



National Seminar

The report, Slovenia, 2019

1 The preparation phase of the seminar

1.1 Development of the program, April–May 2019

- Program was prepared in April, May, following the guidelines for WP7, with experiences of deliveries in 2017 and 2018, and by considering recommendations for improvements, made by consortium.
- Programme and invitation is available through: https://elearning.romigsc.eu/wp-content/uploads/2019/08/Nacionalni_posvet_ROMIGSC_Celje_2019.pdf

The content of the National seminar was composed of the following ‘main’ themes:

1. About project RoMigSc, and recommendations to policies in the area of inclusion of Roma/migrants and volunteering (at local, national, EU level)
2. Education of Roma and migrant children – national & international experiences and good practices
3. Thematic discussions.

1.2 Invited speakers

- Representatives with the expertise and experience in the field. One expert from partner institution (SEEU, North Republic of Macedonia) took part in the seminar.

1.3 Invited participants

- Representatives of national and regional organizations working in the field of education, inclusion migrant and Roma in schools
- The head teachers and teachers in kindergartens, primary and secondary schools
- Representatives of volunteer organizations
- The invitations for the events were disseminated through emails, Facebook, personal (phone) communication with schools, via other institutions that work with the inclusion of Roma/migrants in education, and promoted through Eurydice news (sent to around 50.000 people, on average 150 persons read the announcement on events RoMigSc).
- Participants registered for the events through our electronic system Ika.

1.4 Materials about activities: e - platform (open access)

- Materials, about seminar are available in e-platform.



- To reach the materials register in e-platform <https://e-platform.romigsc.eu/sl/registracija/> and go to Slovenian site of e-platform.
- Materials for delivery of national seminar 2019:
 - a.) Invitation and programme: https://elearning.romigsc.eu/wp-content/uploads/2019/08/Nacionalni_posvet_ROMIGSC_Celje_2019.pdf
 - b.) ppt presentation by ISSBS and IRŠIK, Slovenia: https://elearning.romigsc.eu/wp-content/uploads/2019/08/Nacionalni_posvetr_Prestavitev_projekta_RoMigSc_Celje-2019.pdf
 - c.) ppt presentation of the partner from North Macedonia: https://elearning.romigsc.eu/wp-content/uploads/2019/08/Nacionalni-posvet_Besa_Kadriu_Severna_Makedonija_Celje-2019.pdf
- The materials will be available also in the future.

2 Delivery of the national seminar

Date and location: 6. 6. 2019, ISSBS, Celje

Number of participants: 36

Programme, content:

9.30–11.00

- Presentation of the RoMigSc project, presentation of recommendations to policies (at local, national, EU level) that were prepared in frame of the project RoMigSc, dr. Nada Trunk Širca ISSBS
- Activities with migrant and Roma children in Italy, Slovenia, Germany, Spain and Turkey, dr. Valerij Dermol, ISSBS
- View of Roma on intercultural and inclusive education, Jožek Horvat Sandreli, IRŠIK and Roma Union

12.00–13.30

- Schooling of Roma children in North Macedonia; and experiences of volunteering at SEEU, North Macedonia, Dr. Besa Kadriu, SEEU, North Macedonia
- Presentation of e-platform and materials RoMigSc for work with Roma and migrant children, dr. Valerij Dermol, ISSBS
- Discussion

Brief description of the presented topics and key messages:

Dr. Nada Trunk Širca presented project RoMigSc and its activities in Slovenia and in other partner countries. She emphasizes that the project is becoming widely recognized in Slovenia, especially through volunteering activities; which are currently being held all over Slovenia at 15 schools/institutions, with 33 volunteers. Further on were discussed policy recommendations, which were prepared by consortium, and applicability of recommendations to Slovenia.



Dr. Dermol presented three practices in the area of inclusion of Roma/migrant children which were identified by consortium as practices, with high potentials of applicability to other partner countries: project InMigraKIDs (Germany), CACTUS (Italy), Roma assistant (Slovenia). Participants of the seminar agreed, that both foreign practices are applicable for Slovenia.

