

PREDIS

PREVENTION OF EARLY SCHOOL
LEAVING THROUGH INCLUSIVE
STRATEGIES OF MIGRANTS AND ROMA

BLENDED LEARNING COURSE
HANDBOOK 4



IMPRINT

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ABOUT THIS HANDBOOK

This Handbook is a summary of the PREDIS Toolkit. The PREDIS Toolkit provides details on many topics discussed in the PREDIS handbook. The PREDIS Toolkit also handles some topics which are not handled in the PREDIS Handbook. Examples of important topics that are only handled in the PREDIS Handbook include: Gender and Roma specific measures for labour market integration; Internal differentiation of curricular i.e. different learning styles; Edward Halls approach to cultural dimensions of communication (low context and high context cultures). Therefore the PREDIS Handbook is designed to go hand in hand with the PREDIS Toolkit. Topics in the Handbook and Toolkit are discussed from theoretical and practical perspectives. A strong theoretical foundation is essential to understanding and tackling ESL and the corresponding complex and dynamic risk factors. The premise is that teachers, VET trainers, practitioners and other professionals are effectively furnished with the expertise and experience to independently design effective interventions, once they have adequate understanding of the issues. They need not only to be able to support learners in the classroom but also to be knowledgeable about the broader societal and political contexts of educational achievement and get actively involved in change. The PREDIS Handbook and the six modules are a joint product of the PREDIS consortium.

To find the PREDIS Toolkit click the PREDIS website below:
<https://www.predis.eu/>

CHAPTER 1:

DESCRIPTION OF THE HANDBOOK

This toolkit is a product of the Erasmus Project PREDIS - Prevention of Early Dropout of VET through Inclusive Strategies of Migrants and Roma. PREDIS works with a consortium of six partners from five European countries: Germany, Austria, Rumania, Italy and Slovenia. Quality education for all is humanistic, socially just, economically productive and a prerequisite for sustainable societies. Early School Leaving (ESL) can be drastically reduced if effectively tackled. VET trainers and teachers will play a pivotal role. The project's overall goal is to reduce ESL and increase completion and employment participation rates amongst disadvantaged migrants and Roma youngsters. Insights are applicable to other disadvantaged learners: In the EU, 6 million young people between 18 and 24 do not have a finished VET or another secondary school. Consequently, these youngsters face deprivation and unemployment, which in turn influences the social and economic development of a country. Especially migrants and Roma face these difficulties. Furthermore, these groups face discrimination at the transition from general school to VET. The ET 2020 strategy now aims at reducing the dropout rate to below 10% by 2020. The EU project PREDIS helps in reaching this goal. Against the above background the specific objectives are:

1. Vocational development of teachers and vocational educationists in the area of vocational education.
2. Reduction of inequality in outcomes for learning observed amongst socially disadvantaged learners.
3. Strengthening the future oriented ways of practising vocational and continuing education for vocational educationists and professionals in youth work.

The primary target groups of the project are professionals of vocational education such as teachers, trainers, employment counsellors, practitioners and other multipliers of vocational education. Secondary target groups are trainees with a migration background and Roma who are the beneficiaries of the knowledge and competences acquired by the primary target group.

1.1 THE SCOPE OF THE PROGRAM

The program is a blended learning course (BLC) consisting of a toolkit with six modules. The BLC consist of three parts, 3-5 days intensive in classroom training, nine months online training and 3 days follow-up evaluation and feedback at the end of the training. The three parts are interdependent and inform each

other. The modules are based, among other things, on an empirical needs analysis. Interviews with trainees, vocational training personnel and further experts were conducted to ask for reasons for the high dropout rates of migrants and Roma. The results of the analysis gave initial indications for the conceptualization of the modules. The PREDIS empirical needs analysis consisted of three sections: (1) Problem awareness and problem description (rates of dropout amongst migrants and Roma are higher than usual); (2) Explanations of the problem (underlying causes) (3) What needs to be done (measure, strategies, curriculum, and programmes). The course textual underwent multiple evaluation and feedback loops through the multidisciplinary expertise of the partners and the course participants. The evaluations contributed to the modification of contents of the modules. Participants' evaluations occurred within the different phases of the BLC in which they participated. Evaluations focussed on links to praxis with multiple relevance for improving the situation of disadvantaged learners. All project outcomes and activities were conceptualized in transnational teams and were evaluated and, where necessary, modified. All six project partners (Leibniz Universität Hannover, University of Vienna, Inspectoratul Scolar Judetean Buzau, Liceul Tehnologic Economic Elina Matei Basarab, Znanstvenopaziskovalni Center Slovenske Akademije Znanosti in Umetnosti and Universita Degli Studi Di Trent) have long-time experience in project work and are familiar with developing trainings for pedagogues, teachers, trainers and other multiplier. They draw from extensive expertise in the area of migration, integration, interculturality, dropout of VET and inclusion. Besides, the Romanian vocational schools which specifically work together with Roma trainees guaranteed valuable input by Roma professionals and experts.

1.2 CRITERIA FOR THE INCLUSION OF PARTICIPANTS

Not only countries with a dual system but also those with school vocational education systems are confronted with the challenges of a high dropout rate. Stakeholders participating in vocational education in different European countries need to better network in order to sustainably and concretely address the problematic of high vocational dropout of migrants and Roma. The pool of experienced participants from institutions of partner countries includes teachers, VET trainers, employment advisors, practitioners and representatives from migrant associations. The choice of participants allows for exchange of experiences, incorporation of the international dimension and swift transfer of knowledge. Many participants deal with a high proportion of the target groups. Although in Germany, Austria, Slovenia and Italy, Roma are numerically less prominent than other disadvantaged groups, in Rumanian Buzau they are more present than migrants. In all countries, migrants and Roma confront structural and individual discrimination and are disproportionately often affected by early exit from vocational training. As such, the transition into vocational education is more difficult in comparison to non-migrants and non-Roma. Successful participants are awarded with the EUROPASS certificate. Thus, PREDIS contributes to the professionalization of vocational training in Europe.

1.3 DESCRIPTION OF THE MODULES

The consortium considers the most current methods and didactics in the conception. The VET trainers and teachers and other target groups are enabled to build a fundamental consciousness about the structural framework of conditions and interactional, structural and institutional discrimination. With this foundation, professionals strengthen their diversity reflexive competences and adapt their teaching and training methods. At the centre are competences for internal differentiation and constructive approach to the heterogeneity of trainees and the disadvantaged migrants and Roma. In addition, inter-institutional collaboration competences are strengthened and framework conditions reflected. The six modules are based on these fundamental considerations and facts.

- **Module I - Theoretical Introduction**
Handles pedagogically applied knowledge and background information about the structural framework of conditions of Roma/Migrants. It promotes perspectival change, recognition of subtle forms of exclusion and approaches for the self-reflection of stereotypes. Participants learn to understand relativity/identify arbitrariness of the concept of culture, and culture as a dynamic and not a static category. Participants acquire differentiated perspectives on structural parameters as well as on presumably fixed categories such as culture or values.
- **Module II - Inclusion of Roma:**
Topics dealt with include cultures, history and current situation of Roma, the educational situation of Roma, gender specific factors in reference to education, antiziganism and its meaning and function throughout history. The participants learn to apply the acquired knowledge while directly dealing with trainees. They also learn to design their lessons in an internally differentiated way.
- **Module III - Intercultural and Conflict Management Competences:**
This module deals with the transfer of such competences in combination with each other. This module builds strongly on module I which sensitizes towards different perspectives. It shows how intercultural conflicts can be effectively resolved. Methodologically, experimental and participatory approaches are presented, such as interactions and role playing methods for settling conflicts. The acquired knowledge can be directly applied in working with the trainees.
- **Module IV - Empowerment of Trainees:**
Discusses empowerment, transfers key competences to the trainees and strengthens independence, self-trust, self-responsibility and motivation.

- **Module V - Methods for Labour Market Integration of Migrants & Roma:**
Offers concrete engagement with methods of labour market integration as well as the acquisition of pedagogical competences and empowerment of secondary target groups in order to support efforts to understand how these trainees can be better integrated into the labour market. The participating vocational trainers from companies are the target group.
- **Module VI - Transition into the Vocational Training:**
Deals with ways for improving the transition into vocational education of trainees. This module addresses the structural causes of underachievement and identifies corresponding measures and practical ways. It also sensitizes staff in training companies and administration about the challenges and potentials of youngsters and about how to utilize the cultural diversity existing amongst employees.

CHAPTER 2: MODULE I - THEORETICAL INTRODUCTION

2.1 UNIT I: THEORETICAL AND PRACTICAL IMPLICATIONS OF ANALYSIS OF RISK FACTORS

2.1.1 Perspective Change: Definition, Principles and Challenges

Definition of Perspective Change: As described in the PREDIS toolkit which will be available on the PREDIS website¹, educationists have widely applied a deficit approach to explain educational underachievement. The limitations prompt urgent need for perspective change. Frequently, perspective change is understood as a change in the way how we see things. However, according to educationists, perspective change is not just a change of attitude but also constitutes reframing competences and corresponding action orientation. This can be achieved by creating specific activities². Of principle importance, such activities must be well organized³. Organizing the activity necessitates an increase in professional practical knowledge (Fichten & Meyer 2005). For the reflection of reframing competences in one's own practice, the following three interlinked perspectives are essential: (1) The social, (2) the educational (3) and the political perspectives and political action.

- The Social Perspective: Integrating the social perspective implies that learning conditions of disadvantaged learners will be reframed from a deficit to a social and economic justice issue. This calls for participatory competences and approaches to change in order to advance more equal educational and social outcomes.
- The Educational Perspective: Educationists will reframe their perspective of learners from a fictitious image of an average learner towards orientation around the concrete lower operating levels of learners (Meyer 2006). Teachers and trainers will support learners on diverse levels including curricular (Subject specific support measures, individual mentoring, coaching, and strengthening key competences). Educationists will also intervene in schools and strengthen their own diversity reflexive competences (see Module V). Reframing requires understanding and empathy towards learners learning needs combined with constant reflection of own professional praxis.
- Political Perspectives and Political Action: To integrate political perspectives, educationists will reframe educational achievement from cognitive deficits to appraisal of the structural context which includes the broader political, social and economic forces that condition the achievement

¹ <https://www.predis.eu/>

² For further references see Fichten & Meyer (2005: 6) and a more detailed explanation in module IV.

³ See Reh quoted in Fichten & Meyer (2005), Module IV).

contexts of disadvantaged learners. Bourdieu has emphasized the importance of a focus on the duality of the person and the environment. Bourdieu argues that youngsters inherit and mirror their environments. As such, interventions must target not only the individual micro level but must also address the mezzo and macro levels. This necessitates fostering change in the policy, local, community and broader society (Bourdieu 1995).

- Political action: Changing social environments requires participation in decision making processes. To promote social and economic justice, educationists have to engage in political action. A shift in focus considers the school as an ecological and learning entity which cannot act alone but benefits from support of multiple stakeholders in order to advance holistic development of children and youngsters. Stakeholder engagement and multi-professional teams are crucial forces in ameliorating multiple risk factors (Module V). Stakeholders from different societal levels must work together in interconnected programs: Corresponding stakeholders typically come from: (1) immediate local communities (schools, VET institutions, NGOs, faith groups like Synagogues, Church, Mosque; youth groups, self-organized groups like migrants associations, Rotary clubs, etc.), (2) municipality levels for program development and (3) provincial and federal funding and policy making levels, families, business communities and the employment sector.

2.1.2 The Structural Approach

The structural blindness as mirrored in the broad tendency to explain structurally caused ESL risk factors in terms of personal deficits suggests the importance of integrating a structural approach. What then is a structural approach? This section handles definitions and components.

2.1.2.1 Definition and Summary of Central Ideas and Principles

The structural approach is a social justice based approach that aims to address structural inequalities by examining the structural context of social problems, individuals, groups and educational practice. The substantive focus is on changing the oppressive interaction of and between structures and individuals. Inequalities result from social injustices. Specific social economic, cultural and political inequalities arise due to unjust structures of society. Conditions of poverty, racialization, ethnic, gender, and ableism as discriminations are ingrained in society and are by their nature destructive to human development. Eliminating social injustices improves both the quality of life of the disadvantaged and the whole society's quality of life. The structural approach seeks to strengthen critical perspectives and the individual ability to identify and analyse structural mechanisms as well as to ameliorate their effects⁴. Overall, the structural approach explores:

⁴ For further reading and references see Bill Lee (1993:7) and Mullaly (2007).

- The role of social injustice and discrimination in shaping the economic and social institutions throughout history as well as the cumulative effects of differentiation, which includes exclusion, racism and other forms of identity-based inequities and disparities.
- Ways in which social change organizers can thread inclusion and social justice into all areas of their work, and how they can achieve more fundamental and systemic levels of change in society through their own engagement⁵.
- Links between micro, mezzo and macro social processes and structures⁶.

