



TERNO

“Teachers' Education for Roma New Opportunities in School”

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The project

TERNO-Teachers' Education for Roma New Opportunities in School is a project co-financed by the Lifelong Learning Programme of the European Commission (Key Activity 1: Roma Multilateral Projects)

It is implemented in **5 countries** (Greece, Romania, Italy, Spain, Hungary).



Project Partners

The consortium of the project consisted of 6 partners from 5 European countries that include:

- 2 Roma Associations,
- 1 NGO led by Roma,
- a Research Institute engaged in projects concerning the education of Roma and migrant children
- and an organization specialized in the development of research methodologies and management of LLP projects.



Project Partners

- Idea Rom Onlus - ITALY
- Federación Maranatha De Asociaciones Gitanas - SPAIN
- Roma Women Association in Romania - ROMANIA
- Hungarian Academy of Sciences - Institute of Sociology - HUNGARY
- Action Synergy S.A. - GREECE

AIMS (What?)

- Improve participation and retention in school of ROMA children by overcoming their lack of **motivation**
 - achieve this aim by providing **special educational support** to Roma children attending the final grades of the elementary school in completing their primary education and passing on to secondary education.

JUSTIFICATION (Why?)

Roma: an especially vulnerable group even among migrant/minority students

- Complexity of problems:
 - Low socioeconomic status
 - Social exclusion
 - Cultural marginalization
 - Institutional discrimination
 - Prejudice
- Symptoms: high dropout (50%), few continue at 2y level (18% v. 75%)
- ➔ Lack of motivation? opportunities? recognition? basic competences?
Inclusive learning environment?
- **Schools fail to support social inclusion & upward mobility:**
 - Deficiencies of the education system
 - Rigid, frontal pedagogical methods, inhospitable towards difference



OBJECTIVES (How?)

Specific Objectives:

- 1) **Train teachers** (or teaching assistants) to enable them to support Roma students better + inform their parents regarding the ways in which they can support them.
- 1) Set up **learning support centres** operating after school hours, run by trained teachers + **involve parents** in the education of their children



TARGET GROUPS

(Who?)

Final Beneficiaries

- Teachers of Roma children (4-6 in each country)
- Roma children (20 children in each country)
- Parents of Roma children (30 parents in each country)

Intermediary Organisations

- Roma Associations, NGOs etc. (3)

Stakeholders

- Educational Authorities (1)
- Local or Regional Authority (1)
- Training Institutions (3)
- Pedagogical Experts (3)



OUTPUTS (Results)

- Methodology for training of teachers
- Training of teachers
- Setting up and implementation of support centres
- Information Sessions with Roma parents
- Monitoring Mechanism
- Stakeholders' Network (national)



PROJECT PHASES

1. Initial Research and Development of Methodology

Objectives of the study:

- Map out problems and needs of Roma pupils, their parents and teachers in the specific countries and locations
- Collect evidence and analyze the main problems, obstacles and gaps in the education of Roma children + shed light on reasons of educational vulnerability (low performance, dropout, etc.)

Main research question:

- How do professionals approach Roma students and problems encountered in teaching them?

Context:

- Institutional settings, general policy framework, precarious situation of Roma children

Participants

- School principals/ representatives of local school authorities
- Teachers of Roma students
- Parents of Roma Students
- Roma pupils
- Educational Experts

PHASE 1

Research cont'd

Uses of the study:

- In the development of **training methodology** to be used in the supplementary education of teachers dealing with Roma pupils – both in the pilot program and across a wider cohort of schools
- In planning the framework and activities of **learning support centers** for Roma pupils
- To establish or reinforce **contacts** with the selected schools, staff, students, parents, educational experts to be involved in later phases of the project

Methods:

- Desk research (country, region)
- field research: interviews, focus group discussions (locality, school, community)

A **collaborative** enterprise, implemented in cooperation with schools and Roma NGOs

PHASE 1

Research cont'd

Conclusions:

- Attitudes of Roma concerning education are **misinterpreted**
- The belief that Roma have to be approached differently than others on account of **cultural difference** when it comes to education is quite risky
- A critical understanding of culture, involving self-awareness on the part of teachers regarding the hidden practices of **cultural marginalization** is appropriate
- There is a need for the teachers to analyze the **impacts of social deprivation, discrimination and marginalization**.
- There is a need to **reduce the impact of “cultural conflicts”** that can appear in the class

PHASE 1 - Results of the field research

Quotes from the interviews

"When there are some urgent problems, as hungry children facing in classes, unfortunately, it is difficult to focus on problems of methodology." (teacher, Greece)

"I believe that the main problem is the use of children by parents to obtain additional income." (teacher, Romania)

"The reasons for such a failure concern the school's difficulty in managing to be stimulating and purposeful." (teacher, Italy)

"Sometimes I woke up and felt I didn't want to go to school because it occurred to me that the children there talked roughly with me." (Roma student, Italy)

"I do not think the problem is the methodology, it's cultural." (teacher, Spain)