- *About practice CACTUS: The project develops digital learning and textbook material in simplified Italian in all subjects to assist students in accessing learning in all subjects while at the same time acquiring the Italian language through this topic specific learning material.*
- *Applicability of practice CACTUS to Slovenia: Migrant children in Slovenia face problems in learning of other subjects (e.g., geography, history, mathematic ...) due to limited vocabulary and insufficient mastery of the language of the host country. In addition to the initiative of more hours for Slovenian language (hours are officially based on decision of ministry; but also offered through different projects, or as a part of school initiatives), initiatives such as Cactus could present additional approach toward ensuring better outcomes/success of migrant children (as the bad command of the language of the country that the child has not yet mastered, is the main risk factor for individuals' failure).*
- *About practice InMigraKIDs: a Holistic concept for the intercultural opening of schools, working with parents, aided by a pool of voluntary language mediators from more than 30 languages.*
- *Applicability of practice InMigraKIDs to Slovenia: InMigraKid practice with the pool of trained 'native speaking' mediators with migrant background, and organisation of discussion workshops for migrant parents is also very valuable practice, applicable for Slovenian school system, mainly as in Slovenia translators are ensured by the Ministry only in case when important arrangements are needed between school and parents. And also other Slovenian organizations that work with migrants, can use such approach.*

Further on Jožek Horvat Sandreli discussed the role of Roma minority for the preservation of Roma language, culture and identity. He emphasized that language is the most critical element in preserving the identity of a nation and its values, while at the same time he stressed his concern that the Romani language is slowly disappearing in Slovenia and is increasingly less used. In preserving identity, an elective course/subject Romani Language and Culture can also play an essential role for those who would like to learn the Roma language.

However, when preparing an elective course/subject, key experts from the field of Roma language and Roma culture should be involved ... and the course/subject should be taught by qualified staff.

Besa Kadriu from North Macedonia briefly presented situation regarding the inclusion of Roma children in Macedonian schools. There is still lack of multicultural approach; however, positive is that more and more Roma receive education at all levels (although enrolments are lower comparing them with non-Roma children/ students), which shows positive approaches in the



inclusion of Roma in schools. Very positive is also that civil society actors have been active in monitoring the process & pointing out areas for improvements within the National Roma Integration Strategy (set up in 2012, implemented from 2014). Good practices that she emphasised were:

- each Roma high school student gets a scholarship – 60 USD per month & a mentor
- important are also project that foster inclusion of parents into school environment – example is Roma Education Project (work with parents-over 1000 parents, with teachers -450 teachers, assistance to children from preschool and primary school), also in Slovenia, there is a need to have more projects (or support activities) that promote better inclusion of parents within school environment ...
- strong engagement of volunteering organisations for inclusion of Roma

Besa Kadriu presented volunteering activities in frame of project RoMigSc. In 2018, SEEU had 11 volunteers, in 2019 18 volunteers; some volunteers come from Roma community. Main activities of volunteers:

- Learning assistance to pupils in Macedonian language, math and other subjects.
- Creative workshops for interconnecting and spending qualitative spare time.
- Visiting parents of the children with problems in schools.
- Participation in the performance of sports and cultural days and other activities.
- Socializing with Roma children during morning care, drawing, telling stories etc.

Dr Dermol presented the e-platform, which is an essential outcome of the project. E-platform in English had been almost finalised but was being under construction in some of the partners' languages because the partners still had been translating the materials (texts and videos). Participants were asked about their opinion on e-platform and the materials. In general, participants agreed that the e-platform is very interactive, and offers a rich repository of documents. They were quite interested in the quiz embedded in the e-platform, which provided the participants to test their knowledge about intercultural education and to print out the certificate. The participants of the seminar also watched one of the videos explaining some of the goals and achievements of the RoMigSc project (the video is available at https://youtu.be/AJlatFyRk_Y)

3 Evaluation of the seminar and policy recommendation

3.1 Letter of thanks and evaluation questionnaire

A week after the training we sent to the speakers and all the participants the *Letter of thanks*, for their contribution and participation. We asked them for feedback through evaluation questionnaires and we promised them to keep them informed about other activities in the future.