2.1.2.2 *Societal and Political Basis of Problems Instead of Individualization*

The structural approach rejects the individualization of structural causes of social problems and recognizes their societal and the political basis – the personal is political. Therefore, focus is on social structures (Moreau 1990) which includes analysis of power, societal dominance relations and one's own privileges⁷. Also inherent in the structural approach is a rejection of a focus on individuals as culprits: Focusing on individuals or behaviours alone can perpetuate the invisibility of social structures and structural changes necessary for achievement of social justice. Discrimination is built into institutions and practices⁸. The decisive factor for discrimination to be addressed is to reflect on the accumulation and incorporation of long-standing discriminatory practices into all social and economic structures. It is necessary to work on the system itself which is historically constructed and may blindly carry different layers of oppression from the specific historical epochs. Systemic barriers below the surface reinforce the behaviours above and must be addressed in order to create change (CAWI 2015; Grassroots Policy Project).

2.1.3 Intersectionality

Theories influence our practice. The current neglecting of the theoretical basis of practice and the broad tendency to express and analyse educational underachievement of disadvantaged groups through deficit approaches is a central challenge and has strengthened the invisibility of social structures. There is need for inclusive theoretical frameworks, conceptual tools and broader perspectives. The concept of intersectionality has been widely applied to examine the interface between individuals and structures: It is specifically designed to make unseen structural mechanisms of discrimination and inequality and their complex interactions visible and concrete for systematic analysis and action. It promotes a systematic analysis of discrimination, racism and other social hierarchies and provides a critical perspective which permits consideration of alternatives that foster structural interventions and holistic change.

⁵ From the Grassroots Policy Project: https://www.racialequitytools.org/resourcefiles/race_power_policy_workbook.pdf

⁶ Lee with further references (1993)

⁷ For further reading see Riegel (2013)

⁸ From the Grassroots Policy Project (see above)

2.1.3.1 Activity: Reflecting Privileges and Discrimination

Before participants can start with the theoretical and conceptual knowledge on intersectionality in the next subsection, this activity will raise their awareness about privileges by enabling participants to recognize exclusion through experiencing how racism and discrimination limit opportunities for a human being and hinder them to unfold themselves/participate. The activity sensitizes for different backgrounds of human beings. Teachers, trainers and practitioners can undertake the activity with learners and youth and community participants.

DISCUSSION - WHAT DO YOU KNOW ABOUT PRIVILEGES AND DISCRIMINATION

AIMS

- To experience how racism and discrimination constrain the developmental opportunities of an individual.
- To elaborate and work out the unequal distribution of rights and chances by gender, ancestry (background), ethnicity, skin colour, ability and disability, appearance, health or educational level and their effects in life.
- To strengthen competences for analysing different societal relations and for relating individual experiences to societal structures.
- To try out and place yourself in the roles of the weak and the strong in society. To strengthen empathy for societally discriminated against groups.

DESCRIPTION

The activity builds on participants' experiences and knowledge of discrimination. It is very important to actively involve participants by building on their existing knowledge.

METHODOLOGY

All participants stand at the back of a room. The trainer distributes a prepared card to each participant, describing either a privileged person or a disadvantaged person in society. In order to experience the different life worlds of the weak and strong in society, participants are invited to take up the roles of the character on their cards. Characters should mirror people from different layers of society: doctors, dentists, lawyers, teachers, accountants, Roma, factory worker, migrant, unemployed, sweepers, supermarket worker, poor retired person, etc. The trainer then keeps calling out certain privileges and asks participants whose role characters can afford these privileges to step in front.

FURTHER GUIDANCE

After the trainer has exhausted the long list of privileges, the trainer asks participants to guess which space in the room is occupied by the upper class, middle class, lower class before participants reveal their characters to the class. At this point, participants can visualize the unequal distribution of power and the trainer can take some time to comment on this (*upper class at the front since they took more steps forward, middle class in the middle of the room and lower class at the back of the room because they took the least steps forward*). Participants are invited to talk about how they felt in their roles of characters who constantly stepped in front/staying behind all the time, etc.

DURATION

Approximately 60 minutes; Evaluation: 15 Minutes. Participants reflect on activity.

SOURCE

Wie im richtigen Leben

1. <https://www.dissens.de/isgp/docs/isgp-wie-im-richtigen-leben.pdf>
2. <http://www.baustein.dgb-bwt.de/PDF/B3-ImRichtigenLeben.pdf>

2.1.3.2 *Definition and Summary of Central Ideas and Principles of Intersectionality*

Intersectionality examines the interrelationship between gender, ethnicity, race, age, and (dis)ability, etc., as interlocking systems of oppression and multiple forms of discrimination. These mechanisms are interconnected, act at the same time, and interact with each other. They also interact with other structural features such as unemployment, housing, poverty, etc. In other words, the simultaneous and complex interplay of interlocking systems of inequality creates complex effects or multilayered burdens that disproportionately disadvantage the marginalized individuals who are situated at the bottom of social and racialized hierarchies. Intersectional mechanisms and effects are too complex to be resolved by the affected alone. The societal advancement of disadvantaged groups is constrained by societal mechanisms, not by their supposed own deficits. The framework was introduced by Crenshaw (Crenshaw 1989 & 2000).

- Our identities are the bases of discrimination as mirrored in gender, ethnicity, racialization, disability, and age. Access to resources and exclusion are organized on the basis of identity just as discrimination and social hierarchies are constructed and experienced through identities. Interventions are effective when an intersectional lens is applied to address all dimensions of identity. Failure to recognize the complexity of multiple identities and multiple forms of oppression ignores the social, institutional and systemic impacts of racism and discrimination.
- Invisibility and Subtle Nature of Intersectionality: The interaction of categories is subtle and invisible. Discriminations are often considered separately and mutually exclusive from each other and from the structural features that operate in the background. Policies tend to focus on either gender or racialization but not both. The concept of intersectionality puts emphasis on examining the concrete lived experiences impacted by racism, gender, ethnicity, class or disability as interlocking systems of inequality (Crenshaw 1989 and Crenshaw 2000).
- Difference and Inequality are Socially Constructed. Therefore they can be deconstructed and transformed. Meanings attributed to identities and their structural locations are socially constructed by social, political and historical processes and daily social practices and are therefore also subject to change through the same processes, albeit by critically aware and active subjects (see critically Makonnen 2002)

2.1.3.3 *Incorporating Intersectional Sensitivity in Diversity Reflexive Educational Praxis*

Each learner is an individual shaped by a unique set of structural mechanisms and personal characteristics and experiences. The individuality amongst learners is frequently ignored. As a teacher, VET trainer or practitioner, it is important to pay attention to the structural differentiation across and within groups. In the first case, this implies paying attention to the structural differences between the

disadvantaged and the privileged learners. In the second case, this means paying attention to the structural differences amongst the disadvantaged learners themselves.

- **Equity and Equal Opportunities:** All learners have a right to equal educational outcomes. Equity in education implies that individual social contexts like gender, ethnicity, family background and social economic status, etc., should not present obstacles to school achievement and individual potential. Instead, all learners should at least acquire a basic minimum level of skills that will enable them to continue with education and employment. The achievement of equity has to be supported through quality education that starts right from early childhood, primary, secondary and VET (OECD 2012).

Already in 1969, Lorenzo Milani, the founder of the Scuola di Barbiana in Italy, stated that “There is nothing as unfair as to divide something into equal parts among the unequal” (2001).

2.1.3.4 *First and Second Activity with Teachers and Students*

Activity I and II are designed to promote equity consciousness amongst educationists and learners and to enable you to practice your knowledge acquired in this section.

ACTIVITY: EQUITY VS EQUALITY AND EQUALIZING STARTING POINTS SIMPLIFIED THROUGH VISUAL ILLUSTRATION OF CONCEPTS

INSTRUCTIONS

- **First Activity with the teachers and students:** Students in groups think about inequalities with the help of the pictures below
- **Second Activity with the teachers and Students:** Students in groups try to understand how to solve some problems identified in the first activity

PICTURES

The pictures below are adopted from the Canadian City for All Women Initiative CAWI to visualize the difference between equality and equity and what equalizing starting points means in praxis. Implicitly applying intersectionality, CAWI presents a definition of equity in terms of treating everyone fairly by acknowledging their unique situation and addressing systemic barriers. The aim of equity is to ensure that everyone has access to equal results and benefits



In the first image, three boys of different heights are standing on boxes of the same height which help them to look over a wooden fence to watch a ball game. Nevertheless, the shortest boy cannot see over the fence. In this approach it is assumed that everyone will benefit from the same support.

They are being treated equally



In the second image, the tallest boy has no box, the second tallest boy has one box and the shortest boy has two boxes to stand on, so that they all are able to see over the fence at the same height. They are given different supports to make it possible for them to have equal access to the game.

They are being treated equitably.



In the third image, the fence has been changed to a see-through fence. All three can see the game without any supports or accommodations because the cause of the inequity was addressed.

The systemic barrier has been removed.

2.1.3.5 *Third Activity with Teachers and Students*

ACTIVITY: MEWHATRACIST PICTURES AS VISUAL TEACHING AND LEARNING MATERIALS ON MULTIPLE DISCRIMINATIONS

INSTRUCTIONS

- Students in groups learn about discriminations and intersecting effects with the help of the Pictures in the “Mewhatracist” Handout which is accessible online
- Ask your learners to take 10-15 minutes to read and discuss Pages 3-4 on Mewhatracist from intersectional perspectives.

ONLINE-LINKS

- <https://www.predis.eu/fileadmin/predis/whatmeracist.pdf>
- <http://www.arvindguptatoys.com/arvindgupta/whatmeracist.pdf>

2.1.3.6 *Considering Intersectional Issues in Curriculum and Students*

Educationists and trainers are responsible for promoting equity in learning contexts and creating inclusive school cultures. According to Collins and Anderson, it is essential to make intersectionality a subject of reflection in everyday school and learning contexts. Concretely this means reflecting on the effects of our curriculum design, choice of methodologies, the implications of our social location and what the interaction amongst learners means for the construction of difference and equity. Diversity competences require intersectionality competences on three levels: (1) Didactic level of curricular design, (2) Observation of learners and (3) Self-reflection.

- Didactic Level: Educationists will investigate the question of whether the teaching materials are conceived in a way that reflects the diversity of identities from intersectional perspectives. Guiding questions for considering intersectional factors in curricular can be:
 - Does thinking about gender, race, and class pervade the entire syllabus or are these issues

- treated as special topics or social problems?
- When it comes to occupations, are typical gender role images contained?
 - Are all groups recognized as being affected by the interactive structures of racialization, class, and gender or only white women, people of colour and working class?
 - Is one group's experience held as the norm against which others are measured and evaluated?
 - Does one group dominate in defining the other groups, or do groups define themselves? Is diversity within a group represented and articulated in these self-definitions?
 - Does material in the syllabus reinforce prejudice and stereotypes or does it expose and refute them? (Collins & Andersen in Flick).
- Observation of learners/reflection on the school level: Educationists are challenged to utilize the opportunity of the school as an experiential environment to enable learners to question their own constructions and constructions of others as gender, ethnicity, (dis)ability and their perspectives of the other as different (and undervalued). Educationists also consider how to take up responsibility and social political engagement in grounding inclusion in institutional arrangements of the school.
 - Self-reflection level: Educationists and social trainers reflect on the extent to which they consider themselves as role models for their learners due to their social location. Designing an inclusive curriculum involves a paradigm shift in which basic assumptions are examined and changed. On the self-reflection level, it is necessary to consider the recommendations in the box below which has been inspired by Case (<http://www.drkimcase.com/category/blog/>):

GUIDING QUESTIONS FOR SELF-REFLECTION

- Take the time to think about your own social location and intersections of identity;
- Consider how your social location might affect your views of students and especially in which areas you might be less aware of their experiences;
- Seek out and apply pedagogical resources that promote educator reflective practices;
- For each course and each semester, ask yourself how the assigned readings might represent your social location more than others. Adjust accordingly to bring in perspectives outside your own location;
- Reflect on examples, videos, activities, assignments, etc. and in what ways they can be adjusted to incorporate social locations beyond your own;
- Speak openly and directly with students about how instructors' social location could impact how they interact and communicate, and how awareness of these influences can help us overcome preconceived notions (in both directions); and
- Expect to learn something new from students based on the rich knowledge they bring to class from their own social locations that can inform the community of learners more broadly.

2.2 POWER REFLEXIVE EDUCATION AS PERSPECTIVE OF CRITIQUE AND CHANGE

Riegel argues that it is not sufficient to reflect the axes of difference. It is also important to reflect the structural relations, practices and mechanisms of differentiation which **make differences relevant** and through which differences are normalized, stabilized and perpetuated (Riegel 2013). In addition to intersectionality, power reflexive practice is an imperative capacity. The following section is mainly based on Foucault's framework of power (Foucault 1998).

