roma assistant helps in Roma settlement too.
- Developing literacy competence for Roma children.
- Learning contracts – signed by teachers, parents, children- how will we work
- The whole school dance on Roma music once a year.
- Celebrations on Roma holidays.
- Roma children perform Roma dancing on the main stage nearby city of Lendava.
- Roma children are supported and encouraged to take part in national school competitions
- Reading hours for parents and their children.

Prostovoljci

- Kdo ste
- Različni odzivi šol: nismo vedeli, preveč prostovoljcev, „nimamo“ takšnih otrok, imamo druge prioritete
- Različni prvi stiki in začetek dejavnosti
- Težave: trajnost, čas
- Sistemski pristop – usklajevanje različnih projektov

- Dobre šole se znajo soočiti z novo situacijo. So že pripravljene,
- Njihove vsakodnevne dejavnosti so naravnane k nudenju enake priložnosti vsem otrokom.
- Uspešno razvijajo polno integracijo. To je možno le in zaradi prizadevanj in dosežkov v personaliziranem učenju, aktivnih učnih metodah, krepitvi socialnega in kulturnega kapitala, vsešolskega pristopa.
- A predvsem, skoraj brez izjeme, empatične, skrbne do otrok. Čutiš.

Ravnateljeva vloga



- Govori le o učenju, učencih, izzivih
- O pestrosti učnih oblik, metod, posameznih učencih
- Personaliziranem učenju, individualnih urnikih učencev za dan naprej, da že zjutraj začnejo



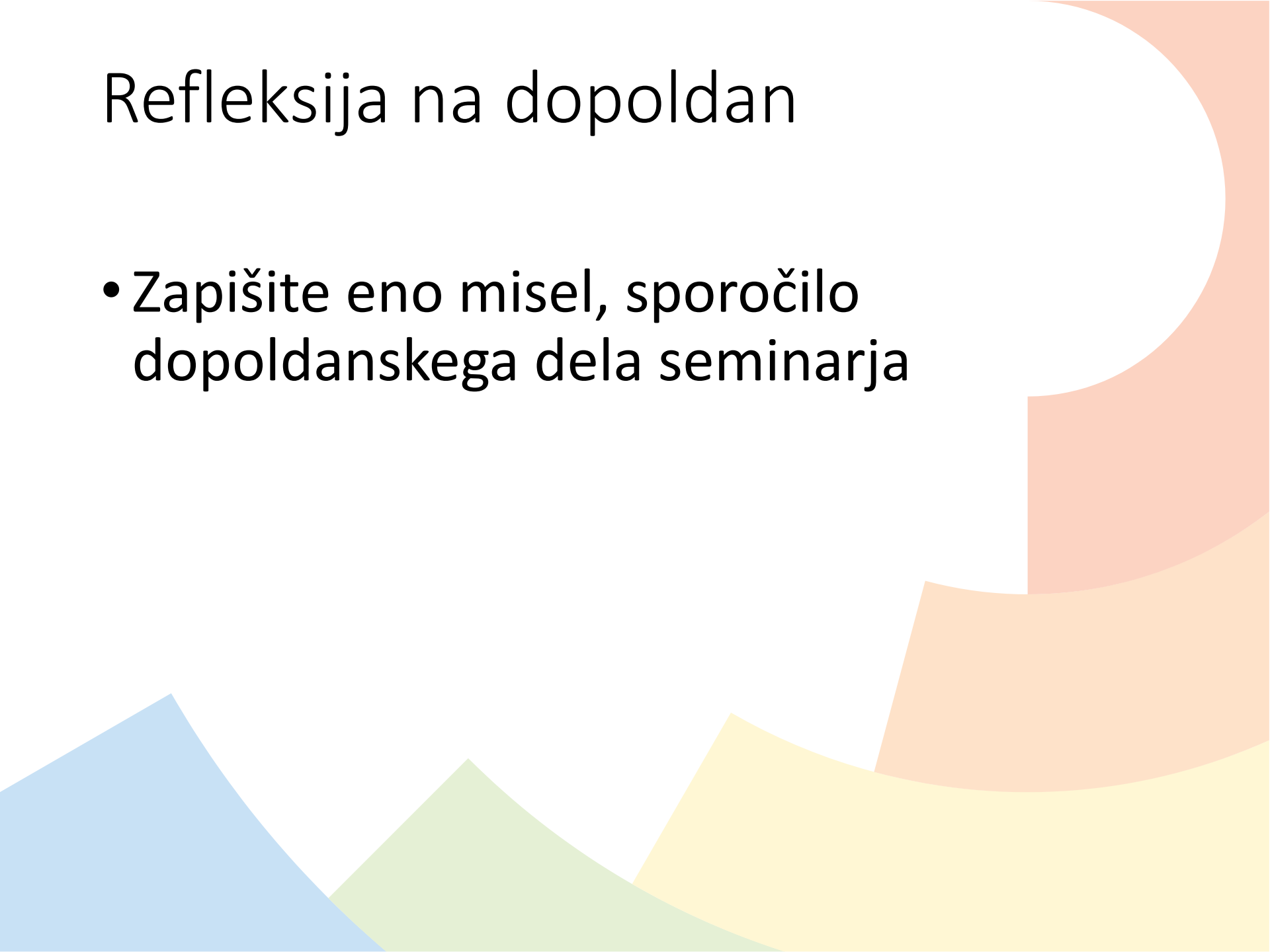
- Navdušeno predstavi socialno delavko, jo imajo že 4 leta
- Socialno učenje ob znanju
- Za to se zavzemamo, tako delamo, skupna politika učenja na šoli
- Sam rešuje probleme znotraj danosti