3.2 Evaluation analysis

Evaluation of the national seminar is presented below:

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

- In Figure 1, shows that the evaluation sheet filled out 15 respondents. Majority of them were public administrators and civil society activist's volunteers.
- Figure 2 shows that all respondents have been involved in at least in one area of: migrant children *or* Roma children *or* volunteering. Majority of respondents had been involved in work with Roma children (72%). In the volunteering work were involved 45 % of participants, in the work with migrant children 30 % of participants. However, only 60 % of respondents had previous experience with specific methods to integrate Roma and migrant children into learning environment.
- As Figure 3 shows, the respondents were in general very satisfied with the training - on the scale from 1 to 4, satisfaction was 3,5. Respondents were very satisfied with opportunities to exchange the experiences with peers, colleagues and international experts (average satisfaction was 3,7). The level of satisfaction was the lowest (but still quite high) in the case of satisfaction with presentations delivered by international experts (score 3,2).
- From Figure 4 it is evident that most respondents were satisfied with opportunities to express suggestions and opinions (94%), only 6 % of respondents claimed that they had only partly opportunity to express suggestions and opinions. On the question if participants obtained new knowledge in the event 56% respondents claimed that they obtained new knowledge; 44% that they obtained new knowledge only partly.

Figure 1: Structure of participants (count):

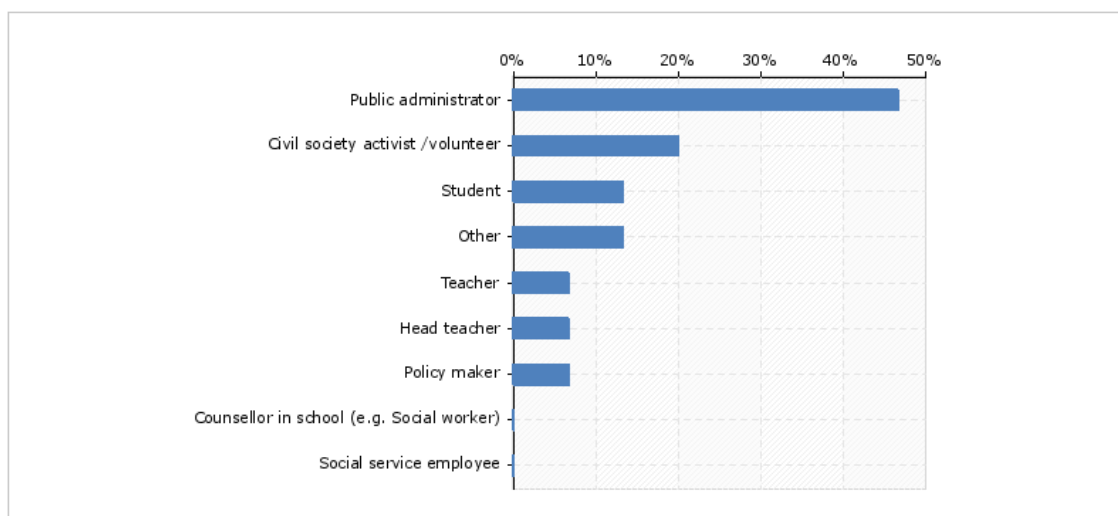
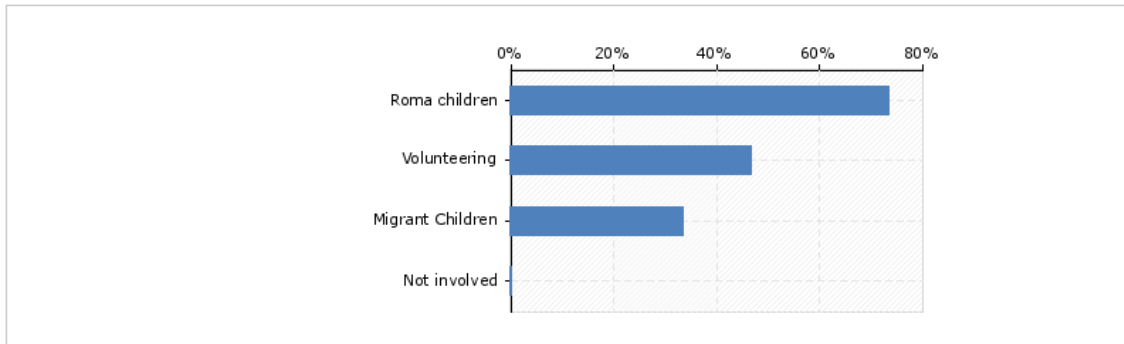