2.2.1 Understanding the Self as a Political Construct and Own Role in (trans)forming Social Hierarchies

According to Foucault, power exerts effects on an individual's actions. Therefore, subjects must understand the effects of power on their perceptions and actions. Power flows through discourses. Understanding the interplay of subjects and discourses is crucial. Discourses of power as part of scientific disciplines construct our identities and dominant world views. They normalize relations of domination and subordination which we as subjects unknowingly or mechanically reproduce. As individuals we can unknowingly support social hierarchies also contrary to our own knowledge, values and norms. Subjects (including educationists) are political categories who must first understand their own political construction and subjectification in discourses of power. Our understanding of the world around us, the ways we relate to society, our professions, relationship with learners, contexts of difference and inequality are all mediated by power. These entanglements must be critically examined. Changing relations of power compels us to identify and reject oppressive discourses and instead, actively exercise productive power by promoting discourses that affirm our own values, norms and hence also reinforce our identities. Power co-exists with resistance - there is always an opportunity to resist the effects of power by reframing and reaffirming. We can use counter strategies of power (reframing competences and actions) to create an alternative worldview based on social justice, equality and inclusion. Power is dual; it has not only oppressive effects but is also productive through its liberating effects which counteract dominance relations (see Foucault 1998: 63 & 100-101).

2.2.2 Power Asymmetries and Privileges

For Mecheril, the analysis and transformation of power has to include a reflection of power asymmetries. Becoming aware of one's own privileges involves awareness of how we as subjects profit socially, politically and economically from the exploitation of those constructed in the margins of power. Anti-discrimination theory and practice involves reconstructing systems of power. Power constructs societal asymmetries in which the privileged profit from the disadvantaged. The privileged are

constructed as normal while others are defined as divergent and hence by discrimination. It is essential to explore whose interests are served by relations of dominance. Difference constructs (such as gender, racialization, ethnicity, (dis)ability) manifest privileges and simultaneously express subordinations. They concretize how power is distributed in society as well as how different social groups experience advantages and social disadvantages. The identification and reflection of one's own and societal privileges are part and parcel of becoming aware of and change power asymmetries (see Mecheril 2008).

2.2.3 Some Implications of Power Self-Reflection for Tackling ESL

POWER REFLECTION IN DIVERSITY REFLEXIVE EDUCATION AND TACKLING ESL

- Societal institutions like educational systems play a central role in framing our understanding of inequality, discrimination and identity.
- When the relationships of disadvantage and privilege that condition the under achievement contexts of learners and their life opportunities are not critically examined by educationists and practitioners, this can perpetuate the invisibility of structures, support hierarchies and reinforce the exclusionary discourses which construct us.
- The reflected relationships of disadvantage can transform the unequal conditions of learning as well as the societal discourses and social practices of inequality.
- It is essential to use our positions of power to question, challenge and change dominant worldviews and power relations in society.
- Meanings are socially constructed. It is important to pay attention to the role of language in constructing meaning. Language can infuse exclusion or violence in meanings and practices (see critically, Foucault and Mecheril above).
- To anticipate an alternative future, all educationists, their learners and the citizens should acquire knowledge of power, how differences are constructed and maintained, perspectives of critique, reframing competences, equity consciousness and inclusion as alternatives for change (critically Lange 2008; Riegel 2013). Without understanding the effects of discourses of power on our actions and power asymmetries the existing systems of inequality and privilege will be perpetuated.

2.3 UNIT II: NORMATIVE FRAMEWORKS: LEGISLATIVE FOUNDATIONS WITH ACTIVITIES

The achievement of equality requires legal protection whereby the precept of equality and the prohibition of discrimination play an important role in international and constitutional law. Disadvantaged

groups need information on instruments that protect and advance their identities, rights, responsibilities and obligations. In addition, some migrant women and men's legal status depends on marriage and they can face deportation upon divorce even in cases of abusive relationships. They depend on their spouses for information. This structural dependency makes them vulnerable. Poor language abilities and the lack of knowledge of legal protection and institutional sources of information intensify their vulnerability (e.g. Crenshaw 1991). Educationists and trainers can support learners with a range of online resources provided in the section.

The European Convention on Human Rights and the EU Treaty of Amsterdam are two major legislations on equality and protection against discrimination, and they attempt to address interlinking discriminations. They stipulate sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation as protected categories against discrimination. Although we are focusing in this course on gender, ethnicity and class, also all the other mentioned categories can impinge simultaneous in an individual learners' context and are important to bear in mind.

2.3.1 Human Rights

Human rights constitute the legal foundations of inclusive education. The Universal Declaration of Human Rights inspires our work and values of inclusionary education. It postulates that education shall be directed to the full development of the human personality (see Article 26, Universal Declaration of Human Rights). The equal and inalienable dignity and human worth of the individual is enshrined in the very concept of human rights and its recognition is the foundation of freedom, justice and peace in the world. Human Rights are for all and the right to human rights for all irrespective of identity and social status is enshrined (see UN Universal Declaration of Human Rights Article 2).

ACTIVITY WITH STUDENTS: HUMAN RIGHTS

INSTRUCTIONS

Students in groups (of 3 members) work on a human rights document each group focuses on one document and they exchanging their results. Source: The Charter of Fundamental Rights of the EU (http://www.europarl.europa.eu/charter/pdf/text_en.pdf)

2.3.2 The EU Treaty of Amsterdam

The EU Treaty of Amsterdam ensures gender equality in employment and payment and states that the promotion of equality between men and women is a fundamental principle of the European Union. It seeks to eliminate any form of inequality and discrimination on grounds of gender and thereby promotes equal opportunities and equal treatment for men and women.

ACTIVITY WITH TEACHERS AND TRAINERS: EU TREATY OF AMSTERDAM

INSTRUCTIONS

Teachers alone or in groups work on basic principles of the EU Treaty of Amsterdam. Each group focuses on one aspect and how to teach and apply it with regard to the situation of migrant and Roma students.

SOURCE

http://ec.europa.eu/justice/gender-equality/files/brochure_equality_en.pdf

http://eurlex.europa.eu/summary/chapter/institutional_affairs/01010201.html?root=01010201

2.4 UNIT III: HUMAN DIGNITY IN STRUCTURAL INEQUALITY

All learners have a right to be treated with dignity and respect. This is a guiding principle of teaching as well as an ethical and legal obligation. The central question Freire poses in his educational work is the question of human dignity. What is the dignity of each individual? How does human dignity assert itself? What is it threatened by? According to John Locke, the dignity of each individual is constituted by his actions. Restricting the possibilities of an individual's action limits a human being in his dignity. Dignity, according to Locke, is the change in the world that the subject wants and is responsible for. This presupposes the acting and able to act subject - who experiences themselves as historically unique and irreplaceable. Locke sees the dignity of man above all threatened by man himself. Education should ward off this threat (See Freire & Locke in Mergner 1998). According to Biesteck, dominant culture has

internalized the idea that respect means to look up to and accord respect to selected individuals in virtue of superior position, often linked with social status, class position and or authority. For Biestek, protection of the individual's human dignity requires overcoming this predominant culture by implementing the concept of unconditional positive regard in order to minimize social stigma and increase social acceptance of individuals constructed differently by structural mechanisms and their disabling effects: 'Every human being has intrinsic value (..) that is not affected by personal success or failure in things physical, economic, social or anything else' (Biesteck in Hancock 1997).

2.5 UNIT IV: ASSUMPTIONS, BIASES AND STEREOTYPES

We all have assumptions, biases and prejudices. However we are frequently unaware of them and may not realize that we are showing prejudice or discrimination. Our attitudes and behaviours are shaped by our cultural background. In order to work effectively with diverse groups, we must first understand how our own cultural background influences us. We also need to understand about how culture influences different people. This requires us to communicate, listen carefully and learn about other persons' thoughts, beliefs and values. Respecting and showing interest in traditions, foods, dress or customs will make individuals feel valued and respected (Sorrentino 2003: 112).

Assumptions, biases, prejudices and stereotype intensify effects of discrimination that migrants and disadvantaged Roma already experience due to the interaction of gender, class, ethnicity and ableism. Albeit, they are frequently grounded in prematurely formed opinions, incomplete information, view of a phenomena and incomplete experience and simplistic thinking. Stereotypes can lead to discrimination. Discrimination is something that you do as opposed to something that you think (Makonnen 2002). In learning contexts, this may lead to misvaluations of learners and specific situations.

2.5.1 Functions of Stereotypes

Negative stereotypes fulfil two interlinked functions. They devalue the group that is being stereotyped while at the same time strengthen the dominant group by using it as the starting point to devalue the other. Positive stereotypes are usually applied to the self and own group while negative stereotypes are applied to the other. Stereotypes also have the function of projection. In this case we see in others what we are but do not want to be. Stereotypes can create or reinforce discrimination by constituting perceptions that socially distinguish people by ethnicity, class, disability. Individuals and groups are often discriminated against due to the perception of what they represent, but not necessarily due to what they are as individuals (Makonnen 2002).

2.5.2 Stereotype Threat

This is described as being at risk of reconfirming, as self-characteristic, a negative stereotype about one's social group (Steele & Arson 1995). The fact that one can be judged or treated in terms of stereo-

types potentially causes pressure or spotlight anxiety. Members of prejudiced-against groups may internalize stereotypes. A resulting sense of inadequacy could become part of their personality.

2.5.3 Self-fulfilling Prophecy

Low expectations of performances can negatively impact learners' outcomes and end up confirming stereotypes. Learners may see themselves through the lens of existing societal stereotypes, and hence reproduce them. One's own thinking or actions can contribute to the confirmation of one's own presumptions. For example, an educationist who believes in the potential of a student can support him or her unconsciously by paying more attention, giving more feedback or allow longer waiting times for responses. By doing so, the educationist can unconsciously create an environment that enables his or her expectations to be fulfilled. Hence positive and negative outcomes also depend on how we interact with people (Compare, Schermerhorn 2011). Assumptions, biases and stereotypes unfold in complex ways which reinforce each other and social disadvantages. Negative evaluations of a social group will lead to the maintenance of social distances (behavioural pattern), social distances in turn will facilitate the maintaining of the negative stereotypes and prejudices. A vicious circle of discrimination can follow. Disadvantages accumulate over time and create complex and disadvantaging conditions such as unemployment, poverty or ghettoization. They then can correspond with the negative stereotypes and thereby reinforce them. This raises the propensity for more social stigma and discrimination against the affected group (Makonnen 2002).

2.5.4 Identifying Positive Stereotypes and Negative Stereotypes

REFLEXIVE EXERCISE ON NEGATIVE AND POSITIVE STEREOTYPES IN LEARNING CONTEXTS

Consider the impacts of positive and negative stereotypes on your learners:

- Positive Stereotypes: Spotlight anxiety can be experienced through positive stereotypes such as all 'Chinese are great at mathematics'. Chinese learners with poor mathematical competences may experience stereotype threat as a pressure to live-up to expectations based on stereotypes.
- Negative Stereotypes: Consider the impacts of labels such as 'achiever' which are commonly used by students to describe those fellow learners who strongly aspire to study, get good notes, or involve themselves in school civic activities. How can you help learners overcome this?
- What effects do deficit approaches have on learners' self-evaluation and motivation? What effects do stereotypes about Roma, Arab, Blacks, refugees or migrant have on learners?

2.5.5 Concrete Strategies to Counteract Stereotypes

Each of us has the responsibility to do what we can as individuals. Learners and educationists can change school and community culture. It is important to not remain neutral but actively challenge prejudices whenever they are encountered.

ACTIVITY: IDENTIFYING AND FIGHTING STEREOTYPES

INSTRUCTIONS

Educationists, practitioners and students in groups work on concrete strategies for identifying and fighting stereotypes in themselves, others and society with the help of the two boxes below. They provide practical strategies based on guidelines developed by Rubin Friedman.

SELF-REFLECTION: IDENTIFYING AND DEALING WITH OWN PREJUDICES

This self-reflection action for you and your learners helps to understand that prejudice is:

- (1) When you think of a person in an automatic way based on what he or she looks like, his or her religion, ethnicity, gender, sexual orientation, social background, etc.
- (2) When you think stereotypes are true.
- (3) When you make or agree with prejudiced statements.
- (4) When you refuse to deal or work with someone because of their background, ethnicity, religion, gender, and other categories.

To counteract prejudices, involve yourself and encourage your learners and trainees to get to know the people whom they are prejudiced against, learn to question own assumptions and refrain from prejudiced statements and behaviour.

IDENTIFYING AND CHALLENGING ENCOUNTERED PREJUDICES OF OTHERS

When you think you hear something prejudiced:

- (1) Check what you heard: 'Excuse me but did I hear you right? Did you say that ...?'
- (2) Give moral/ethical rationale: 'I find your comments offensive because...'
- (3) Offer information if there is openness: 'You might want to find out more ... you should read ... did you know that ...?'
- (4) Give legal/practical rationale: ' it is against the law or the policy of our school, organization'

When you think you hear something prejudiced in a group:

- (1) There is an immediate need to raise questions, clarify and state objections, otherwise biased/prejudiced comments become acceptable.
- (2) Show your own objection and allow others to see the problem.
- (3) Be a model for others in acting and accepting individual responsibility.

