

EU Challenge
to Build
a Cohesive
and Diverse
Society

Step by Step towards
Inclusion in School

ToKnowPress



EU Challenge to Build a Cohesive and Diverse Society



**Inclusion of Roma
and Migrants
in Schools**



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A Case of Roma
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Valerij Dermol
Alexander Krauss
Alenka Dermol Bernik
Jožek Horvat Muc
Teresa Juan García
Susana de Juana-Espinosa
Besa Kadriu
Andrej Koren
Veli Kreci
Stanka Lunder Verlič
Anica Novak Trunk
Selma Osmanović
Virginia Payá Pérez
Ana Rosser Liminana
Augusto Sebastio
Aleš Trunk
Merita Zulfu Alili
Nada Trunk Širca

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Ana Rosser Limiñana, Augusto Sebastio, Aleš Trunk, Merita Zulfiu Alili,
and Nada Trunk Širca

Reviewers Lena Damovska and Bettina Stoll

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Dr. Nada Trunk Širca

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Copy Editor

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Kasetsart University, 50 NgamWongWan Rd. Ladyao

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International School for Social and Business Studies

Mariborska cesta 7, 3000 Celje, Slovenia

Maria Curie-Skłodowska University

Pl. Marii Curie-Skłodowskiej 5, 20-031 Lublin, Poland

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Introduction

Socio-political and demographic changes in Europe have, among other things, imposed a new way of functioning of the social organization system, which is reflected in many ways. Not even the education system survived this tempo of change. Reorganizing the European system in social, economic and political terms has, on a broader scale, also had a significant impact on European policymaking.

All those major changes, namely demographic changes and migration have created favorable circumstances for preparation of a unified educational system, suitable for all cultures currently building the social fabric of Europe. The concept of a heterogeneously structured society significantly influenced designing of new strategies in the European education system.

The approach, adopted by all six project partners, included a review of possible ways of involving the Roma community into European society, particularly in the project partner countries (Slovenia, Germany, Spain, Italy, Turkey and North Macedonia).

In the European space, a developing trend of migrant and the Roma community integration into the education system has been addressed a lot recently, primarily to enable finding the most appropriate modules for individual countries in order for them to apply the most appropriate modes of this education policy. This trend of multinational functioning of an education system, embedded within a common European space, made it possible to distinguish different country approaches which more or less deal with the integration aspect of migrants and Roma.

Individual project partners' practices present particular cultures of approach, varying across Europe and beyond. The practice of intercultural dialogue represents a vital element in both communication and educational integration. It has also created preconditions for building cadres, tailor-made to teachers' needs, focusing on integration of the Roma community and migrants into the education system, particularly in countries that are part of this project.

The first chapter of this book gives some insight in the role of a family in European societies; family aspect represents an important part of the project due to its tremendous effect on Roma and migrant

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integration. Psychologists, dealing with new migrants arriving from different countries, are also indispensable in the domain of Roma integration; the same goes for volunteers involved in the process.

The second chapter focuses on international practice of the countries, participating in the project. Being faced with migrants and the need to integrate the Roma community into international practice, their objective reality is focused on interpolation of practical experience; by its direct effect on creation of the public image, the country is associated with experience it conveys to the general public.

The content of this chapter focuses on both the system of inclusion, as well as on that of migrant and Roma education in Spain, Slovenia, Turkey, North Macedonia, Germany and Italy, sharing and describing best practices.

The third chapter of the book considers the specifics of every country, with particular emphasis on the role of schools, as well as on description of Roma and migrant inclusion in the education system model. Special mention is given to the work of volunteers, since they are being a very important part of the process.

Within the same chapter, the last section gives some recommendations concerning a very important part of public education policies within the education system of the countries involved in this project.

Our thanks go to all authors and our special thanks to experts Kenan Çayır and Muge Ayan, both from Istanbul Bilgi University, Turkey, who contributed valuable insights and helped significantly with their expertise.

We acknowledge all the researchers and trainers who contributed to the implementation of the RoMigSc project. We would especially like to thank all people who have not had a say in this text but have contributed their competences and passion to the project, an extraordinary thanks to all volunteers that devoted their time to migrant and Roma kids, helping them to achieve better results in schools and to become more included into society.

Last acknowledgement goes to EACEA – the agency that believed in our project proposal and supported the project during the three years of implementation.

About the RoMigSc Project

The RoMigSc project aims to contribute to the general objective of a call (EACEA/05/2016) in the framework of the Erasmus+ program key action ‘Support for Policy Reform’ – to foster inclusion of disadvantaged learners, including persons with migrant background, while preventing and combating discriminatory practices. It additionally aims to contribute to specific objectives: creating inclusive and democratic learning environments, encouraging youth participation in social and civic life and developing inclusion and outreach practices to reach young people.

This specific project aims to foster better integration of Roma and migrant children in education process through various activities such as teacher training, e-platforms on intercultural topics, a series of guided learning opportunities for teachers, children, their parents, volunteers and all other citizens, as well as training for volunteers working with Roma and migrant children, to provide them with unique skills and competencies. Young volunteers should conduct volunteering activities for Roma children and migrants in order to better include them in schools and local communities. National seminars for different stakeholders should be organized (policymakers, school directors, academics/researchers and representatives of the public authority). Furthermore, an international conference should be held to disseminate project results at a larger scale.

General aspects, considered by partners from Slovenia, the Republic of North Macedonia, Italy, Turkey, Germany and Spain during the preparation of the project, were: situation of migrant (particularly refugee) children, situation of Roma children in Europe and volunteerism as the main contribution of the civil society to mitigation of some problematic phenomena in this context.

The RoMigSc project application summarizes the facts and ideas that motivated RoMigSc partners to promote innovation and development in the field: ‘There is clear and consistent evidence that many children of migrants have lower levels of educational attainment than their peers. The PIRLS survey on literacy shows migrant children scoring less well than their non-migrant peers by the end of primary school. The OECD PISA survey on standard academic skills of 15-year-

olds confirms that migrant children in this age group tend to perform less well systematically than host countries' children across each of the tested subject areas, science, and mathematics and, most strikingly, reading. Migrant children are more likely to drop out than host country children. The latter is especially the case for children from third-country nations: they have some critical, and specific, education needs that are not currently met through mainstream education policy. According to ETM, the share of early school leaving among foreign-born learners in the EU is nearly twice as high as among the total population' (in the EU, it was 12.7%, while the equivalent rate for third-country nationals was 26.5%).

United Nations records show that more than half of all Syrian refugees are under the age of 18. Such a large share of children and youth offers a significant opportunity: if host countries ensure quick access to quality education and training opportunities, they can provide this young, but disadvantaged, generation of refugees with tools to succeed – either in their host country or eventually back home. Education also represents an essential means of transmitting host country values and providing orientation on civic life. It is clear that education and training should be the focal point of successful integration efforts.

Migrant children often find it impossible to present their culture (discrimination against existence of their culture). Due to multiculturalism, and in order to avoid stereotypes and monocultural orientations (not only presenting European authors, but the ones from third countries as well), the need to change curricula in primary and secondary school appears.

The problem of access to non-compulsory education for undocumented children. While participation in compulsory education is often possible for undocumented children, the fact that the legislation is unclear commonly results in administrative barriers, limitations in taking official examinations and receiving certification, and exclusion from non-compulsory education.

The main Roma issues: 'On average, only one in two Roma children attend pre-school or kindergarten; only 42% of Roma children complete primary school in some EU Member States. Participation in education drops considerably after compulsory school, with only 15% of young Roma adults completing upper-secondary education, on average.' Further problems, identified as starting points of poten-

tial intervention analysis are: segregation of Roma children in special needs schools and often-weak involvement of parents. Project partners identified some examples of good practices, namely how to intervene in problematic situations, as potential practices that could be upscaled; a good example being Roma school assistants (mainly of Roma origin) that can help with bridging the gap between Roma communities and schools.

Experience, both local and national, recognizes volunteering as an essential part of solutions to problems described. Partners experienced several aspects of positive outcomes of volunteering activities, such as helping Roma and migrants to integrate into society better and promoting the feeling of not being alone in challenging moments. In recent years, a lot of attention has been paid to volunteering as a driving force for social inclusion of youth.

Volunteering can complement formal education by teaching young people practical skills that enhance their employability. Voluntary activities are recognized as rich learning experience enabling the development of social skills and competencies. Volunteering can also improve career prospects and progression of young people by enhancing their job-related skills – from cross-cultural communication and conflict resolution to evaluation and management, problem-solving and leadership skills.

Volunteering is, however, far from having fulfilled its potential. According to Eurobarometer (European Commission, 2007), 16% of people aged between 15 and 30 declare to be regularly or occasionally engaged in voluntary activities and only 2% report that they regularly participate in voluntary or community work, while three out of four young people consider volunteering as an incentive for greater participation in society. The problem leading to relatively low turnout of young people in volunteering activities is also that, in most cases, young volunteers do not receive any certification for their work and that skills acquired through voluntary actions are not recognized enough for their value as an essential form of non-formal learning.

Chapter One

Step by Step towards Inclusion

Multiculturalism and Egalitarianism in Contemporary Societies

DEFINITION OF MULTICULTURALISM

Multiculturalism, based on a theoretical approach, is a view claiming that cultures, races and ethnicities, especially those of minority groups, deserve their differences to be recognized within dominant political culture. This may take form of recognized contribution to cultural life of a political community, requirement for special protection under the law for specific cultural groups, or autonomous rights to govern certain cultures. Multiculturalism is both a response to the fact of cultural pluralism in modern democracies and a way to compensate cultural groups for past exclusion, discrimination and oppression.

When approaching the problem, it is important to consider historical experience of diversity within and between peoples' cultures in perspective, compared to the influence of prior periods and present-day trends, related to ethnic overlaps and migratory movements of the population. The summary outlines some key ideas as basic concepts for course content in the main areas of study.

Emergence of barriers, impeding intercultural communication between and within peoples, addresses the essence of contents of ethnoculture and multiculturalism, as well as their interplay, by assessing the underlying theoretical concepts. From there, we move to the study level of the problem. When we talk about civilizations, then multiculturalism, ethnoculturalism and their two main pillars, namely culture and religion is what we have in mind.

Culture expresses 'the totality of the achievements of a people and all humanity at a certain stage in the field of social and mental production and development. The field of social development encompasses all creativity in language, in the arts, in science, and in all spiritual life. It encompasses the full range of behavioural knowledge and habits, life education, activities in the fields of art, science, sports, science' (*Fjalor i Gjuhës Shqipe*, 1984, p. 568).

Multiculturalism and ethnoculturalism exist as theoretical concepts, but cannot be a part of tangible reality. In dealing with their concept, study of the source material is appreciated, from the failure of the 'Huntington doctrine' to 'clash of civilizations.' Chaotic situations have been perceived in clashes of cultures rather than civilizations. In the study, culture is considered to be an active, real, tangible part.

'The very essence of civilization is culture and faith. Between the two basic categories, the conflict exists, with the consequences of intercultural diversity, confronting real situations in conflict areas, with incentives and developments of large movements, until the collision. In the wars between cultures, it is the culture that is lost.' (Huntington, 2004, p. 451).

In the social aspect, these two categories only become vulnerable when appearing as indicators of social emancipation, cultural awareness, high degree of civic standards, daily living. People get what they give; they get on with each other in interaction and coexistence. The higher this standard, the higher the degree of recognition and acceptance among cultures, which makes the ethnocultural communication between peoples and the spirit of nationalism much more accessible. Most modern democracies are made up of individuals from diverse cultural backgrounds, practices and contributions. Many minority cultural groups have experienced exclusion or denigration of their contributions and identities in the past. Multiculturalism requires including the views and contributions of different society members while respecting their differences and not demanding their assimilation into the prevailing culture (Eagan, 2015).

Multiculturalism remains a challenge to liberal democracy. In liberal democracies, all citizens have to be treated equally by the law, abstracting the collective identity of the 'citizen' from actual social, cultural, political, economic positions and integrity of actual society members. This leads to the tendency of collective homogenization of citizens and to a shared political culture with everyone participating. However, this abstract view ignores other salient political characteristics of governmental entities that transcend the category of citizens, such as race, religion, class and gender. Although it claims formal equality of citizens, the liberal democratic view tends to underestimate how unequal they are within society.

Instead of embracing the traditional liberal image of people from

different cultures being assimilated into one unified national culture, multiculturalism generally recognizes variety. Although being an integral and distinct part, all members of the society can maintain their separate identity while living in the same collective; some of the most radical multicultural theorists have argued that certain cultural groups need more than recognition to ensure the integrity and preservation of their distinct identities and contributions. In addition to equal individual rights, some have advocated for group rights and autonomous governance for specific cultural groups.

Since continued existence of protected minority cultures ultimately contributes to the well-being of all and enriches the dominant culture, theorists have argued about preserving cultures unable to withstand the pressure of assimilation into dominant culture; it is the norm of equal rights for all.

Multiculturalism is closely linked to identity politics or political and social movements that consider group identity to be the basis of their formation and the focus of their political actions. These movements strive to further various interests of group members and force their essential issues into the public sphere.

Multiculturalism raises essential questions for citizens, public administrators and political leaders. By tracing recognition and respect for cultural differences, multiculturalism provides a troublesome answer to the question; how to increase the participation of previously printed groups (Wright, 2016). Multiculturalism (later capitalized) in the true sense of a word is being much more than just a failed political philosophy. It is either cause or consequence of a slow erosion of the Western civilization. For an in-depth critique of this political philosophy, see Mansur (2013).

The liberal departure of multiculturalism as one of its defining features is the principle that all cultures are equally valuable, good and worthy of respect, if not a full celebration. This is partly due to a certain amount of postmodernism (No objective truths.) and moral/cultural relativism (Who are we to judge another people's moral and/or cultural rules?). Multiculturalism leads to a notion that host nations/cultures should not expect new immigrants to adopt the ethos defining the host nation. On the contrary, it is assumed that every cultural group should maintain its distinct identity, whether its underlying cultural values are contrary to those of the host nation or not.

Lack of integration and assimilation in multiculturalism is not necessarily an adverse outcome, as such isolationism is considered to be an example of cultural pride. Nothing could be further from the truth. Cultures that ensure the legal equality of the sexes, that protect the rights of religious minorities and gays, that provide legal protection of freedom of conscience, freedom of expression, freedom of religion, and freedom of association, that institutionalize separation of state and church, are on a much higher level compared to those that do not. There is nothing shameful, arrogant, or jingoistic in saying so.

Millions of people from around the world seek to enter the United States and Canada, not emigrate to Cuba, North Korea and Saudi Arabia. Annual patterns of global immigration for the past 100 years confirm that notable fact. A psychologically sound person is the one not being fraught with suicidal ideation and a healthy civilization cannot be linked to endless hatred (a widespread reality among Western intelligence).

Of all versions of society organization, Western liberal democracies make the optimal one. This is not to say that the West has created perfect societies without social ills. It rather implies that prosperity of individuals is best guaranteed by societies rooted in individual freedoms, as outlined in the American Declaration of Rights and the American Constitution.

Other distinguishing features, being part of multicultural symbolism or part of different societies in the modern world, are dominant; one of them being the trend of massive migrations and frequent movements, encouraged by people trying to have a dynamic life. In times when societies develop in highly diverse environments and spaces, the need for particular treatment in the place where one lives, and works is growing.

This also corresponds to institutional readiness to withstand all situations that are closely linked to diverse cultures and to respect equal treatment of people who, in terms of certain human values, may be different from those corresponding to characteristics or features of the majority. Foreign scholars of theoretical concept of multiculturalism point out, among other things, some issues that seem reasonable to be included here:

Veresiu and Giesler (2018) discuss that Emanuel's enthusiasm as a researcher on multiculturalism can be analysed through standard

lenses for theorising the relationship between ethnicity and consumption. Previous consumption researchers have developed significant computational nuances on how use allows the ethnic group the conflicts to be negotiated through brand-mediated battles (Luedicke, 2015), taste-based tensions (Üstüner & Holt 2007), consumer identity conflicts (Askegaard et al., 2005), and other diverse consumers the processes of compromising acculturation across different cultures through individual consumer choices (Askegaard & Özçaglar-Toulouse 2011; Chytкова 2011; Dion et al., 2011; Hu et al., 2013; Jafari, 2008; Oswald, 1999), where ethnic positioning is inherently anchored in identity projects (Veresiu & Giesler, 2018).

In terms of the importance of multi-ethnic societies, scholars also refer to the governance form of these countries, considering their governments as key actors in defining their multi-ethnic character. Governments, in this case, should pay attention to create diverse groups in decision-making processes and decision-making itself, especially in formulation of public policy.

Another theoretical approach, addressing aspects of equal treatment within a diversified society or culture as different countries in Europe and beyond face this challenge, includes practices of RoMigSc project partner countries.

We want to elaborate on some of the features of their theoretical approaches so that we can then relate them to our project practices.

DEFINITION OF EGALITARIANISM

It is a trend of thought, which favors equality between subjects of living. Egalitarian doctrine asserts that all people are equal, regardless of their fundamental values or social status. Egalitarianism is a set of beliefs that generally promotes equality for all humankind, regardless of gender, race, religious orientation, etc.

An egalitarian is someone who practices equality by promoting laws, giving equal protection to girls and women at work or providing protection for illegal immigrants, ensuring that they have the same rights as citizens. Justice, in its impartiality, is a conception.

Philosopher John Rawls states that justice consists of two fundamental principles; freedom and equality. The latter is further divided into the right to equal opportunity and the principle of distinction.

The first principle is more important because it states that every individual has an equal right to fundamental freedoms; Rawls be-

believes that private property, personal belongings, a home, etc., constitute fundamental freedom, also being an absolute and unlimited right. No government can change, violate or confiscate it from individuals. The second principle of equality is the component of justice. Social and economic inequalities should be addressed with utmost impartiality, for the greater good of the least advanced and under conditions of equality of opportunity.

Dworkin has also made a significant contribution to what is sometimes called the debate on everyone's equality. In his book, titled *Sovereign Virtue* (2002) he relies on a theory he calls 'resource equality.' This theory combines two main ideas. The first is that all beings are responsible for the life choices they make, and the second is that natural gifts of intelligence and talent are morally arbitrary and should not affect the distribution of resources in society (Baliqi, 2017). The divide between egalitarian behavior, current attitudes and expressive concerns applies where relational equality is taken to be the relationship between institutions and citizens. Thomas Pogge's account focuses on how institutions treat citizens. Always in his view or as he notes, 'a liberal society or state must treat all its citizens equally in terms of aid and obstacles' (Pogge, 2004, p. 147). Schemmel considers how institutions treat citizens, namely the relational equality in terms of the attitude institutions express towards individuals (Schemmel, 2012).

Leadership of societies in need of a more realistic dimension of egalitarian principle, which they must prioritize in their daily work or their everyday experience, is the most important here. According to egalitarian scholars, leaders are often broader-minded, stronger, or exhibit more dominant behavior than their peers, whether in large-scale democratic societies (Stulp et al., 2013) or small societies, such as countries in the process of development (Maybury-Lewis, 1967) and countries undergoing a deficient process of civilization (Werner & Smith, 1982), where war equals a traditional path to leadership. Visionary or physically influential leaders, however, are not necessarily chosen for their physical dominance, especially not in egalitarian societies, where authoritarian behavior leads to censorship, dismissal, or even execution (Boehm et al., 1993).

Apart from theoretical aspect that is very much related to the European Union's policy process towards integration of migrants into the education system, this undoubtedly challenges most European Union

countries. In this regard, some of the tendencies aiming at supporting migrants within the European Union should be highlighted.

These activities also promote networking among policymakers and allow them to address current and future challenges better. Between 2016 and 2018, the following topics were discussed at dedicated Peer Learning Activities:

- Language assessment and integration of unaccompanied minors through education;
- Reception of newly arrived migrants and assessment of previous schooling;
- Recognition of refugees' qualifications;
- Intercultural dialogue as a tool to address migration, refugees and asylum seekers in educational context,
- Linguistic and cultural diversity;
- Integration policies for migrants: principles, challenges and practices.

Certain institutions, the European Commission in particular, have elaborated the cultural level of education in terms of newcomers' integration into European Union member states education system. Here follow the priorities of issues that came up within that strategy. The Commission will:

- Launch projects supporting pre-departure and pre-arrival measures for local communities, including resettlement programs with focus on priority third countries.
- Engage with the Member States to strengthen cooperation on pre-departure measures with selected third countries, including La Valletta Action Plan.

In strengthening their integration policies, Member States are encouraged to:

- Promote private sponsorship programs for refugee settlement to actively involve local communities in the third-country nationals' integration process.
- Consider taking part in multi-stakeholder projects for refugee settlement, such as the EU project for Facilitating settlement and Refugee Admission through New Knowledge exchange.

- Provide pre-departure information to prepare individuals for arrival in the EU, also by appointing Integration Liaison Officers in Embassies in key third countries.

Depending on the state-by-state practice within the European Union countries, each state, in parallel with the approach given as a general EU strategy, develops its own strategies and institutional arrangements in order to successfully approach the issue.

Intercultural Diversity and Challenges for Education

PHENOMENON OF MIGRATION

People had been migrating since the beginning of human history and migration has always represented a global challenge. It has been increasingly pronounced recently. According to the International Organization for Migration, there are 232 million migrants in the world at the moment (King & Lulle, 2016). Recent data show that in 2015, 137 thousand refugees and migrants decided to enter the EU (Liarakou, 2017, p. 65). Some authors even talk about the age of migration or of globalization of migration (Antić Gaber & Krevs, 2013, p. 7).

Migration is undoubtedly an essential factor that affects the local environment, leads to change in entire societies and economies and also changes the demographic image of the world. It can be ‘temporary or permanent, local or international, voluntary or involuntary, legal or illegal, registered or unregistered, migration of individuals, entire social communities or individual groups’ (Antić Gaber & Krevs, 2013, p. 7).

Ever since the establishment of the European Union as an area of free movement of goods, services and people, migration has represented its central challenge. Attitude towards immigration in the EU has varied from focusing on migration prevention, through migration management and integration of migration to development policies, to exclusion of unwanted migrants and selective admission of those who might contribute to the economic growth. From this perspective, the EU phenomenon of restrictive interpretation emerges, namely that migration is a problem that needs to be fought (Učakar, 2017, p. 13).

Vizintin (2017, pp. 29–33) describes migrant policies or approaches. He mentions the exclusionary approach, which separates immigrants from the rest of the population. This approach results from the belief that immigration is temporary. Immigrants, in such cases, are

often viewed as a threat. This can mostly be observed in countries that have previously employed foreign workers, such as Germany, Switzerland, Austria and Belgium.

Further on, the author discusses the assimilationist approach that offers full inclusion, but forces immigrants to give up their own culture, language and social characteristics. In addition to the two approaches mentioned, the author also suggests the pluralistic/multicultural approach, where immigrants are accepted as ethnic minorities, different from the local population but able to maintain their identity and have the same rights as the locals in all areas. In most countries, such policies have been renamed to integration policies, and in practice, we often find a mix of these approaches. It isn't straightforward to draw a dividing line between the integration approach and the other approaches mentioned.

Coppel et al. (2001, quoted in Livazović, 2017, p. 71) mention four essential consequences of migration. In their opinion, it affects the labor market and, consequently, the budget of the receiving state. They also highlight the positive outcomes of migration, as it offers a solution to the ageing of population. Among consequences that can be negative or positive, the brain drain is mentioned.

The increasing scope of migration results in the need for managing it. In practice, two concepts are being associated with this phenomenon, namely integration and inclusion. However, authors often refer to them as synonyms. Integration is based on the idea that migrants are different and that they need to adapt to the new environment in order to be accepted. Inclusion is based on assumption that everyone is different and able to make a positive contribution to society (ASPIRE, 2018, p. 13). In this chapter, we use the term integration, since 'integration is a predominant term in Europe, defining processes (and their consequences) of integrating immigrants into their new social environment' (Bešter, 2007, p. 106).

INTEGRATION AND SCHOOL SYSTEMS

The integration process begins immediately upon arriving in a new environment, but it should be emphasized that it takes a lot of time. In most EU countries, there are no unified integration practices, and even within countries, between specific regions or countries, different approaches can be observed. Integration in the school environment, however, not only relates to the field of education, but to many

others as well: legal, housing, socio-economic, cultural, political, social, education and identification (Bešter, 2007, p. 109). Educational integration mostly refers to equal rights and access to education.

By accepting an increasing number of migrants and related amount of cultural diversity, a risk for their marginalization appears. The latter applies to education in particular. As a result, the importance of taking measures to integrate migrants and their children into the school system is increasing. Nevertheless, Trunk Širca and Novak Trunk (2017, p. 127) conclude: ‘although diversity allows schools to be more creative, inclusive and open-minded, inequality in education remains the highest among migrant children.’ For example, a recent Eurostat research (see http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat_lfse_o2&lang=en) shows that migrant children¹ drop out of school sooner as their local peers.

Language is mentioned as the main obstacle in the integration process. The Council of Europe (Knaflič, 2010) points out that learning the language of majority population should be essential for the immigrants. Therefore, they should be given the opportunity for language learning. Research shows that acquisition of language skills at school takes three to five years at the conversation level, and four to seven years at the academic level. In most schools, language represents foundation for inclusion, and teachers’ ability to teach emerges as an essential problem. Most teachers are also unaware of their responsibilities for the inclusion process.

The OECD (2015) mentions two ways of organizing courses and thus integrating migrant children into the learning environment, namely integration of migrant children in regular courses, together with the others, also local pupils, and bilingual education, with migrant children being partially or fully placed in special learning groups. According to the OECD, children have shown to be more successful when they take courses with non-migrant classmates. Other research has shown that the so-called preparatory classes as a form of full integration could provide more time and space for language learning immediately upon arrival (Koehler, 2017, quoted in European

¹ The term migrant children refer to new immigrants (first generation, second generation or returnees). The reasons for their migration are various, and so is their legal status – they can be citizens, residents, asylum seekers, refugees, unaccompanied minors or illegal migrants. They might reside in the host country for a medium or more extended period and not have access to a formal education system (European Commission/EACEA/Eurydice, 2010).

Commission/EACEA/Eurydice, 2019, p. 15). Nevertheless, such an approach might, on the other hand, block the integration, as migrant children are isolated from their local peers. Also, their performance could stagnate if focused on language learning exclusively (Nilsson & Bunar, 2016, quoted in European Commission/EACEA/Eurydice, 2019, p. 15). Recent research highlights that European education system could increase migrant inclusion by providing the teachers with skills needed to meet the challenges of diversity (Ahad & Benton, 2018). Some researchers believe that recruiting teachers from different ethnic or migrant backgrounds could contribute to better inclusion through enhancing students' learning experience and strengthening their sense of belonging (Katsarova, 2016).

Different countries advocate different models of school integration of migrant children. However, according to Trunk Širca and Novak Trunk (2017, p. 130), the most important is the effectiveness of the model, teachers' ability to teach in diverse classrooms, and migrant children being in direct contact with their local peers. In research, schools are recognized as crucial in encouraging tolerant and respectful attitude towards diversity (King & Lulle, 2016).

If we consider integration in a little broader manner, it seems vital for everyone to be actively involved in the process, thus helping to make the integration process as successful as possible. For example, the OECD (2015) makes some recommendations for better integration of migrant children. In the first place, it emphasizes the importance of inclusion of migrant children in pre-school education, so they start their school at a level, comparable with that of the local children. Since success of integration depends on teachers, their training is also essential. The OECD also emphasizes the importance of avoiding a high concentration of immigrant pupils, e.g. in selected schools only. Better results are achieved if students are dispersed and placed in a mixed manner. Immediate implementation of a language course and integration of the language with the learning content is also essential. The latter proved to be very useful. Promoting communication between school and migrant parents is also of the utmost importance. Ahad and Benton (2018) presented similar recommendations and practices.

The Importance of Identity

Individuals interact with others throughout their lives. This interaction is the result of their personality and the values one has. Ident-

tity underlies all social relations and gives an individual the sense of belonging. Individuals belong to various groups that assign them specific identities, such as gender, citizenship, origin, social status, education, etc. Migrant children bring along tradition, history and values, all of which represent their identity.

An individual can play different roles within different groups. This sometimes results in discord and identity crises, especially among migrants, as they become highly dependent on other people's attitude towards them. Compound identities are characteristic of migrants. The concept was described in 2006, by Mirjam Milharčič Hladnik (2013). It refers to the fact that a person can be pluralist, namely, 'at the same time a German citizen of Slovenian origin, a Christian, a vegetarian, a teacher, an American football lover, an amateur theatre actor, a collector of antiques, etc., without this causing any controversy.' Vižintin (2017, p. 17) adds that a composed identity enables an individual to voluntarily identify as belonging to multiple cultures/languages/ethnicities/religions, with one identity being equivalent to another.

For this reason, everyone should be aware of the importance of identity and allowed to identify with the desired one. If we do not acknowledge living in a multicultural society, accepting the diversity of identities is hard. Besides, identity attributed by the others can lead to discrepancies between identity perceptions of an individual and of other people, which might adversely affect people's social adjustment and psychological well-being (Huber, 2014, p. 15).

Stereotypes, Prejudices and Social Exclusion

When different cultural groups come together, prejudices and stereotypes are produced, as well as cases of marginalization. Ule (2013, p. 14) says that prejudice emerges from everyday situations and is manifested through an impatient and disrespectful attitude towards other people. When people contact someone from different cultures, they make simplistic judgments about them. Ule (2005, p. 388) states that stereotyping is 'a process of describing people based on their cultural group affiliation, not based on individual characteristics and particularities.' The same author continues by saying that in social psychology, five levels of expressing prejudice are usually discussed, namely gossip, avoidance, discrimination, violence and genocide. Social exclusion appears as a result of prejudice. Ule (2004) points out

that prejudice in specific groups can lead to a sense of inferiority and a negative self-image.

Ule (2013, p. 15) quotes research findings have shown that ‘despite the increased level of education and greater mobility of people, prejudice in modern societies has not yet disappeared, but only changed and adjusted. Instead of hostile emotions, contemporary prejudice is dominated by dismissive emotions and cold distance.’ In a school environment, low expectations from teachers can negatively affect students’ goals and thus lead to confirmation of stereotypes. Pupils, therefore, see themselves in line with existing social stereotypes, and the latter are therefore maintained. One’s thinking and actions can be crucial in helping students confirm their assumptions. However, if teachers believe in children and their potential, if they support them with more attention, such an approach creates the environment enabling the students to successfully meet all expectations (PREDIS-Consortium, 2013, p. 28).

Prejudice often results in lower expectations of teachers towards migrant children. Bennett (2011, p. 22): writes on the subject: ‘Teachers, like everybody else, are often unaware of their prejudice and consequently unaware of their lower expectations towards some students.’ The school should not allow prejudice to become a tool of aggression and unfounded judgments about at-risk groups, but prevent and eliminate it during actual everyday situations. Many teachers grew up in a single-cultural environment, so they might fear not being able to cope with change in the classroom. This further contributes to stereotyping, conflict and exclusion. Such change requires teachers to redefine attitudes and professional roles (Vižintin, 2017, p. 85).