Figure 2: Experience of participants (count):

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

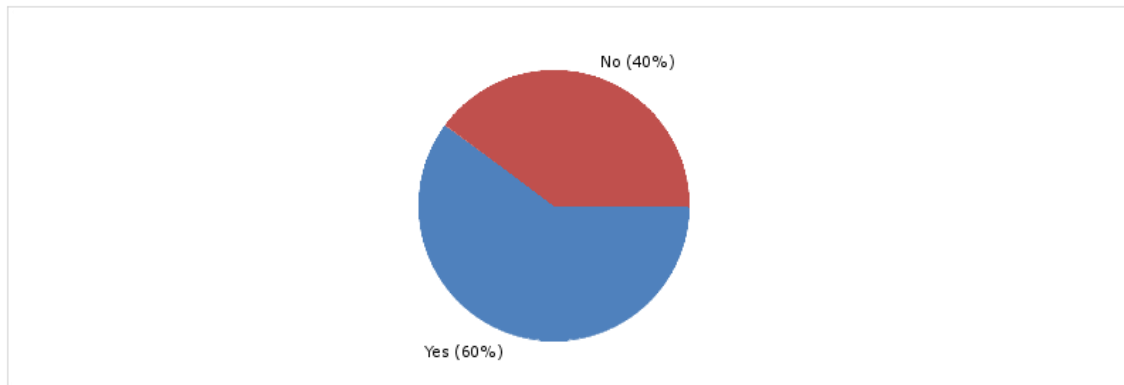


Figure 3: Assessment of content and methodology of presentations (grades from 1 to 4):

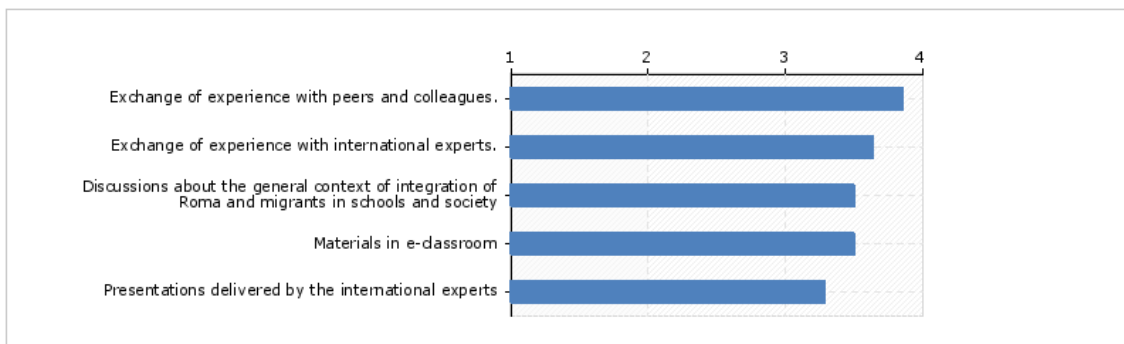
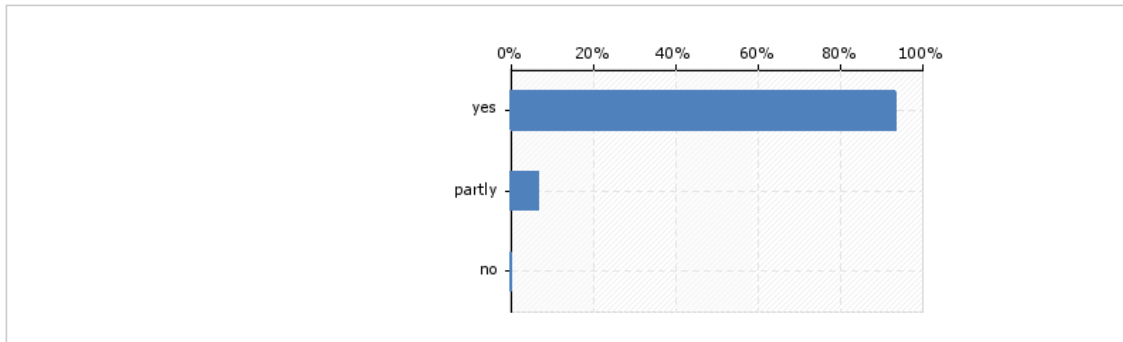