2.6 UNIT V: CULTURE

2.6.1 Theoretical Background: Culture as a Social Practice

According to Mecheril, the analytical deconstruction of the dominant culture precedes the transformation of difference and inequality. In his analysis, educational inequalities mirror the underlying dominant culture and how it deals with identity and diversity in ways that mould the specific structural dimension. The effective tackling of disadvantages requires deconstruction of underlying assumptions of representatives of the dominant culture. Culture here is understood as a social construct and a central difference dimension which determines educational opportunities (Mecheril 2004: 16). Reflecting the cultural underpinning of group belonging is a condition for deconstruction and changing inequalities of gender, racialization, ethnicity, disability, class, etc. (Mecheril 2007:4). Culture is an ensemble of historically emerged interpretation patterns which influence specific actions of human beings and produces social effects. Culture therefore is a social practice. Reflecting on the dominant culture moves the lens away from the external other towards self-reflection in order to acquire a better understanding of one's own interpretation and action patterns. Therefore the key question is not whether there are cultural differences but rather, under what circumstances do we refer to the concept of culture and with which effects? (Mecheril 2008, 26)

REFLEXIVE ACTIVITY ON CULTURE LOCATION AND CURRICULAR DESIGN

Our cultural background, identity and location have framed our perceptions and actions. This can influence our course design and teaching styles as well as impact learners' and trainees' experience of our course. Our single sided socialization which is frequently based in a privileged location and monoculture situativity may prevent us from seeing the bigger picture including the multiple experiences, locations and worldviews of our learners. We may infuse unquestioned biases, assumptions, stereotypes into the design of curriculum and choice of materials and methods. Our assumptions of educational achievement may be framed by our privileged location which may blend out multiple inequalities disadvantaged learners struggle with and which frame their achievement. We may also unintentionally omit important messages and approaches. Some of our learners' worldviews and perspectives that may not correspond with our worldview may be unconsciously blended out. This could make learning decontextualized for disadvantaged learners and contextual for learners who share our worldview and experiences that emerge from our common locations (See also Case in this module's section on intersectionality).

Peter Jackson draws on Clark to synthesize the concepts of culture defined by Stuart Hall and his colleagues. In this concept of culture, the interactions between the political and economic play a central role. Culture is the domain in which economic and political contradictions are contested and resolved as well as where meanings are negotiated and relations of dominance and subordination defined. He emphasizes the plurality of cultures and the multiplicity of landscapes with which these cultures are associated. This definition recognizes the value of culture as an implicit challenge to dominant values. Culture is not a unitary, artistic and intellectual product of elite. Culture involves relations of power reflected in patterns of dominance and subordination and concretized through patterns of social organization. Culture is the way the social relations of a group are structured and shaped but it is also the way those shapes are experienced, understood, and interpreted. Jackson's synthesis of definitions of above named scholars leads to the interpretation of culture as non-unitary, as dynamic and as maps of meaning through which the world is made intelligible. In other words, cultures are codes through which meaning is constructed, conveyed and understood (Jackson 2003).

2.6.2 Avoid a Static View of Culture. Culture is not Static. It is always changing

Frequently a wrong and island view of culture is applied. In this view, culture is commonly interpreted as national culture and as a static and homogenous category. But in reality culture is not fixed but constitutes a process of constant change and modification through constant interaction with different cultures in the shifting geographical locations.

REFLEXIVE ACTIVITY ON THE CHANGING NATURE OF CULTURE

Practitioners, teachers, trainers and learners reflect upon the changing nature of culture by thinking about the emergence of tea and coffee drinking practices in Europe and their surrounding cultures, through colonial encounters. Tea comes from India, South East Asia and Africa, porcelain cups from China. Cappuccino is a special mixture of the encounter of African cultures with European cultures. Cultures are the result of encounters and influence each other.

2.6.3 Avoiding Cultural Determinism and Cultural Homogenization

- Cultural determinism: Individuals are influenced but not determined by their culture. Do not approach individuals as products of their culture. Cultural determinism is closely linked with the concept of culturalization.
- Cultural Homogenization: Instead of assuming homogenization, recognize the individuality of all persons. Each individual is uniquely shaped by culture(s) because of their differential embeddedness in societal structures. Culture is constructed also by a diverse range of factors like family context, gender, religion, ethnicity, socio-economic status, sexual orientation, language, occupation, life experience, type of education, etc. In what way these factors interact and influence the constructions of culture of an individual varies from person to person. Due to the multi-dimensional nature of individual identity, an individual's culture is diverse. This means that culture can be seen as a system with subsystems whereby every individual belongs to more subsystems within a culture. In sum, the cultural patterns of an individual are always individually diverse and heterogeneous. Learners often lack in-depth cultural knowledge and may not self-identify with a specific cultural background. Learners may also identify with multiple cultures. This implies choice. Allow learners to represent themselves according to their cultural self-identification.

2.6.4 Cultural Dominance, Cultural Blindness and Other Cultural Concepts

- It is important to avoid cultural dominance and cultural imperialism which erode minority cultures and undermine synergic productions of intercultural interactions. In the case of the Roma learners for example, this has raised questions of the importance of cultural preservation and minority protection. Colonialism substantially eroded cultural frameworks of colonized peoples.

- **Avoiding Cultural Devaluation and Ethnocentrism:** This occurs when cultures are rendered deficit, invalid or inferior. This often happens through ethnocentrism. It is necessary to avoid ethnocentrism, which draws on one's own primary socialization context in order to interpret intercultural situations and to impose one's own interpretation on diverse contexts. Instead, empower youngsters to develop and value their cultural knowledge. In addition, provide knowledge on historical evolution of cultures.
- **Avoiding the Destruction of other Cultures:** Occurs when a specific culture is perceived unacceptable by dominant cultures and destroyed for example in holocaust, genocide and hate crimes.
- **Cultural Blindness:** This occurs when a specific culture is invisible within the dominant culture and when the dominant society is blind to a culture. Examples include the lack of voice in political participation, invisibility in school culture and school textbooks, science, literature, etc. This marginalization is sometimes characteristic of the minorities within society. Cultural blindness is frequently unintentional. But it could also be intentional.

2.6.5 Towards a Working Concept of Intercultural Competences

Combining the different sections of this unit leads us to a working concept of intercultural competences which argues that these competences should include structural competences like the ability to recognize structures of inequality in both the educational contexts and societal dimensions of migrants and minority groups like Roma; to evaluate our own location and societal structures of privilege and the capacity of discourses of power at play; to develop our ability to challenge them and to develop competences for considering alternatives; and the ability to understand and respond to individual life conditions of our students which are grounded in unequal social preconditions. This includes a perspective of critique which helps to overcome the deficit approach and avoid reducing structural factors to the individual level.

CHAPTER 3: MODULE II - INCLUSION OF ROMA

Upon completion of the module, participants will have gained competences in following areas:

- Antiziganism and its meaning and function through history
- Gender specific factors in relation to education
- Cultures, history and actual situation of Roma
- Educational situation of Roma

This module is based on information from multiple comprehensive reports on the Roma context. The sources are contained at the end of the module.

3.1 UNIT I: ANTIZIGANISM AND ITS MEANING AND FUNCTION THROUGHOUT HISTORY

Antiziganism (also known as anti-Romanyism, anti-Romani sentiment or anti-Gypsyism) is hostility, prejudice, discrimination or racism directed at the Romani people as an ethnic group, or people perceived as being of Romani heritage.

Historical Context

- Middle Age: In the early 13th century Byzantine records, the Atsinganoi are mentioned as 'wizards....who are inspired satanically and pretend to predict the unknown' By the 16th century, many Romani in Eastern and Central Europe worked as musicians, metal craftsmen, and soldiers. As the Ottoman Empire expanded, they relegated Romani, seen as having 'no visible permanent professional affiliation', to the lowest rung of the social ladder. In Royal Hungary in the 16th century at the time of the Turkish occupation, the Crown developed strong anti-Romani policies, as this people were considered suspect as Turkish spies or as a fifth column. In this atmosphere, they were expelled from many locations and they increasingly adopted a nomadic way of life.
- 18th century: In 1710, Joseph I, Holy Roman Emperor, issued an edict against the Romani, ordering 'that all adult males were to be hanged without trial, whereas women and young males were to be flogged and banished forever'. In addition, in the Kingdom of Bohemia, Romani men were to have their right ears cut off; in the March of Moravia, the left ear was to be cut off. In other parts of Austria, they would be branded on the back with a branding iron, representing the gallows. These mutilations enabled authorities to identify the individuals as Romani on their second arrest. The edict encour-

aged local officials to hunt down Romani in their areas by levying a fine of 100 Reichsthaler for those failing to do so. Anyone who helped Romani was to be punished by doing a half-year's forced labour. The result was mass killing of Romani.

- 19th century: In the United States during Congressional debate in 1866 over the Fourteenth Amendment to the United States Constitution which would subsequently grant citizenship to all persons born within U.S. territory, the objection was raised that the amendment would grant citizenship to Gypsies and other undesirable groups.

- 20th century: Persecution of Romani people reached a peak during World War II in the Porajmos (literally, the devouring), a descriptive neologism for the Nazi genocide of Romanis during the Holocaust. Because the Romani communities of Eastern Europe were less organized than the Jewish communities, it is more difficult to assess the actual number of victims.

A report issued by Amnesty International in 2014 claims that currently systematic discrimination is taking place against up to 10 to 12 million Roma across Europe and that Roma tend not to be protected against racist violence. With regard to education, UNICEF has reported widespread discrimination against Roma children in school systems in Central and Eastern Europe (UNICEF 2011).

Antiziganism has continued well into the 2000s, particularly in Slovakia, Hungary, Slovenia and Kosovo. According to the latest Human Rights First Hate Crime Survey, Romanis routinely suffer assaults in city streets and other public places as they travel to and from homes and markets. In a number of cases of violence against them, attackers have also sought out whole families in their homes or whole communities in settlements predominantly sheltering Romanis.

The practice of placing Romani students in segregated schools or classes remains widespread in countries across Europe. Many Romani children have been channelled into all-Romani schools that offer inferior quality education and are sometimes in poor physical condition or into segregated all-Romani or predominantly Romani classes within mixed schools. Many Romani children are sent to classes for pupils with learning disabilities. They are also sent to so-called 'delinquent schools', with a variety of human rights abuses.

And yet there is hope. For the first time in centuries there is a respected and powerful authority to not only grant European Roma full civil and human rights but also to protect these rights. The European Union is guaranteeing institutional and Europe-wide protection to a minority whose history is heavily characterized by discrimination and mistreatment. The steps and the actual impact may be small but this institutional protection is remarkable for two reasons. When governments try to find a solution for the newly arriving Roma they have to do so considering that many of the Roma are citizens of the European Union with the corresponding legal rights. This process in turn may lead to a change in opinions and the relationship between Roma and state authorities. The historically rooted mistrust against state institutions may finally start to decrease when Roma actually experience help and proper treatment from government authorities. With this help they can find housing as well as jobs and be able to send their children to school. Such a successful integration will hopefully also lead to decreased prejudice and resentment against them.

ACTIVITY: ROMA PERSECUTION IN HISTORY AND CONSEQUENCES

AIMS & DESCRIPTION

To strengthen the inclusion of marginalized groups and diversity through reflecting historical injustice.

METHODOLOGY

The participants in groups think about the Roma people persecutions in history and provide answers to the questions below.

1. Is there Antiziganism nowadays and if so what forms does it take?
2. How could Antiziganism be eradicated in today's society?
3. What could be done for monitoring Antiziganism?

Each group's answers are presented and discussed with the whole class.

DURATION

Approx. 30 minutes - depends on group size.

3.2 UNIT II: GENDER SPECIFIC FACTORS IN RELATION TO WOMEN, EMPLOYMENT AND EDUCATION

Like other ethnic minority women, Roma women face greater difficulties in accessing the labour market than women belonging to the ethnic majority population, thus showing higher unemployment rates in the formal labour market. This can be due to lower levels of formal education, their intermittent work habits, their traditional domestic role in the family and their frequent pregnancies, but also due to the lack of qualification and prejudices of the employers. Roma women are most often employed in auxiliary, unskilled, physically demanding work, and in seasonal and occasional labour in services (like cleaning) in the black or grey economy, i.e. work which provides very low wages and prevents them from having access to social security benefits. Begging is also activity predominantly carried out by

women and children in large urban areas, while subsistence farming is predominantly an activity for women in rural areas.

Another important source of discrimination lies within the Roma communities and is directly associated with the role of women in Roma culture and family structure. Also the traditional Roma family is patriarchal: the woman occupies a subordinate position and there is a clear division of work with specific tasks for women and for men: traditionally, the woman's role is to take care of home and family, and she has the responsibility for the transmission of traditional Roma culture and ethnicity between generations. These traditional duties often prevent Roma women from entering the formal labour market and they make it hard for them to combine work and family life.