THE IMPORTANCE OF INTERCULTURAL EDUCATION

Once society accepts the fact that it is diverse, intercultural education can develop itself. Intercultural education is a concept that was initially associated with the immigrant experience but is intended for all individuals within a society. Banks (2007) emphasizes that the objective of intercultural education is ‘restructuring educational institutions so that they can convey the necessary skills, knowledge and the way of thinking to all students, including those who are not at a disadvantage, for them to be able to effectively work in an increasingly ethnically and culturally diverse society’ (quoted in Bešter &

Medvešek, 2016, p. 28). However, it should be pointed out that interculturalism also means establishing quality relations between people that originate from the same culture (Rey von Allmen, 2011, p. 35–38). This is supported by the argument made by Bešter and Medvešek (2016, p. 29) that ‘intercultural education should be based on willingness to make productive contacts with other cultures, to gain greater awareness of one’s own culture and to explore new ways of coexisting and cooperating with other cultures.’

We live in an increasingly diverse society, have different habits, traditions, experience. To coexist in such a world, it is necessary to develop competence needed to successfully integrate into society. The Commission of the European Communities (2005) defines competence as a combination of knowledge, skills and relations appropriate to circumstances; relations include emotions, values and motivation. It highlights the key types of competence people are supposed to have to be able to function successfully in a modern society. The most important among them are: communicating in mother tongue, communicating in a foreign language, mathematical competence and basic competence in science and technology, information and communication competence, language learning, interpersonal, intercultural, social and civic competence, entrepreneurial competence and cultural expression.

To manage cultural differences, it is necessary to develop the so-called intercultural competence. Intercultural competence is a part of social and civic competence that ‘includes personal, interpersonal and intercultural competence and covers all forms of behavior that enables individuals to participate effectively and constructively in social and professional life, and particularly within increasingly diverse societies, as well as to resolve potential conflicts’ (Commission of the European Communities, 2005). Huber (2012, pp. 5–7) understands intercultural competence as a key element of education, where interculturalism has to be integrated into daily practice. This is the way to develop skills and knowledge needed to build good interpersonal relationships. Lifelong learning and personal development seem to be crucial for this process.

Intercultural competence plays an important role in learning how to live together. It is mainly characterized by empathy, which means that we are capable of identifying with a person from another culture. Empathy is the first condition of understanding. It is also essen-

tial to respect opinions of other people since this is the way for us to recognize and respect cultural differences. An intercultural competent person is characterized by openness to new experience, new cultural realities and various perspectives, as well as by tolerance to unclear, unpredictable situations, which require adapting to new behavior. An intercultural competent person can adapt to the values of others and is ready not to respond ethnocentrically. Being aware of one's own cultural identity allows us not to feel threatened by values of other cultures. Interpersonal skills are also essential, namely having a feeling for sensitive topics and differences, approaching without prejudice and stereotypes, and being familiar with intercultural competence that one acquires from other cultures (Vrečer, 2009, p. 10, 2011, p. 174).

The Council of Europe (2011) puts intercultural competence at the heart of education, namely: 'Changes in society will be possible if we put intercultural competence in everyday practice, within which necessary behaviours, skills and knowledge are developed, that we need for mutual understanding. Intercultural competence cannot be acquired automatically, it must be developed, learned and maintained throughout life, as any other competence. Teachers play an essential role in developing this capacity in children.'

Intercultural Dialogue

Intercultural dialogue is emerging as a solution for managing cultural differences. Intercultural dialogue can only be discussed when it, under awareness of multicultural society, takes place in teachers' cooperating with immigrant children and parents.

Parekh (2000) believes that intercultural dialogue is created because cultures interact, and it is necessary to emphasize similarities between individuals from different cultures. He also thinks that creative intercultural dialogue shall be possible if the country pursues an integration policy and if various participants are in equal position. As conditions for development of intercultural dialogue, Parekh quotes the freedom of speech, equality of rights, empowerment of citizens, mutual respect, tolerance, self-restraint, willingness to accept different views, love of differences, a mind open to new ideas and a heart open to the needs of others, as well as the ability to persuade and live with insurmountable differences; in other words, many of the contents of the so-called intercultural competence.

The White Paper on Intercultural Dialogue (Council of Europe, 2008) defines intercultural dialogue as the mutual respect and understanding of individuals from different cultures, which is crucial for tolerant relationships, conflict prevention and coexistence. Cultural differences should be managed democratically. Conditions for intercultural dialogue are strengthening and participation in democratic citizenship, teaching and learning of intercultural competence, creation and expansion of space where intercultural dialogue can develop, and transfer to the international level.

Vrečer (2011, p. 176) believes that the purpose of intercultural dialogue is ‘to develop a deeper understanding of different perspectives and practices, to enhance participation and equality, as well as freedom and the ability to choose, the purpose being also to strengthen creative processes.’ The importance of intercultural dialogue is described in the Statistical Office of the Republic of Slovenia document (2009, p. 3), saying that intercultural dialogue is ‘the oldest and most fundamental form of democratic communication and today primarily represents a “cure” for alienation of specific cultural groups, possible discrepancies in opinions on particular political and social issues, and misunderstanding of differences in cultural traditions that may, not infrequently, also lead to strained relationships and become the origin of intolerant and discriminatory acts.’

Guidelines for Integration of Immigrant Children (Zavod Republike Slovenije za šolstvo, 2012, p. 11) determine quality education and training of professionals, as well as provision of continuous education and mastery of skills for intercultural work in educating immigrants as essential measures for establishment of intercultural dialogue. The role of teachers and the integral environment in kindergartens and schools is crucial but should not only be the subject of individual initiatives. In addition to national guidelines, teachers need systematic training and seminars to develop knowledge and competence for a sustainable way of life and to be able of conveying these values to children (Vah Jevšnik and Toplak, 2011, p. 40).

The need for Interculturally Competent Teachers

Undoubtedly, new social relations on global, national and local level put teachers in a unique situation. Teachers should develop by focusing on knowledge, experience and competence in order to work in culturally diverse classrooms. When teaching is viewed as a pro-

fession in which personal, social and institutional factors are interlinked, interculturally competent teachers play an important role.

The importance of teachers 'being equipped' with intercultural competence arises from their responsibility to support students' growth regardless of their background, to create an atmosphere in which all cultures mutually contribute to a shared well-being. Teachers who do not consider diversity as a problem can help their students develop non-discrimination and acceptance of the values of others, as well as enhance students' potential to actively transform their lives (Trunk Širca and Novak Trunk, 2017, p. 129). From the intercultural context, it is obvious that good intercultural relations require building of a cross-cultural identity of both teacher and student. Each confrontation of different identities in intercultural relations strengthens the intercultural competence of the individual.

Bešter and Medvešek (2016, p. 27) define competence that teachers are supposed to need for implementing the principle of interculturalism in education. According to them, 'on the one hand, they must achieve high level of professional competence in the subject being taught, and at the same time be able to deal with the ethnic, religious, cultural and other differences (and to take them into account) encountered in the classroom, which means that their intercultural competence should be well-developed.' Nevertheless, international research shows that teachers feel least prepared for work in an intercultural setting (OECD, 2014). Eurydice/European Commission/EACEA (2019, p. 116) reports that two-thirds of countries recognize teachers' need to improve their competence for work in an intercultural environment. Vanja R. Kiswarday (2015, p. 142) has, while researching how teachers assess their competence for providing assistance and support to students from other cultural backgrounds, found out that teachers tend to rate it as rather poor. In other researches (Domović et al., 2013, pp. 11-12), the authors note that most countries recognize the importance of intercultural education, and deficiencies are inevitably present in teacher education. Topics related to intercultural education are mainly found in elective courses in teacher education programs, while in other subjects these topics are not dealt with systematically enough (Messner et al., 2016; Cramer et al., 2012, pp. 105-106).

Vrečer and Kucler (2010, p. 4) offer teachers guidance on how to act in culturally diverse classrooms in order to create an atmosphere

in which students have the opportunity to feel that their cultural or ethnic identity is respected, preserved, and that development of multiple identities is an outstanding value. A teacher should be aware of the fact that all cultures are equal and represent enrichment for any community, as we can learn from every one of them. Students are therefore empowered to recognize their differences as qualities, and they become aware of the fact that they can belong to two or more different cultures or communities at the same time.

A MODEL FOR TEACHER TRAINING IN A MULTICULTURAL CONTEXT

Slovene researchers of teachers' commitment to multicultural education (Peček et al., 2006, p. 55) state: 'At the forefront of modern conceptualizations of school systems is the fairness of the school as the one that offers different students different things to balance objective differences and with the desire to achieve the same results. This requirement, however, cannot be realized only at the formal, institutional level, in the form of various compensation programs. Still, it requires a teacher who is sensitive to what is fair for different students and what is not in certain cases, a teacher who also knows how to professionally justify why he or she treats a student differently, or not than the others.'

Teacher training in the field of multicultural education is all the more critical since fairness of the school system is determined primarily by the extent to which we succeed in reducing those particular factors of school performance that come from economic, social and cultural environment of the individual, in short – those factors that we cannot choose ourselves.

The White Paper (Ministrstvo za šolstvo in šport, 2011), proposing new conceptual and systemic solutions to education in the Republic of Slovenia, also proves that the principles of fairness in Slovenian educational space are theoretically provided. One of its purposes (p. 6) is 'to improve the quality, fairness and efficiency of the Slovenian school system, setting as examples the best school systems in developed European countries.' Fairness is presented in the White Paper, in the context of 'equality of educational opportunities, which is a prerequisite for the equal opportunities for success in life in modern societies based on liberal and democratic principles' (p. 14). Furthermore, the White Paper (p. 14) states that 'The state, which pursues

a just society, must take various measures (implementing a policy of positive discrimination for children from socially and culturally disadvantaged backgrounds; providing everyone with the same level of free education; facilitating the individualization of the school system and teaching, which offers every student optimal opportunities to obtain quality education and become an autonomous individual) to provide everyone with equal educational opportunities?

To achieve this, the Council of Europe (Arnesen et al., 2009) emphasizes the importance of teacher education and training being critical elements in making education accessible to all. A proper education enables future teachers to create an environment where diversity is valued, and which contributes to development of inclusive and collaborative ethos. Teachers are essential and decisive partners in developing and integrating reforms, essential for effective change, into the education system. These claims are also adhered to by Slovenian authors (Marentič Požarnik et al., 2005; Ivanjšič & Ivanuš-Grmek, 2009), stating that teacher is one of the critical players in development of educational systems, since the success of reforms and renewal is significantly related 'to teachers' views, to conceptions of teaching and other pedagogical dimensions, to teachers' awareness and competence in introducing novelties, and to their support.'

This raises the question of what kind of study program would be considered appropriate for education of future teachers; one which will represent a shift towards greater respect for principles of fairness and equal opportunities, while contributing to academic achievement of all students, primarily immigrant students.

Javrh (2010, p. 36) provides an answer to this question, stating that it is first necessary to 'comprehensively raise awareness of each individual about his or her own identity, both personal and national, and to establish unconditional respect for these entities. An individual who will be integrated and as such be able to enter social events can be a carrier of enough quality concerning different and perhaps fewer desirable ones, and teachers have an exceptional place in this context.'

Unfortunately, Slovenia still has a long way to go in this respect. As Javrh notes in her research (2007, 2010, p. 40), 'The image of a good teacher, a worthy colleague, in the responses of our informants obtained in 2005, did not yet include the following characteristics: understanding of global responsibility and the role of EU citizens,

respect for different cultures, mobility and international cooperation, the issue of ethical dimension of knowledge society, balance between respecting the diversity of students' cultures and the shared values of Slovenian culture, understanding the factors of social cohesion and exclusion.'

The research of the above mentioned authors (Peček et al., 2006, pp. 65–66), titled 'Teachers on Different Groups of Pupils in our Elementary Schools,' has been conducted, aiming at identifying teachers' views on different groups of students, namely girls and boys, Roma children, children of immigrants from the former Yugoslavia, children with special needs and children of rich and poor parents. Results show that our teachers have not yet been sufficiently prepared for implementing principles of fairness or equal opportunities.

The research (Peček et al., 2006, pp. 72–74) has also shown that teachers expect children from different cultural and linguistic backgrounds (Roma and immigrants) to assimilate to Slovene school as soon as possible. They are not prepared to adapt their work strategies. Many teachers expect that non-Slovenian parents would also speak Slovene with their children at home in order to prepare them for work in the classroom better. It is also surprisingly evident from the results that teachers do not feel responsible for academic achievement of their children and that they expect children speaking native language other than Slovene to assimilate into the existing school system as fully as possible.

Lesar (2007, p. 239) therefore states that 'we should develop such teacher education programs that would enable them not only to acquire quality knowledge but also to confront their perceptions, stereotypes and prejudices during the course of education, whereby constructively restructuring them to ensure that concrete solutions for certain students who are excluded more often do not have negative effects.' Similarly, Kobolt et al. (2005, quoted in Grobelšek, 2010, p. 171) notes that 'pedagogical workers are familiar with the concepts of interculturalism but do not act under them. In their endeavors, they are aimed only at increasing tolerance among members of different groups which, according to some definitions of interculturalism, is only the beginning or even its premise.'

Modern school, therefore, requires teachers who will not only have knowledge of diversity but will also recognize it and respond to it with all due responsibility and sensitivity. It is not enough (Arnesen et al.,

2009) that teachers are aware of their prejudices; they should make effort to get rid of them.

Various studies agree on urgently needed appropriate and effective introduction of the following three factors into the teacher education program:

- transformation of future teachers' attitudes and self-reflection (Chang et al., 2011; Pang & Sablan, 1998; Villegas & Lucas, 2002);
- additional knowledge about both history and culture of students from different backgrounds, and their ancestors' contribution to society (Banks & McGee Banks, 2007; Bennett, 2011; Irvine & Armento, 2001); and
- improvement in teaching practice, demonstrating skills for effective teaching of culturally diverse students and mentoring future teachers (Carter, 2009; He & Copper, 2009; Leavell et al., 1999).

Many authors (Gorski, 2009; Grobelšek, 2010; Lesar 2007; Metcalf Turner, 2009; Nieto, 2008; Peček et al., 2006; Resman, 2003) emphasize crucial teacher role in introducing multicultural education to schools and classes, and advocate that teachers are able to make a significant contribution to change at a local, national and global level. All the above-mentioned authors emphasize the importance of change that will contribute to more significant commitment to academic achievements and equality of students of different racial, ethnic and cultural backgrounds in undergraduate teacher education. Should a teacher want to be multiculturally educated, he/she needs to first acquire and develop multicultural competence enabling him/her to transfer knowledge to students.

Teachers dealing with integration of immigrant children need new forms of education and opportunities to develop multicultural competence, as set out in European Parliament Resolution of 2 April 2009 on the Education of the Children of Migrants (2008), as well as on increasing diversity of the school population due to increase in migration. This presents a challenge for teachers, unprepared to cope with this new form of classroom diversity. Therefore, the European Parliament concludes that:

- in schools, considerably more attention should be paid to the needs of immigrant children;

- teachers should obtain multicultural competence to be able to cope with diversity as effectively as possible;
- teacher education needs to be interdisciplinary and teachers should be prepared for diversity, multicultural and multilingual education;
- it is necessary to promote mobility systems, to recruit teachers from the countries of origin, so that immigrant children could have better contact with their own culture and society;
- it should be emphasized that the quality of teacher education needs to be steered towards the mission of a teacher; to emphasize the importance of teacher mobility as an integral part of their education programs; teachers should be able to spend a semester or two at host universities abroad;
- schools need immigrant teachers, as they bring essential experience to their peers, represent successful social inclusion and could be used as an example to children with problems;
- it is necessary to emphasize the importance of specialized training for teachers, concerning the unique situation of immigrant children who need to be successfully integrated into regular school education systems, while ensuring that their school success improves.

To develop multicultural competence, it is necessary for teachers to have sufficient knowledge of the following multicultural education factors; in other words, those factors are necessary for successful functioning of future teachers in diverse classes. According to existing literature and within the recommended guidelines in the field of multicultural teacher education, eight elements have been formulated (Lunder Verlič, 2015); as they are supposed to prepare them to work in diverse classes, future teachers should not only be informed about them during their studies. These elements or thematic sections are listed here:

- Teacher as a multicultural person.
- Eliminating teachers' prejudices and low expectations toward immigrant students.
- Multicultural competence of teachers.
- Designing a multicultural learning community.
- Designing a multicultural curriculum.

- Expertize for quality collaboration with immigrant parents and the local community.
- Appropriate culturally responsible learning strategies.
- Teaching practice and mentoring.

Given the fact that both, education and the role of teachers, are developing towards a more inclusive education system, it is not surprising that the European Agency for Development in Special Needs Education (Evropska agencija za razvoj izobraževanja na področju posebnih potreb, 2011, p. 13) also emphasizes the importance of teachers being adequately educated for participating in the inclusion process, the importance of attitudes and values in teacher education, and the importance of school teaching practices that offer quality inclusive teaching observation. Teaching practice should provide prospective teachers with the opportunity to test their own beliefs and values and to develop the skills they need to meet different classroom needs. The role of teacher educators, their education and experience is emphasized and their competencies for inclusive teaching are highlighted.

Since the foundations of multicultural education in Slovenia are only being established over the last decade, we cannot yet speak of multicultural education theory for teachers; however, first steps towards introducing multicultural content into undergraduate teacher education have already been made. According to findings of a doctoral dissertation (Lunder Verlič, 2015), multicultural content as mandatory independent curriculum is not represented in compulsory program at any of Slovene pedagogical faculties. In independent elective curriculum, it is not represented in one of the faculties, while in the other two, multicultural contents in the form of independent elective curriculum are present in four subjects (out of 62), i.e. in 6.4%, at the first, and in one subject (out of 69), i.e. in 1.4% at the second faculty. Multicultural contents at pedagogical faculties in Slovenia are mostly represented as part of the curriculum of individual compulsory subjects.

Considering theoretical guidelines in teacher education, namely the dimension of immigrant student integration and the results of the previously mentioned research, an appropriate model of multicultural education policy for undergraduate and postgraduate studies of future class teachers in Slovenia should be developed to improve

the study program of future teachers in the context of multicultural education.

A useful model for integrating multicultural education into undergraduate and graduate programs for future classroom teachers should include the following eight essential building blocks; listed here, each including the goals of an individual component:

1. Curriculum for classroom teachers should include multicultural content in all three possible ways (as a stand-alone compulsory curriculum, as a stand-alone elective curriculum, and as a part of the curriculum of individual subjects).
2. Integration of multicultural content (not just competencies) in the high proportion of undergraduate and postgraduate teacher education with a view to a deeper understanding of multicultural education and, consequently, higher academic achievement of students and assimilated strategies for teaching students with diverse backgrounds.
3. Study program for classroom teachers should accept multicultural education as a pedagogical didactic principle in teacher education (Skubic Ermenc, 2006, p. 153):
 - Promoting development of a more equal relationship with other cultures/ethnicities.
 - Promoting a view of the other as equal rather than as deficient.
 - Promoting management of the pedagogical process that enables the minority groups to achieve more real success.
 - Promoting development of community values.
4. Curriculum for classroom teachers should contain content pertaining to knowledge of their identity, stereotypes and prejudices, and their reconstruction:
 - Establishing effective models for changing ingrained habits, stereotypes and prejudices.
 - Implementation of fairness principles by raising awareness of correlation between negative prejudices and lower expectations towards marginalized and disadvantaged groups of students, leading to lower levels of social inclusion and academic performance.
 - Knowledge of one's own teaching and learning styles.

5. Self-reflection, including reflection on relationships of dominance and communication:
 - Analyzing one's own practice marked by prejudice.
 - Planning and using non-exclusive educational practices when working with students from different groups, based on analyses of the current situation.
 - Deeper understanding of one's own frameworks of action (culture, gender, language, ways of reacting), one's own potential prejudices and, consequently, a developed understanding of their impact on expectations and attitudes towards students and their families.
6. Curriculum for classroom teachers should include content from the field of cultural and linguistic identity of students with different cultural backgrounds:
 - Understanding cultural characteristics and social contributions of different ethnic groups.
 - Knowledge of cultural values, traditions, communication skills and interpersonal relationships of ethnic groups.
 - Acceptance of different cultures and experience of students, thus allowing all actors to broaden their intellectual horizons and enhance academic achievement.
 - Building community among students where well-being and safety of the group outweighs that of the individual.
 - Knowledge and promotion of meaning and importance of the native language.
 - Familiarity with strategies for collaboration with school professionals, immigrant parents and the local community.
7. Curriculum for classroom teachers should include content in the area of student learning styles and training for practical use of effective teaching strategies regarding student diversity:
 - Knowledge of teaching styles or 'unravelling students' cultural codes' in order to enable a more effective teaching – how students' thoughts are coded in different cultural contexts.
 - Use of multicultural teaching strategies according to students' learning styles.
 - Knowledge and use of didactic strategies for learning Slovene as a second language.

- Integration of multicultural content in all subjects of primary education.
 - Developing a rich repertoire of multicultural case studies for teaching in diverse classes.
 - A meaningful combination of transformational and transmission approaches by choosing the one that is most effective for the given goals.
8. Curriculum for classroom teachers should identify teacher as the key to ensuring the principles of fairness and should draw attention of future teachers to critical approaching curricula, textbooks and other didactic resources that emphasize monoculturalism.
 9. Awareness that teachers are important and decisive partners in developing and integrating reforms in the education system, and the actors of social change:
 - Recognition of multicultural empowerment and deficiencies of multicultural content in curricula and in didactic teaching aids.
 - Establishing change needed to improve the overall curricula quality.
 - Awareness of the importance and strength of curricula (formal and covert curriculum) as instruments for teaching and as a help with imparting important information on ethnic and cultural diversity.
 10. Curriculum for classroom teachers should provide training, development and assessment of teachers' multicultural competence when engaging with immigrant students directly:
 - Creating reciprocity in a classroom where students and teachers become partners in the context of improving students' academic achievement.
 - Emphasizing holistic learning.
 - Assessing students' competence in working with diverse children and developing a plan to improve their practice and faculty programs.
 - Familiarizing with Slovene system solutions in the field of integration of immigrant students.

Universities educating future teachers in the 21st century bear a

great responsibility. Our society faces increasing diversity at all levels of education. Diversity is the reason why universities that provide teacher education need to transform the education process for new generations of teachers. Suggestions that it is necessary to build teacher education on experience of diversity are gaining ground in the United States, Europe, also in Slovenia. Many authors write that elementary and secondary school subjects' curricula need to be reviewed with care. Still, it is necessary to define how future teachers are trained in classroom teaching first. Multicultural education is a part of the overall school reform, not only in primary education but also in education of future teachers. If faculties providing teacher education do not accept a more in-depth understanding of the fact that responsibility for diversity applies to educators at all levels of education, only minimal changes in the school field will be possible, and even fewer opportunities for improvement for students in schools. The importance of necessary partnership between schools and faculties should also be emphasized here. Namely, future teachers need to be provided with appropriate models of good practice regarding their work with immigrant students. Again, it is impossible to overlook the fact that educators of future teachers are the driving force behind quality development of our education and therefore also experts, critics and designers of pedagogical practices. Successful practical training of future teachers requires proper mentor training, the problem being that mentors in Slovenia are still selected according to the 'principle of equality and equal opportunities, regardless of the quality of their teaching work,' and not according to the principle of positive selection which would enable students to enjoy the best pedagogical experience (Valenčič Zuljan et al., 2011, p. 35). We need mentors and future class teachers who are committed to concerns and actions securing equal opportunities for students, quality work, reaching the highest potential of the child, pedagogical ethos and lifelong learning.

It is also necessary to identify the concern and the need for continuous professional development of class teachers in this field since they cannot acquire all the knowledge needed to perform constantly changing tasks during their study, but need to improve themselves throughout their professional careers. It is vital to raise awareness of the importance of integrating multicultural education at undergraduate and graduate levels of future teachers training; this should

later lead teaching staff towards continuing professional education. Further training in multicultural education would not only have a direct impact on work with immigrant students classrooms, in line with recommendations of the European Commission (2007, quoted in Valenčič Zuljan et al., 2011, p. 129) on improving the quality of education; further education also facilitates greater mobility within a profession which is one of the key factors in professional development. This is especially important because of the worrying fact that Slovenian teaching staff is quite immobile. ‘The immobility of Slovenian teaching staff is also discouraging in terms of the competence for additional learning and the acceptance of foreignness and the diversity of cultures, or in terms of the acceptance and introduction of multiculturalism in Slovenian schools’ (Valenčič Zuljan et al., 2011, p. 128).

Hopefully, despite the many controversies that multicultural education has received so far, research into this field is not being completed, but rather gaining new dimensions as it is a project of hope: hope in the human spirit, faith in the teacher ethos, and hope in the purpose of education to improve the lives of all people globally.

European Context and Policies Affecting the Inclusion in Schools

Europe is a transnational society, rapidly developing into a migration society. In the European Union, multiple nationalities, regional identities and recognized minorities coexist and cooperate. The fundamental freedom of movement and right to work all over Europe is vital to the fabric of the developing European Union. This fundamental freedom is being used more and more by its citizens, allowing them to make the best use of their potential. Migration helps to mitigate systemic or temporary difficulties, such as change in the economic structure, and even out demographic imbalances. Migration brings people together across traditional borders and helps European citizens to develop new perspectives.

The freedom of movement and choice of residence for the citizens of the European Union is new, but movement all over Europe is ancient. Even before nation-states were formed, some as late as in the late 19th century, trade routes and wars, famines and religious persecution but also opportunities and promises made people move all over Europe. Mixed culture and mixed heritage are norm

rather than exception in the DNA of Europe's citizens. Minorities, like Roma, moved within Europe for a long time, sometimes voluntarily, but often forced by precarious economic opportunities, discrimination and exclusion. More recently, change in post-1989 Europe, civil wars in South-Western Europe, the Near East, economic decline in Northern Africa and destruction of traditional economies in Africa have started a surge of refugee migration to Europe.

Considering that the European Union is an area of 27 nations and even more neighboring countries that lack, contrary to the United States, a common language, common systems in institutions and sometimes even everyday customs, migration cannot be expected to be smooth. In fact, issues tend to be more visible and therefore more prominent than cases of successful transitions. Different historical experience, new conflicts and overlapping identities and loyalties add to the list of phenomena that need to be addressed in the migration and transnational societies of Europe.

The European Union has followed active policies to foster strengthening of a collective European identity. The free movement of labor (§39ff and 43ff of the European Treaties) is one of the fundamental freedoms in Europe. Consequently, the European Union has made the potential for large-scale migration within Europe a common policy. The EU follows migration-friendly policies with regards to third-country nationals as well. While the actual rules are up to individual member states, the EU pursues policies to strengthen the rights of third-country nationals. The Treaty of Amsterdam (1997) and the Treaty of Tampere (2004) stipulate broadly similar rights for EU citizens and third-country nationals. A typical agenda for integration (Commission of the European Communities, 2005) sets a framework of recommendations and common intentions for the integration of third-country nationals, stipulating principles as 'two-way accommodation' of EU citizens and immigrants, respect for the fundamental values of the EU and the need for acquiring basic knowledge of host country language.

The EU puts education at the core of integration, stating: 'Efforts in education are critical to preparing immigrants, and particularly their descendants, to be more successful and more active participants in society' (Commission of the European Communities, 2005, principle 5). Therefore, the EC calls member states to reflect on diversity in the school curriculum, to consider specific problems of young im-

migrants, as well as measures for preventing underachievement and early school leaving and to improve participation of young migrants in higher education.

Principle 7 calls for a more intense interaction and cultural exchange between migrants and EU citizens. Principle 8 states that the right to ‘practice of diverse cultures and religions’ has to be guaranteed unless it is conflicting with other fundamental EU rights. Also, immigrants have to be included in all policymaking and development of integration measures (principle 8). In 2005 the Commission had already clearly called for mainstreaming integration policies, contrary to formulating policies which single out migrants, i.e., shaping policies which work for all in a diverse society (principle 11), while formulating precise and targeted policies to foster such institutions. All relevant stakeholders need to be involved in such policies. The agenda subscribes to the earlier principle of the ‘Strategic Objective 2 of the Education and Training 2010 Work Program “Facilitating the Access of All to Education and Training Systems,”’ which encompasses promotion of measures to increase social cohesion, integration of migrants being its part. To foster implementation of such policies in a framework where national states have the legal responsibility for most implementation measures, the Commission ascribed to itself an essential role in ‘supporting research and exchange of good practice’ (Commission of the European Communities, 2005, p. 19).

More recently, the *Action Plan on the Integration of Third Country Nationals* has been adopted in June 2016; it is built on the principles cited above (European Commission, 2016). Here, education is key to integration. The Commission has clearly stated in the first sentence of the document: ‘European societies are, and will continue to become, increasingly diverse.’ This decision affirms the fact that, despite prior efforts, third-country nationals continue to fare worse than EU citizens and calls member states to put more effort where there is less experience in integration. Again, the EC describes its role as providing coordination and support for appropriate policies.

As a starting point, the European Commission (2016, p. 4) claims that the costs of non-integration will be higher than those of effective integration policies. Of interest for this study topic is the EC general approach to follow holistic policies of diversity-friendly societies in contrast to singling out the group of third-country migrants. The Commission states: ‘mainstreaming the integration of third-country

nationals is and should be an integral part of efforts to modernize and build inclusive social, education, labor market, health, and equality policies, to offer meaningful opportunities for all to participate in society and the economy' (p. 4). Policies for groups like the Roma community, therefore, need to be discussed in this holistic context rather than 'othering' such communities as an individual group. Again, the Commission emphasizes that expectation to accommodate the values and expectations of the host societies has to be balanced by offering opportunities, showing a welcoming attitude and openness to intercultural dialogue.

The Commission calls for intense efforts in the education field. 'Education and training are among the most powerful tools for integration and access to them should be ensured and promoted as early as possible.' While in 2005 the Commission stated that 'basic' knowledge of the host country was required for integration (Commission of the European Communities, 2005), it says in 2016 that 'Learning the language of the destination country is crucial for third-country nationals to succeed their integration process' (European Commission, 2016, p. 7). The Commission emphasizes the importance of early childhood education and the importance of work-based learning, particularly for those arriving later in their lives.

The Commission declares, among others, to foster:

- Peer learning events on key policy measures, such as welcome classes, skills and language assessment, support for unaccompanied children, intercultural awareness.
- Support the school community in promoting inclusive education and addressing specific needs of migrant learners through the COM online Platform School Education Gateway.

In strengthening their integration policies, the EC encourages member states to:

- Equip teachers and school staff with the skills needed to manage diversity and promote the recruitment of teachers with a migrant background.
- Promote and support participation of migrant children in early childhood education and care.

Increase the use of work-based training opportunities and opportunities to access the labor market and higher education (European

Commission, 2016, p. 8). Strong priority is also given to encouraging volunteerism for social integration and intercultural dialogue, to combatting any form of discrimination, and to fostering cultural expression (p. 13).

