



Inclusion of Roma and Migrants in Schools
Trainings, Open Discussions
and Youth Volunteering Activities

Transcultural Pedagogy – A School that Works for All

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Social inclusion through education, training and youth
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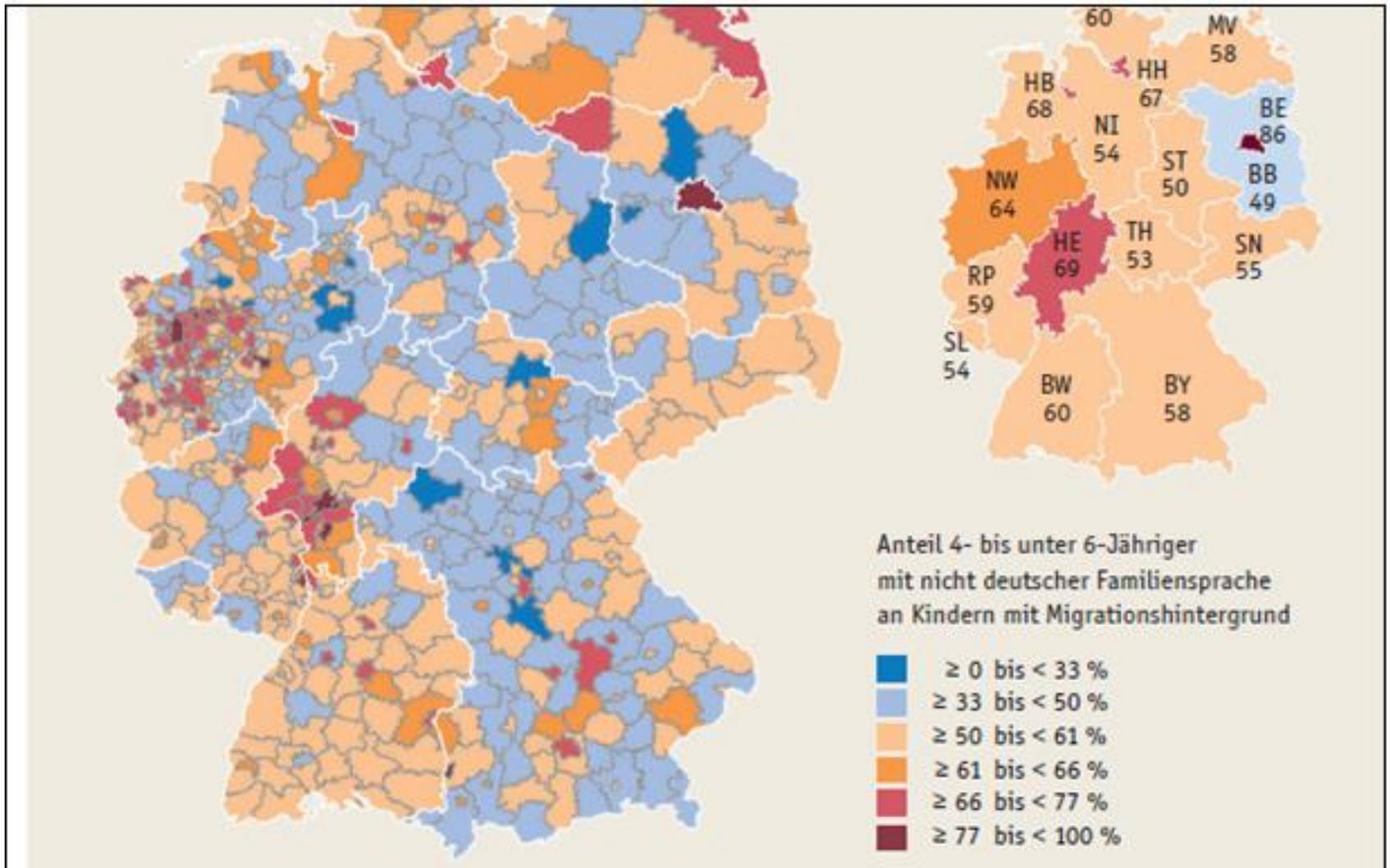
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General insights – Preliminary Suggestions for Discussion