The analysis shows the importance of adopting both a gender mainstreaming approach in all policies targeting social inclusion and of developing specific policies addressing the differentiated needs of disadvantaged ethnic minority women facing multiple-discrimination. Addressing the conditions of Roma and ethnic minority women is particularly challenging because it implies considering the multiple interaction of social, cultural and economic factors that influence their daily lives – barriers of gender and traditions, discrimination, racism, poverty and poor access to education and employment. Not only is the scope of policies important, but also their implementation which interacts with the social conditions of most ethnic minorities, their own traditionally prevailing lifestyles and the prevailing attitudes in majority societies.

Local authorities and NGOs need to working together with women and ethnic minority associations, as the later have closer links with disadvantaged communities at the local level. The systematic monitoring of gender disparities within disadvantaged groups, cross-border cooperation and exchange of experience and practices may also help to understand the specific needs of different communities and to design the corresponding effective policies.

Due to women's household duties, greater isolation and lower language proficiency, access to adult education and training is more difficult for ethnic minority women than men. Due to their poor socio-economic conditions, disadvantaged ethnic minority women face higher health risks which lead to lower life expectancy. Early and multiple pregnancies, abortions and psychosomatic diseases are frequent. Access to healthcare services is difficult due to linguistic and often cultural and religious barriers, as well as lack of information, low income levels and non-eligibility. Furthermore, religion and cultural traditions constitute relevant factors affecting the conditions of women within the ethnic minorities themselves. But also ethnic minority women with religious and cultural values similar to those of the majority population experience problems with regard to the access to the labour market or a secure income.

Ethnic minority women can also experience discrimination as women within their communities due to the accentuation of their traditional role as care-givers. In certain countries, Roma girls display poorer educational performance than Roma boys. They might leave school earlier than the boys, due to their family responsibilities and norms which consider girls and women as the custodians of traditional values. The low educational level of Roma women especially affects future generations, as the children of mothers with higher levels of education are more likely to attend school than children of mothers with low educational levels.

Roma women tend to experience greater health risks than non-Roma women because of early and multiple pregnancies and abortions, a heavy workload at home, poor housing, malnutrition, etc. There is very scant use of family planning services among the Roma, partly explained by cultural beliefs that discourage the use of contraception and the historical experience of forced sterilization. Many pregnant Roma women (including underage Roma mothers) are not registered with a family physician and fail to go through pre-natal check-ups because of lack of information and cultural barriers such as lack of trust in professional care and the difficulties of discussing their health problems with strangers, especially men.

3.3 UNIT III: CULTURES, HISTORY AND ACTUAL SITUATION OF ROMA

3.3.1 Background

The social integration of the Roma minority represents, for almost two decades now, a high priority for the European Union. Developing targeted strategies towards the social insertion of Roma citizens is, at the same time, the moral and the financially smart thing to do. According to some official estimates, the size of the Roma population in Europe is about 10-12 million individuals. Most of them, though EU citizens, are still confronted in everyday life with social exclusion and discrimination on all levels: education, employment, healthcare and living conditions. Under the pressure of the EU to fulfil the Copenhagen criteria established in 1993, the governments from Central and South Eastern Europe have initiated programs and measures for improving the general situation of Roma residents. For some of these governments, these were the first attempts to develop solutions for the challenges that the Roma communities have faced for hundreds of years.

However, because the elaboration of a strategy does not necessarily guarantee its implementation, the Roma population that lives in these countries (and represents more than 70% of the entire European Roma population) is still the most socially and economically disadvantaged minority. Due to this lack of consistent progress in achieving a decent level of living conditions in their own countries, a large number of Roma have migrated to other areas of the EU, especially to Western countries. Indeed PREDIS BLC participants underline the need for emphasizing the fact that the extreme deterioration of the situation of the Roma in Romania as well as in other countries of Eastern Europe due to racism and legal exclusion are provoking the current migration. But also Western European countries react with Antizyganism including hostile rhetoric and legal restrictions. This had led, at the EU level, to a reconfirmation of the need for strengthening the policy and legislative framework focused on enhancing social inclusion of vulnerable groups and increasing protection against racism and racial discrimination for all EU citizens.

3.3.2 Origin, Identity, and Language of Roma Minority in Romania

Roma represent a population of Indian origin that lives nowadays in most countries on the continent of Europe but also in America or Australia. Estimates from experts about the number of Roma differ significantly. According to most of the statistics and census data, Romania is currently the country with the highest number of Roma population in Europe. The arrival of Roma on the European continent took place in several waves between the 9th and 15th centuries. They are supposed to originate from Northwest India. Their estimated route of migration has been reconstituted on the basis of linguistic influences in the Romani language and comprises traces from several Asian and Balkan languages. Some assume that the word "Roma" originates from the period of the Byzantine Empire. The term is supposed to derive from the generic name used for this population by the Emperor: "romaios". All groups of Roma apply the word "rom" when referring to members of the community in their specific languages. The word "Roma" has become a way of auto-identification of this minority within and outside Europe.

3.3.3 Roma in Middle Ages

Since the time of their arrival in Wallachia and Moldova until the middle of the 19th century, Roma have had a social status on the edge of society. Also in other countries the Roma had a marginalised social position, but in these two principalities they were defined collectively and exclusively by a caste-type category and were subjugated to slavery. In 1783, slavery was abolished in the Bukovina, a province of the Habsburg Dominion, by an order of Emperor Joseph II. In Wallachia and Moldavia, slavery of the Roma lasted until 1885. In the Bucovina, Roma nomadic groups persisted and practiced traditional crafts until the second half of the 19th century. The majority of Roma in Transylvania and Banat became sedentary during the 19th century. This contributed largely to the policies of assimilation carried by authorities during this period. This could not prevent many Roma groups from preserving not only their language but also traditional occupations and items of specific internal organisation.

3.3.4 Roma in Interwar Period

A number of important transformations have marked the situation of Romanian Roma in the period between the two world wars. Due to the modernization of the Romanian economy, a large proportion of Roma communities were forced to change their occupation. These changes led to occupational and social structure changes of the communities. Numerous communities abandoned the traditional organization or were even falling apart. The number of Roma nomads decreased significantly, but this way of life remained visible in Romanian society. Like most Romanians, most Roma lived in this period in rural areas, being linked in one way or another to agriculture. During the Second World War, in the

German Reich and the German occupied territories, Roma were arrested and murdered. Roma members of the army were forced to get involved in the genocide or Roma in Eastern Europe and then themselves deported directly from the front to Auschwitz (Romani Project)

3.3.5 Roma in Communist Period

In Eastern Europe, during the Communist era Roma were officially ignored by the authorities. They were not recognised or registered as members of a specific minority group and were not mentioned in official discourse. Until the mid-1970s, the Communist authorities did not have a policy concerning the Roma who were a settled community. Due to the lack of formal qualification those who had jobs were forced to labour in the low-skill sector. Many Roma kept a nomadic or semi nomadic life style.

ACTIVITY I: CONSIDERING HISTORY AND CULTURE OF ROMA IN TEACHING

AIMS

Increase awareness of and involve educationalists knowledge of history and culture of Roma and how historical processes have shaped Roma context of education and employment.

METHODOLOGY

Participants are paired or distributed in groups and asked to think about history and culture of Roma drawing on the above text and sources mentioned. They write down their thoughts and present them to the groups. Following questions can guide their discussions: What impact of their culture could influence training and teaching practice? What competences do you think you need to work with diverse groups with different culture?

DURATION

Approx. 10 minutes - depends on group size.

3.4 UNIT IV: EDUCATIONAL SITUATION OF ROMA - HISTORICAL PROCESS OF INTEGRATION

Because of its history and specificity as an ethnic group, Roma people were supposed to integrate as well as possible into the Romanian society. Action was taken towards this direction and today Roma people have free access to the labour market, education, social benefits and so on. But due to discriminative attitudes of society and social exclusion, the process of integrating Roma into the society has proven to be more difficult than expected. Also today the inclusion of the Roma population represents a challenge for governments of European countries where Roma represent in a significant number of citizens or migrants.

Considering that one of the most important factors of integration for a minority is education, this topic has to be elaborated further. As education itself is one of the key ingredients for a better life, it also plays an important role for and significantly influences the situation of many Roma nowadays. Statistics show that people with higher education have better access to better jobs, so the level of education amongst Roma children has to be observed – it is an indicator for their situation in the future.

The formal educational process of Roma children is rarely completed. The percentage of Roma children who finish at least secondary school is low. Research has shown that there are higher rates of early school leaving amongst Roma children than amongst non-Roma children. Romanians of the majority population assume that Roma do not care about education and that parents do not make enough efforts to guarantee education for their children. But focus group realized among Roma parents in 2015 showed that, on the contrary, Roma do want to have their children educated, but often face problems with the relationships with the teachers, discrimination on the labour market, high rates of unemployment, etc. According to PREDIS BLC participants from Western Europe, Roma counselling organizations report that they frequently come across cases where migrant Roma from Romania (and Hungary) older than 40 do have formal education and had the experience of regular work, while the next generation (now parents) has no school experience and no experience on the labour market. This has very negative effects on the children.

There are many reasons why Roma children face the risk of abandoning school or show high rates of absenteeism. Most of them are related to the precarious lifestyle of the whole family: very low income (including children's allowances or social support from the governments), parents cannot help them with their homework (often due to their own low educational level) and the lack of recognition of their first language, in case they practice Romani at home. School is organised in a way that excludes these children and does not make them feel as comfortable as other children. They might be ashamed of the clothes they wear; they lack learning conditions at home, etc. It is not surprising therefore that statistically a Roma child is six times more likely to abandon school than a non-Roma child. The reasons for abandoning school significantly correlated with the following variables: very low familial support; unfriendly and un-inclusive scholar environment; low grades obtained in class activities; and complex transitions and lack of support. During the passing from one educational stage to the other (especially for those who finish the 8th grade and are ready for high-school), the scholar abandon rate is very high.

ACTIVITY I: IMPACT OF EDUCATION ON ROMA LIVELIHOOD

AIMS

To practice competences for recognizing concrete historical influences on context and how to change context through new meanings and praxis in education.

DESCRIPTION

Participants consider how education can bridge past and present tensions and enhance increase integration and participation.

METHODOLOGY

Participants are asked to discuss about how the lack of education influences the Roma people and they are asked to talk about the domains in which this occurs. Second, they think about the reasons why Roma children abandon school very early. Third, they discuss ways of promoting integration through education. A volunteer from each group writes down six answers developed by participants to each of the three thematic areas above. Participants present their answers before the class.

DURATION

Approx. 30 minutes - depends on group size.

MATERIALS

Felt pens, flipcharts, and boards.

Apart from the fact that the situation of the family determines to large extend whether or not a child is successful in finishing his or her studies, there are also other factors that contribute. For example, it is very important in which environment the child studies. How are the others behaving around him or her and relating to him or her; is the child discriminated against or not; is the child placed between the other non-Roma children or excluded with other Roma children in the back of the class, etc.?

Conditions of the classes and of the school including its structure and facilities and the quality of education are also important factors – a good and dedicated teacher can always make a difference. In many schools young teachers are hired who just finished university, but their lack of pedagogic experience can be compensated by idealism and new ideas.

Teachers who work with Roma children tend to consider that they should join schools with non-Roma children. Also teachers from Roma schools agree to a higher percentage to the idea of having mixed schools and classes of Roma and non-Roma pupils. Teachers with no experience with Roma pupils tend to reject this idea. So teachers who have more contact with Roma children tend to be more aware of the need to have Roma and non-Roma children together in the educational process. A fact that may worry us is that if teachers do not have a clear attitude against segregation of Roma children, how can others like non-Roma parents and children be expected to have a better opinion?

During many years attempts have been made to reduce the early school leaving rates of Roma children. Especially at a local or micro level such efforts have been successful. It is difficult to have faster and better results at a country level. Even though the Romanian state offers support for children who come from disadvantaged families, many times social help in terms of financial support is not enough. The best proof is that we still have many children who do not go to school because their conditions are still precarious. Along with social workers, NGOs also try to work in this direction of helping Roma children. The efforts made towards including Roma in educational processes are not in vain. But much more work still needs to be done.

ACTIVITY II: MAKING SCHOOL MORE ATTRACTIVE

AIMS

To reduce absenteeism

DESCRIPTION

Activity is about enabling Roma and non Roma learners experience the school as an enjoyable place which they don't want to leave.

METHODOLOGY

Participants discuss about some examples of Lesson Plans, and activities (*in-classroom & extra-curricular*) in which teachers could find interesting and attractive exercises or resources for children: Roma, non-Roma or other ethnic group children. A volunteer from each group writes answers on bristle boards. Participants present their answers to the class for joint discussion.

DURATION

Approx. 30 minutes - depends on group size.

MATERIALS

Felt pens, flipcharts, Bristle boards.