These recent approaches, overlapping with the runtime of the RoMigSc project, have been detailed by the Commission in a follow up of the ‘Paris Declaration’ (European Union, 2015). In these conclusions, the European Commission focuses on two central terms, namely ‘inclusion in diversity’ and ‘equity’ as basic guidelines for education policy. The Commission emphasizes that education for inclusion in diversity, expected to provide comparable results, must not target specific groups but provide a system which works for all, while offering diverse and appropriate opportunities: ‘high-quality education should be seen in a life-long perspective covering all aspects of education. It should be available and accessible to all learners of all ages, including those facing challenges, such as those with special needs or who have a disability, those originating from disadvantaged socioeconomic backgrounds, migrant backgrounds or geographically depressed areas or war-torn zones, regardless of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.’

‘Equity’ needs to be achieved through a ‘high-quality education and training for all based on inclusivity, equality, equity, appropriate competencies, and values also contributes to foster employability, entrepreneurship, innovative thinking, digital skills and competencies and a learner’s holistic development for active citizenship’ The Commission points out that ‘equality and equity are not identical and that education systems must move away from the traditional “one-size-fits-all” mentality. Equal opportunities for all are crucial, but not sufficient: there is a need to pursue “equity” in the aims, content, teaching methods and forms of learning being provided for by education and training systems to achieve a high-quality education for all.’

Therefore ‘education and training systems should cater for the diverse needs, abilities and capacities of all learners and offer learning opportunities to all informal, non-formal and informal educational settings; there is a need for more support to teachers, educators, and other teaching staff to operate successfully in training systems that allow for flexible learning pathways and that respond to the different needs, abilities and capacities of learners. Where appropriate, these

learning pathways need to be tailor-made, bottom-up and collaborative; education and training cannot be seen in isolation from social, political, historical, environmental and economic aspects. The primary role of education and training policy should be cooperatively complemented and supported by other policy spheres to achieve high-quality education for all.⁷

To this end, the Commission has already recommended several particular approaches, among them:

1. Whole-school approaches encouraging the engagement of both the entire school community (1) and a broader range of stakeholders (2) alongside the community at large in order to deal with certain issues, for example regarding which schools do not and cannot possess the relevant expertise. This should help to achieve inclusive and equitable quality education for all.
2. Democratic and inclusive school culture and ethos.
3. Early identification and prevention of social exclusion, bullying, early school leaving and early signs of radicalization, which could lead to violent extremism.
4. Inflexible pathways, including development of vocational skills and qualifications, combining formal programs, in-company training, digital and distance learning, validation of non-formal and informal learning, based on strong partnerships between vocational institutions, business, social partners and other relevant stakeholders.
5. High-quality early childhood education.
6. Gathering student feedback on learning experience, together with inclusivity and equity provisions trying to compensate for different starting positions, i.e., provisions that go beyond equality of opportunity, to ensure inclusion in diversity and progress towards equity.
7. Digital education and training programs to enhance quality, equity and inclusion, awareness that successful implementation requires a combined approach including adequate content, infrastructure (1), support (2), and culture (3).
8. Developing various educational routes leading to certification and promote flexible learning pathways.
9. Supporting teachers, educators and other teaching staff and fos-

tering their motivation and competencies, including emotional intelligence and social skills, dealing with diversity through initial teacher education programs and continuous professional development, including digital education, practical tools, constant support and guidance, while also encouraging more diversity among teachers.

10. Cooperation and innovative approaches among education and training institutions, local communities, local and regional administrations, parents, extended family, youth field actors, volunteers, social partners, employers and civil society to enhance inclusion.
11. Encouraging closer cooperation and innovative approaches in education and other relevant areas, such as culture, youth, sports, employment, welfare, security and other channels of work on social inclusion; developing (where necessary) mutual support between social, cultural, youth, economic and educational policies to ensure inclusion in diversity (5).
12. Encouraging various forms of evaluation and assessment to ensure that different types of learning are accounted for.
13. Considering the use of curricula and pedagogical approaches that reflect social, cultural and other diversities of learners.
14. Higher education.
15. Fostering integration of third-country nationals in education, recently arrived beneficiaries of international protection included; inclusion through language learning.

NATIONAL POLICIES RELATED TO ROMA POPULATION

For the group of Roma, distinct policies also exist in some of the RoMigSc project countries. In Slovenia, for example, guidelines for integration of migrant children exist since 2007 and have been updated in 2012. Currently, guidelines for integration in secondary schools are being developed. A two-year transitional period with additional language courses is foreseen. Programs to improve professional and leadership skills of teachers have also been introduced in Slovenia. As for Roma, a holistic strategy is followed in Slovenia, including (on the project level) ‘Roma Assistants’ and provision of more learning materials in Roma language. Reality of a multicultural society is accepted in policies and regulations.

In Spain, the National Strategy for the Inclusion of Roma population in Spain 2012–2020 (Ministerio de Sanidad, Servicios Sociales e Igualdad, 2014) points out several goals to pursue in the field of education, such as Pre-School (support for attendance), awareness-raising and support for family participation in school, as well as training of young people as social educators and promoting measures for work-family life balance. In Primary and Secondary school, promotion of mediation programs between families and school, assisted by Roma professionals, development of remedial, orientation and support programs to prevent absenteeism and drop out, strengthening of measures to help during transition between Primary and Secondary education and encouragement to Roma students with learning difficulties to enroll in specific educational programs exist, as well as promotion measures to avoid the concentration of Roma students in particular schools or classes.

In the Republic of North Macedonia, the national Roma strategy follows a holistic approach. However, results are reportedly limited. The main problem is the continuing isolated position of the Roma community within the mainstream society.

In Turkey, there is no official state policy on Roma, and many members of the group are not officially registered, which limits their access to education and other services. Various existing private initiatives are not well coordinated with state policies.

No clear Roma policy other than the generally used social and education policies are reported from Spain, Italy, and Germany. In the case of Germany, authorities state that such a policy would be regarded as discriminatory and the mainstream Roma organizations do not support them.

NATIONAL POLICIES RELATED TO MIGRANT POPULATION

Formulated policies for integration of migrant children exist in all partner countries except in the Republic of North Macedonia, where the group is quantitatively irrelevant.

While in most countries regulations mostly define organizational measures, such as language courses for introduction of migrant children into the school system, more elaborate strategies to compensate for empirically weaker educational outcomes of migrants exist in Germany and Spain.

Italy follows guidelines and protocols issued by the ministry of ed-

ucation, with accent put on the importance of teacher training and of teaching Italian. A cap of 30% of migrants in classes has been introduced. Schools have to develop yearly integration plans, which often include the use of cultural and linguistic mediators.

Turkey has recently accepted the policy aim of providing ‘quality education for all.’ The central policy is to phase out temporary education centers for Syrian refugees and to gradually include them in the regular system. This challenges schools to develop appropriate attitudes and procedures.

In Spain, the constitutional principle of equality (‘we are all the same’) is translated into policies to compensate for all kinds of disadvantages. For the most relevant group – unaccompanied minors – a defined care process exists. Most policies are shaped by the autonomous regions, which often facilitate regional support networks that include the whole education community.

Save the Children (2016) insists on the need to increase the expenditure on public education and scholarships, to develop a functioning public pre-school system, to provide school texts for free, and to simplify the access to free school lunch, among other recommendations.

In Germany, educational policy is also shaped by federal states (*Länder*), but a range of common policy aims, and principles can be identified. Some of the most relevant in recent years include expansion of daycare and early childhood education to support early language learning. Also, full-day schooling (in contrast to the traditional half-day system) has been expanded to broaden the range of curricular and extracurricular activities for students who cannot be fully supported by their families.

More recently, Germany has reacted to the surge of refugee children entering the system at different age levels by a rapid expansion of ‘welcome classes’ which focus on language learning. For older migrant youth, establishment of ‘vocational preparation classes,’ which combine language training with vocational preparation, reflects the high hopes Germany has put into the positive role of the German system of dual (mostly in-company work-based) vocational training. This form of training, which also allows linguistically challenged students to show and develop practical abilities and overall competence, has proven to offer excellent integration opportunities. These are increased by high demand for apprentices in fields like traditional crafts (e.g., baker or plumber) and also senior care.

FACTORS INFLUENCING THE POLICIES

In the project, partners also analyzed the factors influencing the policies related to inclusion in schools. There was a high level of consensus on the critical success factors of migrant and Roma children integration in schools. The success factors discussed by the partners share the opinion that micro perspective on teacher education, curricula, and teaching is insufficient to mitigate the problem of under-performance of migrant and Roma children.

A holistic view and an approach involving the general policy framework such as social, housing, migration, as well as educational policy, is required. This would make teacher and volunteer preparation fully effective.

Partners indicate that among the top success factors are:

- stable and predictable legal frameworks,
- community involvement and engagement,
- multi-agency approach,
- encouragement of volunteer engagement, particularly involving the migrant and Roma communities themselves,

and on the level of the educational system:

- acceptance of diversity,
- school development along this paradigm,
- comprehensive initial and ongoing teacher training,
- diverse and flexible educational pathways with credible connection to employment work-based learning, are among the success factors.

In almost all cases, the partners emphasize the need of reaching out to parents and families and making sure that viable communication exists between schools and parents. Slovenian partner highly emphasizes the latter.

The report of the Republic of North Macedonia reflects on success factors in quite some depth. Experts emphasize positive impact of internationally accepted norms of non-discrimination. Two main factors have contributed to gradual improvement of the Roma background student situation: improved ‘hardware,’ i.e., infrastructure, public transport and measures to improve the social situation of

parents have contributed to some cases of success. The second factor of success in the Republic of North Macedonia is development of the civil society, including self-organization of the Roma community, which provides services conducive to education, social support, and personal growth. Those effects are measurable, e.g., by a rise in secondary school attendance. However, positive development is not equally distributed among regions and communities. More research is needed to identify the good practices in the Republic of North Macedonia.

In Italy, acceptance of refugees and diversity represents a starting point of positive development. A stable protocol for working with minors is an example of stable legal and statutory environment, needed for other agents and volunteers to work effectively. Their interventions successfully aim to stabilize the social situation and build on cultural mediation, partly provided by well-trained volunteers.

Acceptance of diversity and inclusion as well as development of stable rules is also viewed as foundations to effective policies and practices in Turkey. Volunteer engagement contributes to social stabilization and community building. Positive approaches are based on modern understanding of democratic civil rights and attitudes, which define the path to interculturality.

For Roma in Spain, correspondents highlight the legal framework and positive trends of students in early and primary education. One-fourth of individuals who drop out of their studies, return at some later point. For unaccompanied minors, change has been introduced in the child protection system, increasing the number of resources and places for their support, as well as adapting procedures and protocols to meet their specific needs. It is imperative that measures for immediate attention from the moment they were found and verified as minors are being set up.

In Germany, the correspondent highlights the systemic approach in adapting overall education system to actual requirements of a migration society. Integration, as well as improved diversity-friendly structures, has to be designed and implemented from early childhood education for integration into work-based training and employment. Diversity has to be accepted as the standard situation for all agents. Some success factors of the system are already identifiable, such as working with parents, diversity, and flexibility in educational pathways. A multi-agency approach, which targets social and educational

factors, proper coordination among these agents and involvement of a well-developed volunteer scene are starting points for a more systematic approach.

As stated in the EU policies quoted above, many migrants are of school age, and schools are in the focus of efforts to meet the challenges and opportunities of migration. In schools, all issues of identity, culture, social situation, community development, creation of economic opportunity and conflict, and cooperation, which confront the society, can be viewed and have to be managed concretely.

Therefore, reforming educational systems, teacher training and school development is, or at least should be, one of policies foci in order to mitigate migration challenges. Surprisingly, this has been the case to a quite limited level only. Educational outcomes of migrants and minorities are still below average, concept foundations are weak, and resources are scarce. On the other hand, teachers and schools all over Europe have developed innovative and practical concepts to improve the situation for migrant and minority students in schools. Cases vary from one country to another, but pedagogical challenges are often the same.

An exchange of experience, good practice and in-depth analysis of challenges and attempts to create solutions can, therefore, be expected to contribute to better solutions for creating better opportunities for all within the migration and transnational society. One of such practices is the active volunteer engagement that can be observed in all partner countries, namely Slovenia, the Republic of North Macedonia, Italy, Turkey, Germany, and Spain. There is some good experience with initiatives, such as Roma school assistants in Slovenia, intercultural training and volunteer training for students and acknowledgement of volunteer activities in the scope of university programs.

Does European experience validate such efforts? Do they add value? What can be learned from them?

These are some of the questions the RoMigSc partnership sets out to answer, to develop its intervention by acquiring a solid understanding of the situation, challenges and innovative initiatives in the RoMigSc partner countries. The project aims to contribute to a standard model of migration- and minority-friendly schools, in the field of teacher and volunteer training. Development of such a model requires an overview of the current situation in partner countries, each

of them having various experience. Much of the knowledge that has been published, but also incorporated in organizational practice and practitioner knowledge, is not available to international audience. Therefore, reporting the most relevant aspects of national experience, as reflected in national academic and non-academic literature in English, has been highly appropriate. Additionally, the input of key informants and stakeholders, all of whom are highly experienced professionals with partly academic and partly hands-on experience, has been a unique way of validation of practice.

SWOT ANALYSIS OF POLICIES AFFECTING THE INCLUSION IN SCHOOLS

Strengths

All partner countries perceive some strength in their national policies for migrant children and Roma children in schools, thereby pointing to the field of further development and the importance of an exchange of experience.

In the coordinator country of Slovenia, the correspondent highlights the existence of highly effective individual projects. Responsiveness of the Ministry of Education to expert input is also regarded as strength.

No distinct policy strength is reported from the Republic of North Macedonia.

In Italy, the correspondent sees the close public attention to migrant problems and many migrant projects in schools as strengths worth mentioning. The protocol for inclusion of minors is also highlighted as an essential advantage.

Turkey experts mention the adoption of inclusive educational perspective as notable strength, as well as the approval of expansion of quality education for all as a policy objective.

In Spain, correspondents see universal access to education as policy strength. Following its long experience in this policy field, some strong points that deserve to be highlighted have been developed in Germany, according to correspondent. School success of migrants, although worse in comparison to the average population, has been 'normalized' to the level corresponding to social situation of families. While still not ideal, at least a migration background is no longer disadvantage in itself.

Provision for compensatory learning of German has been ex-

panded twentyfold over recent years. Increase can also be observed in early childhood education and support measures, such as school social work. Correspondent also regards the volunteer engagement and political support for this engagement as strength, although the engagement often compensates for weaker policy points. The main strength of German educational policies relevant for migrants is the dual system of vocational training, connecting a multitude of educational pathways and suitable professional profiles for a wide range of learners as well as for direct access to the employment system.

Common points perceived as strength, therefore, include declared policies and innovation on the project level.

Weaknesses

Despite the strengths, all correspondents sometimes describe quite severe weaknesses in the current policies as well.

In Slovenia, the not yet fully elaborated systematics of legislation, regulations, and politics as well as the speed of adaptation as a limitation are considered as weaknesses.

In the Republic of North Macedonia, the lack of integration of anti-discrimination regulations into national legislation (vs. commitments made on an international level) is seen as a deficiency.

Turkey and Italy both highlight the lack of teacher training as a weakness.

For Spain, the correspondent reports discrepancy between the (right) provisions for minors and integration efforts once these youth reach adulthood as the main policy weakness.

In Germany, despite considerable strength, analysis of prior efforts has revealed some policy weaknesses. Among them being the inability of educational policies to prevent the fact that school success depends on the social status of parents. Compared internationally, weak funding of the primary education system results in poor teacher preparation and training and slow or non-existent take-up of innovative initiatives, such as increasing the share of teachers having migration background – closer cooperation between schools and local employers, and expansion of full-day and integrated secondary schools.

Common point of policy weaknesses perceived by correspondents is a lack of systematization, which leads to gaps in the integration logic. This leads to individual weaknesses, such as insufficient

teacher training, and differences in the philosophy of integration among individuals. A fully systematic and balanced approach to integration is needed, funded by adequate resources.

Opportunities

Correspondents perceive policy challenges as opportunities stemming from integration of Roma and migrant children. While not all of them discuss this point in-depth, Turkey and Germany reveal that having to deal with a high number of migrants forces the education system to reconsider the mission and identity of the system. This is an opportunity to act on issues that have long been neglected or even denied. In Germany, successful integration of migrants could contribute to mitigating the effects of demographical imbalance, otherwise leading to scarcity of labor supply. In Turkey, developing an inclusive, modern understanding of identity, society and civil rights can be fostered by discussing the challenges of migration.

Threats

Concerning risks as a common point, the correspondents highlight the dangers of societal disintegration again. One of the commonly perceived risks is that closing borders, having an insecure residence status and limited educational and employment opportunities push relevant groups of people into illegal situations, where they could only make a living from illegal activities or even become victims of such activities (e.g., human trafficking).

Chapter Two

Aspects of Inclusion in Schools

Challenges of Inclusion

SITUATION OF MIGRANT POPULATION

Except for the Republic of North Macedonia, where no migrant children attend regular schools, all partner countries report underperformance, early dropout and in some cases a high level of absenteeism, compared to the average population. In countries with a more recent migration history (Slovenia, Italy, Turkey, Spain), these phenomena are attributed to the lack of language education and weak educational prerequisites of migrants. Italy emphasizes the adverse effects of the 'transit orientation' of most migrants.

In Turkey, problematic phenomena are interpreted as consequences of insufficient intercultural competence and orientation in schools and a general lack of preparation within the mainstream school system. As for the target groups, traditional or poverty-induced behaviors like early marriages and child labor are not only problematic in themselves but also contribute to poor educational results.

In Spain, a gap between a quite elaborated system for the protection of minors and less developed system of education and integration of young adults is regarded as being highly problematic. Insecure status of migrants and refugees and weak transition systems to employment contribute to uncertain outcomes, namely dropout and sometimes even illegal activities.

The example of Germany shows that migration management and a generally higher level of diversity in schools represent an enormous short-term challenge. Even the second-generation students with emigration background are underperforming and suffer from higher levels of school dropout. These outcomes, however, are mostly a consequence of under-average social situation, which points to the need for a holistic approach of tackling both diversity and disadvantages that affect students.

Also, in Germany, integration of refugees and EU migrants, arriving at a later age, is problematic as well, since school success depends

on a high level of proficiency in the host country's 'educational language' and on intensive integration efforts. This can be based on the usually high motivation level of the migrants. Success cases and good practices of integration prove that problematic situations can be mitigated if addressed adequately.

Regarding migration in general, Slovenia, the Republic of North Macedonia, Italy, Spain, and Turkey face quite specific and limited challenges.

Germany is also gradually accepting itself as an 'immigration society.' Spanning from work migration in the 60s, integration of native German migrants from the countries of the former Soviet Union and Romania, a high level of recent intra-EU migration and a surge in refugees since 2015, up to 30% of school-age inhabitants of Germany now have a migration background. The education system has responded by developing some ad hoc measures, pilot projects, and initiatives, which in sum are quite substantial in quality and quantity but have not yet developed into a comprehensive education system adapted to the needs of an immigration society. Volunteer engagement has been a pillar of meeting acute challenges as well as a driver of innovation in the field.

In the other partner countries, challenges are more specific. While in Slovenia and the Republic of North Macedonia the number of incoming school-age migrants is quite limited, other partner countries deal with quantitatively relevant migrant populations.

For Italy, correspondents emphasize the transitory character of migration, as most migrants aim to move on to northern regions. The specific challenge, as described, is to meet the educational needs of learners who stay in Italy for a limited time as well.

In Spain, according to the partner report, unaccompanied minors, mostly from Africa, are the most relevant group. While these youth are taken care of within the general system of youth care and educational support for disadvantaged groups, the situation for young adults is more challenging.

Turkey is challenged by a high volume of refugees fleeing the civil war in Syria. While international organizations provided education for a considerable part of refugee youth in 'Temporary Education Centers,' (TEC) following Syrian curricula, as of 2018 TECs are being gradually closed and students redirected to the regular Turkish education system.

In Slovenia and the Republic of North Macedonia, migration is limited, but policies are currently being discussed and shaped. In the case of Slovenia, a previously quite homogeneous society is opening to migration of a few hundred young migrants from third countries. The country is actively developing strategies to integrate this group into regular education system.

In the Republic of North Macedonia, the few migrants need to find a role within society characterized by (sometimes delicate) co-existence of distinct ethnic groups. Outgoing migrants and returning expatriates are relevant factors of society.

SITUATION OF ROMA POPULATION

Regarding the Roma students, problematic phenomena reported from the partner countries are also quite homogeneous. All correspondents report underperformance, absenteeism, and early dropout rates, particularly for the more mobile parts of the group. Traditional behavior like early marriages and motherhood is reported as contributing to the problem in Turkey and Spain, and a generally sub-average social situation is indicated for all partner countries, except in cases of well-integrated resident populations.

The situation of Roma children is quite diverse among partner countries. In all countries, status challenges of resident Roma communities are complemented by more recent challenges related to in- and outgoing work migration of Roma families throughout Europe.

Contrary to other partner countries, Roma of German citizenship are not discussed as a distinct or 'problematic' group in Germany. Work migrants from the EU with potential Roma background are being part of the general phenomenon of intra-EU work migration. Applicants for asylum with a Roma background from third countries, on the other hand, are considered in this context.

In other partner countries, the Roma community is regarded as a distinct and 'hard-to-reach' group within the society, implying some challenges for the education system. Recent in- or outgoing work migration adds to this challenge in all partner countries.

THE ASPECT OF SOCIAL AND FAMILY BACKGROUND

In all partner countries, a lack of proficiency in dominant – particularly the educational language (in contrast to the everyday communication language) is the most prominent risk factor for educational

success of migrants and parts of the Roma population. By looking deeper into phenomena described by the partners, it becomes apparent that educational success of migrant and Roma children mostly depends on the overall social situation of their parents and the respective community in all partner countries. This correlation is reported by all partners on an anecdotal level, in part substantiated by quantitative and qualitative evidence from the literature, as well as on a focus group expert assessment level. For Germany, empirical evidence reported is quite elaborate. Data show that there is only a minimal effect from the migration background per se, but an apparent effect from the educational resources of parents, their income and overall social situation. As migrants, refugees and groups of seasonal migrant workers are in an overall lower social situation (to differing degrees), the educational results are also weaker but mostly similar to those of native population in the same social situation.

Therefore, the primary educational system challenge is to compensate, not so much for specific disadvantages of migration background, but rather for social disadvantages as a whole, including the individual risk factors such as poor education of parents (and the resulting inability to assist with homework and a limited awareness of the value of education), weak language competence (failing to understand and express thoughts in all subjects), bad health conditions (limiting the physical fitness for education), high mobility (resulting in a schooling discontinuity), weak social capital (limiting the ability to find support and access), poor infrastructure (restricting physical access to education), etc.

As evident from the reports, none of the partner countries educational systems has yet managed to fully live up to the challenge of compensating such social disadvantages.

While there are tentative measures to teach the dominant language and/or compensate for language deficits to disadvantaged youth in all the partner countries, these measures are too low in volume, too short-termed and too late in the life cycle and therefore of limited effectiveness.

Teacher knowledge, attitudes, and practices are still oriented mostly towards the traditional group of learners from the dominant parts of the population, not towards an increasingly diverse group of learners. This assessment is even reported by Germany, although most accustomed to migration and diversity. Policy and education

increasingly focus on individual human rights, implying that all individuals have the right to adequate institutions, including education; but the results of those efforts remain to be seen.

In many cases, good practices reported by correspondents show that action taken by volunteer groups is at the forefront of innovation in education and support systems.

Many measures aim at mitigating the main risk factors, like additional and early language support, intervention in the social situation of parents, improving communication between parents and the school, mentoring and coaching schemes, as well as exposing students to role models from their community.

In all cases, correspondents point out a general lack of resources given the challenges described. Educational system aiming to compensate for risk factors has to be more resource intensive. Adequate funding has not yet been provided in all partner countries.

Limited awareness of demands and needs of heterogeneous learner groups on the side of the education system and individual teachers, and general underfunding of the system therefore represent additional risk factors for educational success of socially disadvantaged non-traditional learners.

Limited resources and potential frustration of volunteers who are currently compensating the shortcomings of the mainstream education and support system as well as conflicting aims of individual support versus overall government migration and asylum policies are also risk factors to the future outcomes of education among socially disadvantaged learners.

EDUCATION AND TEACHER TRAINING FROM THE MULTICULTURAL ASPECT

All partner countries agree that measures have to be taken to introduce new groups of learners to their education system. Due to the quality and quantity of respective challenges, responses in partner countries range from individual measures, such as introducing preparatory language courses, to introducing quite broad concepts of diversity in education. All partner countries respect the general human right of access to education. Practical operationalization – among other factors – reflected in multicultural orientations of teacher training curricula, however, varies considerably.

In Slovenia, the challenge of educating non-Slovenian learners is

a quite recent one. Before the current contingent of refugees, mostly migrants from the republics of former Yugoslavia had been integrated and the process was facilitated by a certain level of understanding the formerly common Serbo-Croat language. A limited number of migrants from former Kosovo have reportedly been harder to integrate. The system is currently working on the program of teaching Slovene as a second language at a broader scale and on profiling respective teaching staff. While schools are currently responsible for all other integration measures and have created some good practices in the field, there is no coherent system of defining and operationalizing multicultural orientation in education. Such a system is currently being developed, starting with a closer definition of procedures to be taken to introduce migrant students. Advice from experienced school practitioners is included in the policy formulation.

The correspondent reports a frequent lack of multicultural orientation of teachers, as well as a lack of integration of multiculturalism concepts in initial and continuing teacher training.

In Turkey and Italy, the challenge is quite similar, as previously quite homogeneous societies have recently been confronted with the problem of integrating a relevant number of non-traditional learners. This requires developing a new education mission that also needs to be operationalized and implemented through initial and continuing training and school development.

In Turkey, introduction of multiculturalism in curricula is at a very early stage. On conceptual level, understanding of multiculturalism as multiethnicity is challenged by the concept of education for diversity, based on shared democratic values.

In Italy, multiculturalism is not systematically integrated into teacher training, and reportedly many teachers lack competence to deal with heterogeneous groups of learners.

The Republic of North Macedonia is a case of multiethnic society, based on co-existence of distinct groups. Education is organized by ethnically homogeneous groups and their respective language. Efforts are currently being made to minimize the mono-ethnicity of textbooks, and concepts of multiculturalism represent a growing part of teacher training.

In Spain, on a conceptual level, multiculturalism is included in a general concept of diversity, compensating for individual disadvantages. Since operationalization of the principle of achieving equality

and equity is a matter of educational policies of autonomous regions, generalizations about diversity training level for teachers and its effectiveness are hard to make. Partners report that various initiatives to support diverse learner groups are being undercut by a withdrawal of resources from the federal state since 2013.

In Germany, the situation of multicultural orientation in curricula and teacher training reflects the country's struggle with its development into an 'immigration country' during the last thirty years. As a result, from the rise of the share of students with migration background, multiculturalism and the aim of integrating migrants into the German society have been addressed in guidelines for teacher training on a conceptual level for at least thirty years. Many concrete measures, such as the systematic training of 'teachers of German as a second language,' have been taken. However, there has reportedly been a tendency to 'delegate' the 'special' problem of integration to such specialists. A general understanding of the changed mission and practices of an education system catering to a diverse audience of learners has not widely taken hold in practice. This is reflected in the limited relevance of multiculturalism as a concept and corresponding practices in initial teacher training. This training is highly decentralized and diverse, although guided by some framework recommendations from the standing conference of ministers of education. Furthermore, interest in continuing training is quite limited. While teachers say that they feel ill-prepared for diversity of learners, they also think that their resources are already overstretched in a system that has not reacted to its more complex audience by expanding investments in education.

An abundance of material for supporting diverse groups of learners exists (language support concepts, fostering intercultural understanding in learners, content for refugee students on all levels, etc.); it has been developed as a reaction to acute challenges. Competitions in school development are quite popular and include criteria of interculturality in school.

Nevertheless, reportedly most teachers still feel that dealing with diversity is an exceptional and additional burden and are generally slow to accept diversity as the new normality.

Therefore, in Germany, country with the highest level of diversity in schools among the partner countries, an abundance of material, concepts and good practices can be found. Still, no generally ac-

cepted overall school concept that would meet the needs of all of its diverse students, and effectively compensate for disadvantages, has been developed and universally implemented. Students are still measured in terms of a 'standard' case model of a 'white, middle-class student with a functional family in the background.' Individual and reactive measures are developed to mitigate personal disadvantages, but few systematic steps have been taken to create an education system that works for all. This is reflected by the teacher training, which could be based on quite developed, although sometimes controversial concepts, but remains low volume, not obligatory and therefore more dependent on individual initiative and preference rather than being part of systematic change management.

ACTIVE CITIZENSHIP AND VOLUNTEERING

In all partner countries, volunteerism is a relevant phenomenon. Correspondents from all countries report that challenges of migration and reaching out to Roma community could not be met without volunteer engagement. Traditions and organizational development of volunteerism are diverse. While in Germany, Slovenia and Italy volunteer engagement is a well-established tradition, in Spain, the Republic of North Macedonia and Turkey partners describe volunteerism as a still-developing phenomenon.

Volunteerism, despite its positive role and high potential, is also affected by some problematic phenomena. A lack of coordination of activities and initiatives among volunteer organizations, but also among state institutions and policies is reported in all partner countries. Also, the (lack of) training and an insufficient level of intercultural knowledge and attitude of some volunteers are reported in all partner countries to some degree. Good examples of Roma self-organization on a volunteer basis are reported from the Republic of North Macedonia and some other partner countries. Nevertheless, all partner countries consider a (too) narrow range of societal background of volunteers as problematic. Migrants and members of Roma community have to be more actively included in volunteering activities. In some countries, the general concept of interculturality among volunteers is regarded as problematic. While in some cases the approach taken is based firmly on integration into a host culture, which is conceptualized as homogeneous and fixed, other approaches emphasize individual, sexual, cultural and other diversity. In this per-

spective, individual rights to personal growth and development of shared democratic values beyond (presumed) pre-fixed ethnic or national cultures are emphasized. Both approaches regard each other as problematic and are therefore controversial in all partner countries. Reports from Germany and Turkey particularly point to this controversy.

Practices Supporting Inclusion in Schools

VOLUNTEERS' ENGAGEMENT

The Emergence of Volunteerism

Volunteering is described as a critical part of solutions to the challenge of migrant and Roma pupil integration in all partner countries. In all partner countries, although on varying levels, volunteering is growing in popularity. Partners regard it as a critical factor in developing a comprehensive civil society, highlighting its high potential in all partner countries

Perceptions of the society, however, are also reflected in volunteerism. Concepts such as multiculturalism, transculturalism or transnationality and/or diversity as well as the corresponding individual and organisational knowledge, skills, and attitudes cannot be taken for granted in all the partner countries. Nevertheless, volunteerism has high potential in all the partner countries.

In Slovenia, partners report that the interest in volunteerism is growing. Notable volunteering and self-organisation activities are going on in Roma communities. On the other hand, an even higher level of organization and coordination of volunteer efforts is needed, and volunteers would have to be much more appreciated and acknowledged by the overall society.

In the Republic of North Macedonia, the role of the civil society in general and volunteerism is growing. A law on volunteering was adopted in 2008. In the Republic of North Macedonia, the Roma community is also known for frequent and diverse volunteering activities in fields such as health, education, and community development, thereby contributing to a holistic approach to integration. Training of volunteers working in these areas is frequent in the Republic of North Macedonia.