- The >migration society< is a reality in Europe: even independent from refugee migration. Migration of labour within Europe is a fact acknowledged and encouraged by the European treaties
- Communities like Roma in some cases form distinct social groups within Europe, which have particular educational requirements
- Therefore in many places and in multiple context trans-national spaces have emerged, which can not be viewed or addressed from a perspective of assimilation to the majority population or >culture<
- Education therefore must not be conceptualised from an assimilation perspective, but must take such trans-national spaces into account



Diverse is the new normal. In many urban regions in Germany German is not the language spoken in the family (share of non German family language among families with migration background)

General insights – Suggestions for Discussion

- The transformation of economies after 1989, the development of a European labour Market with free movement of labour and the migration of third country nationals have induced fundamental changes in the social situation of the general population as well as minorities. Parts of the populations have lost traditional means of reproduction and the social situation has deteriorated for many. This has induced in- and out-going migration. Societies are migration societies and trans-national societies.
- The education systems have not sufficiently adapted to the reality of the migration society, but are almost exclusively designed to service a homogeneous >standard< population of the (former) majority population in each country
- Migrants and minorities are therefore structurally disadvantaged within these systems, as deficient outcomes show
- The education system as well as supporting social system must therefore be guided by a concept of >**migration pedagogy**< (Mecheril)

General insights – Suggestions for Discussion

- All citizens in Europe have the right to equal access to education **which meets their needs**
- **Educational systems must serve the population which exists, not the population which existed**
- Therefore **>integration<** is a controversial concept and **>diversity<** is more and more accepted as a framework concept for education
- Diversity reflects that individuals are diverse with regards to talents, sex, gender, physical and intellectual capabilities, geographical origin, cultural background of parents and other diversities
- Evidence suggests that an exclusive perspective of **>culture<** as a determining factor of educational success is highly **misleading**, while the **social situation** in general is a strong predictor. A holistic approach therefore must consider all factors of diversity, not exclusively migration or cultural background

General insights – Suggestions for Discussion

- **Diversity requires the acceptance of diversity**, i.e. the acceptance of each individual's civil and democratic rights to development by the institutions, but also among the individuals themselves. This includes forming the individual's right to an own identity and accepting the same right of each other individual's same right. **Individuals must not be** predominantly be **viewed as members of a specific national or cultural group**
- **General aim: diversity friendly schools**
- Based on these insights the **principles** to follow should be used for designing general didactical concepts:

General principles

- Professionalism should be based on the insight into the fact of a **migration and trans-national society as a standard situation**
- **Being useful** for the population in the migration society should be accepted as the **general mission and core of professionalism** for schools and individual teachers alike
- **>Diversity< in contrast to >integration<** should be used as a starting point for a up to date **>migration pedagogy<** BUT without substantialising diverse identities

General principles

- >Inter-culturality< **is not a special competence**, but ability to serve an trans-cultural audience reflects an high level of pedagogical competence in general
- **Practical necessities** of developing abilities which are useful in the current host society must be combined with development of competences which will be useful in the original home country as well as all over in Europe.

Models like >International Schools< which are widely used by high income and highly mobile international experts for the education of their children can give some insights to the framework for an education with an international perspective

Observations from a German Primary School with high share of Migrant Background Students

Children with Migration Background and/or weaker social situation need more....

- Struktur
- Orientation
- Basic feeling of being accepted instead of being singled out as a “special case”
- Space for identity building and developing their own personality
- Space to demonstrate talents, aspirations and achievements

Traditional system of marks and grades is a very unsuitable form of evaluation and encouragement



General principles

- Competences for a migration society cannot be developed on individual teacher competence level. The development of teacher competence must be part of school, education system and overall social system development (inter-cultural opening of organisations). The competence for participation in **school development** must therefore be part of teacher competence development.
- Europe is characterised by a dynamic evolution of societies and therefore the mission and methodology of education. The educational system must therefore be constantly reformed and teacher training is not a singular period but teacher learning is **life long learning**. Adequate attention and resources must be used therefore.
- Teacher and volunteer competence can be defined by the **knowledge, skills, attitudes and practice**, which need to be developed. Some key points which have been identified as being particularly relevant include:

Teacher Attitude:

- realism, acceptance of what is, not what should be, empathy,
- positivity
- orientation to potential, not deficiency
- acceptance of diversity as fact not burden
- pedagogical openness and curiosity (>not-knowing<),
- empathy with each child,
- patience
- appreciation of abilities and competences of students of all backgrounds

General principles

Inter-cultural competence:

„Inter-cultural competence is the ability to actively and effectively dissolve cultural ascriptions and affirmations and transform them into situations of an open and equal management of conflict“ (Lange/Pagels zit n Mecheril p 93)

Culture:

Landscapes of meaning. These are not static but the result of individual reflection and construction. Culture is transformed into individual, dynamic identity

Teacher Skills:

- analysing learning prerequisites
- identifying talents and potential
- communication skills and trust building skills
- teach and develop host country language in all subjects
- flexibility
- adaptability
- ability to react to diverse learning prerequisites, through adapted access pathways to learning opportunities, through flexible structures, through differentiated media, individual learning arrangements and individualised support (on class and school level)

Teacher Practice:

- actively participate in school development to develop diversity competence and practice
- stand up for all students, not only the >majority< students
- support the language competence of all pupils with or without migration background during the whole school career.
- proficiency in using tools of linguistic diagnostics,
- integrate experiences not only of standard German background families, but diverse experiences
- participate in training and active reflection of practice
- avoid >othering< (labelling, stereotyping)
- include diversity of background and talent in teaching staff
- use diagnostics of individual strengths
- know and work with volunteers and relevant organisations

„The others“ in „Foreigner-Pedagogs“ and „Inter-cultural pedagogics“ (Mecheril) vs. „pragmatic approach“ (Romigsc)

| Key concepts | Paradigm | | |
|-------------------------------------|--------------------------------|--|---|
| | Foreigner Pedagogics | Multi-cultural pedagogics | Pragmatic approach (RoMigSc (ISOB) Preparation for Migration Society) |
| Who is considered as „other“ | Specific >others< >foreigners< | All are different, all are >others< for each other | Selective equality: all are equal (human), with differences for pragmatic reasons |
| Criteria of distinction | Nationality/origin | Culture | Individual background, current residence |
| Thematic focus | Language skills | Identity | Migration competence, viability |
| Concept of differentiation | Deficit | Difference | Equality in diversity |
| Aim of intervention | Assimilation | Acknowledgement of difference | Migrability, viability, individual development |
| Concept of intervention | Compensation, support | Understanding, encounter | Pragmatic creation of useful competences for migration society in transnational context |

Adapted from Mecheril 2010, p. 61, column 3 RoMigSc, Alexander Krauß, ISOB

Paranthesis: Critique of >Inter-cultural pedagogics<

- culturalistic reduction of complex socio-economic conditions in the migration society
- Problem of >thinking in islands<
- Culture as linguistic cover-up of construction of races

“As soon as culture is conceptualised as unchangeable, static, essential characteristic of individuals or as essential context of larger social entities, e.g. as >national culture<, the understanding of >culture< is similar to the understanding of >race<. (Mecheril 2010, p. 87)

“Change in societies necessitates inter-cultural learning in specific transitory situations. However, wherever it is institutionalised, there is the danger that differences are emphasized and essentialised and achieved commonality is overlooked.” Hamburger zit n Mecheril 2010, p. 143

Appreciation of differences can reinforce differences.

Paranthesis: essentialist culturality as ideological rebellion against negative consequences of capitalist modernity/globalisation

Teachers should know and be trained in **overall concepts in which teachers and volunteers should participate**, based on these competences, as:

- school development: implementing diversity as school level
- continuing reflection of educational needs and current good practice,
- developing and using a repository of material to be integrated in training and collegial supervision
- inter school exchange, exchange with relevant organisations, particularly social work etc
- international exchange programmes,
- own experiences inter-culturality (work and study abroad)



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Lessons Learned from RoMigSc: Policy Recommendations

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Policy of the European Union

Paris Declaration European Council 2015

Guiding Principle: „**Inclusion** in Diversity“

1. a **whole school** approach encouraging the engagement both with the whole school community (1) and with a wider range of stakeholders (2);
2. a **democratic and inclusive school culture** and ethos....
3. the early identification and **prevention of social exclusion**
4. in **flexible pathways**, ...development of vocational skills
5. high-quality **early childhood education**....
7. **digital education** in education and training programmes
9. **support teachers**, educators and other teaching staff ...,

„Inclusion in Diversity“

10. **cooperation** ...between education and training institutions, local communities, local and regional administrations, parents, the wider family, youth field actors, volunteers, social partners, employers and civil society to enhance inclusion...