3.5 UNIT V: ADDRESSING SEGREGATION AND OTHER REMEDIES

Segregation of Roma Must Be Addressed: Across Central and Eastern Europe, discrimination and non-inclusive school systems systematically deprive children from Roma communities of their right to education. In several countries, only about 20% of Roma children ever enrol in primary school, compared with more than 90% of their non-Roma peers. Due to racism in schools and a lack of preparation of schools to meet the needs of Roma pupils, those that do enrol are likely to leave educational institutions before having finished compulsory education. In South-eastern Europe only 18% of Roma children enrol in secondary school and less than one per cent attends university. Many Roma children are tracked to 'special' schools and classrooms for children with disabilities, simply because of their language difficulties. Thus there are large equity gaps in the quality of education received by Roma children and their non-Roma peers. The PREDIS BLC participants emphasize that segregation and exclusion of Roma children from education in Romania must be addressed. In this light they add that the highly negative experiences of Roma migrants in the school systems of their countries of origin inform their approach to the school systems in receiving countries.

The conceptual framework to guide the actions necessary to ensure that Roma children are able to realize their right education needs to include the following three interdependent and interlinked dimensions: the right to access education, the right to quality education and the right to respect within the learning environment. These dimensions reflect the importance of a holistic approach to the right to education and have to be addressed conjointly.

To provide access and equal opportunities to education is not enough. The education provided then has to be of the highest possible quality in order to help every child reach their potential. This quality has to be consistent across regions, different populations and urban and rural settings. Although there is no single definition of 'quality education', it is broadly understood to incorporate the opportunity for both effective cognitive learning as well as for creative and emotional development. In order to achieve these goals, education for Roma must encompass:

- A broad, relevant and inclusive curriculum that enables Roma children to acquire the core academic curriculum and basic cognitive skills as well as essential life skills while honouring Roma cultures.
- Rights-based learning and assessment in which the role of teachers is to facilitate participatory learning rather than simply transmitting knowledge, and in which assessment processes are sensitive to the situation of Roma children, including their language and cultures.
- A child-friendly, safe and healthy environment in order to enable children to reach their full potential, and which adopts a holistic approach to their education, health and well-being.

ACTIVITY I: GENDER AND EDUCATION

AIMS & DESCRIPTION

To increase awareness of how gender is socially constructed in different cultures and how structural factors inequalities arise.

METHODOLOGY

(1) The participants are asked to think of the differences between Roma women' and non-Roma women's access to education. (2) They discuss what could be done at school to support Roma youngsters and particularly girls' education. (3) They discuss the different forms of female dressing at school. (4) Participants discuss what could be done at school, so that Roma women can contribute to the development of society based on their social and cultural experience? Each group's answers are presented and discussed with the whole class.

DURATION

Approx. 30 minutes - depends on group size.

LITERATURE

- *Sociolink: Education of Roma People in Romania: why a failure?*
<http://www.sociolink.ro/education-of-roma-people-in-romania-why-a-failure/>
- *Promoting the Social Inclusion of Roma. Eu. Network of Independent Experts on Social Inclusion – Synthetic Report* – Hugh Frazer and Eric Marlier, National University of Ireland Maynooth, CEPS, December 2011
- *Ethnic minority and Roma women in Europe – A Case for gender equality?*, Synthesis report by Marcella Corsi, Chiara Crepaldi, Manuela Samuk Ladovici, Paolo Boccagni, Cristina Vasilescu, November 2008.
- *UNICEF 2011, The Right of Roma children to Education: Position Paper. Geneva: UNICEF Regional Office for Central and Eastern Europe of Independent States (CEEICIS)*

CHAPTER 4: MODULE III - INTERCULTURAL AND CONFLICT MANAGEMENT COMPETENCES

4.1 UNIT I: INTERCULTURAL COMPETENCES

4.1.1 General Introduction

In the contemporary world, most societies are multicultural. In recent decades, migrations increased in the world due to increased globalisation. Besides, travelling became less expensive and contacts between people also increased due to the spread of internet including social media such as Facebook, LinkedIn and other online networks.

In the European Union, the numbers of migrants and refugees increased since the autumn of 2015. Many Eastern European Union countries were mostly transit countries, as most refugees decided to flee to Western European countries which they considered to provide better conditions for long-term integration. Namely, migrants and refugees wish to become employed in the countries of destination and to include their children and students into the educational systems. Many adult refugees and migrants wish to participate in adult education. For adults, the inclusion in the educational system very often represents a precondition for employment.

The diversity of ethnic and cultural groups in the receiving country is evident also in the educational system, including vocational education and training. However, in learning environments also other diversities among students exist, namely, diversity due to social class, religion, gender, sexual orientation, etc. Due to different personal characteristics and socio-economic background students have different political opinion and belong to different social groups. They have different learning habits and styles as well as different knowledge, which is to a certain extent linked to the books they read etc. Schools should endeavour to include migrant and refugee students, as well as Roma, in the learning environment on equal footing in various ways. For example, it is recommended that students assist fellow migrant and refugee students to integrate successfully in the school environment also in such a way that they become tutors to newcomers, whether to students of the same ethnic origin or to migrant or refugee students, in order to provide newcomers with the info needed for their successful inclusion in the learning environment. However, such tutorship is needed only at the early phase of their access into school environment. Migrant, refugee and Roma students can perform such role of tutors and intercultural mediators when they are knowledgeable of the language and culture of newcomers. When migrant, refugee and Roma students perform the role of intercultural mediators this might make access

easier for newcomers from different ethnic groups. We can assume that in such a way the early school leaving of students could be prevented to some extent as well. Besides, in order for the teachers in VET to confront all this diversity in the learning environment and to manage these differences among students and participants in adult VET education, it is important that they develop intercultural competencies.

In order to equip teachers, trainers and students with the intercultural competencies needed for successful communication in a multicultural learning environment and wider society, several topics will be discussed in the module theoretically and practically from the point of view of exchanging good practices of teaching in multicultural VET. This comprises the experience of teachers and trainers, methods, educational programmes for the prevention of early school leaving,. These topics are intercultural competences, intercultural dialogue, conflict resolution, intercultural vocational education.

4.1.2 Definition of Intercultural Competences

Intercultural competences are competences needed for the efficient functioning in a multicultural society and for the successful intercultural dialogue between people from various cultural backgrounds, ethnicities, followers of different religions, gender, sexual orientation, personal characteristics, learning habits and styles, etc. The current research on intercultural competences is divided between the authors who speak about one intercultural competence (Deardorff 2009 etc.), which has several dimensions, and those who distinguish between several intercultural competences (Szekely et al. 2005). As intercultural competence is a complex term with many dimensions the approach adopted in this module is that there exist many intercultural competences. Intercultural competences are not only needed for a successful intercultural dialogue but also for successful integration into destination society and social cohesion in general. Intercultural competences are context dependent and differ in various socio-cultural environments; therefore we cannot generalize about their contents. In Western societies, which place more emphasis on the individual, intercultural competences to a certain extent differ from those in Asian, African and some other countries (for more see Deardorff 2009) where the emphasis is not so much on the individual but on society and where the societal values emphasize the relations among people more than the individual. In a European context, Szekely et al. interviewed teachers with experience in teaching of students of different ethnic groups. The teachers were asked about the competences needed in order to manage the diversity in the classroom. Various intercultural competences were cited as necessary in order to be a successful teacher, besides, of course, professional knowledge and other competencies (2009). Teachers differentiate between the following intercultural competences: tolerance of ambiguity, cultural knowledge, openness to new experiences, respect for different opinions, flexibility, strong cultural identity, capacity to negotiate values, ethical behaviour, patience, interpersonal skills, externalisation and self-expression, humour and empathy. The following presentation of intercultural competences is partly based on the above-mentioned description of intercultural competences with some new interpretations and additional intercultural competences. However, we can assume there are more intercultural competences.

4.1.3 The Contents of Intercultural Competences

The following intercultural competences are considered more in detail: the cultural knowledge, openness, flexibility, respect for different opinions, cultural identity, capacity to negotiate values, capacity to reduce stereotypes and prejudice, compassion, empathy and humour. Cultural knowledge is an important intercultural competence for teachers and trainers. It refers to the knowledge about the ethnic and cultural background of their students (see also Szekely et al. 2005). In the context of the target group of the PREDIS project, this refers to knowledge about migrants, refugees and Roma VET trainees. Teachers and trainers should be knowledgeable about the contexts of origin of their students, namely, the diversity of religious or ethnic groups VET trainees may belong to, they should get acquainted with some basic words in their language (greetings, thank you, please, etc.), the dates of the festive days of their religions and cultures, the values of the religions to which VET trainees belong, some customs and habits of their countries of origin etc.

In order to enhance this competence, teachers and trainers should invite refugees, migrants and Roma to participate in the learning environment as role models. This has proven to be a successful approach in the Included project (Crea 2008): For this project, which was implemented in Spain and 12 other countries, refugees, migrants and Roma were invited to participate in schools as volunteers, so that students were able to meet them and become acquainted with their various knowledges and competences. This method allows pupils to learn that there are many migrants, refugees and Roma who are well-educated, and that the stereotypes describing all of them as non or low educated do not hold true. In this way, they also became acquainted with the cultures of origin of migrants, refugees and Roma.

- Openness: Teachers, trainers and students need to be open to new things in life, they also need to wish to become acquainted with new cultures, new people etc. (Szekely et al., 2005).
- Flexibility: Teachers, trainers and students need to be flexible due to the heterogeneity of trainees in the learning environment, not only because of their diverse ethnic and religious background but also because of their gender, personalities, different learning styles, learning habits, etc.
- Respect of opinion: It is important to develop the capacity of respecting different opinions. This is important for all human relations and also in intercultural environments where people come from different backgrounds and usually have even more diverse world views than people who lived all their life in one place.
- Strong cultural identity: It is important that teachers, trainees and students are aware of their own culture, in that way they do not feel threatened (Szekely et al. 2005) when they come into contact with other cultures. Perceiving people from other cultures as a threat can lead to xenophobia, nationalism and ethnocentrism.

- Capacity to negotiate values: It is obvious that some values are shared among all cultures and all historic periods, such as love, which is needed for the survival of human beings and for their successful socialization. Children are, for example, dependent on love in order to survive, as well as adults. However, love is a universal value which is not only needed for the survival of the human species but also improves the quality of life. Respect for the other is another important value, as is empathy, which is a precondition for love (it will be mentioned in continuation as a separate intercultural competence). The research of Wilson (1997) shows that the values of human rights are also characteristic for different cultures. Some values or their expression slightly differ from culture to culture and from one receiving state to another and therefore, migrants, refugees and Roma need to adapt to specific expressions of values in their places of destination. However, it is also important that the members of the ethnic and cultural groups living in the receiving society learn and approach the values of migrants, refugees and Roma. Integration is a two-way process of exchange between members of the majority culture(s) of the receiving state and migrants and refugees.
- Capacity to reduce stereotypes and prejudice: Migrant, refugee and Roma students are stereotyped in receiving states in different ways, for example as low educated or as criminals, etc. In all countries there are many educated migrants, refugees and Roma who have finished higher education. Among all ethnic groups there are some criminals, but their behaviour should not be generalized and projected on all migrants, refugees and Roma. One trait of stereotyping is that individual examples are generalized to the whole group (Allport in Ule 2004).
- Compassion: the term compassion differs from the term empathy, although the concepts are similar. The term compassion originates in Latin and means "to suffer with another" (Krznaric 2014). The importance of compassion has been emphasized by all major religions, such as Buddhism, Hinduism, Islam or Christianity.
- Empathy: Empathy is an important intercultural competence needed for humanity, whether for interpersonal or intercultural relations. It is defined as the emotional and cognitive response to the other, and the construction of the perspective of the Other (Vrečer, 2015). Empathy is a multidimensional process which consists of different phases (Decety, 2007): a usually emotional response to the other; the awareness of the separateness between oneself and the other, which includes besides emotional also the cognitive component; and developing the perspective of the other, i.e. the management of emotions in order to separate the feelings of oneself and the other. This phase is especially important for teachers, trainers and other people, who work in the professions who deal with people (Decety 2007). The last phase consists in assisting the person one emphasises with in case he or she is in danger.
- Humour: Humour is mentioned by some authors (Szekely et al. 2005, Deardorff 2009) as an intercultural competence, namely, it can be a very efficient way of enabling solutions to conflicts.

- Intercultural dialogue: Intercultural dialogue is a process which includes open and respectful communication and exchange between people and interactions among people from different socio-cultural environments, groups and organisations (Ericarts, 2008).

The absence of intercultural dialogue can lead to conflicts and aggravate them; therefore intercultural dialogue should start to be learnt at an early age in kindergartens. Education including VET has an important role to give teachers, trainers and students an opportunity to learn how to perform an efficient intercultural dialogue in a learning environment and wider society.