In Italy, volunteerism has a long tradition. Faith-based, as well as civil organizations organize relevant volunteering activities and

train their volunteers. The partner highlights that there is no lack of volunteers and the availability to help reflects a generally open and welcoming attitude of the general population towards migrants and minorities.

In case of Turkey, partners give evidence of a wide variety of NGO activity in fields like social stabilization, community development, consultancy to parents and language-education offers.

In Spain, although authors assess voluntarism as still being ‘in infancy’ in 2006 (Merino, 2006), now an impressive number of 900,000 volunteers add to half a million employees of non-profit organizations. Today, development of volunteering action is gaining momentum, and there is considerable support to give it a more qualified and qualifying view. Currently, the sector suffers from widespread temporalism of engagement. Also, integration of migrants and minorities is not among the most popular fields of engagement. On the other hand, innovative forms of volunteering, like ‘cyber volunteering’ are currently being developed. In Spain, universities also encourage volunteer engagement with their students.

In Italy as well as in Germany, volunteering is a traditional and robust part of the social fabric. On the one hand, organisations like churches, the labour movement and other conventional organizations are responsible for large parts of the provision of social services and their employees work alongside volunteers. One of these organizations (Caritas), is in fact the largest employer in Germany. On the other hand, ‘new’ social organizations have been forming since the seventies, representing more natural forms of civic engagement. Both organization forms have carried the main burden of work during the recent surge in refugee migration.

In Germany, the high availability level for volunteering in this context is reflected in positive general attitude of the population, mostly on the practical level of empathy and help, transcending political affiliation. Temporalism is an issue in this context as well. Most organizations provide a level of volunteer training and universities also encourage volunteerism in addition to obligatory internships for students of educational sciences and related subjects.

Communication Strategies for Volunteers Working in Multicultural Environment

Inclusion of Roma and Migrants in Schools is related to introduction of effective strategies for inclusion of vulnerable groups in schools.

For this purpose, the project also recognized the importance of training for volunteers, especially to increase the awareness of inclusion for better integration with stakeholders.

It is expected that through training and open discussions, strategies for effective integration of Roma and migrant groups shall be evaluated, being based on different country settings and identifying best practices applicable to diverse communities. One crucial activity of the project is recognition of volunteering activity as promoting integration of Roma and migrants into society. Many studies have shown that volunteering has a high impact on society in the recognition process of the benefits of integration. One persuasive definition of volunteers is that they are ‘individuals who carry out unpaid activities of their own free will, often in support of an activity or initiative serving the general interest of the wider society, and without replicating or substituting the work of paid staff.’ Very often, volunteers are by far the most helpful to migrant population in developing their social and human capital while increasing their skills for active participation in society. OECD defines human capital as ‘the knowledge, skills, competencies, and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being’ (Bassilio & Bauer, 2010).

Volunteers face challenges on their own when dealing with groups, being marginalized for a variety of reasons in many societies, or with population groups who have lost their social and human capital by settling down in a new country with social and cultural norms very different from their own. Volunteers working with migrants and Roma population require a great deal of verbal and non-verbal communication skills. Below, three effective communication strategies for volunteers are provided:

Getting to know your group or individuals: this helps to establish trust and provide comfort for both sides. It increases acceptance of your work as a volunteer. Promote, and understand the differences.

Providing more space and opportunities to hear their story: all of them are very important, and a volunteer must demonstrate skills of

- active listening – ability to listen to young people and know what they are saying;
- question asking – a skill of questioning young people (not in an interrogative way) that helps them to express themselves but also provides information to the volunteer. There are three basic

types of questions, the open question, the closed question and the leading question;

- body language – body language can give a multitude of information regarding what is going on with both you and other people;
- reflecting – ability to provide feedback to young people based on what they have said about themselves so that they can explore further or clarify a point.
- demonstrated readiness to provide support: putting things in perspective while empathizing with one's feelings. It will significantly increase the willingness for cooperation and face challenges of a new environment.

INDIVIDUAL WORK WITH MIGRANT CHILDREN IN SCHOOL

The Convention on the Rights of the Child, adopted by the General Assembly of the United Nations on November 20, 1989, states in its 28th article that the Member States recognize the right of every child to education and that they must carry out actions to guarantee the access to all educational levels.

Countries have to take measures to encourage regular school attendance and reduce dropout rates. Educational system has to be prepared to welcome, in best conditions possible, all students arriving in its classrooms, either because they follow their families in their displacement, or come on their own (unaccompanied minors). Work with these children has to follow an action protocol guaranteeing optimal reception process for newly arrived students. Particular attention should be given to migrant students (and their families), who did not come at their own free will, but because of forced displacement, so conditions of their arrival are very particular.

Reception process begins before their actual introduction into education and it ends when a child develops all necessary skills and abilities (linguistic and psychosocial) that should allow him/her to become a full participant in school life. To do so, children should be assigned to a school close to their living address (home, reception center or child protection center). The system should ensure that all siblings attend the same educational facility whenever possible. Also, services of intercultural mediator, social mediator or interpreter should be procured if necessary.

This process is of a variable duration, depending on the situation

of the student. It is essential to carry out an initial interview with the child and his/her family to gather personal, family, academic and health information, as well as information about the family situation, to be able to tailor the process to the child's needs. Educational community should also be involved in planning and coordination of the welcome and reception protocol, by maintaining a sensitive, understanding and collaborative attitude and providing an environment supportive of communication and trust. It is also essential to organize and develop awareness-raising activities in educational community, to generate empathy for displaced people and to avoid xenophobic, discriminatory, and racist attitudes. To formulate and implement these activities, collaboration of professionals and community technicians from associations and specialized NGOs must be sought.

It is necessary to organize a welcome meeting with the student and his/her family, to favor an atmosphere of friendliness, confidence and trust. Such a meeting consists of a visit to the school facilities during which children are introduced to people who will become part of their daily life; the personal tutor or the class tutor has to introduce the new student to his/her peers.

Sometime afterwards, once the student has already been through the orientation process, their academic history has to be evaluated to determine their needs and to establish measures for social, economic, personal and educational support, as well as to provide the student with relevant information and develop competencies in oral and written communication in the language of the receiving country.

FAMILY AS A FACTOR INFLUENCING THE SCHOOLING OF ROMA CHILDREN

Migration means facing three main challenges:

- Mourning the loss of what was left behind in the country of origin.
- Dealing with multiple situations of stress and survival.
- Adapting to a new culture and creating a new identity.

Multiple factors may compromise the welfare of minors in the host country:

1. pre-migration departure situation,

2. migration process and opportunities or difficulties that arise in the context of reception and
3. age, primarily if migration occurs during adolescence.

On top of being in a new country, migrant children have to deal with new culture, new people, new rules and a new school, therefore each child would require different pace and time for completing the adaptation process. It is then vital to value one's strengths and be aware of them.

Intervention in the migration context involves breaking the silence and start talking about what each person has lived through, how were they behaving and how they feel about it, as well as learning the rules of the receiving country, getting to know the language and system of beliefs of the host country and reinforcing the existent knowledge about the host country, by being encouraged to get involved with native population, creating social support networks and finding ways to support each other.

Family plays a crucial role in helping children to cope with adversity and to digest the current situation. It is therefore important to give parents advice about:

- Caring for and promoting emotional bond between their children and themselves or other stable references.
- Providing safety and protection: reassuring children about the future, solving all their doubts, and, most of all, regarding the small details of their daily lives.
- Generating routines: the more predictable life is, the higher the feeling that life is safe.
- If more change is possible (losses or future separations, new environment, etc.), parents have to give clear information concerning future life changes, adapted to child's age.
- Avoiding overreacting to inappropriate behavior. Parents have to keep in mind that this might be the only way for the child to release the tension and express what he/she feels.
- Progressive adaptation: It is crucial that parents do not pressure their children into quick adjustment to new situation. Children must be given time and follow their rhythm without being compared to their peers.
- Talking to children about their needs and the migration situa-

tion, always respecting their personal space and their refusal to speak if that should be the case. If they show anger or guilt, evaluate and stabilize their reactions, explain that the situation was inevitable and that no one (not even them) has any responsibility in what happened.

A SERVICE LEARNING EXPERIENCE: SOCIAL WORK VOLUNTEERING IN A SPANISH SCHOOL

Service Learning and the Role of Volunteering in the Learning Process

The proper definition of the term ‘volunteering,’ according to the Spanish Language Academy (Real Academia Española, 2014) is: ‘a group of people who volunteer to do something.’ From a more applied perspective it can be defined as ‘the group of people who, within the framework of an entity, freely and altruistically commit themselves to develop programmed actions that contribute to the achievement of its mission’ (FEAPS, 2011).

According to FEAPS (2011), the reason for having volunteers is ‘to provide very important support to improve the quality of life’ and ‘to offer opportunities for inclusion in the community.’ However, from a legal perspective, volunteering is understood to be the set of activities of general interest, carried out by individuals, provided that they are not done by virtue of an employment, functional, commercial or any other paid relationship without prejudice to the right to reimbursement of the expenses incurred in the performance of the voluntary activity and that they are of an altruistic and supportive nature, they are carried out freely, without any personal obligation or legal duty, and through a private or public organizations and in accordance with specific programs or projects.

In addition to the requirements and definitions, a series of fundamental aspects for the success of the volunteering action must be taken into account, such as the fact that the volunteers must have enough free time and a positive and open attitude towards the indications of the entity. They should also show empathy towards the people, their families and the professionals they work with, and respect the confidentiality of the information they gather while carrying out the volunteering. In addition, an ethics management should be developed, to eradicate possible bad practices and to achieve that they are object of duties and ethical behaviours (FEAPS, 2011).

The volunteer provides support and offers opportunities to the person, substantially different to the support of a professional: he or she provides personal relationships, awareness. Volunteering is an added value that is given to people from people (FEAPS, 2011). Moreover, they contribute to cover people's needs and discover new needs, provide new ideas, proposals and suggestions for improvement, work with a team vision, mainstreaming and flexibility.

In exchange, volunteers usually get some non-monetary recognition for their work from the organization, usually involving the person in the mission of the organization and reinforcing their sense of belonging and their personal commitment to the mission and the people they provide support (FEAPS, 2011). Also, the volunteers acquire work experience thanks to the continuous and permanent training.

A special approach to volunteering is that of service learning. There are several definitions of service learning, like 'Service learning is an approach to teaching and learning that integrates community service with academic study to enrich learning, to teach civic responsibility, and to strengthen the community' (Puig et al., 2005) and 'an approach to teaching and learning in which students use academic and civic knowledge and skills to address genuine community needs' (see <https://www.nylc.org/page/WhatisService-Learning>). Such service-learning often involves volunteers in activities that combine community service and academic learning (Furco & Billing, 2002). That is why service learning is a method in which student volunteers learn as they go along, participating in an organized service seeking the needs of the community (US Congress, 1993), in this case a neighbourhood and its primary school. It is also a way of understanding human growth, a way of explaining the creation of social bonds and the way to build more just and tolerant communities, in which service volunteers find justice, satisfaction and individual success in individual and collective formation (Puig et al., 2005), in addition to developing civic and social responsibility (Eyle & Gilers, 1999).

This civic and social development leads the volunteers to help social groups to cover their needs, and from these experiences they are enriched with new acquisitions, being the school and the neighbourhood a space of reciprocal collaboration. It emphasizes the learning of intellectual, affective and behavioural contents. Developing skills

that can be applied in different fields activates critical thinking and contributes to improving the social environment (Puig et al., 2005).

Context of the Volunteering Action: The School

CAES Santa Teresa is a Kindergarten and Primary Education School located in Villena (Alicante). CAES stands for ‘Centre for Singular Educational Action.’¹ It is a public institution, endowed with the necessary resources and personnel for the development and fulfilment of its aims. All the data in this section has been provided directly by the School Management.

The children who attend the school are mainly from Roma families. In these families, often only one member or none works; however, some of them have a high purchasing power, which comes from illegal businesses. There are a total of 87 children, 56% male and 44% female, over 9 different courses (from 3-year kindergarten to sixth form).

The teaching day goes from 9 a.m. to 2 p.m. In the afternoons the students may do some extra-curricular activities until 5 p.m, which are associated with the book bank program. The school also offers some language programs:

- Plurilingual Program Kindergarten (3 years)
- Multilingual Programs
- Plurilingual education in Spanish: Infant Education 2nd Cycle
- Plurilingual Spanish Teaching: Primary Education

The school premises comprise several buildings. In the lower part, there are the classes and playgrounds for Kindergarten (3, 4 and 5 years-old). Just above the Kindergarten building, there are two two-floor twin buildings. In the first building, it is located, on the ground floor, the office of the concierge, the library and the teacher’s room. On the first floor, there are the offices of the management team, the computer class, and the music room. On the second floor, a multidisciplinary classroom and a backup classroom and toilets can be

¹ CAES are those schools located in Preferential Action Neighbourhoods or which attend school at a high percentage (more than 30%) of students with educational compensation needs, that is to say, students who present difficulties of school insertion due to being in a situation of greater vulnerability due to conditions of poverty, marginalisation, socio-cultural deprivation, violence, etc., which place them on the verge of social exclusion.

TABLE 2.1 Absenteeism Rates during 2018/2019 (%)

Group	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
3-4 EI	43.28	41.11	32.47	46.78	43.75	35.25	31.74	44.08	29.46	38.65
5-EI	22.01	27.50	26.91	24.99	25.62	29.60	23.21	33.46	28.56	26.87
EP-1	24.40	21.25	20.18	26.97	27.50	28.28	19.64	27.27	n/a	24.43
EP-2	14.28	15.00	10.98	18.79	5.00	10.52	13.26	14.93	9.18	12.43
EP-3	23.12	21.42	21.97	18.30	31.42	24.05	27.55	27.90	23.80	24.39
EP-4	15.86	23.88	13.67	21.63	20.00	17.54	21.42	31.81	n/a	20.73
EP-5	18.17	19.54	12.58	26.78	22.72	24.87	18.17	n/a	n/a	20.40
EP-6	26.98	23.88	24.78	23.38	25.55	25.14	23.01	33.33	31.74	26.42
Total	23.51	24.19	20.44	25.95	25.19	24.03	22.25	30.39	24.54	

found. The other building houses the classrooms from first to the sixth forms of Primary school. The playground has two floors, one next to the two main buildings and the other, which is the football court, it includes the bleachers. At the top of the bleachers, there are two one-story buildings, the dining room, and the gym, right next to a small garden.

The school neighbourhood has some services such as Fire Station, Municipal Nursery School, the School for kindergarten and Primary Education studies, a public-managed reading point (closed since June 2019), Pharmacy, a bar, the Municipal Sports Centre and Football Court. The transport to the city can be by bus, car, and bicycle or on foot.

The school's teaching human resources are made up of 4 permanent teachers (3 female, 1 male), 17 temporary positions (all female). Other employees on staff are one concierge, a Psychologist and a Social Worker from the Municipal Absenteeism team, a counsellor that comes two days a week, hired by the regional government, and a Mediator that comes three days a week, hired by the City Hall.

In this school there is a huge problem with absenteeism, which could be a serious educational barrier. This has been happening repeatedly in the last decade. The absenteeism rates for the academic year 2018/2019 are presented in Table 2.1.

Service Learning Volunteering in the School

The support of a person who is a Technician in Early Childhood Education, a Social Worker and a Specialist in Childhood and Youth at Social Risk has been provided to the school, through a learning ser-

vice experience. The time dedicated has been two hours a day, three times a week. Depending on the needs at each moment, the school principal decides if support is needed in the principal's office, if the children need to be assisted individually or if it is convenient to support one class or another in particular, helping the tutor in the daily tasks. During those times, the volunteer took the opportunity to do a service to the community, in order to improve the quality of life of each student and his or her family. In addition, the learning experience was a sense of personal growth, becoming part of the organization and refining the code of ethics. All in all, the volunteer gained a sense of belonging to a group that promotes social transformation for the benefit of people.

In order to continue as a volunteer, learning and continuous training were really necessary in order to be at the level of the subjects of the volunteering actions, whether that is the school employees, the students and their families. Obtaining work experience is very important, but obviously volunteering provided an experience that contributed to professional, personal and even emotional growth. Likewise, the service learning experience led to acquiring team working skills and sharing a working space with other professionals, in this case teachers and school managers.

As a CAES volunteer, it can be said that the experience is totally inspiring, especially since in this particular school, emotions are 'running on edge.' One of the needs detected is that both the children and the families have a significant deficit in emotion management. Still, the volunteer receives a lot, getting to learn that personal values are a more important target than following the educational curriculum, and realizing that the needs of these children are totally different than those of children in other schools. The vulnerability of this student body is very high. Personal experience conveys that these children and their families perceive that their culture is not given the importance it has for them. Furthermore, attending school is an obligation, never seen as a right.

It is important to know how to listen to these children and, for that, the volunteer must have a lot of patience, because their way of acting, sometimes, is not the one expected by the teachers. The children are used to getting things here and now, in other words, waiting is hard to accept. Similarly, children are easily upset and find it difficult to recognize what they do wrong. They are children who

sometimes come from unstructured families with a difficult family situation. Still, to understand their behaviour it has to be done case by case and child by child.

As a volunteer in a public CAES, it was noticed that there is a lack of resources, both material and human; that is why the figure of the volunteer is very important. The help is mutual since the experience acquired is very significant for the volunteer's professional future while providing support to the school, the families and the children.

PSYCHOLOGICAL SUPPORT TO NEWLY ARRIVED MIGRANT CHILDREN

According to recommendations of Official Spanish School of Psychologists (Colegio Oficial de Psicólogos, 2016), children may display some newly developed disruptive or non-evolving behaviors during the adaptation process: tantrums, denials of requests, re-wetting the bed, excessive crying, not wanting to be alone or with other people or having difficulties interacting with their peers. A child might experiment with a torrent of emotions that he/she does not understand or has never experienced, which leads to behavior, channeling the explosion of feelings. Psychological support would help to facilitate expressing emotions: talking about what happened and how they feel will allow them to accept new circumstances.

Some important goals when working with the child could be:

- Organization of daily life: make a schedule where educational and leisure activities are planned together with the child. Establishing routines will give the child a feeling of more safety and self-control.
- Physiological control techniques: use training techniques for deep breathing and progressive relaxation, to decrease child's levels of physiological activation and anxiety.
- Increase leisure activities with their referent figures and peers.
- Encourage formation of support groups in which children may have the opportunity to talk and share their concerns, feeling that they are not alone.
- Improve/strengthen bond with the family. Encourage emotional expression among members, so that children feel protected and safe, the family nucleus providing support in facing difficulties.

- Expression and emotion management: facilitate expression of emotions, adapted to child's age through psychoeducation, explaining the meaning of each emotion and its physical manifestation, while increasing body self-awareness and facilitating the identification of their feelings.
- Promote autonomy through children participation in progressive undertaking of daily responsibilities. For example: dressing alone, helping with household chores, etc.
- Social Skills: training in communicative and assertive skills for adaptation and interaction with their peers. Besides, work on a better understanding of social rules and their adaptation to the cultural system.
- Carry out psycho-educational work with parents, regarding the importance of positive reinforcement to promote repetition of desirable behaviors. This will allow for a higher self-concept and perception of child's self-efficacy.
- Ask children about their current thoughts on their situation, and what they think is going to happen, to know their immediate and future fears and concerns.
- Help the child understand his emotions and find a suitable way of expressing them, assertively introduce alternative behaviors, without imperatives and at the child's pace.

Chapter Three

Inclusion in Schools: National Experience

National Situation in the Project Countries

General situation of school-age migrants and Roma in the RoMigSc project partner countries is diverse in quantity and quality. At the same time, relevance of volunteerism in mitigating the challenges of migration is highlighted by partners in all countries.

Regarding migration in general, Slovenia, the Republic of North Macedonia, Italy, Spain and Turkey each face quite specific and limited challenges.

Germany is developing towards accepting itself as an ‘immigration society.’ Spanning from work migration in the 60s, integration of native German migrants from the countries of the former Soviet Union and Romania, a high level of recent intra-EU migration and a surge in refugees since 2015, up to 30% of school-age inhabitants of Germany now have a migration background. The education system has responded by developing several ad hoc measures, pilot projects and initiatives, which in sum are quite substantial in quality and quantity but have not yet developed into a comprehensive education system adapted to the needs of an immigration society. Volunteer engagement has been a pillar of meeting acute challenges as well as a driver of innovation in the field.

In other partner countries, challenges are more specific. While in Slovenia and the Republic of North Macedonia the number of incoming school-age migrants is quite limited, other partner countries deal with quantitatively relevant migrant populations.

For Italy, correspondents emphasize the transitory character of migration, as most migrants aim to move towards northern regions. The specific challenge, as described by the correspondents, is also to meet the educational needs of learners who stay in Italy for a limited time.

In Spain, according to partner report, unaccompanied minors, mostly from Africa, are the most relevant group. While these youth are taken care of within the general system of youth care and ed-

educational support for disadvantaged groups, the situation for young adults is more challenging.

Turkey is challenged by a high volume of refugees fleeing the civil war in Syria. While international organizations had taken care of the education of a considerable part of refugee youth in ‘Temporary Education Centers’ (TEC), which taught according to Syrian curricula, as of 2018 TECs closed gradually with the idea of transitioning to regular Turkish education system.

In Slovenia and the Republic of North Macedonia, the quantity of migration is limited; nevertheless, policies are currently being discussed and shaped. In case of Slovenia, a previously quite homogeneous society is opening to migration of some hundred young migrants from third countries (98 children applicants for international protection and children granted international protection in Slovenian education system in February 2017). Slovenia is actively developing strategies to integrate this group into regular education system.

In the Republic of North Macedonia, the few migrants need to find a role within a society characterized by sometimes-delicate co-existence of distinct ethnic groups. Outgoing migrants and returning expatriates are relevant societal factors.

Situation of Roma children is quite diverse among partner countries as well. In all countries, challenges of resident Roma communities’ situation are complemented by more recent challenges resulting from a surge of in- and outgoing work migration of Roma families throughout Europe.

Contrary to other partner countries, Roma of German citizenship are not discussed as a distinct or ‘problematic’ group in Germany. Work migrants from the EU with potential Roma background are being part of the general phenomenon of intra-EU work migration. Asylum applicants with a Roma background from third countries, on the other hand, are considered in this context.

In other partner countries, the Roma community is regarded as a distinct and ‘hard-to-reach’ group within the society, implying several challenges for the education system. New in- or outgoing work migration adds to this challenge in all the partner countries.

In all partner countries, volunteerism is a relevant phenomenon. Correspondents from all nations report that challenges of migration and reaching out to the Roma community could not be done without volunteer engagement.

Traditions and organizational development of volunteerism are diverse. While in Germany, Slovenia and Italy volunteer engagement is a well-established tradition, in Spain, the Republic of North Macedonia and Turkey the partners describe volunteerism as a still-developing phenomenon.

MULTICULTURAL DIVERSITY AND THE CHALLENGES FOR EDUCATORS

Despite generally diverse overall situation of migrants and Roma in partner countries, all of them report quite similar problematic phenomena.

Except for the Republic of North Macedonia, where no migrant children attend regular schools, all partner countries report under-performance, early dropout and in some cases a high level of absenteeism, compared to the average population.

In countries with a more recent migration history (Slovenia, Italy, Turkey, Spain), these phenomena are attributed to the lack of language education and weak educational prerequisites of migrants. Italy emphasizes the adverse effects of the ‘transit orientation’ of most migrants.

In Turkey, problematic phenomena are interpreted as consequences of insufficient intercultural competence and orientation in schools and a general lack of preparation within the mainstream school system. As for the target groups, traditional or poverty-induced behaviours like early marriages and child labour are not only problematic in themselves but also contribute to poor educational results.

In Spain, a gap between quite elaborated system for the protection of minors and less developed system of education and integration of young adults is regarded as being highly problematic. Insecure status of migrants and refugees and weak transition systems to employment contribute to uncertain outcomes, as do drop out and sometimes illegal activities as well.

The example of Germany shows that migration management and a generally higher level of diversity in schools represent an enormous short-term challenge. Even the second-generation students with emigration background are underperforming and suffer from higher levels of school dropout. These outcomes, however, are mostly a consequence of under-average social situation, which points to the need

for a holistic approach of tackling both diversity and disadvantages that affect students. Also, in Germany, integration of refugees and EU migrants who arrive at a later age is problematic as well, since school success depends on a high level of proficiency in the host country's 'educational language' and on intensive integration efforts. This can be based on the usually high motivation level of the migrants. Success cases and good practices of integration prove that problematic situations can be mitigated if addressed adequately.

Regarding the group of Roma students, problematic phenomena reported from the partner countries are also quite homogeneous. All partners report underperformance, absenteeism and early dropout rates, particularly for the more mobile parts of the group. Traditional behavior like early marriages and motherhood is reported as contributing to the problem in Turkey and Spain, and a generally sub-average social situation is indicated for all partner countries, except in cases of well-integrated resident populations.

Volunteerism, despite its decisive role and high potential, is also affected by some problematic phenomena. A lack of coordination of activities and initiatives among volunteer organizations, but also among state institutions and policies are reported in all partner countries. Also, the (lack of) training and an insufficient level of intercultural knowledge and attitude of some volunteers are reported in all partner countries to some degree.

Good examples of Roma self-organization on a volunteer basis are reported from the Republic of North Macedonia and some other partner countries. Nevertheless, all partner countries see a narrow range of societal background of volunteers as problematic. Migrants and members of Roma community have to be included in volunteering activities much more actively. In some countries, the general concept of interculturality among volunteers is regarded as problematic. While in some cases an approach, firmly based on integration into a host culture is taken, which is conceptualized as homogeneous and fixed, while other approaches emphasize individual, sexual, cultural and other diversity. In this perspective, individual rights to personal development and development of shared democratic values beyond (presumed) pre-fixed ethnic or national cultures are emphasized. Both approaches regard each other as problematic and are therefore controversial in all partner countries. Particularly reports from Germany and Turkey point to this controversy.

Spain

OVERALL CONTEXT

The issue of school inclusion of migrant and Roma children in Spain is a very relevant one because of their number. On the one hand, there are about 724,000 international students enrolled in primary and secondary educational system (Instituto Nacional de Estadística, 2016). There has been a significant inflow of migrant families and individuals from Africa and South America, mostly unaccompanied minors (UASC) since 2002, in more or less legalized situations. Some of this migration is transitional as the minors wish to join their families in Italy or Germany.

On the other hand, there is a large, stable Spanish Roma population, as well as many migrant Roma people from Eastern Europe who arrived to Spain mainly between 2002 and 2008 (Instituto Nacional de Estadística, 2016). In Spanish schools, all three groups coexist with non-Roma Spanish students. Even though this cultural pluralism is considered positively, as an enriching value for coexistence, tolerance and respect, it is also a challenge for school staff, public institutions and society at large. This challenge is aggravated by a general scarcity of resources, due to Spain spending below OECD and EU average on primary and secondary education (even more so after budget cuts in education in 2013). All three groups also suffer from high dropout rates, gender being a key factor, particularly among Roma children. A difficult family situation is the most relevant factor for school exclusion and dropout. Exclusion is related more to a difficult life situation than to being a migrant or Roma. Living in ghettos makes school inclusion more difficult.

Focusing on Roma population, a high rate of mobility and permanence of traditional customs and values (early marriages, early contribution to family income) are revealed as causes of high early dropout and absenteeism levels. In schools, no distinct policies for Roma other than the generally used social and education policies are reported, as well as low awareness for Roma culture among teachers and school administrators. The lack of Roma role models and/or mediators makes access to the group difficult. Still, over the last few years, improvement, especially of female students, is evident in primary and higher education.

Regarding the situation of migrant children, Spanish laws on edu-

education proclaim universal equality, and training on intercultural skills depends on individual teacher or professional. Such an approach leads to early dropout and a high level of absenteeism, compared to the average, as a consequence of language ignorance and weak educational prerequisites of migrants. The insecure status of migrants and refugees and vulnerable transition systems to employment contribute to problematic outcomes, as well as to school dropout and sometimes involvement in illegal activities in order to survive. Limited employment opportunities equal insufficient motivation to study, and vocational programs are not well suited to the needs of migrant children.

Regarding the status of volunteering in Spain, it is at an early stage. Still, development of volunteering action is gaining momentum, supported by the society and the government to give it a more qualified and qualifying view. With nearly 29,000 organizations, 900,000 volunteers and 500,000 employees in NGOs, volunteering is getting both qualified and qualifying perspective, as a means for acquiring work competencies and experience in a country where the unemployment rate is still high. Universities can be a focal point for developing a volunteerism-friendly attitude and the required knowledge since volunteers need to obtain some basic training. Innovative forms of volunteering like ‘cyber volunteering’ are currently being developed, in detriment of social action like the integration of migrants and minorities.

KEY FINDINGS FROM QUALITATIVE RESEARCH (FOCUS GROUP)

Two advisory board meetings have been carried out. The first one was done face-to-face, using the focus group methodology at the beginning of the project, while the second one was organized as virtual Delphi survey in the last year of the project. The group developed a detailed SWOT analysis.

During the first meeting, a three-hour-long discussion, several ideas were revealed. For instance, the role of the family in the school inclusion process of these kids is critical, especially that of mothers. It is considered a necessity to promote education of adults in charge of migrant and Roma children in topics of basic literacy, Spanish language, and permanent education to ensure school inclusion. When families are feeling more integrated, the children follow. In the same

line, there is a call for encouraging active participation of these families in schools, as part of the community. Programs for developing intercultural mediation between families and schools, and for raising social and family awareness concerning integration and work-life balance, are found indispensable to support these measures. Besides, rate of Roma professionals working in schools and institutions has to be increased to increase the visibility of role models in order to convince students that they are being competent enough to pursue academic activities.

Regarding the effects of the current policies, a lack of coordination among institutions and public administration levels and the rigidity of the legal system are considered a weakness. At the same time, universal access to education is regarded as a strength, and so is explicit consideration of diversity in the learning curricula. Another weakness is the fact that the majority of policies seem to be unsustainable or barely sustainable in the long term. For them to work, additional effort in working with all stakeholders simultaneously (parents, children, teachers and schools) is required.

Another relevant weakness is the existing discrepancy between the (right) provisions for minors and the lack of integration efforts once these youth reach adulthood, leaving them stuck in limbo and the hands of NGOs or the streets. School dropout rates are generally considered an effect of gender issues (women marrying early), a need to contribute to the family's finances (undeclared work), difficulties in legally identifying the children (especially migrants) and a scarce education interest within families. Spanish society is getting used to seeing migrants with regular jobs, which assists in their integration and achievement of work-family balance. In this sense, work orientation programs, performed just before going out of school, are put in motion, as well as specific schooling for the most prepared adults who want to go back to school (particularly Roma people).

The second round of the advisory board has offered very similar thoughts to what had been said two years prior. Greater public involvement and investment is necessary, by asking the public authorities to include the issue of Roma and migrant children in their political agenda and to offer other additional motivating resources for inclusion.

They insisted on the role of Roma women in the inclusion process, since they are often the main person in charge of educational aspects

of their children, without forgetting to involve the father, who usually inhibits himself from anything education-related. Teachers are also regarded as a fundamental tool for integration of these children, due to daily contact. The exciting idea is to define teachers' competence requirements for promoting school inclusion, which encompasses communication skills, empathy, social-emotional competence and adaptability. A network of teachers, initiatives, social workers and volunteers would help these stakeholders to learn from each other.