13. consider the use of curricula and pedagogical approaches that **reflect social, cultural and other diversities** of learners;

School level: Characteristics of a >diversity-friendly< school

- Philosophy of school which appreciates diversity, and multi-linguality
- External images/appearance stands for diversity: multi-lingual signs, results of projects, material and teaching material represents diversity
- Extra curricular activities
- Cooperation with external organisations, incl migrant organisations
- Intensive communication with parents
- Generally good school climate: trust, transparency, participation
- >School code<: anti-racist, anti-sexist, anti-discriminatory
- Meta-communication: reflection of success of communication, conflict-management
- Priority on differentiation over segregation
- Collegial consultancy in case of difficulties
- Mediation/conflict management in case of ethnicized conflicts

School level: Characteristics of a >diversity-friendly< school

No diversity friendly' school without the cooperation with volunteers!

- Emotional welcome
- Additional experiences and background
- Quality Check for schools
- Bridge builders into society

Policy Recommendations

Local

- Multi-Stakeholder multi-agency approach
- Plan of integration. Inventory of resources aims and measures
- Support schools, provide additional resources, planned and contingency
- Support volunteers and encourage civil society
- Network teachers social workers and volunteers to learn from each other

Policy Recommendations

National

- Base all policies on a consistent and acceptable model of diversity
- Acknowledge reality of migration society
- Accept international obligations
- Provide **adequate resources**
- Encourage experimentation and flexibility to cope with new problems, adapt and **mainstream bottom up solutions**
- **Expand** research and **experimentation**
- Invest in teacher education and international exchange, encourage **international perspective as a prerequisite for competent teaching**
- Define teacher competence requirements accordingly, **emphasize communication, empathy, social emotional, adaptability competence**

Policy Recommendations

European

- Reinforce efforts to “Europeanise” education: education must prepare for the migration society at all levels.
- Parallel to the efforts in University education, as the recognition of learning outcomes and certificates, this must be expanded to vocational training, incl mobility and further down the process.
- School education must be useful everywhere in Europe and prepare for migration
- Expansion of language training, incl common language, lowering barriers to change of country, common core curricula,
- Recommendations for teacher training and teacher profile



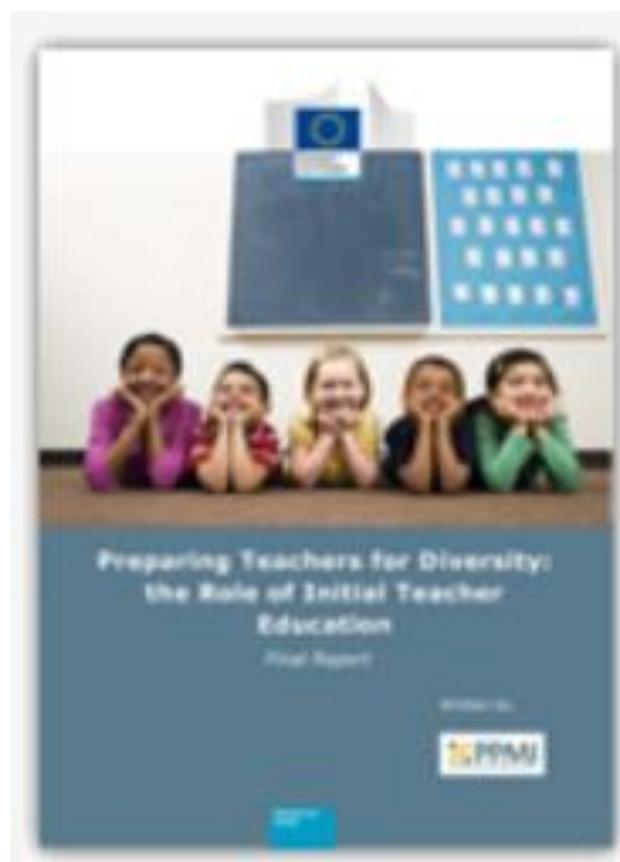
You want them to see your #potential?



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RE-ENGAGING YOUNG PEOPLE IN EUROPE

As youth unemployment is a problem at national and European level, the project has the goal to engage young people who are NEET in order to promote youth employment and prevent the social exclusion of young people. Possible approaches include upgrading their employability skills, addressing skills mismatches and providing work experiences in their local communities.



Preparing Teachers for Diversity:
the Role of Initial Teacher
Education

Final Report

Written by

EIPMU