In learning intercultural dialogue, it is important to emphasize the similarities between people, not only the differences. In fact it is the similarities that enable intercultural dialogue, and we need intercultural dialogue because of the diversity, which is characteristic for people (Parekh 2000). Intercultural dialogue enables cultural exchange. Culturally heterogeneous societies enable creative antagonisms which represent creative potential (ibid). Each culture is plural, but it has its limitations and does not represent all the richness and the complexity of human existence, therefore it is beneficial that people from different cultures are in interaction and perform intercultural dialogue. Each culture can learn a lot from other cultures, but in order to perform an efficient intercultural dialogue, people should be considered equal (ibid.). In cases of conflicts between members of the same or different cultures, we need methods to resolve those conflicts and, if appropriate, prevent them. The academic field of conflict resolution deals with methods and theories which can help us resolve such conflicts.

Intercultural competences are not important only for teachers and other professionals in VET but also for VET trainees. Therefore it is important that teachers first develop intercultural competences themselves and then enhance intercultural competences of VET trainees, whether of migrant and Roma background or others in the classroom. However, acquiring intercultural competences is a complex and life-long process. Not only teachers, trainers and trainees should enhance them in all periods of life, but also all other people need to develop intercultural competencies in the process of life-long learning.

4.2 UNIT II: CONFLICT MANAGEMENT COMPETENCES

School environment is not a conflict free zone and sometimes conflicts arise due to the lack of understanding between students of different ethnic background. In general, conflicts can be interpersonal, intergroup, in the wider society also communal or international, and the extreme form these are wars. Conflict resolution is an interdisciplinary field because it demands the knowledge of professionals in various disciplines, i.e. we can learn a lot from diplomats, analysts or practitioners (Bercovitch, Kremenjuk, Zartman 2009). Conflict can refer to incompatibility of positions or a dispute. A conflict is not necessary negative because it can lead to better solutions (ibid.). The same authors approach conflict resolution as a social phenomenon that is generated and supported by several psychological factors. Among these factors, attitude formation is considered the most important: 'Attitudes are

relatively enduring dispositions, having three basic dimensions: a) the cognitive, b) the affective, and c) behavioural. The cognitive dimension refers to the parties' feelings and emotions and the behavioural dimension refers to the specific readiness to respond. Each of these dimensions is affected by, and influences, a conflict resolution... Among the methods to deal with conflict prevention and conflict resolution, negotiations are crucial and mediation is an important part of negotiations' (Zartman in Bercovitch, Kremenyuk, Zartman, 2009). Therefore adequately prepared migrant, refugee and Roma students can perform the role of intercultural mediators, as well as teachers with minority ethnic background. In this way they can help to reduce conflicts in the school environment.

As migrants, refugee and Roma are sometimes discriminated against already in kindergartens and primary schools, they can have negative experience with the educational system. As a consequence, some of them stop liking to go to school and decide to leave the educational system early. It is therefore very important to support early school leavers to come back into the education system as soon as possible. For this purpose it is important to motivate them for learning, to improve the school atmosphere, to create a good relationship among students and among teachers and students, to include them in the management of schools (as already emphasized by Banks 2009), to develop their active citizenship, etc. One way to achieve this is to use the methods and principles of teaching that are suitable for them (the approach focused on the individual, project learning approach etc.).

4.3 UNIT III: TEACHING UNIT ON INTERCULTURAL DIALOGUE

WORKSHOP: SIMULATION ON INTERCULTURAL DIALOGUE IN THE LEARNING ENVIRONMENT

AIMS

To become aware of the importance of intercultural dialogue in the learning environment, to enhance intercultural dialogue in the learning environment, to enhance empathy towards students/trainers, to enhance intercultural competences with the special emphasis on the cultural knowledge (about the migrant students and their cultures of origin).

DURATION

2 school hours

TARGET GROUP

Trainers, teachers in VET, employment counsellors

REQUIREMENTS

Tables, chairs, a blackboard / projector, computers, internet, sheets of paper, ballpoint pens

METHOD: SIMULATION

This workshop is a simulation on the importance of intercultural dialogue in the learning environment. At the beginning of the teaching hour, participant trainers/teachers get new roles of teachers/trainers and students in VET classroom, they simulate the teaching hour in the VET classroom. The workshop is divided into three parts: the preparation, the simulation and the reflexion. The preparation consists of the participants preparing for their roles, the simulation consists of participants' simulating these roles, the last part is a reflection of the preparation and simulation parts, where each participant expresses his/her feelings about the whole workshop and then discuss them.

A teacher/trainer performs the role of a teacher, while the rest of the participants play migrant and other students in the VET classroom. Migrant students prepare to act the roles of migrant students who come from different ethnic groups such as Afghan, Syrian, Sierra Leonean, Kosovar, Egyptian etc. In order to prepare for their new roles, they can use the internet and make notes about the information on the data on the migrants' countries of origin, if needed. The teaching hour which is simulated is an introductory hour of the VET class, where migrant and students of the receiving country come into the classroom for the first time and at the beginning of the teaching hour present themselves and the specific background of their first (or only) homeland. The teachers organize the teaching hour and moderate it. Students should introduce themselves in their new roles as members of migrant communities, they should try to feel emphatic to migrants and refugees from different countries and understand their situation. At the end, the reflection follows, in which the students/a trainer/a teacher express how they felt in their new roles and comment to how other students/a trainer/a teacher performed their roles and comment how they experienced the teaching hour.

IMPLEMENTATION

The teaching hour they simulate is intended to develop empathy and understanding of students/teachers/trainers in the intercultural VET classroom. It is important for the participants to express their feelings about the whole simulation in the reflection phase.

4.4 UNIT IV: DAILY LIFE STORIES: WORKSHOP

WORKSHOP - DAILY LIFE STORIES: "IT HAPPENED TO ME" FOR DISCOVERING SIMILARITIES AND DIFFERENCES

AIMS

The 'life stories' are not full biographies but short reports of some daily life events. The purpose of these share experiences is to stimulate group discussions about real challenges. Their aims are:

- To build mutual understanding and a sense of belonging without discriminating among local and immigrant students
- To discover similarities among young people, without ignoring diversities
- To become aware that each person is different and that generalizing can be dangerous
- To improve communicative (verbal and non-verbal) competencies
- To use a language without stereotypes and prejudices
- To improve the skills of listening and of observation
- To become aware that there are many kinds of problems for all cultural, ethnic, religious, etc. groups,
- To inquire on the reasons of the problems
- To develop critical thinking
- To understand one's own situation
- To improve mutual knowledge

DURATION

5 school hours (5x 45 minutes)

TARGET GROUPS

Teachers, students

REQUIREMENTS

- A room, chairs
- A collection of descriptions of 'life stories' to start group discussions
- Working sheets of items to support better understanding of the 'Daily Life Stories' of students themselves, and of other students, to describe their own personal story 'It happened to me' (my story, a problematic experience), introducing themselves (what they like and don't like, etc.).

METHOD

Class and group work: The Daily Life stories are the opportunity for discussion in groups or in the whole class about daily difficulties for migrant and non-migrant students. The main idea is: we are all human beings despite different cultural and geographic origin. The focus is on the situation/the problems/the concerns of students of the same age. The image of immigrants as poor, weak, always in need is detrimental for integration, and it fosters stereotypes and resistance to accept them. The exchange of stories may take place in all school subjects.

IMPLEMENTATION

The teachers offer one or more stories of girls and boys having problematic experiences because of a new social environment, and ask students:

- a) To think about the reported situations, looking at the unique situations of the individual, not only at the cultural background,
- b) To understand them better, knowing the 'actor/actress' of the chosen story, the topics connected to his/her story, being aware of their own point of view on the questions considered; to enquire about the details named in the story of students (geography of the named places, culture, history, etc.),
- c) To debate in pairs and to work on the described questions.

After that the teacher asks students:

- d) To write down a short text (one page), talking about a personal experience of difficulty: 'A story of my life: It happened to me'.

IMPLEMENTATION (CONT.)

Before reporting 'It happened to me', students can consult the teacher, to choose their own story in order to avoid possible embarrassing situations. It is very important how the teachers deal with different cultures, traditions, religion, world views, proverbs, family education, languages or dialects, if they ignore or value them (maybe by teaching some words of the language of the country of origin to all pupils) or encourage them to present characteristic items or arts from the country of their origin. Stereotypes should be prevented and a respectful point of view should be adopted, i.e. not neutral or relativist, but always looking for the possible positive aspects. The social atmosphere in the class/groups should be positive and encouraging.

Required Materials: Life Stories (The real stories of students of the same age in the class, especially those who changed their residence, alone in case of unaccompanied children or with their families).

Possible Examples:

- Lawrence comes to a village from a big city of the country - how does he feel?
- Enjta comes from Albania to Italy - What happened to her?
- Leticia moved to another village of her country at the age of 10 years.

The stories report on:

- **The person**
 - Name (the history of the name the class may be interested in)
 - Picture/s (of the person and of the difficult situation described)
 - Spoken language(s) at home, at school, with the friends
 - Strengths and weaknesses
 - Occupation in the spare time
- **The described difficulty (the experience/s of injustice, anxiety of the student)**
 - When? In which circumstances?
 - Involved persons: family, school mates / friends / neighbours/ social environment
 - In front of which people (relatives, schoolmates, friends, etc.)
 - Feelings (fears, friendship etc...)

IMPLEMENTATION (CONT.)

- **The social environment, social relationship, life habits in the family, including grandparents (love, authority, freedom etc.), and in the community**
 - Communication forms with the relatives/ family members far away (letter, phone call),
 - Informal and formal youth groups,
 - Religion and religious celebrations,
 - The role of men and women,
 - the expectations of young and adult or old people,
 - Food (including the recipes for meals),
 - Songs, the most liked music, music instruments (traditional / new ones), and dances,
 - The use of the phone/ICT,
 - clothing,
 - sports,
 - habits for celebrating weddings, birthdays, parties/ holidays, traditional stories,
 - Political and economic situation in the society,
 - Main problems of the societies: the receiving countries and the migrants' countries of origin, including the reasons (push and pull factors) of migration.
- **How the problem was/or was not solved? Solutions (if any) or the desired solution of the difficult experience**
 - Help found in difficult situations, by whom? (Adults, peers etc.), how? when?
 - Own behaviour/reaction, -own emotions, etc.

FURTHER IMPLEMENTATION

The teachers offer one or more stories of girls and boys having/had the experiences of migration and the new social environment and ask students: To think about migrants' or Roma situations, looking at the unique situations of individuals, not only at the cultural background. Objectives are: (1) To understand them better, knowing the agents of the chosen story, the topics connected to his/her story, being aware of their own point of view on the questions considered; enquiring about the questions named in the story of students (geography of the named places, culture, history). (B) To debate in pairs and to work on the described questions.

CHAPTER 5: MODULE IV - EMPOWERMENT OF TRAINEES

5.1 UNIT I: DEFINITION OF EMPOWERMENT, GOALS, STRATEGIES AND THE THREE LEVELS OF INTERVENTION

5.1.1 Central Ideas and Presenting Instrumental, Structural and Personal Dimensions

Frequently we talk about empowerment without defining it. However, empowerment requires a definition which can help us know what the issues are and what to do. The concept of empowerment is derivable from the concept, practice and effects of disempowerment. The following two perspectives are fundamental to defining and doing empowerment:

- According to Rothman, disempowered populations frequently lack capacity to master their environments, themselves and others. Empowerment involves regaining capacity for mastering one's own environments. In other words, it involves regaining determination over one's own life and living environment. In this case, empowerment is the sense of individual efficacy. Efficacy involves the feeling that we have the ability to influence our environments in such a way that we can have our needs met (White in Lee 1998: 5).
- How does disempowerment occur? According to Bishop, disempowerment occurs due to the unequal distribution of power in a society structured by class, gender or racialization, among others. Groups of people are defined and separated by social, economic and occupational strata in which they find themselves (Bishop in Lee 1998: 3-5). In this case, empowerment involves restructuring societal relations (Bishop in Lee 1998). Community development is not a neutral intervention; change agents take sides (Lotz in Lee 1998).

In bringing these perspectives together, Bill Lee identifies three main interconnected elements which mediate the sense of efficacy: (a) the Instrumental Level (b) the Structural Level (c) the Personal Level (Lee 1995). PREDIS identifies the need for diversity reflexive educationists to work on all three levels described by Bill Lee: On the instrumental level, empowerment addresses concrete issues and needs such as levels of unemployment, or access to nutrition, housing, social or educational services. On the structural level, gaining empowerment involves interventions into social, political or economic institutions from the perspective of their support or constraint into lives of the excluded.

On the personal level, empowerment addresses relational aspects such as communication, language, etc. Emphasized is the ability for self-articulation (Lee 1998): According to PREDIS, on the personal level, empowerment should also address relational aspects of IDENTITY and SUCCESSFUL LEARNING. Concrete skills and competences are required by disempowered individuals to strengthen the ability and feeling that one can accomplish something (Rothman 1979). Below we discuss some of them.

5.1.2 Broader Self-Efficacy Competences and European Framework of Key Competences

Empowerment involves imparting skills like chairing a meeting, writing a news release, dealing with a bureaucracy or researching for information, self-organization, youth leadership, public speaking, driving licence, job search, fundraising competences, sports (see Lee 1998 for further references). In addition, in the context of education, empowerment must include the competences elaborated in the European Framework of Key Competences (Acker-Hocevar & Synder 2008), inform about rights and strengthen political voice and artistic expression.