Among their recommendations for a more inclusive school, necessity of mixing children of several nationalities instead of separating them in order to avoid creating ghettos, has been highlighted. Society has to be brought closer to these minors who in many cases feel isolated from their environment and therefore perceive it as hostile; and the other way round: to make society aware of the reality of migrant and Roma children and young people. It has also been mentioned that a more significant effort in development of mediation activities would greatly facilitate establishment of links.

Finally, experts want the project findings to be made available directly to public entities that work with these young people, especially regional governments and other collaborating entities, organizing additional training seminars for professionals and volunteers, as well as dissemination workshops, continuing with awareness-raising activities and spreading good practices. They deem it necessary to share knowledge, success stories and failures from working with these groups for improvement of their own practices and experience. They also ask for inclusion of staff or volunteers from target groups in project activities to avoid the natural mistrust of young people.

BEST PRACTICES

A total of seven support programs or best practices have been chosen as representatives of a wide range of individual actions, policies and programmatic approaches for achieving positive change in students' attitudes or academic behaviors (Arendale, 2017). They are managed by public entities and/or NGOs to develop innovative and effective concepts and to improve the situation of migrant and minority students in schools.

'A cuatro bandas': Four Way Mediation

- *Organizations/institutions:* IES Virgen del remedio, IES Gran Vía,

Asociación Labor (management), Obra social La Caixa (funding).

- *Description/goals*: Inclusion of Roma and migrant children in secondary school and society. To create a climate of working and living that can improve educational performance and human development of the students, particularly those at higher risk of social exclusion.
- *Critical success elements*: Financial resources; target children and families might regress if their situation is not followed by a professional.
- *Evaluation criteria*: Annual report and number of times that the mediators have been employed and the topics of their intervention.
- *EU policies*: Social integration of children in school (C1, C2, C3, C10, C11).

Protocol for Prevention of School Absenteeism

- *Organizations/institutions*: Technical Department of Prevention of School Absenteeism (Alicante City Hall's social services).
- *Description/goals*: Schooling and reduction of school absenteeism of all students between 6 and 16 years of age. To comply with the right of education for all children at the compulsory-school age.
- *Critical success elements*: Some schools do not report absenteeism, or did it but using different criteria. Early 'marriage' of Roma girls, at age 13 or 14. Prevention and treatment of gender-violence and domestic-violence victims.
- *Evaluation criteria*: Family interviews, meetings and control of class attendance; official reports.
- *EU policies*: Universal schooling (C1, C3, C10).

'La escuela de la Reina'

- *Organizations/institutions*: Technical Department of Prevention of School Absenteeism, Alicante City Hall.
- *Description/goals*: To promote the internalization of the most important values related to education in order to promote their permanence in school. To make children realize that learning/studying will allow them to gain access to a better future.

- *Critical success elements:* Coordination of resources to implement the initiatives (technicians in the creation phase, inclusion in the educational syllabus and the implementation by the school) as well as the use of materials that take into consideration the psychology and the motivations of the children.
- *Evaluation criteria:* Several test-and-evaluation pre-editing sessions, and evaluating the impact that the story had on the students. Conducting online studies on different group dynamics.
- *EU policies:* Universal schooling, prevention of absenteeism (C1, C3).

Nazaret School, Center for Unique Educational Action

- *Organizations/institutions:* Compañía de Jesús (ownership).
- *Description/goals:* To teach non-formal instruction to children, teens and parents who seek social insertion in situations of marginalization and exclusion derived from family, social, economic, cultural, ethnic or personal circumstances.
- *Critical success elements:* Scarcity of resources, the centre has no capacity to manage a great number of cases, as they have to cope with the needs of children's food and clothing.
- *Evaluation criteria:* From an academic point of view only, results are not very positive. Other qualitative/quantitative achievements were better.
- *EU policies:* Universal schooling and academic success, especially Roma students (C1, C2, C3, C6, C8, C9, C10, C11).

'Promote' Program

- *Organizations/institutions:* Gipsy Secretariat Foundation.
- *Description/goals:* To promote the educational standardization of Roma students to achieve higher rates of academic success in the last cycle of primary education and compulsory secondary education, and to promote continuity in media and/or higher education and vocational training.
- *Critical success elements:* Early school dropout, high absenteeism rates or lack of continuity in the formal training process.
- *Evaluation criteria:* General qualifications system.
- *EU policies:* Access to education for Roma children (C3, C4, C10, C11, C13).

VOL+ : Skills

- *Organizations/institutions*: Spanish Platform for Volunteering (PVE).
- *Description/goals*: Certification program of the skills acquired while volunteering, together with volunteering organisations in a triangular partnership (institutions, volunteers and tutors).
- *Critical success elements*: Changes in the needs of volunteers /internal management of the volunteering organizations.
- *Evaluation criteria*: Review of the application forms and meetings with the volunteer as well as analysing each competency in the documentation submitted by the volunteer.
- *EU policies*: Evaluation of volunteering (C9, C10, C11).

Contigo +UA: Voluntariado Centro de Apoyo al Estudiante

- *Organizations/institutions*: Office of the Vice President of Social Responsibility, Inclusion and Equality; University of Alicante.
- *Description/goals*: To guarantee the educational inclusion and the full participation in the academic life to all the students.
- *Critical success elements*: Recruiting the students. Promoting volunteering with special educational needs and increase the number of students with disabilities who volunteer.
- *Evaluation criteria*: Qualitative follow-up interviews, and continuous quantitative evaluation.
- *EU policies*: Promotion of volunteering in specific areas (C10, C11, C14).

The list shows the main areas of activity, and the actions carried out, as well as the extent to which the practice addresses recommendations of the European Union (Council of European Union 2017). Three of those programs address students belonging to both migrant and Roma groups, and two focus on Roma children exclusively, though also 3 of them target families and/or the school personnel. Finally, three practices have been chosen because of their effects on volunteering action.

Most practices cater to the C10 recommendation ($n = 6$) of the European Union, highlighting the necessary cooperation between educational institutions, administrations and different levels of civil society to increase inclusion and strengthen the sense of belonging

and positive identity. They also refer to c11 ($n = 5$), advocating mutual support between educational institutions and other areas such as culture, employment, social services, etc. to guarantee inclusion in diversity. c3 is the next most targeted recommendation ($n = 5$) that focuses on prevention of school dropout; and c1 ($n = 4$) is also highly considered, as it encourages the whole school community, stakeholders, and society in general, to jointly participate in issues beyond the school life.

Other recommendations have also been adequately taken into account, albeit in fewer numbers: c2 ($n = 2$) describing the need to promote democratic and inclusive schools that value diversity; and c9 ($n = 2$) that considers it a priority to support teachers, educators and other professionals, attending to their motivation and competence.

Some common difficulties and key challenges regarding Spanish practices include a lack of continuity guarantee when programs are not supported by the state but subsidy dependent. Another common challenge is to ensure systematic evaluation of program impact. Finally, funding restrictions often prevent this essential work to take place.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, it can be seen that the major problem regarding the school inclusion of Migrant and Roma children in Spain seems to be (too) high dropout rates, lack of intercultural skills and the need to work with families, if they have them, to encourage school attendance and social integration. The fact that three different realities (Spanish Roma children, migrant children, including UASC, and migrant Roma children) coexist in schools, makes it more challenging to attend to their particular needs. Although current Spanish education laws proclaim universal equality, favoring inclusive education in schools and attention to special educational needs, there is general scarcity of resources for primary and secondary education. For older children, approaching legal working age, employment-oriented training opportunities more suited to their needs should be included in school curricula.

Recommendations for Spain are based on the principle that 'Roma, migrant or foreigner are not educational categories.' In implementing this principle, however, it is suggested that the system

could be more agile in reacting to specific needs of clients. For more efficient integration, all migrants, children and adults have also to be trained in language and cultural issues. Multicultural orientation of teachers is upheld as a general principle, but little is done to train teachers systematically. Although progress is visible, especially in terms of improvement, the system is weak in terms of actual multicultural orientation and shows a lack of awareness for Roma culture among educational staff.

For unaccompanied asylum seekers, changes need to be introduced in child protection system, by increasing resources for their support, as well as adapting procedures and protocols to meet their specific needs. It is imperative that measures for immediate attention from the moment they are being found and verified as minors are set up.

Finally, experts and practices point out to all problems having the same root: poverty and unstructured families. More resources have to be allocated to fight social inequalities derived from purchasing power so that children can concentrate on their education instead of having to find a job or marrying young.

Slovenia

OVERALL CONTEXT

Immigrants from previous states of ex-Yugoslavia came to Slovenia already in the 1990s. As they lived in the same state as Slovenians before 1991, inclusion and integration were mostly straightforward, despite differences in language, culture, and religion. Those differences appear much more significant in the last years, as Slovenia faces the flow of migrants from other countries. The need for inclusion of heterogeneous audience of learners is increasing. From 2008, Slovenia has started to implement various projects financed by the European Union funds and by the Republic of Slovenia – Ministry of Education, Science and Sports (further on the Ministry). Projects are focused on facilitating integration of migrants in schools and providing teachers with knowledge and skills needed for work in an intercultural environment. Many other steps have been implemented by the Ministry as well, including responding to school dilemmas, and introducing two crucial documents for inclusion of migrants in education: Strategy for the Integration of Migrant Children, Primary School and Upper Secondary Students into the Education System of

the Republic of Slovenia, adopted in 2007 (Ministrstvo za šolstvo in šport, 2007) and Guidelines for the Integration of Migrant Children into Kindergartens and Schools (Zavod Republike Slovenije za šolstvo, 2012).

In July 2018, the Rules on the Assessment for Persons under International Protection with No Proof of Educational Qualification Were Adopted (Pravilnik o preizkusu znanja za osebe z mednarodno zaščito brez dokazil o izobrazbi, 2018) – the rules specify the content, organization and criteria of assessment of knowledge, needed by individuals with no proof of educational qualification to enter upper secondary education, upper secondary vocational and technical, as well as general education).

In September 2019, the Rules Amending the Basic School Program Implementation Norms were adopted (Pravilnik o normativih in standardih za izvajanje programa osnovne šole, 2019). They improve conditions for successful integration of students whose mother tongue is not Slovenian or have previously been educated abroad. Schools also have the option to systemize an education staff post.

Amendments to the General Upper Secondary School and the Vocational Education Act, accepted in school year 2018/2019 (Zakon o spremembah in dopolnitvah zakona o poklicnem in strokovnem izobraževanju, 2018), improve conditions for successful integration of students whose mother tongue is not Slovene, or have not completed their primary education in the Republic of Slovenia.

Besides financing the learning of Slovene by migrant students, Slovenia braces and makes provisions for lessons in mother tongue and culture. At several elementary schools (2017), there have been lessons in Albanian, Bosnian, French, Chinese, Croatian, Macedonian, German, Dutch, Bosnian, Hungarian, Serbian, Russian and Ukrainian available to migrant students.

In school year 2018/2019, there were 4,782 foreign children (children with the status of foreigners) enrolled in kindergartens, 3,264 students entitled to additional hours of Slovene language in primary schools and 624 in secondary schools. In 2019, there were 11 children applicants for international protection and 105 children granted international protection: 28 enrolled in preschool programs, 73 enrolled in elementary school, four enrolled in Elementary School for Adults, including the Literacy program.

Slovenia has made significant progress in including migrants into

education system. However, support to migrant children in Slovenian schools has not yet been systemized, nor precisely defined. More systemic, holistic and sustainable solutions are still generally needed.

In education of Roma children, a move forward has been made to ensure better inclusion of Roma into Slovenian schools in the last decades. In 2008, Roma assistants were introduced, several training courses were being held for teachers working with Roma. Initiatives and projects focused on integration of Roma children have been implemented by several governmental and non-governmental organizations and research institutes. Objectives were to promote cooperation and involve parents and local communities in Roma children learning. There were and still are significant differences among Slovenian regions. It is essential to emphasize the differences between Roma living in Prekmurje and Roma living in Dolenjska, Posavje and Bela Krajina when speaking about their education. In the Dolenjska region, percentage of Roma children who finish elementary school is low, whereas in Prekmurje, almost all Roma children complete primary education, enroll in secondary schools and colleges. Most Roma graduates come from the Prekmurje area.

Inequalities and exclusion still characterize education of Roma, and the above-average number of Roma children attending schools with lower educational standards is alarming. Roma children have poorer learning habits, some do not have them at all, and many parents of Roma children do not see education as an advantage. Existing prejudices towards the Roma among teachers are definitely an issue to be addressed.

Primary framework document for inclusion of Roma children in education is Strategy of Education for Roma in the Republic of Slovenia from 2004 (Ministrstvo za šolstvo, znanost in šport, 2004), which defines premises, principles, goals and fundamental solutions for effective inclusion of Roma in education at all levels.

In school year 2018/2019, Roma children represent around 4.15% of students in primary schools in Slovenia. According to data from the Ministry of education, Science and Sport, in the school year 2018/2019, there were around 106 Roma children enrolled in kindergartens, about 1,953 in primary schools, and approximately 172 in secondary schools.

In the last period, the Republic of Slovenia has made many steps in education and integration of Roma children. Still, those steps need

to be clearly formulated and implemented more systematically and holistically.

KEY FINDINGS FROM QUALITATIVE RESEARCH
(FOCUS GROUP AND ADVISORY BOARD MEETINGS)

Policy recommendations concerning the migrant situation in education may include:

- Policymakers should have more insight into needs and practice in schools.
- Current two-year transition period for migrants in primary school should be prolonged to three years.
- More hours of Slovene language should be offered for migrant children at all levels of schooling.

Policy recommendations concerning Roma:

- Stronger emphasis on socialization of Roma children in schools and local communities is needed.
- Additional initiatives are needed in the area of early inclusion of Roma children in kindergartens (at least two years before entering school).
- Better national coordination for integration of Roma children would be beneficial.
- There should be more financial resources available for the needs of Roma children.
- More work with parents at a national level is needed.
- Systematic and sustainable positions for Roma assistants need to be established.

BEST PRACTICES

Good Practices Concerning Migrants

Initiative: Recommendation of a Two-Stage Model of Integration of Migrant Children into the Educational System

- The recommendation is based on the project ‘Inclusion of Children of Migrants in Education 2008–2011’ and the project ‘Interculturalism As a New Form of Coexistence 2013–2015.’
- *Short description:* The Ministry of Education, Science and Sport advocates the two-stage integration model, given the particular

integration of children asylum seekers and children under international protection whose basic needs must be met primarily, and the fact that these children come from non-Slavic language-speaking areas, so it involves a more challenging dimension of learning Slovene. The presumption is based on the results of the projects: ‘Integration of Migrant Children into Education 2008–2011’ and ‘Developing Interculturalism As a New Form of Co-existence 2013–2015’ co-funded by the European Social Fund. The model includes various activities that can be pursued with migrant children and their parents during inclusion in an environment of an unfamiliar language, culture and society. Before the school year begins, it is recommended that migrants attend 20 introductory hours (Slo. *wvajalnice*), mainly focused on learning Slovenian language and getting familiar with the new school environment. During two school years (2-year transition period), migrants are included in an individual program with additional hours of Slovenian language (up to 180 hours).

Project: Challenges of Intercultural Coexistence

- *Responsible organizations:* ISA Institut, Primary school Koper.
- *Short description:* Improving teacher skills for work in multicultural classes; approaching integration of migrant children in kindergartens, primary schools and secondary schools (15 schools in the consortium and 75 partner kindergartens, primary schools, secondary schools, and dormitories). The project foresees additional hours of Slovene language for migrant children of 4 years and more; 3-year transition period in primary school; for the secondary school, they anticipate 160 hours of Slovene language outside classes. The program was tested in 2017/2018 and submitted to the Ministry as the recommended model.
- *Duration of the project:* 2016–2021.

Project: Only with Others Are We

- *Responsible organizations:* ZRC SAZU, Educational Research Institute.
- *Short description:* Aim of the project is to raise awareness among pedagogic workers on the importance of intercultural competencies for work in multicultural classes. In this respect, different seminars are being organized in all Slovenian regions.

- *Aim:* To train around 10.000 pedagogic workers.
- *Duration of the project:* 2016–2021.

Students' Practice with Migrant Children in Primary Schools: Potential of Students' Tutoring for the Development of Intercultural Dialogue (ISA Institut, 2015)

- *Responsible organizations:* University of Primorska, Faculty of Education.
- *Short description:* One semester (3 months) of planning and implementing learning assistance to the selected student – migrant in Primary school. Practice is being held within the course Intercultural Education (course in 2nd year at BA program)
- *Year of delivery:* Starting in 2014/2015.

Practice: Young Migrants

- *Responsible organization:* Slovene Philanthropy.
- *Description:* The Program for Young Migrants is a part of long-term endeavors of Slovene Philanthropy to improve conditions for minor migrants (especially unaccompanied children, children seeking asylum and child refugees). Primary activities include mentoring unaccompanied children, psychosocial support – individual counselling, practical help with integration, events for facilitating integration in Slovenian environment, help with learning the Slovene language, training of volunteers that work with unaccompanied children, etc.
- *Year of the introduction of the practice/program:* 1994.

Good Practices Concerning Roma

Good Practice: Kindergarten Romano in Roma Settlement Pušča

- *Responsible organization:* Kindergarten Murska Sobota (Romano is a unit of Kindergarten Murska Sobota, located in Roma settlement Pušča).
- *Description:* Kindergarten Romano is a Roma kindergarten. Until 2011, only Roma children were enrolled in the unit. Kindergarten is now recognized as multicultural, attended by Roma and non-Roma children. This kindergarten represents a remarkable interaction between Roma and non-Roma children, which is a result of coexistence and harmony of living between the Roma

and the majority population in the municipality of Murska Sobota. In Pušča kindergarten, there are two sections with children of first age group (1–3 years) and of second age group (3–6 years)

- Kindergarten Romano was established in 1957 and opened in 1962.

Initiative: Step by Step

- *Responsible organization:* Educational Research Institute.
- *Description:* Main aims of the initiative: (a) ensuring inclusion of Roma children in high-quality preschool programs, (b) encouraging enrollment of Roma children in kindergartens at least two years before the compulsory school begins. According to evaluation from 2013, 2 main factors have impact on success of Roma children in schools: (1) inclusion in kindergartens (including regular attendance), (2) cooperation of parents with educational institutions.
- *Start year of the initiative:* 1994 (in the frame of Open Society Institute), from 1997 at Educational Research Institute.

Project: Together to Knowledge

- *Responsible organization:* Centre for School and Outdoor Education.
- *Description:* the purpose of the project is to develop and upgrade the existing and establish new support mechanisms for acquiring knowledge for members of the Roma community. Key activities include improving Roma educational incubators to multifunction centers, Roma assistants and out of school activities.
- *Duration of the project:* 2016–2021.

Project: Roma Assistants

- *Description:* Roma Assistants help children overcome emotional and linguistic obstacles and represent a kind of bridge between kindergarten, school and Roma community. The position has been project-based since 2008.
- *Duration of single project and names of responsible organizations* (CRP – Target research program (Inštitut za narodnostna vprašanja, 2019):
 - 2008–2011: position of Roma assistant within the project Successful integration of Roma pupils into the education system
 - 1, responsible organization: Union of Roma in Slovenia,

- 2011–2014: position of Roma assistant within the project Successful integration of Roma pupils into the education and training system 2, responsible organization: Adult education centre, Kočevje,
- 2014–2015: position of Roma assistant within the project Acquiring knowledge together, responsible organization: Centre for School and Outdoor Education,
- 2016–2021: status of Roma assistant within the project Together to knowledge, responsible organization: Centre for School and Outdoor Education,
- In school year 2019/2020, there are 27 Roma assistants employed; they work in 31 elementary schools and nine kindergartens.
- *Roma Involvement in Secondary and Higher Education and Adult Education: Factors of Incentives and Obstacles Faced by the Roma Community in the Education System in Slovenia after Completing Primary Education*
- *Duration of the project: 2018–2020.*

Good Practices Concerning Volunteerism

Practice: BA Course Social Responsibility and Volunteering (6 ECTS)

- *Responsible organization: ISSBS, Celje.*
- *Description: course Social responsibility and volunteering is an elective BA course at the ISSBS, Celje, Slovenia. Students have 20 hours of tutorials as well as 100–120 hours of volunteering activities in different organizations in which underrepresented groups of people are involved. The course is being upscaled within RoMigSc project (a good practice, on which RoMigSc project builds on). The course activities in the RoMigSc contribute to activation of youth and better social inclusion of Roma and migrants in schools by implementation of volunteering activities delivered by volunteers, trained to work with multicultural groups.*
- *Year of the introduction of the course: 2015/2016.*

CONCLUSIONS AND RECOMMENDATIONS

Speaking about migrant children, there have been many positive steps in approaching inclusion into education. One of the main

achievements is definitely that additional hours of Slovene language were approved and entered into force by the Rules on norms and standards. In this respect, already in the school year 2019/2020, schools can ask for additional hours of Slovene language, and from 2020, a share of teachers would be earmarked for these hours (systematized), which is an additional advantage. Schools with between 9–17 migrant children (children with status of foreigners) will be eligible for 25% of the full job of a teacher, those with more than 36 children will be eligible for a whole teacher (100%). On the upper secondary level, the progress was made by Rules on Slovenian language courses for secondary school students, adopted in 2018. According to the Rules, students receive a much larger number of Slovene lessons in the first year of their enrollment in secondary education in Slovenia, with an intensive Slovene language course delivered by the school in a concise form in the first half of the school year and additional hours during the school year. The course is offered in a range of 120 to 160 hours, depending on the formation of groups and the number of students in groups.

Step forward was also made by adopting the Rules on the Assessment for Persons under International Protection with no Proof of Educational Qualification (*Pravilnik o preizkusu znanja za osebe z mednarodno zaščito brez dokazil o izobrazbi*, 2018). The assessment is held at regional divisions of the National Education Institute of Slovenia. The purpose of the assessment is to gain information on the general knowledge of the candidate and enable professional evaluation on the candidate's ability to continue the upper secondary education. The National Examinations Centre is responsible for awarding certificates of assessment to those candidates with international protection who are unable to prove their formal education with documents and want to enroll into Year 1 programs of higher vocational education and academic courses.

Main issues that still need to be addressed concerning the inclusion of migrants in education, and multiculturalism in general are:

- Criteria for the assessment of migrant students is incomplete and should be improved – The Rules on Knowledge Assessment and Grading and Pupils' Progression in Primary Schools (*Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v osnovni šoli*, 2013), a possibility for an adapted as-

assessment of migrant students. The adjusted assessment applies for up to two school years only and should be prolonged.

- Many immigrant children are enrolled in educational institutions during the school year. We suggest that initial learning of Slovene is organized and that ‘a few months of inclusion’ is not considered as a whole school year when they have the opportunity to be unrated.
- For children who enroll in the Slovenian school system in the 9th grade of elementary school and finish lower secondary education, we suggest that they continue their upper secondary education by following an individual education plan.
- It is necessary to prepare an individual activity plan for each migrant student.
- Defining strategies in the educational process in the light of assuring equal educational opportunities for all.
- Profile and status of teachers teaching the second language in Slovenia is still not yet defined.
- It is essential to intensify practical teacher training in teaching strategies tailored for different students (empowering teachers – social and emotional support);
- Raising awareness of multicultural education, which should become one of the pedagogic and didactic principles; and integration of topics on interculturalism in study programs for teachers (programs shall be renovated on the fact, that multicultural classes are now reality), and introduction of systematic training for teachers.

Speaking about Roma children, successful strategy of Roma integration includes the initiative of Roma assistants in schools and kindergartens, various textbooks in Romani language, seminars for teachers, as well as networks for exchange of experience. But there are still problems that need to be addressed, mainly in the Dolenjska, Posavje and Bela Krajina areas:

- There is a need to change the mind-set of both – Roma children and their parents. By presenting positive examples and successful Roma people, we should motivate Roma children to study, enroll in secondary schools, finish school and get a profession, and consequently, to get a job.

- Greater involvement of Roma children in preschool education is urgently needed: many Roma children do not attend kindergartens or only attend informal kindergartens existing in some Roma settlements in Dolenjska. All Roma children should be enrolled in kindergartens, to acquire working habits and learn the Slovene language, which in turn would affect their better academic achievement in primary schools.
- Assistance to Roma children in secondary schools: we notice that Roma children, enrolled in secondary schools, face learning difficulties, especially in mathematics. Therefore, it would be necessary to provide assistants in secondary schools as well. Roma students find it challenging to afford instructions, so it would be helpful if there were assistants available to help them. This would, in turn, help them to gain a profession.
- Romology, optional subject in primary school: for many years, we have been discussing the introduction of an optional subject, Romology, at all primary schools. Both Roma and non-Roma children could attend the elective course. Roma children would learn about their history, culture, language and identity. Non-Roma children would thus learn about the Roma, which in turn would reduce the prejudices and stereotypes. According to our information, one elementary school in Prekmurje introduced this elective course, but we do not have information about other schools.
- Roma job assistant job systemization: Roma assistants have been educated in projects that have been implemented and have acquired the knowledge and competencies necessary for their work. The results show that Roma assistants are urgently needed, and their work should be systematized

Volunteering activities that have been delivered in 2018/2019 and 2019/2020 in Slovenian schools have been recognized as an important aspect of Roma and migrant children inclusion. In school years 2018 and 2019, 53 volunteers, 27 organizations, and around 2900 Roma/migrant children and their parents were involved in these activities.

Main benefits that Roma and migrant children gained through activities can be summarized as (1) children have facilitated the learning of the host country language; (2) there is progress and

trust in someone; (3) some children have improved their previously poor grades; (4) some children have expanded their social network through social networking, made new friends; (5) Roma children were more motivated for schoolwork, for engaging in activities during classes and for informal socialization with classmates, (6) relationship between children and volunteers is built on trust and friendships.

Volunteering activities have proven to be very successful. One of the fundamental recommendations for volunteering policies is that volunteering should be recognized as an essential form of non-formal education and integrated into the school system.

Turkey

OVERALL CONTEXT

Migrant Specifics

- Discussion about migration in Turkey is fully focused on refugees from Syria. According to the statistics published by the Ministry of Education in October 2019, out of 1,082,172 Syrian school-age children, 684,728 (2019) are registered in schools.
- The Ministry of Education developed a road map for education of Syrian children in Turkey in August 2016, which resulted in increase of schooling rates in 2016–2017. The aim of ‘quality education for all children’ has been adopted by the Ministry of Education.
- Enrollment in primary education is the highest, in kindergarten the lowest. Girls are overrepresented in secondary education, as boys are mostly required to contribute to family income early.
- Policies to integrate Syrian students have been recent, after it became apparent that their stay would not be of short duration. While international organizations have taken care of education of a considerable part of refugee youth in ‘Temporary Education Centers’ (TEC) which were opened in 2014 and taught according to Syrian curricula, as of 2018 TECs are being closed gradually with the idea of transitioning to the regular Turkish education system.
- Currently, education is provided in State schools and all Syrian children are integrated into regular Turkish schools where they are educated according to Turkish curriculum. In school year 2019–2010, there are only 23 TECs left in 4 cities and these in-

stitutions provide education to 25,278 students. These TECS give intensive Turkish education.

- Problem situations: traumatization, discrimination, exploitation, child marriage, child labor. Another difficulty is that the language spoken at school is different than the home languages of migrants; and this leads to underperformance and dropout.
- Risk factors include a lack of socially inclusive perspective in curricula and an exclusively ‘Kemalist’ perspective which is experienced as discrimination against the Arabic culture. Poor quality of language courses and difficulty in communicating with Syrian parents contribute to the problem.
- Multicultural orientations have been introduced to school curricula in recent years, however a thorough multi-cultural perspective is not fully developed. Perspective, highlighting ethno-cultural differences needs to be complemented by adoption of a common framework of democratic values as the basis of inter-cultural coexistence. Critical intercultural pedagogic understanding has to be developed, for which teacher training is vital.
- Strengths of policies: increase of schooling rates and ‘quality education for all’ being the aim.
- Weaknesses: widespread acceptance of language-deficit argument and prevailing discrimination.
- Opportunities: Inclusion of Syrians as opportunity for development of a socially cohesive educational understanding.
- Policy proposals: development of more inclusive policies and practices, effective coordination of state and NGO activities.

Roma Specifics

- A Roma minority exists but is not acknowledged as a national minority with distinctive rights. No dissociated data are gathered. School participation is reportedly very low. Nomadic Roma are neither registered nor enrolled in education. Most children start to work after finishing elementary school and early marriage is common.
- Multi-cultural perspectives in curricula do not include any reference to Roma culture or language, except of some derogatory remarks in schoolbooks, which have only recently been removed.

Roma children therefore do not feel represented in official curricula. Inclusive policies include positive discrimination in the job market and health coverage in some regions.

- Strength: Civil society engagement.
- Weakness: School enrollment dependent on registration, no solution for nomadic Roma. Enforced evictions due to urban restructuring.
- Reform proposals include integrated initiatives for social inclusion and funding of exemplary projects as well as improvement of infrastructure. Teachers should not only engage in school, but also in the field/community.
- While the report does not give an overall assessment of the relevance of volunteerism in Turkey as a whole, several projects are mentioned, which gives the impression of a vivid volunteer engagement. Most of these projects train their volunteers. Some universities offer related courses. Broadening the social base and strengthening a rights-based approach of civil society are recommended by the authors.

KEY FINDINGS OF KEY INFORMANT INTERVIEWING AND FOCUS GROUP

Intercultural studies should be included in teacher education, a multicultural, holistic attitude needs to be developed and a holistic approach including psychological, economic and social factors should be developed.

Migrant Specifics

- Poverty and psychological problems of Syrian families.
- Education is key to inclusion of 1 Mio refugee children (chances of employment, identity building).
- Psychological support mechanisms and economic support to prevent child labor needed.
- Positive policies on school access and training of Turkish and Syrian teachers must be upscaled.
- NGO activities are positive but should be more standardized.
- Mono-ethnic orientation of education should be overcome.
- As a comprehensive strategy is needed, a space for inclusive education in general is opened.

- Recommendations: development of a concept for generally inclusive education; indicator development; holistic approach incl. economic (child labor) and psychological factors.

Roma Specifics

- Main problems: poverty, child labor.
- Discriminatory attitudes and lack of intercultural awareness of teachers.
- Insufficient cooperation with NGO.

BEST PRACTICES

Migrant Specifics

- Despite a lack of comprehensive operational regulation, some schools and educators found innovative ways to include Syrian students. Exemplary efforts in the field are orientation programs with 1:1 peer mentoring, teachers' visits to Syrian families, weekly parent-teacher meetings, and Turkish language courses for parents in schools.

Roma Specifics

- Exemplary individual and NGO practices which have not fully developed into good practices include integration through sports, provision of breakfast in school, teacher home visits and after school activities.