"There is a problem with the school trying to do things for integration, whereas the rest of the world is seemingly not trying that hard on the same track. It is like trying to explain the Resistance in a fascist environment." (teacher, Italy)

"Our school is not clean: I have seen mice in my school." (Roma student, Greece)

"I don't know what to say." "The school is good, I am grateful." (Roma parents, Romania)

"To me the most important item is the teacher's attitude. If the teacher has an even disguised rejecting attitude towards these children, the children will respond in the same way." (teacher, Italy)

"The educational system, as it is now, does not permit integration." (teacher, Greece)

PHASE 1 - Implications of the research

What teachers need everywhere:

- Professional support: specialized training, teaching aid, innovative learning materials
- Specialized staff: co-teachers, Roma mediators, school counselor, school psychologist
- Increase of remuneration, psychological revitalization

and what Roma students need:

- Inclusive learning environment
- More individualized attention
- Reinforcement of peer relations through cooperative learning and extra-curricular activities with non-Roma students

PHASE1

Training methodology

Manual containing exercises that

- promotes teachers' (self-)understanding and awareness regarding social differences and cultural diversity
- Provides practical help, ideas and tools to be used in teaching vulnerable/Roma children / mixed classes
- Contains tools for self-evaluation in creating an inclusive learning environment

N. MODULE	DESCRIPTION
MODULE 1	Self-awareness, identity and the social environment – stereotypes and prejudices
MODULE 2	Inclusive learning environment
MODULE 3	The teacher's roles and attitudes
MODULE 4	Contextualized learning – Drama education workshop
MODULE 5	Reform pedagogical methods in alternative learning centers



PROJECT PHASES

2. Organization of training workshops for teachers of Roma students

Need: mainstream education system and its teachers are not always well prepared to:

- deal with diversity
- support / encourage Roma (migrant) students to overcome possible learning difficulties and to better cope with the school environment
- give them incentives to stay in school in the long run

Impact: The teachers workshops successfully tackled this deficiency. The trained teachers are now **better prepared to work with Roma pupils and may also impact the attitudes of their colleagues.**

Across the partnership **70 teachers** have been trained.



Certification for Teachers
that participated in the training workshops



Teachers training workshop





PROJECT PHASES

3. Set-up and implementation of Centers of Supplementary Education for Roma Children

Model: “learneries” in Hungary



- Implemented in 5 countries (Greece, Cyprus, Italy, Spain and Romania)
 - Provided assistance to Roma pupils in their daily homework
 - Organized outdoor and cultural activities (visits to libraries and museums, health training sessions by qualified professionals and public servants)
 - Development of the ICT skills of the students
 - Organization of semi-formal and informative meetings with parents
- Informal learning, motivation, incentives to stay in education.**



PROJECT PHASES

4. Organisation of meetings with the parents of Roma children

Objectives:

- Build trust, convince parents of the benefits of the project
- Ensure enrollment and school attendance of children
- Provide for the smooth running and sustainability of support centers

Characteristics:

- With teachers, parents and representatives of the local Roma community
- Semi-formal, informative



IMPACT

- Teachers acquired **practical skills and knowledge** in order to support the Roma children in completing their elementary education.
- Roma children received **support** that took into consideration their specific vulnerabilities and cultural background.
- Parents were provided with **information** and support
- **Communication improved** between teachers, parents, Roma and non-Roma leaders and other local institutions and organizations (such Prefectures, School Districts, Municipalities, parents associations and the local communities in general).



TERNO ACHIEVEMENTS

-- TERNO has **enabled the recognition of the needs of Roma children** and **provided new structures (support centers) to help Roma** children improve their school achievement

- It produced a **new methodology for training teachers** in schools, prepared by the Hungarian Academy of Sciences - Institute of Sociology based in Budapest: teachers understand better the issues faced by Roma and how this creates barriers in education.
- The pilot included a **transition support structure**, so that the children are supported also in their first year of secondary school, as data shows this is where drop out occurs
- The project contributed to **capacity and skills building** in the Roma community: “experts” work with schools professionals

Across the partnership:

-70 teachers were trained

-12 new support centers were set up, providing individual support to over 80 children.

- School Attendance increased by 80%
- School Retention after pilot: 90%

In addition, in July 2013 the Projects TERNO has obtained the patronage of the Italian Ministry of Education.

STRENGTHS OF THE PROJECT

- **Innovative**: introduced new methodology and educational structures
- **Well-founded**: joined research and practice
- **Community involvement**: cooperative research involving Roma; stakeholders' network
- **Focus and flexibility**: support centers fit local needs
- **Monitoring**: performance of students in the program was measured using fixed criteria
- **Sustainability**: agreements with local school authorities, engagement of the Roma community, cost-free ways of dissemination, stakeholders' network, informal network of partners, research results

CHALLENGES AND RISKS

- **Quality assurance:** Support centers implement their own educational program – may divert from original conceptions and principles
- **Sustainability:** How to ensure the continuous operation of support centers + creation of more of them
- **Incentives** to teachers to train themselves
- **Limitations:** can't change the system



THANK YOU!

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