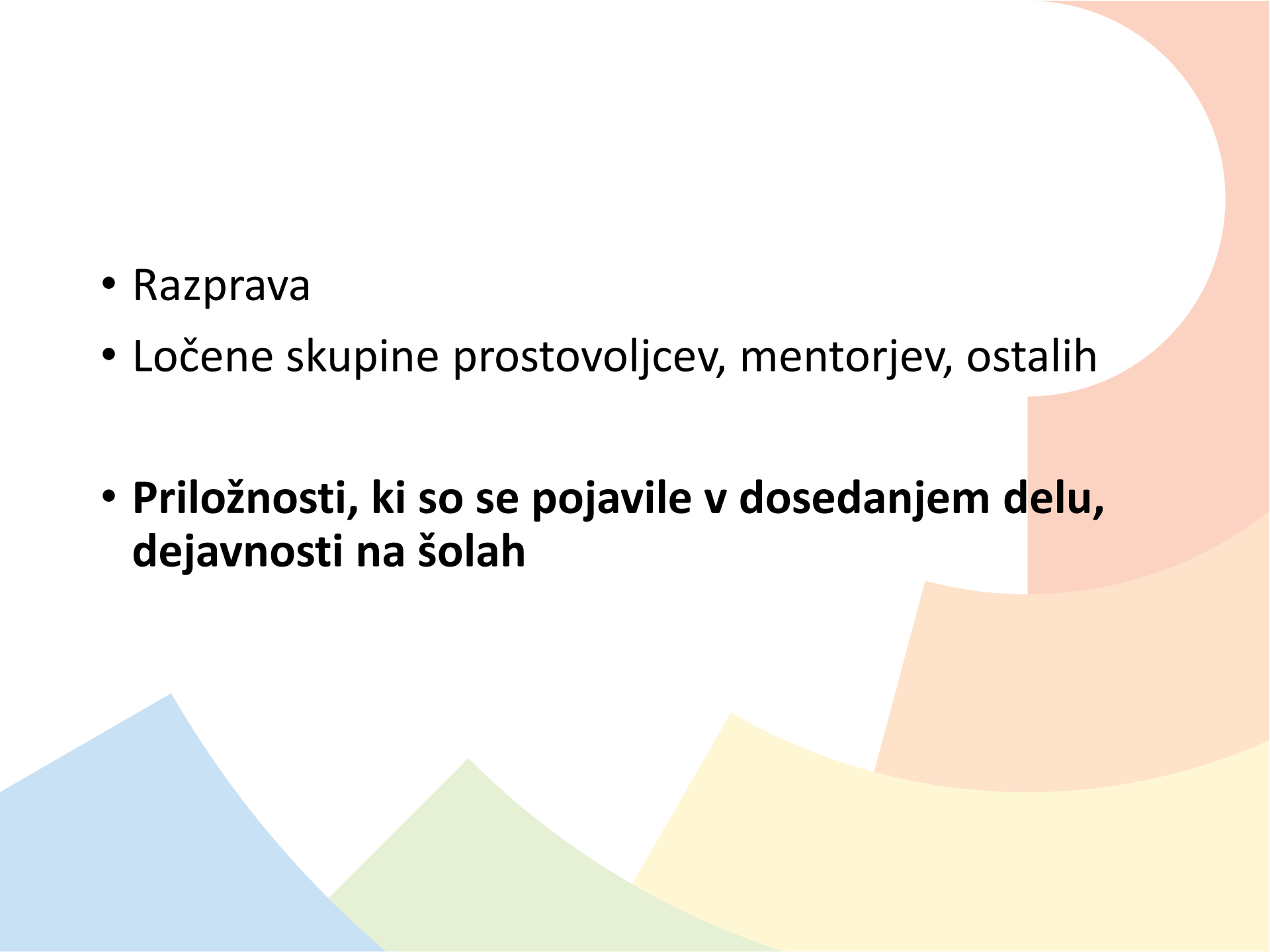


- Popoldansko varstvo, prehrana
- V pogovoru se ne pusti speljati na obveze, delovni čas, poslovanje
- Ima 18 urno učno obvezo, vesel, da ima zaradi števila otrok (500) pomočnika s 24 urno obvezo, kar 4 ure manj kot učitelji.

Refleksija na dopoldan

- Zapišite eno misel, sporočilo dopoldanskega dela seminarja



- 
- Razprava
 - Ločene skupine prostovoljcev, mentorjev, ostalih
 - **Priložnosti, ki so se pojavile v dosedanjem delu, dejavnosti na šolah**

The background features a large white circle in the upper right quadrant. Below and to the left of the circle are several overlapping, semi-transparent geometric shapes in shades of orange, yellow, and light blue, creating a layered, mountain-like effect.

V novih, združenih skupinah

- Kaj bi še razvijali?
- Kaj bi lahko storili na svoji šoli?
- Kaj pričakujete od zunanjih?



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Thank you!



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