North Macedonia

OVERALL CONTEXT

North Macedonia as a country provides migrant population with outgoing numbers and has not been dealing with incoming migrants. Given the fact that North Macedonia is a transit country in the Balkan route and a transit stop within recent migrant crisis, no specific educational policies have been developed concerning migrant children. Currently, within North Macedonia, there are two Child and Family Support Hubs providing psychological support to mothers and children. According to the European Roma Rights Centre (2013), North Macedonia is home to about 1,700 refugees, mostly Roma, as a result of the 1999 conflict in Kosovo. Most of these persons are living in the municipality Šuto Orizari in Skopje. There have been some concerns

that the unresolved legal status of the majority of these refugees is a significant obstacle to their access to education. Asylum-seekers have access to education according to national regulations for primary and secondary education. Nevertheless, 'in practice, asylum-seeker children do not attend school, since they do not speak Macedonian and there are no special national programs in place to support them with language classes' (UNHCR, 2015, p. 11). However, in December 2016, UNICEF supported a pilot project where all school-age refugee and migrant children from the centre in Gevgelija had the opportunity to attend regular classes along with their native peers in local primary schools (UNICEF, 2017).

Focusing on Roma population, enrollment of Roma children in all levels of education is 20 to 30% lower than among non-Roma, and the dropout rate of children is two times higher in comparison to non-Roma children (CAHROM, 2015). Pre-school education is not compulsory in North Macedonia. Although there are different projects and activities for Roma inclusion in pre-school education, the number of Roma children aged 0–6 years attending pre-school education is still deficient. In the academic year 2009/2010, 20,317 children (of all nationalities) aged 0–6 years were enrolled in 52 kindergartens; 454 or 2.23% of them were Roma children. In the academic year 2010/2011, there were 23,503 children (of all nationalities); 551 or 2.34% of them were Roma children. In the academic year 2011/2012, there were 25,200 children (of all nationalities); about 600 or 2.38% of them were Roma children (CAHROM, 2015). Unlike pre-school education, primary and secondary education is mandatory and is considered to be mainly responsibility of the state. Therefore, there are fewer projects for Roma inclusion in primary schools. However, Roma population is better represented in primary school compared to pre-school education. According to the Ministry of Education and Science, during the academic year 2011/2012, the number of Roma children who attended primary school was 9,924.

UNICEF estimated in 2011 that only 63% of Roma 7-year-olds were enrolled in school, compared to 86% in the poorest households overall (Petrovski, 2013). The share of Roma children aged 6, according to education attendance, attending pre-school education is 23%, primary school 47% and not attending any institutional education is 31% (UNDP, 2012). In Shuto Orizari, where the Roma population is mainly concentrated, there are two primary schools – Braka Ramiz

and 26 July. To accommodate 2,300 pupils (about three times the intended capacity), classes are held in three shifts at Braka Ramiz and in two shifts at 26 July (Petrovski, 2013). According to the Ombudsman report (Republic of Macedonia 2018), the highest number of enrollment of Roma students was in the school year 2008/2009, a total of 10,187 students, while the smallest number was enrolled in the school year 2015/2016, a total of 8,785 students. In the period from 2005 to 2017, percentage of non-enrolled students in upper secondary education has changed from year to year, and the average of non-enrolled students was 30%. The highest enrollment in secondary education was in the school year 2008/2009, when secondary education became compulsory. In that school year, only 5% of Roma students who completed their primary education were not enrolled in secondary education. So far, this year has had the highest percentage of Roma children enrolled in secondary education. Unlike the school year 2008/2009, in the school year 2013/2014, 65% of the Roma students who were in the last grade of primary education did not enroll in secondary education. The average dropout rate from one to another school year in the period from 2005/2006 to 2016/2017 ranges between 6–8% in primary education. However, if we consider the 2008/2009 school year as a basic year with a total of 1,643 Roma students enrolled in the first year-comparing with the 2016/2017 school year with 747 Roma students enrolled in the ninth grade (full cycle from first to ninth grade) – it can be concluded that 60% of the 2008/2009 generation did not complete their studies on time or have left the educational process (Republic of Macedonia, 2018).

Roma attendance in high schools has increased from 300 to 1,700 in less than two decades (Petrovski, 2013). Free public transport, scholarships and mentoring programs developed by the Ministry of Education and Science and Open Society Foundation since 2009 are the most effective measures in helping the Roma inclusion progress. From 2005, OSF scholarships have been available for Roma students and from 2009, the Ministry of Education has provided 600 scholarships for inclusion of Roma children in high schools for the 1st and 2nd grade. For the 3rd and 4th year, mentoring system was provided. There is a 57% increase in high school student number through different Roma inclusion programs from 2005 to 2017. On average, 39% of Roma high school students were enrolled in higher

education, while 61% did not continue their education in the period from 2005 to 2017. Academic year 2009/2010 had the lowest percentage of non-enrolled Roma high school students in higher education, namely 49% of high school students did not enroll at university. However, the rate of non-enrolled Roma secondary education students to higher education has increased over the years and especially in the academic year 2015/2016, reaching 73% of unregistered students. The average dropout rate from one to another school year in the period from 2005/2006 to 2016/2017 was 15% in secondary education (Republic of Macedonia, 2018).

The dropout rate of Roma children is high, among other, as a result of health problems due to adverse weather conditions, outbreaks, lack of awareness among some Roma parents about the importance for their children to attend pre-school education and financial problems of the parents to cover the cost of pre-school education (it costs 25 Euros per child per month) (CAHROM, 2015). The language barrier is another factor contributing to low inclusion of Roma children in schools since most of them speak the Romani language and have a low level of knowledge of the Macedonian language. The curriculum, according to which the educational process is carried out, is mostly in the Macedonian language, which is why the Roma students have problems with learning and understanding (CAHROM, 2015). Irregular school attendance and high dropout rates are partly the result of children accompanying their families abroad. Thousands of Roma families leave the country for seasonal labor, visiting family and friends, or even claiming asylum in Western European countries (CAHROM, 2015). Segregation between and within schools jeopardizes the social inclusion process and consequently diminishes interests in education. Education as a powerful tool for social inclusion plays an adverse effect in case of Roma children. Social status of Roma family within the society adversely affects the performance of Roma children in school. Poor health status of Roma children directly affects their performance in schools (some teachers report Roma children coming to school underfed and deprived of sleep).

Regarding the role of volunteering, civil society has been a great advocate of raising awareness of voluntary work in the society through individual contribution by putting one's knowledge, skills, and values for the better of society. As part of these efforts, the government has recognized the need to regulate voluntarism in North

Macedonia; therefore, the Law on Voluntarism was adopted in 2008. Since then, many amendments have been made to respond to gaps during the implementation phase. Regarding migrant and Roma children integration challenges, civil society organizations have been engaged in working with children through their voluntary activities. This is primarily the case with Roma children, given that migrant population in North Macedonia is not substantial and not treated within the issue of integration rather than providing social services while they temporary transit within the territory of North Macedonia.

North Macedonia is one of few countries where civil society organizations of Roma are high in numbers and very active in their activities. Namely, Roma Resource Center (RRC) is one of few civil society organizations that provide diverse activities to Roma children on their personal development voluntarily. Their activities range from health issues within Roma dominated area to employment of high and university graduates. RRC organizes regular workshops and school activities, setting an example to other civil society organizations to follow.

KEY FINDINGS FROM QUALITATIVE RESEARCH (FOCUS GROUP)

A two-phase approach was used when gathering information on issues related to Roma inclusion. The first phase was focused on establishing an understanding and providing situational analysis from different perspectives, identifying policies implemented on the national and regional level, while providing experiences from partner countries in the project, and focusing on the results of implementation of these policies. During this phase, collection of qualitative information was communicated to the advisory board and cross-checked with the second round of focus group consisting of representatives from different locations or target groups. The second phase of our approach to qualitative research focused on using the opportunity to present our main findings in sessions organized within teacher training and national seminar project activities. These sessions aimed to validate our findings and possibly revise them, depending on interaction and experience of participants.

Within the focus groups, we identified the following problems considering the general situation of Roma children in North Macedonia.

Roma population lives in bad housing conditions, and there are

few facilities or buildings dedicated to Roma or social strata to provide housing or shelter from state authorities. Material condition of Roma is harsh, especially of Roma children who do not attend school. The dropout rate is very high, they often pass to next grade without achieving the necessary. In the education sphere, Roma do not learn in their mother tongue. They are educated in Macedonian language or occasionally in Albanian language, mostly in settlements where Albanian population predominates, namely in rural settlements. Pre-school education is encouraged for Roma children, so that they can attend kindergarten free of charge. In primary education, Roma children are assisted with books and equipment to attend classes and are on certain occasions favored with financial support through scholarships. The same applies to secondary education. For university education, scholarships and mentoring programs are provided by the British embassy, Open Society Foundation, Romaversitas etc. For mentoring Roma students, professors/mentors are assigned to teach and guide them. Considering the situation of migrant-refugee children, North Macedonia is home to Roma refugees from Kosovo, as a result of the 1999 Kosovo conflict. The unresolved legal status of the majority of these refugees remains a problem, prohibiting refugee children from attending school. Even though asylum-seekers have access to education, Macedonian language remains the major obstacle to their inclusion in the education system.

As a result of the Decade of Roma inclusion 2005–2015, which was initiated by the Open Society Foundation and the World Bank, the inclusion of Roma in education showed improvement. In response to inclusion policy, implementation of many projects, financed by significant donators such as USAID, Roma Education Fund, and the Embassy of Netherlands in Skopje providing long-term financial support for the policy, followed. Such support, in turn, proved to be very useful in increasing the number of registered Roma children in all levels of education as well as improving the success rate for moving upgrades (from primary to high school and from high school to higher education). Consequently, this policy intervention increased the number of graduates in primary and secondary school and students studying in various study programs improved the general situation of Roma. However, given the fact that inclusion of Roma children in education has been ill-treated and ignored for so many years in the past, solving the problems of Roma integration needs a long

term multisectoral intervention. The Agenda 2020 gives a new stimulus for continuation of support.

According to the Ombudsman Office, Standard Operating Procedures for dealing with vulnerable categories of persons from abroad and Standard operating procedures for dealing with unaccompanied children from abroad have been adopted at the national level. At the same time, the Strategy for Integration of Refugees and Foreigners is on-going. As for the regional level, many events (conferences, workshops, etc.) have been organized, focused on identifying and solving the issues the children are faced with, as well as ensuring the best interests of the child.

As all correspondents noted, there are different projects for inclusion of Roma children in pre-school and school education, namely free pre-school education, free public transport, one-time financial support for children registered to school to avoid street begging, scholarships, mentoring programs for students etc.

National strategy for Roma is set by 2020, which is inconsistent – problems identified are not fully corresponding to the set of perceived policies and support measures – but it still provides a strategic framework for the state.

A lot has been accomplished in the fields of Roma education and health. More than 2,500 scholarships have been provided to high school and university students of several generations and for students who attained formal education. Currently, some of them are holding high-level management positions in public administration with the capacity to decide on policies related to Roma community (Open Society Foundation implemented this initiative in North Macedonia (OSFM), later it was adopted by the Ministry of Education and Science, which is still implementing it). Non-formal centers run by Roma NGOs exist as well, providing direct educational after school support (having a compensatory role) with money from international donations.

In the field of Roma health, Roma health mediators are providing Roma easy access to health services. It started as the OSFM activity and was later taken over by the Ministry of Labor and Social Policy. Also, the OSFM is working with many Roma communities, providing legal support and advice on budget items, allocated by the government and related to Roma community health. Additionally, the OSFM is implementing a project for changing the Roma narra-

tive among health workers. Moreover, a project on social affairs and employment, as well as on inclusion of Roma children in pre-school education has been implemented. Work-related activities and opportunities for non-formal education and training for better skills and competencies have been designed and implemented by NGO organizations.

In the field of housing, the OSFM has provided legal and other support for legalization of Roma houses. Many local self-government units have developed strategies for Roma inclusion, but the majority of them have not taken any actual steps towards implementation of those strategies.

BEST PRACTICES

Good practices described include the USAID Roma scholarship and mentorship scheme, the Roma Education Fund and others. Besides, there are workshops organized by Roma alumni for secondary education students and regular visits to various places and institutions. Practices, such as Roma Assistants and teacher and volunteer trainings seem to be particularly relevant for tackling the problems of integration of Roma children in schools.

CONCLUSIONS AND RECOMMENDATIONS

- Provision of sufficient resources, human resources and better and enhanced communication and coordination between authorities and organizations that are in charge of implementing the programs, i.e. strategies related to realization of migrant/refugee children rights (Ministry of Labor and Social Policy, Ministry of Education and Science, Crisis Management Center, Ministry of Internal Affairs, Ministry of Health, etc.).
- Need for day centers which will help Roma children engaged in schools to get help with their homework, participate in different activities; volunteering work, which will prevent them to go back to the street as beggars.
- Need for a particular unit which would deal with the registration of Roma children since there is a large number of Roma children without any personal IDs; the so-called ‘children phantoms.’
- Need for a detailed urban plan in the municipality of Tetovo

that will identify unregistered residential houses and residents in those quarters. Many Roma in Tetovo live in illegal settlements and consequently without access to water, electricity etc.

The project should prioritize:

- Identifying the risks that can lead to violation of the child's rights and monitoring the actions of institutions in the light of the aforementioned.
- Education, segregation of Roma in individual schools or cohorts for children with disabilities. Skills for self-representation and self-support.

Germany

OVERALL CONTEXT

The relationship between migration and education in Germany has been relevant for more than half a century, ever since the massive wave of immigration for working purposes in the 60s and early 70s. By then, the implication on the side of the authorities as well as the migrants themselves was that they would eventually return to their home countries (as reflected in the term 'guest workers'). Integration was regarded as unnecessary by both sides.

Germany has granted asylum to hundreds of thousands of refugees with peaks in the early 90s and recently in 2015/2016, which has made the discussion even more urgent.

Germany has been struggling with the term 'immigration country' for a long time but has been considering itself as a country open to immigration for at least ten years now.

In particular, the principle of free movement of EU citizens is upheld (since 2014, more than 800,000 EU citizens moved to Germany), but also granting access to those in need of protection, according to international law and the federal Constitution.

Since 2004, integration has been proclaimed as an aim of policy. Even before the recent peak of refugees moving to Germany, about 20% of the German population had a migration background, as a result of their own or their parents' migration to Germany (Autorengruppe Bildungsberichterstattung, 2016, p. 161). The share of immigrants in the western states of Germany is about 30%, while in the East German states it is about 4% of the population. This proportion is even higher in age groups which are relevant for education. Among

children under ten years of age, proportion of those with a migration background is 35%, and among 10–25 years, 30%.

Integration, according to the definition of the National Report on Education (Autorengruppe Bildungsberichterstattung, 2016, p. 165) is defined as: ‘the equal participation in society, economy, and politics.’ According to the Constitution of Germany (*Grundgesetz*), state is responsible for the education system (article 7, paragraph 1 of the Constitution) and therefore also for mitigating migration induced as well as social and other inequalities (Avenarius & Füssel, 2010, pp. 102–107; Stiftung Mercator, 2016).

‘Youth with migration background are overrepresented in “Middleschool” (basic branch of lower secondary school), have more often learning difficulties, drop out more frequently [...] on the whole up to now the German educational system fails to compensate individual disadvantages of prerequisites for successful education’ (Stiftung Mercator, 2016, p. 6).

44% of non-migrant students attend high school/grammar school (‘Gymnasium’) and only 8% of them attend lower secondary mid-level schools (‘Haupt/Mittelschule’). 24% of migrant children attend high school and 25% ‘Haupt/Mittelschule.’ There is a consensus that the problem of unequal chances and results in education is multifactorial. The general finding of the research analyzed for the National Education Report is that equality in school depends on equality in society: ‘If one factor in a few characteristics as the socio-economic status of children and youth (educational attainment of the parents, socio-economic risks) or gender, only a minimal “migration effect” can be identified regarding educational success’ (Autorengruppe Bildungsberichterstattung, 2016, p. 161).

However, as the German system of education is known for reproducing a strong correlation between socio-economic status and educational success, the question of overall social integration becomes very relevant. Socially weak youth are often clustered in distinct neighborhoods, and most ‘German’ parents try to avoid schools there. German educational language is upheld as the ‘ticket’ to education and competence shown in the native language is not acknowledged nor encouraged, children from families in which German is not the first language, but also all other families with a low level of parents’ educational attainment are at a disadvantage (Stiftung Mercator, 2016).

Preschool education is therefore identified as the main challenge and participation in preschool education is the key for future school success. While attendance in ‘kindergarten’ (age 4–5) has risen to 90% only recently, the presence of under three-year-old children is still only 22% (up from 11% ten years ago). (Autorengruppe Bildungsberichterstattung, 2016, p. 171).

The most recent challenge is integration of refugee youth. Many of the federal states have set up new forms of schooling, ‘vocational integration classes,’ which allow for integration of language learning and acquisition of German language competence. The main problem for this group of students is their often-insecure status of residence, which can undermine individual motivation for education, in addition to an often very complicated psychological situation.

GENERAL SITUATION OF ROMA IN GERMANY

According to the report delivered by the Federal Ministry of the Interior (Bundesministerium des Innern, 2011), since the end of World War II, no population statistics or socio-economic data have been collected on an ethnic basis in the Federal Republic of Germany. It is estimated that about 70,000 German Sinti and Roma live (60,000 Sinti/10,000 Roma) in Germany.

The so-called ‘foreign Roma’ living in Germany are not quantifiable: policies on all levels are guided ‘by the overarching principle of non-discrimination and equal treatment foreseen by the constitution of Germany, which determine a general policy conducive to integration, which applies to all groups’ (Bundesministerium des Innern, 2015, p. 28). Therefore, there is no ‘Roma Policy’ in Germany, but only a general policy towards immigrants of every origin.

In the field of migrant integration, volunteerism traditionally plays a role. The German Federal Plan for Integration (Bundesregierung Forum für Integration, p. 173.) acknowledges the beneficial role of civic engagement and volunteerism. More recently, the increased number of refugees was met by a surge of civic engagement. These initiatives could build on a foundation of organizations which are being active since the 80s, through times of varying demand. Many of these initiatives, such as the ‘Bavarian Refugees Council’ (see <http://www.fluechtlingsrat-bayern.de>), are a leading source of consultancy and practical and legal assistance for refugees. On a more general level, civic engagement and volunteerism of migrants them-

selves are encouraged through the system of ‘integration councils’ on municipal and state level.

On the level of teacher preparation for education in a ‘migration society’ (Karakasoğlu et al., 2019), i.e. in a society strongly shaped by the migration phenomenon, a central challenge is to overcome traditional concepts of ‘integration,’ as in many metropolitan areas the majority of younger population has a migration background and therefore the idea of integration into an ‘ethnically German Culture’ became more than fragile. But also ideas of ‘multiculturalism,’ the traditional counter-part of integration concepts seems equally inappropriate, as migration and mobility more and more result in the emergence of ‘transcultural’ spaces, where individual identities are not determined by ethnicity or origin, but are more a result of personal decisions and aspirations. There is a debate on the concept of teacher training in this field, where the German Union of Teachers is a strong proponent of ‘Inclusion in Diversity’ concepts (Gewerkschaft Erziehung und Wissenschaft, 2013). On a practical level, the role of ‘migration pedagogy’ in initial and further teacher training is rather weak, and participation in any training is limited by the practical overburdening of the teaching staff by the resource-poor school. A fundamentally new approach has been suggested, in which a perspective of migration as a ‘problem’ from a perspective of an all-white body of educators is overcome, and diversity in school, as well as school for a diverse society, is the guiding principle (Karakasoğlu et al., 2017).

KEY FINDINGS FROM QUALITATIVE RESEARCH (FOCUS GROUP)

The project in Germany has conducted a focus group and in-depth interviews with key informants, among them a municipal officer for integration of migrants, a headmaster of a primary school, a teacher of German as a foreign language, a primary school teacher and psychologist for children and youth, with 30 years of experience in intercultural work, a psychologist, specialized in trauma therapy, a teacher in vocational integration class for students without German language proficiency at vocational school, a school social worker, with own migration background, a social pedagogue, a sociologist, an activist, a full-time professional in migrant support NGO and an expert for transition from school to work.

According to correspondents, the system in Germany is, in general, used to working with migrants. Still, integration efforts have in earnest only begun in the last 15 years, mainly as now in the scope of the mobility within the EU, the quantity of migration is substantial again (after a negative net migration in the last decades). While the amount of refugee youth has challenged all systems in 2015 and after, a surge of new initiatives and a high level of volunteer engagement has also been provoked by the surge; however, the imminence of the challenge is now apparent. In most cases, refugees are a distinct group within the general migrant population. Generally, migrant youth mostly suffer from socio-economic problems. There is no acknowledgement of native language competence. Grading, with the same standards as ethnic Germans, is experienced as discrimination ('Mom, why do all foreign kids always get a 6?'). There is a risk of a self-reinforcing system of social discrimination.

Refugees, on the other hand, can be divided into at least two sub-groups. Group (a) consists of refugees who made it to Germany are mostly from stable to well off families, with an excellent educational biography in their countries of origin. War and escape are late events in their lives (examples: Syria, Iraq). Their main risk factors include traumatization through an immediate loss of a good and orderly life, experience of social decline. Group (b) consists of refugees, whose whole biography is shaped by escape and violence, discrimination etc. No regular family and social life, no education, often the experience of lifelong discrimination (e.g. Afghanistan) Often there are high expectations of families in their countries of origin regarding social and professional success, providing financial support of the family.

In general, migrant children suffer from social segregation, while refugee children face complete disorganization of once-normal life in a multitude of settings.

The German system of education currently struggles to understand multiple potentially problematic situations and their impact on education and general integration.

Appropriate strategies have to be developed and tested to cope with the challenges of such multiple problem areas, which requires highly individualized approaches and additional resources, not always available in the short term.

As to the situation of Roma, correspondents are aware that there

have been some problematic situations in the past. One correspondent, who has been responsible for integration policies in the City Hall of a German City, describes them as a high level of mobility of migrant worker families in a transition phase of the search for appropriate opportunities for housing and work. This leads to irregular school attendance. Also, the value of education is not always appreciated by migrant worker parents, as integration in education and regular work proved to be undependable in their home countries. At the same time, flexibility, mobility and a strong dependence of solidarity within the family have been survival strategies. In the experience of these families, state structures could not always be trusted. School is often identified with the state. Social and work situation could be stabilized and initiatives to reach out to these families by dedicated consultancy offers have been successful. Except for some cases of semi-legal or criminal behavior of exploitative landlords and work-agents, migrant workers from South-Eastern Europe, many among them presumably belonging to Roma minorities, are not a distinct and severe social problem. Also, quantity of target groups is quite limited. Examples of imminent problems and undesirable behavior, such as exploitation of social systems in Germany, have been much discussed in public and used for agitation of anti-immigrant groups, but could not be substantiated, except for some prominent, but locally limited cases in metropolitan areas with already unstable social structures (Duisburg-Marxloh). Even there, the situation has improved, and in Regensburg area, stable administrative structures and a flexible, coordinated and proactive policy of the youth support services, schools and other administrations prevented the situation to get out of hand.

Correspondents agree that in spite of some acute problems, the situation did not tip out of balance and has been coped with remarkably well. All correspondents agree that the main problem is that deployment of resources (e.g. teachers/student; social worker/student; psychologist/student) is insufficient to meet the challenges on a sustainable basis. According to their assessment, structures in the education system have been planned for in the long-term shrinking young population. There has been a surge of migration, particularly in these age groups.

There have been a lot of ad hoc responses to this development (new welcome classes, expansion of German language courses) which

are good but cannot replace qualitative reform and quantitative expansion of the general system and its resources.

This potential for creating ‘transcultural’ environment, when adequate school policies and support services are available, is also described. All respondents agree that integration first requires a correct attitude, namely that diversity is now the standard situation in education. Complaining of many teachers who still perceive heterogeneous classes as irregular and somehow deficient, must be overcome.

BEST PRACTICES

School Social Work

- *Organizations/institutions:* Municipal, e.g. City Hall of Regensburg, Youth Support Services.
- *Description/goals:* Holistic support of the individual development and social and employment integration of the youth as well as intervention and support in all cases where the well-being of the youth is at risk. Consultancy and individual assistance, socio-pedagogical work with groups (also particular groups such as girls, boys, anti-violence training etc.), projects and open offerings (e.g. ‘reading café’), networking and neighborhood initiatives, working with parents, other activities to prevent acute crises, intervention in crises, supporting the transition from school to work.
- *Critical success elements:* Sufficient funding quantitative deployment of ssw; continuity of staff; full-time professional staff (with university degree in socio-pedagogy or pedagogy); cooperation with teachers on equal professional levels; conceptual framework and integration of ssw in overall school policy; continuity of work (e.g., group work offered); capacity to provide interventions in real time; easy accessibility for students (during school) and parents cooperation with relevant stakeholders; state-of-the-art pedagogy (e.g. experiential pedagogy), inclusion of offers on addiction, racism, communication, social training, vocational orientation etc.
- *Evaluation criteria:* only qualitative concepts of evaluation are feasible, high level of acceptance of the offers among the target groups, positive impact visible and validated by key informants.
- *EU policies:* anti-discrimination, providing education to all, im-

proving the contextual and social conditions for school success (c1, c2, c3, c6, c9, c10, c11).

MigraKids: Support Network for Migrant Families, Including Volunteers with a Migrant Background

- *Organizations/institutions:* City Hall of Regensburg, Youth Support Services.
- *Description/goals:* Outreach to families (active outreach, e.g. information booths in schools) with diverse cultural background and to multipliers within educational institutions. Professional training on migration and interculturality in various administrative departments and institutions. ‘Language companions’ (Sprachbegleiter) to facilitate communication with school and institutions, socio-pedagogic work with parents, general consultancy on migration and integration (volunteers who are compensated on an hourly basis). Network of multipliers/facilitators/coordinators for integration work in preschool (Kindergarten) and primary schools.
- *Critical success elements:* Good coordination of stakeholders; early involvement of parents, ideally from birth of the child; outreach to parents in the neighborhood in a supportive attitude; involvement of migrant background volunteers; moderate compensation of volunteers for translation and accompaniment services.
- *Evaluation criteria:* Increasing quantitative and qualitative engagement of the migrant background volunteers.
- *EU policies:* Volunteer Engagement, Strengthening of the Civil Society; Integration of Migrants in the Civil Society (c1, c2, c9, c10, c11, c15).

AAA: NGO existing for 40 Years and Older to Organize Individualized Support of Migrant Students

- *Organizations/institutions:* NGO ‘Workgroup Foreign Workers – Initiatives for People with Migration Background.’
- *Description/goals:* The aim of the society is to support migrant children and their parents through assistance and information and to inform the public about relevant issues. 45 years of activities, professional staff in four areas of activity, who coordinate the work of up to 70 volunteers. The offerings of the AAA include

assisted homework for children, language courses, coaching, alphabetization, pre-school preparation, preparation for the qualifying general secondary school exam, other qualification offers and free time activities.

- *Critical success elements:* Strong volunteer activity; long-term perspective and consistent sustainable work; strong network of related organizations; support by municipality.

Occupational Integration Classes in State Vocational Schools

- *Organizations/institutions:* Ministry of Education and Culture, State of Bavaria.
- *Description/goals:* Integrated learning of language and basic vocational competence to youth at the secondary school age. The aim is to prepare youth who cannot attend the regular vocational school programs due to insufficient language competence for a training placement (apprenticeship) in the dual system of vocational training. On the educational level it is the aim to finish the basic secondary school exam.
- *Critical success elements:* Schools act as a hub for integration and support vs. the usual practice of individual measures provided by training providers. State vocational schools can act with more authority and are more successful in forming a wide and relevant network. Sufficient resources; good policy and stakeholder coordination; intercultural openness of school and teachers; consistent policy aims; work-based learning, occupational orientation of all learning; realistic prospects to obtain an in-company training placement; sufficient social and psychological support; secure status of residence.
- *EU policies:* General aims of integration, overcoming the gap between education and employment, work-based methodologies of learning, transition to and support for apprenticeships (c4, c8, c10, c11, c15).

Schools Without Racism: Nationwide School Network to Develop Diversity Policies in Schools

- *Organizations/institutions:* NGO 'Aktion Courage.'
- *Description/goals:* 2,300 schools are involved. The key activity 'School without racism' is an invitation to commit to a set of common principles. 70% of all staff and students have to sign

a declaration to combat all forms of racism, to mitigate conflict peacefully and to implement education and training on interculturality. In the same way the school commits to combat other forms of discrimination, such as sexism, ageism, and discrimination against disabled people as well as on grounds of sexual orientation. Each school develops its own activities.

- *Critical success elements:* Wide acceptance of the principles, consistent and sustainable discussion of the principles, sustainable implementation of conductive activities. Consistent and impactful school development. Networking with other relevant actors. Use of the principles of the activities in teacher initial and continuous education. Involvement of additional civil society actors.
- *EU policies:* Combatting racism and discrimination in education in all forms. Contribution to education on racism and interculturality (C1, C2, C6, C9, C10, C11, C15).

CONCLUSIONS AND RECOMMENDATIONS

A general conclusion of literature and qualitative research in Germany shows that education in Germany is challenged by phenomenon of a society that is more and more shaped by migration. While it was generally expected that German society would be demographically challenged and investment in education would be reduced throughout recent decades, a surge in migration requires qualitative innovation and quantitative re-expansion of resources. A high level of teacher and volunteer engagement has cushioned the worst consequences of this ‘migration shock,’ but it cannot be denied that systemic change in design of the education system, the level of resources used and the training and attitude of teachers and other educators is required. Germany is still a very reluctant and insecure migration society.

Therefore, it is recommended that policy makers develop a dependable political framework for inclusion of new groups of citizens, citizens with particular needs in education, among them migrants (budget, legal framework, early access to schools). In face of a more complex situation and a greater heterogeneity of learners, schools need more resources and teachers and other staff need to be trained and oriented towards inclusion and diversity as new main mission of

schools. Schools have to develop flexibility to network with neighborhood community in order to meet the educational needs of people in the area. The European Union concept of a ‘whole school’ must be made a core concept in teacher and staff initial and further training. Volunteering of citizens, some of them from migrant communities, in the field of education should be encouraged and supported and engagement in such volunteering should be appreciated and considered when selecting candidates for the teacher profession. However, volunteer engagement must never replace regular institutional structures. The abundance of innovative and mostly highly successful initiatives and pilot projects which have been developed as an answer to the surge of immigration in recent years (and also before), has to be taken up by the regular system much faster and the research in the area and international exchange of experiences should be expanded.

On the municipal level, a dedicated plan for education, social and vocational inclusion should be developed, monitored and implemented. Such a dedicated strategy can focus discussion on education in the migration society on regional level, with the concrete needs of the citizens in the respective community in mind.