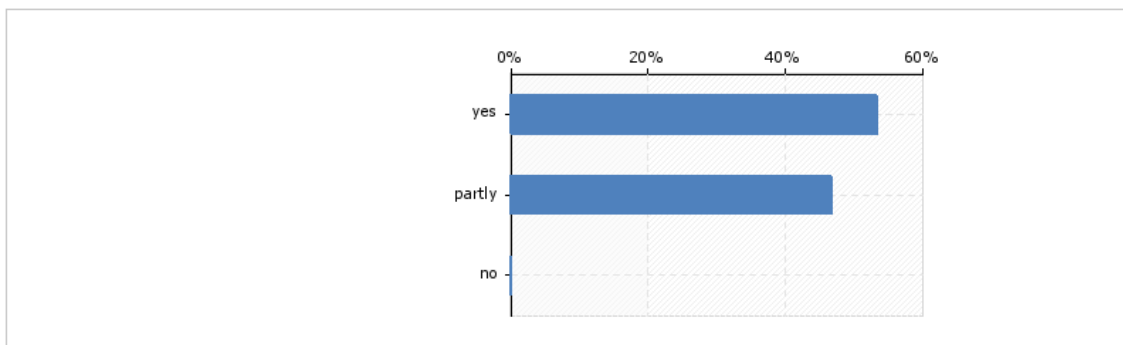


Figure 4: Learning and discussion (frequency in %):

a.) Had opportunities to express suggestions and opinions



b.) Had obtained new knowledge in the event



3.3 Policy recommendations

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

- The overall understanding of cultural diversity; and trust in migrant, Roma children should be stressed at all school system levels.
- More focus shall be put on preservation of Roma culture and language; also by ensuring high quality of implementation of elective courses Roma culture; Roma language.
- Need for better cooperativeness between Roma community, parents & schools; need to more work with parents of Roma children through different programmes & initiatives (parents need to trust more in school system; they need to more encourage their children in the importance of education).



- Volunteers have important role in helping migrant, Roma to integrate; such work shall be systematically supported in schools; and schools need to show volunteers, that they appreciate their work, time and energy they donate.
- It is important to share good examples, experiences and practices in the area
- Multiculturalism and inclusion is supported by the state; but in many cases solutions are not permanent (mostly in a form of projects), there is a need for more systematic solutions, which will last also after conclusion of the projects.
- Such workshops are very useful. All who work with Roma and migrant children have similar problems; and events like national seminar and teacher trainings offer opportunities to exchange experiences; share good practices, compare strategies, give possibility to debate.
- Similar events that involve different stakeholders and aim to discuss policies shall also be organised in the future (like annual events).
- Better connectivity of similar projects shall be ensured.

Photos from national seminar





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

<https://romigsc.eu>



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