Italy

OVERALL CONTEXT

Migrant Specifics

The number of foreign students increased more than tenfold, from 59,389 (academic year 1996/1997) to 841,719 (academic year 2017/2018). Around 10% of students in Italy are ‘foreign’ (10.4% in primary, 7% in secondary I, 9.6% in secondary II, 10.2% in kindergartens). All children up to 16 years have the right and obligation to attend school. Main documents on inclusion of migrants are: The Italian Way to Intercultural School and Integration of Foreign Students (Ministero dell’Istruzione, dell’Università e della Ricerca, 2007) and Guidelines for Reception and Integration of Foreign Students (Ministero dell’Istruzione, dell’Università e della Ricerca, 2014), however, its application depends on the interest of schools. Ministry of Education, Universities and Research, is currently implementing two actions to support immigrant children’s education: language support for ‘newcomers,’ i.e. students who arrived in Italy in the last academic year, and teacher training. The first action (language support)

involves an average of 5–10% of all immigrant children (33,000–66,000 students), mainly in pre-teen and teenage groups (11–15 years old). Funding for language support is allocated at a national level. Any school in need of funding has to apply through national calls for bids announced every year. The second action (teacher training) aims to provide teachers and head teachers with organizational skills for working in multicultural schools. Every year, seminars and training sessions are held in different cities across the country.

Migrant students suffer from underperformance and a 100% higher dropout rate (compared with non-migrant students). Risk factors for migrants include language, difficulties of integration of other family members, low family economic status, material deprivation, inappropriate living conditions, difficult communication with migrant parents, difference between education system of students' home country and of the host country. No introductory classes for migrants are foreseen in the regular system, children are directly included in classes (legislation from 2006 set a cap for the number of migrant children in each class at 30%). The main strengths of policies for inclusion of migrant children in schools include a stabilized protocol for inclusion of minors, a lot of attention is given to problems of young migrants, different projects have been implemented for better integration of migrants

Refugee Children

About 73% of 86,000 children who arrived in Italy in 2011–2016 were unaccompanied and were received in Primary and Secondary reception centers. Overall, Italian legal framework provides a high level of protection for asylum-seeking and unaccompanied minors and a noticeably inclusive approach concerning integration of these children into the education system. In 2017, a new law No.47 included the right to education for these children at all levels and halved the maximum time they could spend in first reception centers to just 30 days. Under Italian immigration law, minors cannot be expelled and have the right to education, regardless of their or their parents'/responsible adults' immigration status. Moreover, they are entitled to obtain a 'minor' residence permit. This may be converted to an 'adult' permit when they reach the legal age of majority (18 years old). Despite this, only a small proportion of unaccompanied minors attend school regularly (UNESCO, 2019).

From the legal point of view, Italy has accepted the Council of Europe recommendation and adopted, as part of the Action Plan for protection of refugee and migrant children, the recommendation to the United States members and litigation on supporting young refugees in transition to adulthood. The document highlights the need to support young refugees, given their particular vulnerability in the transition period to the age of achieving autonomy. More specifically, Member States are invited to ensure that young refugees who have entered Europe as children, have access, even after the age of 18, to housing, health care, education and measures to promote entry into the world of work.

In June 2019, the Italian Authority Guarantor for Childhood and Adolescence presented a report on its 2018 activities in the Parliament. The report contains a section specifically dedicated to inclusion of minors and to unaccompanied foreign minors; the emphasis is first and foremost on the necessary and effective implementation of the rights enshrined in the New York Convention, particularly those of the family unit, health, international protection, social security and education. In addition to the work involved in the voluntary protection of unaccompanied foreign minors, actions has been put in place for the support and implementation of the right of the latter to be heard and take part in the decisions that affect them (Ministero del Lavoro e delle Politiche Sociali, 2019).

Roma Specifics

Of approx. 180,000 Roma that live in Italy, 70,000 are Italian citizens. In many cases Roma live in dramatically poor living conditions, particularly those who live in camps in metropolitan areas. Very low attendance has been noticed in upper secondary education. Risk factors for dropout and under-performance include social conditions, high mobility through forced evictions, support depending on formal residence and discriminatory behavior by some teachers. Also, families require children to contribute to family income. Due to federal structure, most regional or local policies are ‘uncoordinated and discrete projects.’ In 1982, it was established that Roma children of school age had to attend regular Italian classes, with presence of an additional teacher for every six Roma, functioning as a bridge between school and families. The Protocol for Schooling of Roma/Sinti Children (Ministero dell’Istruzione, dell’Universita e della Ricerca,

2006) introduced the role of ‘mediatore culturale e linguistico.’ Italian regions with the largest concentration of Roma and Sinti are Lazio, Lombardia, Calabria and Piemonte (Roma Education Fund, 2012).

In Italy, segregation of Roma children in classes is very low, and only around 8% attend segregated classes (in Hungary 45% of Roma children attend segregated classes, in Romania 26%), 41% of Roma children are in ethnically mixed classes and 51% of Roma children in classes where only some or none of classmates are Roma. Streaming of Roma children into special schools for mentally retarded children is not a practice in Italy. 2% of Roma children up to age of 15 attend special schools and predominantly Roma classes. For example, in Slovakia the percentage is 20% and in Czech Republic 23% (European Union Agency for Fundamental Rights, 2012, pp. 44–48).

The National Strategy for the Integration of Roma states that access to education is the first axis of intervention in order to promote their social inclusion into the Italian society.

Volunteerism

Volunteering plays an important role in mitigating the problems of inclusion of Roma/migrants. Volunteers are often present in schools, offering additional help to vulnerable and children. In cooperation between school and volunteering organizations, different activities can be organized (sport events, festivals for migrant children, etc.). Training for volunteers is provided by some organizations, like for example Anolf, Caritas, Cescvot.

In most cases, volunteers are not paid but devote their time and energy for free; however, in some cases (as instrument for helping the state – helping in hotspots being an example), volunteers can also be paid for their work.

KEY FINDINGS FROM QUALITATIVE RESEARCH (FOCUS GROUP)

The discussion mainly focused on migrants. The majority of migrants that come to Italy would prefer to continue their journey northward – only around half of migrants applied for asylum in 2016. Unaccompanied children are a big issue.

Concerning Roma, school attendance of those enrolled is often irregular, and their performance is very poor, which in turn leads

to many Roma children completing only 4 years of primary school. Bad parental patterns (they do not see education as a value), and racial discrimination to which Roma are subjected, are main risk factors for dropout. Participants stressed that it would be important to make more funds and qualified human resources available to better deal with integration. Better coordination on national level is needed to deal with the inclusion of Roma and migrants in education. The project should prioritize improvements of policies in the area of inclusion of Roma/migrants in schools and support volunteers' actions

In order to support and stimulate volunteering, it is important that work is well coordinated. Volunteers should be able to attend some 'capacity building' courses (which can enhance their work with target groups and give them additional knowledge, including theoretical, that they will be able to use in their future). It is also very important that volunteers get certificates for their work.

The report includes some first-hand experience and feedback from volunteers and migrants. Most of them emphasize good atmosphere and a high level of acceptance of refugees in the municipalities of the Taranto region.

BEST PRACTICES

Migrants Specifics

'Cactus:' Project for Learning Italian as a Second Language

- *Responsible organization:* Comprehensive School 'Marcello Candia' in Milano.
- *Short description:* The project aims to allow foreign students of primary school (6–9 class) to participate actively in learning specific subjects by means of appropriate multimedia second language and therefore achieve linguistic autonomy in the study of individual disciplines.
- *Interactive platform of main academic disciplines:* materials (available through <http://il2studio.integrazioni.it>) support studying Italian as a second Language in different subjects (History, Mathematics, Geography, Science). Students receive immediate assessment of any exercise performed. The e-platform has been upgraded over time and is currently targeting children of 1–9 class of primary schools; children have access to materials at different linguistic levels (A1, A2, B1, B2, C1, C2).

- *Duration of the project:* 2011–2013; e-platform is now available (has been upgraded after the end of project).

Social Restaurant, Article 21

- *Responsible organization:* Established by association Noi e voi.
- *Short description:* the restaurant is a good practice for social inclusion of migrants and disadvantaged people – people such as ex-prisoners, migrants and young people coming from at-risk districts work there; a privileged place for meeting and exploring other cultures, religions, different stories; a place of experimentation, a positive experiment, a place of solidarity.
- *Duration of the project:* Established in 2016.

TuttiAscuola (Lombardia): Initiative

- *Short description:* Interventions in cultural linguistic mediation and educational consultancy. Aims to promote communication between school and families, to provide orientation, reception and inclusion of children/young people and families in different educational and training contexts, to raise awareness of active participation in these contexts among foreign parents.
- *It addresses* (a) newly arrived children/teenagers from 0 to 18 years old; (b) newly arrived families with children/teenagers; (c) educational and training services. The operating tools are (a) close collaboration with educational and training services; (b) support at the time of enrollment and during early school days; (c) linguistic facilitation in both school & family; (d) support and advice to teachers in relation to the child and his/her family; (e) collaboration with intercultural projects proposed by schools and educational and training services; (f) awareness of migration issues in the area.

Tiaccompagnoio

- *Responsible organisation:* Società Cooperativa Sociale Comunità Progetto.
- *Short description:* It strives to involve and raise awareness of the local community and the territory through realization of activities targeted at civil society. Activities help to contribute to ‘cultural’ change in terms of openness, awareness, and responsibility. Specific activities include: creation of a housing guarantee

system; awareness and territory involvement at different levels, from the real estate market to private homeowners, from companies to civil society; orientation to work and reintegration into work (where possible also through work grants and apprenticeships); tutoring for housing.

- Duration of the project: 2011–2013.

Sea without Barriers

- The municipality of Montesilvano is committed to making its beaches fully accessible and ensuring a fully inclusive usability for people with disabilities with the ‘Sea Without Barriers’ project. In the 2018 bathing season, municipality and the Special Social Services Company involved seven SPRAR beneficiaries by activating work grants, extending the concept of inclusion and facilitating the breaking down of barriers for people who are often considered to be the bearers of diversity, either on the basis of their nationalities, or their disabilities.

Welcome and Active

- With the project ‘Welcome and Active,’ the Sprar/Siproimi of the municipalities of Gricignano of Aversa, Santa Maria Capua Vetere and Succivo have, together with the Solidarity Cooperative Social, supported specialized workers of the company that deals with maintenance of the priceless green heritage of the Palace. Through an agreement with the museum body of the Palace of Caserta, declared a World Heritage Site by UNESCO since 1997, internships have been activated for beneficiaries in reception. The first part of the internship involved beneficiaries in a preparatory training course in which they addressed issues related to knowledge and discovery of peculiar characteristics, as well as of the Palace of Caserta and of the history of its gardens. Activity promotes professional training of beneficiaries and at the same time allows the museum to take advantage of labor at no additional cost.

Roma Specifics

Program ZeroSei (Turin, Italy)

- *Short description:* The ZeroSei program is dedicated to community building with a special focus on Early Childhood Ed-

ucation and Care. It is implemented in six municipalities in the outskirts of Turin, where several Roma communities have settled in the past few years. It covers 32 specific extracurricular actions targeting all children aged 0–6 and their families. Actions are planned by groups of private and public organizations through a participatory approach. Within the ‘Oltre I campi/Beyond Camps’ project, activities (creative, music and theatre labs, parties in public gardens, book reading, intercultural interventions, events to promote well-being of children) involve all children living in each of the six municipalities. Specific attention is given to Roma children and their families, in order to strengthen their access to care and education services and to reduce conflict among the communities.

The IRIS Project

- *Short description:* The IRIS project (Roma migrants’ integration through sport) territorial Committee Uisp Ciri? Settimo Chivasso (Piedmont) aims to combat stereotypes about Roma and contribute to their integration, especially children integration, through sport. The project group consists of Roma and non-Roma children between 10 and 18 years in the areas with high density of Roma population. Associated partners participating in the IRIS project are Fondazione Courage from Plovdiv (Bulgaria), National Centre for Roma in Sofia (Bulgaria), International Sport and culture Association (ISCA, Denmark) and IVV associations of the counties of Ilfov and Suceava (Romania). In Italy, 21 regional operational programs (ROP) have been activated, including the Roma in various ways by providing for further action. Related agencies are: the General labor market Directorate of the Ministry of labor (as managing authority), the Department for public administration (with regard to the actions of the ‘skills development’ axis, and the Department for rights and equal opportunities of the Presidency of the Council of Ministers (‘equal opportunities’ axis).

Luoghi Comuni: Insieme oltre i pregiudizi

- *Responsible organisation:* Luoghi Comuni.
- *Short description:* The aim of the project is to fight Roma discrimination in school: education is an essential condition for

inclusion as it offers participants the opportunity to fully exercise their civil, political and social rights. Activities focus on preventing and fighting discrimination in primary school by combating prejudices and stereotypes against Roma through an empowerment path, including a theatrical laboratory involving Roma/non-Roma children between the ages of 8 and 11.

- *Duration of the project:* 2017–2020.

Famiglie in Movimento

- *Responsible organisation:* Caritas Roma.
- *Short description:* The project is realized in collaboration with several schools in the Roman territory, with parents and immigrant associations, with Municipalities I and VI of the Municipality of Rome. The design proposal sees families as the center of activity, but also involves teachers and educators who follow children in their path of personal growth, inclusion and mutual knowledge in a social and educational context
- *Duration of the project:* 2014–2015.

Volunteering

Free English Course for Italians: Teachers are Refugees

- *Short description:* English lessons for the public, offered by migrants hosted in the Montalvo reception facility. The ‘The notes of reception’ project started from an idea of Mosa and Mohamed, two young people from Afghanistan, hosted in the SPRAR centre (System for the Protection of Asylum Seekers and Refugees) of Montalto Uffugo, in the Province of Cosenza. A way to show gratitude to the community that welcomed them.

Urban Green

- *Short description:* Creating a space to create a network of relations, a space that also provides training and professional skills to rediscover the relationship with the earth. This is the aim of the SPRAR project in Bergamo which has been collaborating with the Botanical Gardens in the upper city. The guests of the SPRAR contribute to the care and improvement of the gardens, also thanks to their previous knowledge and skills in the cultivation, use and properties of plants in their own countries of origin.

CONCLUSIONS AND RECOMMENDATIONS

Main risk factors contributing to dropout of migrant children are, according to study: difficulties of integration of other family members into a new country, low economic status of the family, material deprivation, inappropriate living conditions. Communication between migrant parents and teachers is often difficult, due to insufficient knowledge of Italian language and differences between education systems of children's home country and that of the host country.

Inappropriate living conditions (especially of those who live in nomad camps), forced evictions, non-attendance of school, bad parental patterns (they do not see education as a value), and racial discrimination to which Roma are subjected, are main dropout risk factors. Another obstacle to education and threat to well-being of Roma children in Italy is the harmful practice of child marriage.

For improvement and better inclusion of both target groups it is of the outmost importance that teachers are well prepared to work in multicultural classes. Further on, current situation regarding interculturalism and teachers' competencies to work in multicultural classes will be highlighted.

193 different nationalities are represented among students in Italian state schools, it is therefore obvious that Italian traditional education system needs to adapt to a very heterogeneous audience of learners.

Evidence shows that a more systemic and holistic approach is needed for understating/experiencing interculturalism in Italian education system. Most teachers have not received specific intercultural training. What is more, in-service training, through which can teachers update their development and reflect upon their own practices, is not obligatory. As a result, a significant number of teachers appear to lack intercultural competencies, required to manage increasingly heterogeneous classes in the context of situations forcing them to address a variety of tasks for which they may feel inadequately prepared. The OECD report (2014) shows that 28% of teachers participating in TALIS survey of 2013 expressed the need for additional professional development when teaching in multicultural settings, which rises concerns. Also, the results of global UNESCO report (2019) show that teachers often feel ill-prepared for teaching diverse classrooms.

Interculturalism is still predominantly theoretical in character. Similar is the view of interculturalism in schools: Italian teachers

know the documents on interculturalism produced by the Ministry of Education well and they share the approach. However, the concept of interculturalism is only used in teachers' vocabulary and interiorized at a theoretical level, whereas in most everyday situation teachers cannot act by referring to it. Trainings, such as RoMigSc teacher training, are positive, as they offer teachers a possibility to debate, learn from each other and from different renowned experts from the area, share good practices, compare their strategies, reflect on their culturally constructed attitudes and actions, learn how to implement intercultural approach in contents but also in educational styles, get additional insight into inclusion topics and become more competent in everyday situations in multicultural classrooms. Many schools are not in line with the legal framework concerning the migrant children right to education (e.g. students are not enrolled in classes according to their age, they do not receive attention and support needed, insufficient knowledge of how to handle migrant children, etc.). There is need to develop a more systematic approach in asylum seekers and refugee's education, both in terms of disseminating and monitoring implementation of existing regulations and providing targeted support and assistance to schools concerned, in place of the currently prevailing emergency short-term approach.

Chapter Four

Summary of Findings and Policy Recommendations

General Conclusions

None of the partner countries currently has an educational system fully capable of ensuring the full and equal participation of migrants, refugees and Roma, as far as outcomes are concerned. While the right to education is legally guaranteed in all countries, actual chances of educational success are limited by several risk factors, such as general social situation of families, educational prerequisites of students and their parents, proficiency in educational language of the host country, and others.

In all partner countries, the main challenge for the educational system is to compensate, not so much for specific disadvantages from migration background but for social problems as a whole, including individual risk factors, such as poor education of parents (and resulting inability to assist with homework and limited awareness of the value of education), weak language competence (failing to understand and express thoughts in all subjects), bad health conditions (limiting the physical fitness for school), high mobility (resulting in discontinuity of schooling), generally weak social capital (limited ability to find support and access), poor infrastructure (limited physical access to education), etc.

While in some countries, the resource-richer ones, many measures have been taken to compensate for the slighter chances of educational success through earlier childhood education and full-day instruction, it is actually additional language learning that offers an integrated social and educational policy. Significant deficiencies, however, remain, even in these countries. Critics claim that such adaptations have been reactive and low volume, while the challenges of a ‘migration society’ would require a systemic change of both educational and social system.

A higher level of migration is inherent in the model of the European Union. Initiatives for mutual acknowledgement of learning

outcomes and efforts for student mobility are indicative of this fact. Nevertheless, the ‘elephant in the room,’ the undeniable fact which is rarely truly considered is that Europe’s population in all regions, as well as individual biographies, are becoming much more transnational. Controversial discussing refugees and other third-country nationals is a risk of overshadowing the necessities of a reform, regardless of refugee immigration.

To a higher or lesser degree, while official laws and regulations acknowledge the principle of multicultural society or at least of intercultural coexistence, the factual situation is still targeting an audience of learners: nationally homogeneous, even regional, white, with a ‘standard’ family, functional for supporting educational success of the student as well as his/her primary socialization.

Even in comparatively homogeneous societies, Slovenia being an example, this ‘standard’ situation is changing more and more rapidly. In countries like Germany, a highly diverse audience of learners with a migration background is much more of a factual standard in many regions now. Yet systems and, more importantly, mental models of educators are slow to change.

The needs of ‘non-standard’ learners are often still perceived as a ‘deviation’ from what ‘should be’ instead of the starting point of appropriate educational concepts.

Adaptations are made reluctantly and incrementally to prevent a complete breakdown of the system, and introductory courses and language learning offers are expanding. However, no sweeping reform to adapt to the general system is reported from any of the partner countries. Such adaptation would have to take into account the fact that migration is already happening, and more of it is to be expected if the principle of free movement of labor is upheld. Repeated migration of refugees seeking protection from war, famine, and prosecution will also have to be addressed.

Finding an affirmative answer to such needs will be the test for sincerity of European humanistic declarations. Also, the existence of population groups that are obviously in a persistently precarious situation is not acceptable, and education must contribute to mitigating the problem.

Based on stakeholders’ experience, concepts of learning have to be better adapted to different migration patterns. Migrants themselves have to be included in formulating education objectives. Perspective

only focusing on implied assimilation purpose of integration is misplaced, at least for large parts of the migrant population. While some migrants are looking for permanent migration, others are looking for temporary protection or temporary opportunities for employment. These groups have learning needs very different from those who aim for permanent resettlement.

An in-depth discussion of implications of this insight is beyond the scope of this report. Some impacts that can already be identified include learning content and maintenance of language. Competence, useful in the country of origin, must also be accessible.

For those in the still unclear situation of further migration, improving proficiency in one of the ‘international’ languages, such as English, can increase opportunities. Learning subjects like STEM is currently depending on a good mastery of the host country language. Better use of digital media, which allows for multilingual teaching and validation of knowledge, could contribute to acquisition and validation of internationally acknowledged competence. For globally used MOOC, web content like the Khan Academy, but also common international schools, teaching national as well as internationally accepted curricula should inspire discussion about educational approaches which address the needs of a transnational population.

SPECIFICS OF INDIVIDUAL COUNTRIES

Slovenia is a country with a high level of population homogeneity and a distinct language spoken by its population of just over two million.

While there is a substantial Roma minority, some of it well integrated, some still mobile and some not fully integrated, migration other than from the republics of ex-Yugoslavia, with which Slovenes are connected through a long, if at times conflictual, shared history, is low in volume. While Slovenia is fulfilling its international commitments in receiving adult and minor refugees, it has not yet been discovered as a target country for other migration to the degree matching its recent economic success and status of a major success story among the former socialist states. The challenges of migration are solved with pragmatism, flexibility and good organization, but the perception of being an intercultural country in the European and international context does not seem to be entirely universal and accepted as part of national identity, which has been shaped by empha-

sizing a distinct Slovenian character in the struggles which led to the dissolution of Yugoslavia.

Slovenian pragmatism has kept acute crises as well as political populism at bay. Nevertheless, the full meaning of interculturalism and diversity needs to be discussed more fully. Concepts have to be operationalized and translated into concrete ideas for managing more inhabitants and students of nationalities other than Slovenian, with obviously weaker language competence in Slovenian educational language.

Regarding Roma integration and volunteerism, Slovenia can build on strong traditions and suitable structures and organizations, including Roma self-organization. These initiatives seem to be scalable to a high degree, such as the good practice of Roma assistants and Roma teachers.

The Republic of North Macedonia is a country shaped by coexistence of multiple cultures. Multiculturalism, therefore, is the standard situation for all state and non-governmental organizations as well as the society, which is being regulated by a complex system of rights and privileges. Some of the conflicts, as well as the social deprivation of minority groups like the Roma community, have led to the Republic of North Macedonia being a source of migration.

Multiple measures to mitigate problems of the Roma minority exist, all of them building on the principles of community building, social stabilization, and improvement of working opportunities.

Reportedly at universities, multiculturalism of at least four different groups has led to establishment of English as a common denominator of communication, as well as the growing adaptation of European values and orientations among the academic youth, aiming to build the European identity to complement both – identities inherited and re-emphasized – during recent periods of conflict and struggle.

Italy has impressed Europe by providing rescue, help, and support for the refugees in the Mediterranean. Italy carries much of the burden put on the border countries of Europe by the Dublin system. This is backed by many examples of outstanding volunteer engagement and a welcoming attitude towards foreigners which at first glance seem to be coming from a completely different cultural background but are in acute need.

Next to refugees, who are mostly planning on continuing their

journey to the more northern regions of Europe but often also stay longer than expected, working migrants from Eastern European member states of the EU are increasingly common. Among them also Roma, adding up to those families of Roma origin who have already been living in Italy for a long time. Italy, therefore, is realizing the reality of an increasingly diverse population, also in its schools.

Perspective or perception that a stay in Italy will only be transitory often prevents development of mid- or long-term integration concepts on the side of both institutions and also migrants themselves. Development of such realistic mid- and long-term perspectives, therefore, is a challenge for migrants in Italy, as well as for institutions and organizations that support them.

Education in transition, also guaranteeing the right of education to those who do not plan to stay in the long run and providing it in a way that will be useful in case of further migration, returning to the country of origin or staying in the long term, is a challenge for Italian educational system. Reportedly this challenge has up to now been managed with a high degree of acceptance and pragmatism but also with a lack of systematic concepts, training, and innovation. Outstanding volunteer engagement has mitigated some of the most acute problems but cannot replace systematic government action in many fields.

Turkey has accepted a very high number of refugees from the civil war in Syria, among them 1 million children. While the initial perception had been that they would stay short term only, more and more need for 'integration' into the regular school system and society is acknowledged. This integration has been adopted as an aim of policy. Concrete measures need time to take root, however. In the face of tradition of a strong emphasis on national identity and unity, interculturalism, based on shared democratic values needs to be developed and practiced by schools and the civil society. Meeting the challenge of integrating such a high number of refugees can be an opportunity for discussing such concepts and for developing unique solutions. This could contribute to a more proactive integration of groups like Roma, mostly being in a problematic social situation but having remained on the fringes of society and education in the past. Coping with these challenges has encouraged a vivid and growing community of NGOs, having developed benchmark initiatives that can be scaled and integrated into regular school activities.

Spain. Correspondents point out that Roma population has existed in Spain for centuries. However, characteristics of this autonomous group differ from those of 'gipsy' youth that come from other Eastern European countries, especially between 2002 and 2008.

On the other hand, since 2002 approximately, Spain has experienced a new phenomenon: arrival of unaccompanied asylum seeker children (UASC), especially from Morocco and other African countries, who come to Spain for economic reasons.

There are also several migrant children originally from Latin America and other areas. However, their presence has been decreasing since 2008 due to the economic crisis that hit Spain, which led the families to return to their countries of origin. This tendency is turning since 2014 (Instituto Nacional de Estadística, 2016).

Educational centers are increasingly welcoming students from very diverse geographical and cultural backgrounds into their classrooms and, although they positively value such cultural pluralism as an enriching value for coexistence, capable of promoting attitudes of tolerance and respect among students, they are also aware that the arrival of these groups entails emergence of new educational challenges.

Although regulation exists to favor inclusive education in schools, and attention is paid to special educational needs, different actions studied are not being generalized, and therefore not being an answer to the initiative of specific persons and/or groups particularly sensitized with the problem.

Germany is currently in the phase of accepting itself as an immigration country. In addition to an active community of working migrants whose educational integration has still not been fully completed even in the second and third generation, Germany fully accepts its humanitarian commitments to protect the persecuted in other countries. Germany has decided to welcome almost two million refugees in an emergency in which the regular rules of the European asylum system have been ineffective to prevent unacceptable suffering. Many of these refugees seek protection in Germany and are in one way or the other entitled to some form of protection. They have to find a reasonable place within German society and, as most of them are young, in the German educational system as well. Work migration within Europe, mostly from restructuring countries, as well as from those with an unacceptable level of systemic unemployment, is the third source of quantitatively relevant migration to Germany.

While there is no identification as ‘Roma’ in Germany, some of these migrants may in their home countries be identified as being part of the Roma minority.

While the German education system has been confronted with quantitatively relevant migration for at least 45 years and substantial, if slow, progress has been made, recent developments have revealed that the system is quantitatively overcharged and qualitatively still insufficiently prepared to cope with the fact of heterogeneity and diversity at a large scale, at least if measured against the standard of equal opportunity and full integration into society according to each individual’s talents and potential.

Many initiatives are pointing in the right direction and being evaluated as useful, among them expansion of daycare, kindergarten, and preparatory classes which can be further upscaled. The system is nevertheless lacking a qualitative leap to fit the demands of a diverse society in a systemical manner.

A comparatively weak funding of primary education as well as other restraints of resources, such as a slow reform pace, partly due to the fragmented federal system, and a multitude of educational pathways have contributed to a below-demand performance.

One particularity of the German educational system, which, in the assessment of many experts, deserves international attention and can be particularly useful for migrant integration, is the energetic vocational track of education in the ‘dual system.’ Combining the practical training of youth in the workplace in real companies with additional theoretical instruction in vocational schools has proven to be more accessible to students without excellent knowledge of German than other tracks of education. As this form of learning has been much upgraded in recent years, along with providing excellent employment prospects and being a pathway to academic tertiary studies, discussion about education reform for a migrant society should look at these experiences.

Vocational schools in Germany nowadays are a laboratory of multiculturalism and diversity. They have developed particularly interesting concepts, such as vocational preparation classes with a multitude of supplementary offers to support the personal and social development of their students. It seems to be particularly notable that in most of these schools, a sense of multicultural understanding and solidarity within the community of students has developed.

Other cases of good practice from Germany include holistic approaches of integration, which often include community development, school social work and reaching out to parents and others. In many cases, these initiatives are bundled in municipal integration concepts, which not only guide the activities of multiple agencies but also the development of knowledge and attitude of all involved, depending on the society.

Since the current system has proven to be unable of contributing to equity of educational results, the appeal to target population of students, parents and teachers also cannot be expected to be of much help. Preferably better systemic solutions combined with adequate resources need to be found to guarantee the rights of each European citizen to appropriate and realistic access to suitable education, independent from the background, ‘culture’ and pattern of migration.

In spite of these systemic limitations, the high engagement level of schools, teachers and volunteers, as well as some valid policies which have been developed, mostly as ad hoc answers to imminent challenges, along with some elements of a general reform, has yielded several practices and policies that have proven to be positively effective and therefore a part of more systemic future solutions.

In all partner countries, a primary measure to integrate children into schools includes transition periods of a given number of years, which consist of language learning offers and a somewhat flexible grading of the students. While this, to a degree, can work on the preschool and primary education levels, as younger children learn more quickly, even there the acquisition of educational language, in contrast to everyday communication, usually takes longer than the transition period granted. The problem is even more significant in secondary and tertiary education.

In all the countries studied, multicultural orientation in teacher education is reported to be a substantial deficit. While in some of the countries, like Germany, the greater acceptance of being a country of immigration has been followed by introducing elements of multicultural knowledge into curricula of teacher education, implementation of these principles is generally low volume and fragmented. Furthermore, theoretical foundations of such training are still weak, partly contradictory and the subject of political controversy.

In all the countries studied, continuing formal and non-formal

training of teachers in general but specifically in dealing with diversity, is reported to be weak and fragmented.

Often teachers work with already strained resources (such as high student/teacher ratio), leaving only minimal space for ‘additional’ activities. Therefore, initiatives like school-based school development are mentioned by all the partner countries, but a skeptical assessment of thoroughness and effectiveness of such actions prevails.

Flexibility in finding practical solutions, a high level of teacher engagement and a general welcoming attitude towards migrant and other ‘non-standard’ students is reported as prevailing attitude of schools and teachers in almost all partner countries.

In all the countries studied, social situation of parents is reported to be a strong determining factor of school success. This is true for all migrant populations as well as for Roma. In no case school systems have been able to fully compensate for disadvantaged situations of students in their families. Families still play a decisive role in general socialization, language learning, motivation, providing general stability and security, fundamental values and resources. While in some of the countries studied, offers like daycare, kindergarten, after-school activities, etc. have been introduced or expanded, their effect on the educational success seem to be more of the long term.

School and other offers have not yet been assessed as fully compensating disadvantageous conditions in families and neighborhoods. In many cases, social segregation in the sense of clustering less privileged students in distinct zones is reported. Such clustering leads to a lack of role models, lack of prospects for sustainable employment and prevalence of a ‘culture of poverty,’ which lowers motivation of obtaining an education, as well as chances of educational success.

There is a broad consensus among all the countries involved that only a holistic approach, which includes measures for the social stabilization of parents, improvement of chances for employment and better work conditions, stable and sufficient housing, community and neighbourhood development, guidance and consultancy, and enough volume, consistency, and duration of measures can positively improve the situation. A multi-agency approach is required in all cases, i.e., better networking and cooperation among actors in various legal and statutory responsibilities, according to an agreed overall concept.

In countries like Germany, the concept of ‘educational chains,’ i.e.,

conscious facilitation of transitions between several steps in individual biographies, between early childhood and full societal integration, has been adopted. Migration and late entry into specific chains of integration through education must be mapped to design a system of successful transnational transitions. While the concept has only been reported from Germany, given the phenomena reported, it seems to be applicable in all partner countries.

Partners also agree that involving disadvantaged groups in such initiatives is a precondition to success. Cases of such successful involvement are reported from all partner countries.

THE ROLE OF SCHOOLS

Schools are, due to universal obligatory school attendance for children, a universal contact point for state and societal organizations, therefore they can potentially become a hub for such holistic approaches or at least an essential part of them. While reports from all partner countries indicate the factual importance of what schools do or do not, a conscious adoption of such a role is reported in some best-practice cases only (e.g., the ‘School without Racism’ initiative or the ‘German School Award’ or the role given to schools in these initiatives). Such a role would require a new perception of the teacher role, targeted school development and high volume, active training and networking with additional actors, which is currently not the standard in the countries studied. Being able to play such a role presupposes the insight into desirability and necessity of such a role as well as the willingness to develop a matching role profile.

For all of this, the insight into the basic concepts of diversity, interculturality and inclusiveness being a mission for schools is necessary. Developing and expanding teacher development along such principles is therefore reported as a necessity in all partner countries. The need for development extends to the levels of knowing the basic concepts, operational measures, cases of good practice, competence (reflected a practice of active and conductive teacher practice) and attitude (acceptance of and willingness to contribute to development of a diverse and inclusive society).

THE ROLE OF VOLUNTEERISM

In all partner countries, volunteerism plays an active and positive role. While in countries like Italy, Spain, Germany, and Slovenia

there is a strong tradition of partly religion-based (e.g., Caritas and other Catholic organizations as well as their protestant counterparts) and volunteer engagement in social care, in partner countries new initiatives add to the traditional ones.

Civic initiatives in the field of self-organization and self-help, to a growing degree also from the side of the ‘target’ population, have developed a multitude of innovative initiatives and formats of supporting migrant and minority students, often in a holistic perspective. Efforts to improve communication between the school and the parents, to assist students with homework and to provide orientation and encouragement can be observed in all partner countries.

Almost everywhere, partners assess the formal state system to be insufficient in coping with challenges; it is the volunteer work that prevents the system from collapsing. Many initiatives point to innovations that also need to be adopted by the regular system, such as expanded language learning opportunities, communication and social learning, general social work and community organization.

In all countries, universities encourage and partly acknowledge volunteer engagement of students. Involvement of young people is typically high, and voluntary work is regarded as a valuable opportunity for social learning and personal development.

The Proposition of a Model

The intervention model used in RoMigSc builds on and extends the work that was done as part of the initial study identifying the main problems of the current situation in partner countries, current policies at school and policy level, teacher training and volunteer activity as well as existing good practices in addressing these issues.

The model is based on the structured Theory of Change planning process, involving all partners to:

- identify critical issues or reasons for shortcomings;
- prioritize critical issues for the project intervention methodology;
- specify expected outcomes as a result of the application (testing) of project methodology;
- discuss activities for achievement of these outcomes based on evidence from literature, stakeholder involvement, best practices (102) and professional experience of partners;

- agree on mechanisms of change linking key issues, activities and expected outcomes.

Overall, the RoMigSc model of intervention specifies:

- *target group* – characteristics of teachers and volunteers to be involved in pilot projects;
- *guiding principles* and main contents of teacher and volunteer training;
- *expected outcomes* – short, medium and longer-term outcomes this methodology is expected to achieve among teacher and volunteers;
- *elements of intervention*, including activities delivered as part of it; duration of these activities – over what period and how often; location of activities – where are they performed; delivery mode – delivered in a large or small group or just one-to-one; delivery personnel – who is expected to carry them out; the main principles of content; the expected mechanisms of change underlying the agreed Theory of Change – a formulation on how the intervention is expected to address the priority issues identified via activities planned to bring about the expected outcomes.

This methodology, including the core intervention measures, will be tested in pilot projects in Slovenia, the Republic of North Macedonia, Spain and Italy, based on the principles developed by partners and described in the report at hand.

The pilots aim to explore two basic issues: implementation of methodology and the extent to which the intended outcomes can be achieved, if at all – to formulate a reviewed method. The main aim of this activity (initial study) has been to work with all correspondents to review the situation and the level of knowledge in each country, and to agree on the main principles and good practices of methodology to be piloted as part of the project. This involves:

- face-to-face discussions with partners as part of project start-up meeting (March 2017);
- drawing on good practices in the field of learning activities in Regensburg (March 2017), Maribor and Murska Sobota (June 2017), as well as those identified and described by partners in their respective national reports and good practice templates;

- studying national literature to identify common risk factors for under-performance of migrant and Roma children, as well as existing best practices in reducing these risk factors (December 2016–September 2017). The results are accessible in the document on the project website, which will be constantly updated with new project information, if necessary;
- a theory-of-change workshop with partners as part of the third transnational project meeting (November 2017) which has prioritized key issues, specified expected outcomes, discussed the most effective intervention activities and agreed on mechanisms of change linking key issues, activities and expected results.

The project identifies the following broad target group for intervention:

- Roma and migrant children in schools;
- teachers in schools;
- volunteers involved in working with migrant and/or Roma children.

The research results affirmed the selection of these target groups as relevant and promising.

Also, a planned national seminar, aimed to reach out to additional stakeholders, organizations and policymakers at various levels is reaffirmed by results, as it has been shown that the results of teacher and volunteer activities will only be implemented if favorable legal and statutory framework is provided, with sufficient resources.

Only a multi-agency approach to tackling the problem from a holistic perspective, including social and housing policy, employment and general community development, could be useful. Developing policy recommendations, as well as reaching out to policymakers is, therefore, the core part of the project.

It is recommended that discussion and joint action planning are guided from general principles, having been elaborated as a conclusion of this report.

As described above, an initial discussion (March 2017) and workshops with project partners (June and November 2017) were used to identify the key issues explaining why migrant and Roma students are underperforming in the current educational system.

While a range of structural factors, such as the economy, educa-

tion and practice in schools have been identified as limiting factors in all of the activities, teacher training has been affirmed as viable point of intervention. All national reports state that the current quality and quantity of initial and ongoing teacher training is insufficient to provide better educational opportunities for migrants and Roma.

Teacher competencies listed above have been identified as being promising for educating a diverse audience of more successful students. This expectation has been formed on the basis of literature, expert input and good practices studied.

This exercise results in the following key priorities:

- ensuring that teachers are aware of knowledge, skills, attitudes, and practices, so they can start the process of developing those competencies themselves, within systematic school development, including enough regular training and peer consultancy;
- ensuring that volunteers are equally aware of such competencies as well as of the ways to acquire them;
- ensuring that student volunteer activities are guided by the principles identified and therefore experience conducive deployments in volunteering activities;
- ensuring that a repository of material, suitable to support such learning (among other forms, E-classroom material), is available and widely used;
- ensuring that relevant organizations and policymakers are involved in an open discussion and dialogue on the principles developed, as well as using the best available corresponding practices.

Policy Recommendations

The elaboration of policy recommendations is ongoing throughout the project. An extended selection and validation of policy recommendations has been a part of the partner meeting in Naples, May 2018. The policy of the European Commission and member states has most recently been synthesized in the paper *Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on Inclusion in Diversity to achieve a High Quality Education For All* (Council of the European Union, 2017). The chapter to follow refers to recommendations pointed out in 15 individual paragraphs.

LOCAL LEVEL

Multi-Stakeholder Multi-Agency Approach

Most partners report good results from close cooperation between all relevant actors on the local level. The Commission strongly emphasizes this point in C10 and C11. Various actors have different approaches and competencies that have to be used in a targeted way. Closer cooperation of youth support services and schools, and of schools and employers has been in focus. In many places, voluntary work is integrated into such cooperation. Bridging gaps between several different legal and institutional systems remains a challenge.

Plan of Integration: Inventory of Resources, Aims, and Measures

In some places, e.g., the City of Regensburg (Germany), which has been visited during the project, all efforts are conceptually joined in a municipal ‘Concept for Integration,’ which describes the logic of mutually reinforcing measures, common values and principles of action, as well as the division of activities, inventory of resources, aims and measures. The plan should clearly lay out the philosophy of inclusion in diversity and inspire a discussion about common identity within common living space in contrast to national, cultural or ethnic identity. Based on a common sense of belonging and common measures, a welcoming attitude to newly arriving citizens can be developed.

Support Schools, Provide Additional Resources, Planned and Contingency

As expressed in ‘the whole school’ concept, municipalities and local communities have to take responsibility for schools and schools have to support the communities, independent from legal responsibility and funding schemes. As municipalities are highly affected by the outcomes of education, social consequences of failed educational strategies included, they have to develop interest in success of education. Many municipalities have taken a facilitating role in joining actors and stakeholders, encouraging volunteer support for education, setting the tone of the civic debate about welcoming various groups, religions, and migrants. In many places, communities also have provided additional funds, such as funds for school social work, after-school activities, etc.

Support Volunteers and Encourage Civil Society

Communities thrive on volunteer activity. Policymakers can do a lot to support and encourage such engagement. Volunteer activity by policymakers themselves can set an example of proper civic attitude. Signs of appreciation and support, public exposure and praise for activities can give important immaterial support. Encouragement and support for exposure of pupils and students to volunteering activities, i.e., in the scope of internships and common volunteer actions of school classes, students, etc., can help to make volunteering a ‘standard behavior’ of the good citizen. Volunteerism cannot exist without material framework. Municipalities can provide funds for infrastructure, manpower for coordination of activities, provide municipal resources for facilities, communication channels and the like.

For migrants and other diverse, non-standard society groups, such support and encouragement are particularly important. Only when minority and migrant initiatives feel that they are also welcome and ‘seen’ by the policymakers, they would develop a feeling of belonging and contribute to tackling common societal challenges.

Network Teachers, Initiatives, Social Workers and Volunteers to Learn from Each Other

Municipalities can also play an important role in developing competence of teachers, social workers, public servants in all agencies, volunteers and students, by encouraging, supporting and funding schemes of experience exchange, mutual job shadowing, workshops, information and further common training. A viable and effective interpersonal network of actors often follows from such activities, next to the smoother coordination of activities.

NATIONAL LEVEL

Base All Policies on a Consistent and Acceptable Model of Diversity, Acknowledge Reality of Migration Society, and Accept International Obligations

While political concepts of dealing with migration are controversial in most countries of Europe and the academic discussion on diversity, racism or anti-racism can be perceived as less than helpful by some, the fact of societies being largely shaped by migration is hard to deny. Migration inside the EU alone will necessitate a fundamental reform of education and participation in communities. The EC

has proposed a viable concept of ‘inclusiveness in diversity’ within the common values of individual rights and democracy, to which all member countries have subscribed. This concept has to be regarded as binding and promoted more widely. It has to become the basis of all training and education for educators and volunteers, as well as government agents. Within this concept, as correspondent reports from different countries illustrate, there is a wide range of interpretation, from following a concept of migrants integrating into leading culture, shaped by the Christian-Judeo heritage of Europe (e.g., in the German state of Bavaria), to claims that ‘transnational’ spaces are emerging in migration societies, distinct from the respective host culture (even adapting to the host country language to a pragmatic degree only), while being fully appreciative of and respecting the common European values and individual rights. National policies should be aware that these seemingly contrasting concepts are not as mutually exclusive as they seem. In fact, they reflect different individual and group situations. While full integration into host community may be a desirable goal and will always be a conscious or subconscious two-way process, for the people living in Europe, migration is a repeated, if not permanent situation. All types of people migrate, either international experts, or migrant workers in search of viable economic opportunities, or even refugees, looking for temporary protection, which may be transformed to a deeper immersion in the host society later on. Migration policy and corresponding educational policies have to take into account all of these situations.

Policies focusing exclusively on a full and immediate integration into the host country and culture, full linguistic integration included (i.e. basing all education on a high level of proficiency in the host country language), are under-complex and therefore unpromising.

Also, countries currently faced with migration to a very limited degree only (or mostly in the form of outgoing migration) agree on facing diversity in the form of multiple ‘cultures,’ religions, minorities and ethnicities in one state. The same principle of inclusiveness in diversity applies.

Provide Adequate Resources

All partner reports unanimously claim that the education system is underfunded according to the needs identified. It is charged with many more and much more complex missions in the current situation of growing diversity, societal and economic changes and tech-

nological revolutions. Resources must be vastly expanded, starting with early childhood education. Only if regular systems are funded sufficiently, innovative concepts can be mainstreamed.

As demonstrated by partners' experience, measures in education alone cannot be expected to have good results. A stable social situation, enough livelihood and enough infrastructure (housing, transportation) are prerequisites of educational success. In all countries studied, educational success is closely related to the social situation of parents. National policies, therefore, need to work in order to provide enough livelihood and economic opportunities to parents. An example of immediate measures would be schools compensating for shortcomings of parents' social situation, even by cooperating with other agents, if necessary. Measures may include prolongation of attendance in schools through full-day schooling, expansion of early childhood education and daycare, distribution of food and healthcare via school, organization of extracurricular activities. Schools can provide access to other institutions, such as employers, government agencies, volunteer organizations, being otherwise inaccessible for an individual and his/her family. Therefore, partner research confirms the importance of the C1 'whole school' recommendation. Schools have to be places of not only education but also holistic integration. Schools have to do whatever it takes to achieve equity, not only provide equal offers for very different students.

A campaign is needed to make this changed mission very clear to all concerned, including the teachers in the first place. In addition to that, funding has to be increased. In many partner countries, funding, particularly for primary education, is below OECD standards. Good results will not be expected if resources are inadequate to cope with much-increased challenges. Insufficient resources cannot be compensated – not even by the best teacher training and awareness. Only through a lower teacher-student ratio, resources for organizing cooperation, adequate hardware and infrastructure and time for further training and collegial reflection can the EC recommendations be implemented.

Encourage Experimentation and Flexibility to Cope with New Problems, Adapt and Mainstream Bottom-Up Solutions

Developments in a migration society are complex and sometimes hard to predict, as was the case in the surge of refugee migration

in 2015 and after. Therefore, education systems have to be made systematically adaptable by allowing a multitude of educational pathways and approaches. Such a diverse educational landscape can nourish elements that can then be upscaled when needed. This has been the case with efforts, on a project level, to make the system of dual vocational education in Germany more accessible to diverse learners, among them those with weak academic achievements. It could quickly be upscaled in response to the surge of refugee migration.

As the EC mentions in c7, the use of digital media can enhance opportunities for diversity friendly education. As illustrated in partner country reports, the growing diversity of students stretches the limits of what can be done by individual teachers to customize and adapt training programs (cf. c4, c8, c13). Host teachers would not perform well in use and maintenance of competence in original native language, neither in using it to build knowledge in general, in subjects like STEM. Also, learning prerequisites are very different and digital media can assist individual learners in catching up (in language learning, etc.). Digital media can provide instructions at any time and place. They are therefore a powerful tool to mitigate current shortcomings and dilemmas. As reported by partners, the use of digital media is currently far from the usual practice in schools in all partner countries. Lack of funding, cultural inhibitions coming from teachers with a traditional perception of their mission and plain lack of resources for innovation and experimentation are bottlenecks of rapid implementation of many good offers available.

A concerted effort, at least on the national level, towards acknowledgement of learning and results via the use of digital media could be a strong incentive for their wider use.

Expand Research and Experimentation

While effectiveness of individual pilot projects, national or international, is often doubted, research done by correspondents as well as the repository of good practices collected (often funded by ‘experimentation’ programs) shows that such initiatives have yielded a rich repository of good practices, illustrating the effectiveness of many EC recommendations. Upscaling funds for such experimentation, as well as the ones for analytical approaches and outcomes, can further increase the options available to policymakers. On the level of practitioner formation and creation of a common European community

of research practitioners, the actual experience of good practice in the scope of capacity-building activities has proven to be particularly fruitful. Such exchange and capacity building should be expanded. National programs for experimentation and piloting should include analysis and actual experience of European best practice as mandatory elements of the programs.

*Invest in Teacher Education and International Exchange,
Encourage International Perspective as a Prerequisite
for Competent Teaching*

Knowing about interculturality and diversity cannot replace experiencing it. Correspondents' reports and discussion notice that most of the teaching staff in schools is socially quite homogeneous, coming from the mainstream majority population. Rare actual experience with steady elements of diversity, such as volunteering in various social settings, experience abroad, etc. is not currently an obligatory part of teacher education or a relevant selection criterion. There are many hints though, that such experience can build competencies that teachers nowadays need. Therefore, states should consider encouraging and planning to include such experience in initial and further teacher training.

*Define Teacher Competence Requirements, Accordingly,
Emphasize Communication, Empathy, Social-Emotional,
Adaptability Competence*

As already claimed in the paragraphs above, the mission of modern education is broader than just building knowledge or even than building individual characters. Schools, according to the 'whole school' concept (c1), need to build bridges towards communities and employers, interact with a range of other agents, educate, communicate and mediate. Competence profiles for teachers have to be adapted accordingly.

Correspondent reports and best practices include examples of descriptions of competencies for interculturally competent teachers and schools.

In many countries, these have not been universally applied yet, as the teacher training is fragmented and even the most important competencies are not obligatory.

EUROPEAN LEVEL

Reinforce Efforts to ‘Europeanize’ Education: Education Must Prepare for Migration Society at All Levels

The research presented in this report affirms recommendations given by the EC. However, those recommendations, while valid for the situation of a singular migration to a host country and a permanent stay in this country, need to be expanded to consider situations of multiple migrations, returning to countries of origin, and continuing labor migration, followed by economic opportunity. While residence in a specific space would be a standard situation of most citizens, transnational spaces without a clear identity, between a dominant culture of respective place and larger parts of its actual inhabitants are about to expand, and education has to take this development into account. With such background, partners suggest increasing research and experimentation in the field of trans-national ‘European’ education, including multilingual education.

Parallel to the Efforts in University Education, Such As the Recognition of Learning Outcomes and Certificates, This Must Be Expanded to School and Vocational Training, Including Mobility and Further Down the Process

Given the limitations of education focused on the dominant culture and language of host or majority cultures exclusively, and the growing acknowledgement of minority cultures and languages, as well as transnational spaces and populations which cannot fully be attributed to any culture and space, certification of learning outcomes, including school exams and vocational certificates that can be acquired all over Europe (and also digitally), can be a vision for future development.

Obstacles in pursuing educational careers during phases of migration should also be removed, and recommendation c4 ad c8 (flexibilization of pathways, different educational routes) should be discussed in the aspect of supporting forced or voluntary international migration.

School Education Must Be Useful Everywhere in Europe and Prepare for Migration

The EEU should support school education that prepares for migration, not only by fostering cross-cultural competencies and openness

to diversity, but also by fostering competencies and learning content that is useful in international situations. Expanded teaching of most common international communication languages and closer coordination of teaching content in STEM subjects can contribute to such competence. International experience in school and vocational education should be made obligatory to make coping with situations of transnationality and diversity the new standard. The EU should support economically weaker countries in providing such opportunities.

Expansion of Language Training, Including Common Language, Lowering Barriers to Change of Country, Common Core Curricula

When discussing current developments in migrant and minority (Roma) education, correspondents noticed that educational concepts, focusing exclusively on integration into a host culture and basing education on the host country language exclusively, may be insufficient. As the increasing respect of the Romani language is an important part of the promotion of Roma education, education in the native language as well as in ‘international’ communication languages (like English) might be more conducive for educational success of certain groups of migrants.

Migrants who aim to return to their home countries or continue to migrate to other countries, as well as European citizens who change their place of living multiple times during their career, might not be served well by being educated in one of the lesser used European languages only. ‘International Schools’ models exist, currently targeting an audience of mobile expert families as well as globally oriented elites – hence high tuition fees. The concept of transnational education has to be made available to broader audiences. Internationally accepted degrees and certifications have to be developed and implemented.

Recommendations for Teacher Training and Teacher Profile

Correspondent reports found out that teacher profiles fitting the needs of a migration society have been developed in some of the partner countries. Due to the slow turnover of teaching staff, fragmented teacher training, predominantly low volume and unsystematic training, more needs to be done to train teachers and expand their profile in ways supportive of the policies recommended by the EC.

Practical initiatives to build competence by informal learning and ‘action learning’ are therefore of a great importance. The EC should encourage and fund initiatives of conductive school development, such as competitions, long-term development and expanding the role of schools in communities. Given the current, already overstretched, resources of schools and teachers, only expansion of resources and incentives for initiatives, including international exchange and partnering, partnering with NGO and volunteers, building bridges between schools and employers and using actors from multiple backgrounds (such as social work and vocational training, including crafts, etc.), should be encouraged more. While all these initiatives exist to a degree, the outreach level to actual schools and the impact made obviously leave room for expansion. None of the reports considers participation in such school programs an important element of training and innovation.

Chapter Five

Final Words

It is evident that this project has one major purpose. It aims at finding a genuine *modus operandi* for supporting and engaging a group or a larger number of people who are either migrants or even belong to a certain community – the Roma community in the specific case.

Practical approaches include speaking about diverse experience of countries involved in this project, distinguished by various practices, differing from one country to another. There are some priority aspects such as volunteering and willingness of teacher staff to help young people get involved into education system, namely trained staff, prepared to respond to demands of migrants and Roma included in the education system.

Without particularly exposing the countries, we somewhat notice the more pronounced impact of volunteering and the importance of psychological counseling for the newly arrived. How are those people treated, what are their first expectations, is there an interest from the part of families to cooperate with institutions where family members or their children are involved? Are they interested in cooperating with educational institutions? What are their family needs and what are the needs for education of their children in a foreign country?

These dilemmas and experience make us understand that:

- Countries, facing the influx of migrants should have a national strategy, developed by government authorities within a relevant ministry. One of the most important issues here is involvement of migrants and Roma in the education system.
- Many issues depend on challenges that countries are currently faced with. If a significant shortage of volunteer work and the growing need for having such staff involved in the process appear simultaneously, it is recommended to stimulate relevant segments. That would provide help to the process as well as to government initiatives enabling integration of diverse societies in the education system.
- In contemporary circumstances, migration, changes and new so-

cial circumstances impose the necessity of building a space that should respond to a diverse social culture, not only for migrants but also for other communities. There is a growing need to adapt the conditions and design programs to a most appropriate form, which will then become the one and only model of responding to the most frequent demands related to functioning of the new education system in new circumstances.

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The monograph, *EU Challenge to Build a Cohesive and Diverse Society*, is connected with the project Inclusion of Roma and Migrants in Schools: Trainings, Open Discussions and Youth Volunteering Activities (RoMigSc). The RoMigSc project aims to contribute to the general objective of the call (EACEA/05/2016) in the framework of the key action ‘Support for Policy Reform’ of the Erasmus+ programme to foster the inclusion of disadvantaged learners, including persons with a migrant background, while preventing and combating discriminatory practices. It additionally aims to contribute to the specific objective of creating inclusive and democratic learning environments, encourage youth participation in social and civic life and develop inclusion in outreach practices to reach young people.

The structure of the monograph is divided in several chapters, presenting the current situation and challenges faced by the Roma and migrant population. Policies, affecting inclusion in schools (policies related to Roma and migrant population and education – an opportunity to build a cohesive and diverse society) are clearly presented as well. Despite the overall diverse situation of migrants and Roma in the partner countries (Germany, Italy, North Macedonia, Slovenia, Spain, Turkey), all of them report quite similar problematic phenomena, elaborated in the chapter ‘Experiences and Best Practices in Various EU Countries.’ The monograph ends with policy recommendations at the local, national and European level.

The migrant crisis started in 2015 – with rising numbers of people arriving in the European Union from across Mediterranean Sea or overland through Southeast Europe. Europe’s largest ethnic group – Roma is arguably the most discriminated. Despite efforts to promote Roma and migrant inclusion over the last decade – including the efforts from the European Union institutions, governments, development organizations, and civil society organizations – a large share of migrants and especially Roma remain poor, and have inadequate access to basic services, such as schools. The monograph addresses related problems and these activities are just a few of many to address the economic and social inequality faced by Roma and migrants around Europe. In the monograph, recommendations, experience

and best practice in various EU countries, and proposed improvements with preposition of a model that contributes to science and community, are presented very professionally. Only a multi-agency approach to tackling the problem from a holistic perspective, including social and housing policy, employment and general community development, can be useful.

Lena Damovska

The topic of the monograph includes findings from the RoMigSc project about the inclusion of Roma and migrant population in schools. The general condition of school-age migrants and Roma in the RoMigSc project partner countries is diverse in quantity and quality, while the relevance of volunteerism for mitigating the challenges of migration is highlighted by partners in all countries. Regarding migration in general, Slovenia, the former Yugoslav Republic of Macedonia, Italy, Spain, and Turkey each face quite specific and limited challenges. The situation of Roma children is also quite diverse among partner countries. In all countries, challenges of the status of resident – Roma communities are complemented by more recent challenges from a surge in ingoing and outgoing work migration of Roma families throughout Europe. In all the partner countries, a lack of proficiency in the dominant language can be noticed, the educational language being the most obvious risk factor for educational success of migrants and parts of the Roma population. Looking deeper into the phenomena described by the partners, it becomes apparent that in all partner countries the educational success of migrant, as well as Roma children, mostly depends on the overall social situation of the parents and the respective community. This correlation is reported by all partners on an anecdotal level, in part substantiated by quantitative and qualitative evidence from literature as well as on a focus group expert assessment level. For Germany, the empirical evidence reported is quite elaborate.

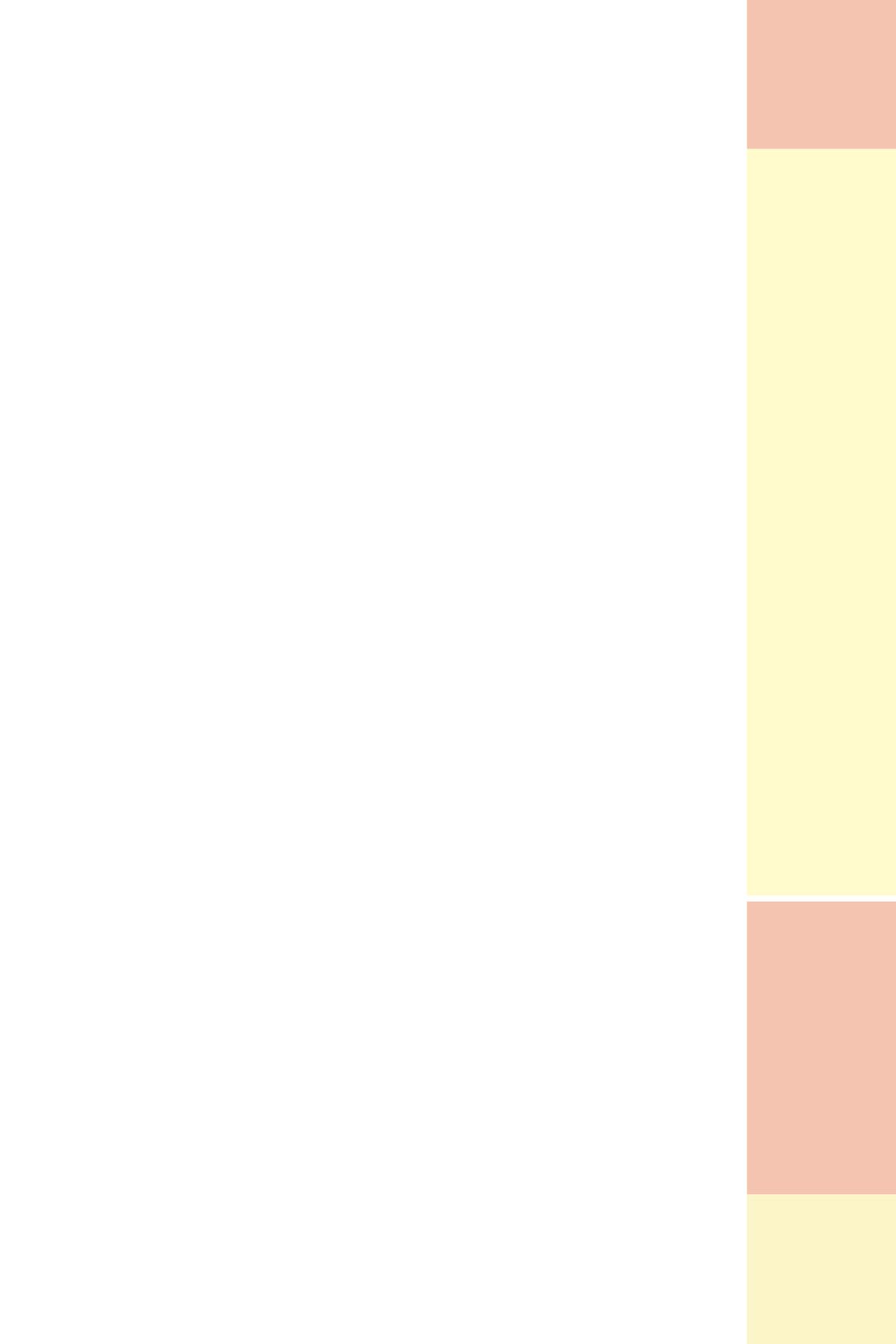
Data show only a minimal effect of the migration background per se. Effect from educational resources of parents, their income and overall social situation is apparently stronger. As migrants, refugees and certain groups, such as seasonal migrant workers, are overall in a lower social situation, their educational results are also weaker, but mostly similar to those of the native population in the same social sit-

uation. Therefore, the primary challenge for the educational system is to compensate, not so much for specific disadvantages from migration background, but rather for social disadvantages as a whole, including individual risk factors, such as poor education of parents, weak language competences, bad health conditions, high mobility, generally weak social capital, poor infrastructure, etc.

In the monograph, European Perspective – policies affecting inclusion in schools are clearly presented and experiences and best practices in various EU countries are well elaborated. In the conclusion of the monograph, policy recommendations are elaborated at three levels: the local, national and European level.

The topic of inclusion of Roma and migrant population in schools is relatively new and very important in times of big migrations; therefore the present monograph contributes to development of professional and scientific terminology. According to my knowledge of the field, is the first to try to present it more comprehensively. Possible differences in talking about Roma (as a population group) and migrants in general shall be considered as well. The importance of the inclusion of Roma and migrant population in schools in the EU is visible, as the European Commission has previously published several project calls on the theme of inclusion (Roma and migrant population). The present monograph, according to my knowledge, is a unique work.

Bettina Stoll



Socio-political and demographic changes in Europe have, among other things, imposed a new way of functioning of the social organization system, which is reflected in many ways. Not even the education system survived this tempo of change. Reorganizing the European system in social, economic and political terms has, on a broader scale, also had a significant impact on European policymaking.

All those major changes, namely demographic changes and migration have created favorable circumstances for preparation of a unified educational system, suitable for all cultures currently building the social fabric of Europe. The concept of a heterogeneously structured society significantly influenced designing of new strategies in the European education system.

In the European space, a developing trend of migrant and the Roma community integration into the education system has been addressed a lot recently, primarily to enable finding the most appropriate modules for individual countries in order for them to apply the most appropriate modes of this education policy. This trend of multinational functioning of an education system, embedded within a common European space, made it possible to distinguish different country approaches which more or less deal with the integration aspect of migrants and Roma.

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