THE EUROPEAN FRAMEWORK OF KEY COMPETENCE

- (1) Communication in the mother tongue
- (2) Communication in foreign languages
- (3) Mathematical competences and basic competence in science and technology
- (4) Digital competences
- (5) Learning to learn
- (6) Social and civic competences
- (7) Sense of initiative and entrepreneurship
- (8) Cultural awareness and expression (European Union 2006)

Reflection: The Instrumental, Structural and Personal Levels are Intermeshed and Reinforce Each Other Taken together, the degree of empowerment is not determined by individual competences alone but also by the instrumental and structural dimensions which condition the resources available and create the opportunity structures, i.e. it is also determined by the extent to which acquired individual competences can be translated into outcomes. The transfer and structural dimensions have to be handled together (see Lee 1998 for further references). In line with Bourdieu's perspective, it becomes clear that considering the three levels of empowerment in praxis promotes a focus on the *individual in intersection with their environments*. Bourdieu argues that youngsters mirror their environments therefore environments must become targets of interventions (see Bourdieu 1995 in Module V). By explaining educational achievement in terms of cognitive deficits and personal failures, deficit approaches ignore this complexity; they blend out a focus on structural parameters and thereby reinforce disempowerment.

CASE STUDY II: EMPOWERMENT THROUGH BROKERING EXPERTISE AND ENGAGING SOCIAL ADVOCACY TO CHANGE INHIBITING POLICIES AND BARRIERS TO VET

- Scenario: Policy and legislative barriers to participation concretize some of the ways in which disempowered populations cannot influence their environments. In some European countries like Italy, all young people are allowed to go to school and VET – i.e. immigrants too, while in other countries like Germany some young people like refugees and international students are not allowed to access vocational education.
- Example depicting disempowerment and empowerment strategies: Due to her migration status, Jane is not allowed to take courses in vocational education. Jane is at the transition level from general school to post-secondary education and she lives with a foster family. The foster family implements the tools of social advocacy, social political engagement and escort. They escort Jane to the migration authorities where they discuss her situation and implications. The escort is an effective strategy which changes the power imbalance between the affected, the exclusionary policies and the representatives of migration agencies. Finally Jane is able to participate in VET and to find employment upon completion.
- Further meaning and implications for own role: As an educationist, you may not always have the expertise or possibilities to escort learners. You will play a main role in brokering expertise with social pedagogics and other services, thereby linking your disadvantaged learners to structures of social support. Auernheimer specifies your core knowledge requirements: knowledge of migration legislation for different categories of migrants and Roma, their life situation, racism and discrimination, global interdependences and colonial history (Auernheimer 2008). Remember that learners can have different migration status (Refugee, permanent residence, international student, etc.), which determines their differential access to societal participation and societal resources. In some cases, you will need to help to close systemic gaps that can be unintentionally ingrained into how the system works and thereby blindly cause inequalities.

5.1.3 The Role of Social Justice and Social Solidarity

Social justice is a goal which goes hand in hand with empowerment. Lee identifies analytical difference between the two. Empowerment describes the internal emotional and cognitive state while social justice is located in the societal dimension and it is achieved through the recognition of equality and amelioration of structural inequalities (Lee 1998: 52-54). Actively supporting youngsters succeed in education and training advances social justice since education is a key to societal participation. Social solidarity requires us to stand up for equality and involves our identification with the oppressed as well as our active involvement in collective organization for the enforcement of inclusive political goals and social interests. Concretely, this means joining with others in advocacy, promotion of change and social action. In praxis, the achievement of equity is not mechanical but frequently necessitates questioning, resisting and overcoming established exclusionary norms. This frequently involves balancing the pursuit of personal interest with supporting others to reach autonomy by undertaking individual responsibility for participating in changing oppressive structures (Freire 1970, Lee 1998). Solidarity should constitute a core part of practical professional praxis with disadvantaged groups. It can also be taken as a personal commitment and personal journey.

5.1.4 Activity: The City-Bound-Approach

The City-Bound approach is adopted from the successfully evaluated EU IVET-Venture. City-Bound is an experience based educational approach which uses the city as a learning environment and thereby includes central principles of outdoor-pedagogy such as learning through challenges, by action and reflection and by self-monitoring of a group. It includes personality development, social learning, physical movement, helping others, occupational and social integration and a look into the city. The city-bound approach is widely applied in the context of youth work and job training where it aims at building qualifications for work. Trainees deal with everyday vocational challenges and activities. The focus is on communication skills, individual initiative, problem solving competences, organizational skills, empathy, teamwork, self-efficacy, etc. Therefore City-bound activities require participants to actively, interactively and communicatively interact. For further details consult the City-bound and Fenninger's approach which are comprehensively described on the project's website. The project offers a sample of well-structured and easy to implement empowerment activities. IVET-Venture adopts the City-bound approach and lays emphasis on the everyday requirements of professional life of trainees during and after job training.

5.2 UNIT II: INTEGRATIVE LEARNING THROUGH INCLUSIVE CIVIC EDUCATION. TOWARDS LANGE'S FIVE DIMENSIONAL COMPETENCE MODEL OF CITIZENSHIP

Current educational debates show increasing interest in promoting integrative learning. The manifold ESL risk factors indicate that it is crucial for educationists and practitioners to strengthen integrative learning. However, questions regarding approaches remain open. In this section you are introduced to Lange's framework of inclusive citizenship awareness which is important for generating the relevant multidisciplinary knowledge and laying the foundation for integrative learning. The model can guide educationists and practitioners in curricular design and transfer of competences.

5.2.1 Introduction and Presentation of the Framework

Functioning in Complex Societies: According to Lange, in order to function in a modern and complex society, individuals must develop competences in five core dimensions. Lange designs five competence domains and five corresponding learning areas whose multidisciplinary contents are all connected to moral bases. Together, they foster the holistic development of the individual and strengthen competences for orientation in the interdependent social, political, economic and moral domains. Disadvantaged migrants, Roma and other youngsters should be supported in the development of these competences. The competence dimensions and corresponding learning areas are depicted in the table below (Lange 2008):

LANGE'S COMPETENCE DOMAINS OF CITIZENSHIP AWARENESS AND LEARNING AREAS

Competence Domains of Citizenship Awareness and Integrative Learning	Learning Areas
Political Social Consciousness	Social Learning
Political Moral Consciousness	Cultural Political Learning
Political Economic Consciousness	Economic Learning
Political Historical Consciousness	Historical Learning
Political Consciousness	Political Learning

In this approach, questions for guiding the planning of curricular and research are also comprehensively developed (for further details consult Lange 2008). In order to improve equality in citizenship awareness as a fundamental condition for inclusion it is necessary to combine Lange's multi-disciplinary template elaborated below together with strengthening key competences in mathematics and language. This can provide the basis for societal participation, work orientation and educational achievement amongst youngsters.

FIRST ACTIVITY WITH THE TEACHERS: DESIGNING INTEGRATIVE LEARNING

INSTRUCTIONS

Teachers, trainers and practitioners alone or in groups think about designing integrative learning. They do so with the help of the template provided here which on one side depicts the five competences and learning areas of Lange's citizenship awareness and on the other side contains instructions developed by the consortium from contents of the modules.

LANGE'S COMPETENCE DOMAINS OF CITIZENSHIP AWARENESS AND LEARNING AREAS

Translated Description of Learning Platforms of Lange's Framework for Citizenship Awareness (Lange 2008, 2014)	PREDIS Activities For Educationists and Practitioners: Design Contents For Teaching Your Class (PREDIS 2018)
Social Learning develops understanding for social differences and diverse interests in pluralistic societies. Citizenship awareness teaches abilities that are a key to interaction, communication, violence prevention, cooperation, conflict resolution, recognition and acceptance that others might see important issues differently.	Design a lesson plan for your learners to strengthen political social consciousness and individual social inclusion competences. Using your knowledge of intersectionality (<i>model 1</i>), ensure that all students are knowledgeable and sensitive about the social construction of identity in categories of difference, inequality, and discrimination, (<i>gender, ethnicity, ableism, classism, etc.</i>).

- Competence Dimension:
Political Social Consciousness
- Key Question: How does an individual integrate into a society?
- Derived questions: What ideas exist about the relationship of the individual and society? How is social heterogeneity subjectively classified and grouped? What statements and reasons exist about the meaning of social differences (gender, ethnicity, background, social injustice, lifestyle, other categories)? How is the relation between social diversity and societal integration explained? Which concepts of social inclusion and exclusion are applied?

Learners should become aware of their own discrimination and recognize discrimination of others, the negative consequences on the individuals (*exclusion*) and society (*social costs of discrimination*) and how to undo these social constructions (*Reframing competences, see Module I*). Learners should be able to critique social hierarchies, reflect their own privileges and develop inclusive identities. Concrete Steps and Input:

- Privilege Exercise:
<http://www.differencematters.info/uploads/pdf/privilege-beads-exercise.pdf>
- Helping Youth Resist Bias and Hate:
http://www.partnersagainsthate.org/educators/pag_2ed_proactive_tools.pdf

Cultural Learning/Political Moral Learning creates moral concepts and norm values that are relevant to democracy. Citizenship awareness aims to enable learners make moral choices based on the general principles of human rights and provides foundations for the principle of law

- Competence Dimension:
Political Moral Consciousness
- Key Question: Which generally valid principles guide socio-co-existence?
- Heurism: Social justice, political equality, peace, recognition, freedom

Design and deliver a lesson strengthening political moral consciousness. Using insights gained from Module I and Module IV, transfer concepts of inherent human dignity, human worth and unconditional positive regard. Teach the normative frameworks and legal foundations of equity and equitable treatment (Human rights, Treaty of Amsterdam).

- Lesson I: Wishes, Basic Needs, Human Dignity and Human Rights:
<http://www.living-democracy.com/text-books/volume-3/part-2/unit-5/lesson-1/>
- Lesson II: Developing Empathy
<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-2-developing-empathy>



- Lesson III: What are Human Rights?
<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-8-what-are-human-rights>
- Lesson IV: Prejudice and Stereotypes
<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes>

Economic Learning develops perceptions concerning the structure and processes of economic life. Citizenship education seeks to enable individuals to take up active, reflective roles in the working world; it enables an active, reflected participation in work life; acquaints learners with the processes of production and distribution of goods and services and moulds learners into mature consumers.

- Competence Dimension:
Political Economic Consciousness
- Key Question: How are needs met through goods and services?
- Selected Derived Question: What ideas about work, work distribution, and consumption shape citizenship awareness?

Building on insights gained in module V, devise ways for strengthening economic participation through strengthening vocational orientation in your curricular, destigmatizing VET, enhancing access to internships and teaching work virtues, social responsibility and how social security systems function through collective efforts. At what educational level will you start? Which stakeholders will you involve?

Historical Political learning fosters competences in shaping the present and the future by drawing from the past to enrich the future. Historical learning teaches that social realities are constant work in progress and can be changed.

How is the connection between migration, colonialism and exclusion explained? Taking gender asymmetries and historical processes of change as a point of departure, learners should understand that reducing discrimination is possible. They should gain

- Competence Dimension: Political Historical Consciousness
- Key Question: How does social change occur?
- Derived Questions: How are the causes and dynamics of social change explained? How are continuities and disconnections substantiated? How is the past remembered and the future anticipated? What concepts, e.g. globalization, individualization, democratization, or progress, can be recognized?
- Heurism: Continuity, development, temporality, future, past

Political Learning fosters understanding of how social groups regulate general obligations. Citizenship education seeks to teach learners to critically appraise politically relevant problem zones and play an active role in the political process.

- Competence Dimension: Political Consciousness
- Key Question: How do partial interests become generally authoritative?
- Selected Derived Questions: How are the exercise of power and the assertion of interests described and legitimated? Which notions of conflict and participation can be identified?
- Heurism: Interests, conflict, participation, notions of state, power and rule

insights into the possibilities of alternative constructions and their historical contexts of change.

- Lesson I: Equality Act 2010
<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-7-equality-act-2010>

(1) Design a lesson teaching youngsters how to participate in collective organization and enforce collective social and political interests. (2) Teach Foucault's power in discourses and influences on individual actions. Learners should develop counter concepts.

- Lesson 12: Taking Action
<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-12-taking-action>
- Talking about 'race' and privilege:
https://www.nasponline.org/Documents/Race_Privilege_Lesson_Plan_FINAL.pdf
- Lesson 11: Influencing Attitudes
<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-11-influencing-attitudes>

5.2.2 Important Topics and Activities for Strengthening Integrative Learning

This is an activities based Unit. Using Lange's model elaborated above, educationists and practitioners consider how to teach the topics described below..

- Activity I: Cooperation Learning - Strengthening Social Learning as a Dimension of Citizenship: Educationists and practitioners develop ways to strengthen cooperation learning by taking concrete everyday challenges as contexts of learning. In the dominant worldview, competition and concurrence are emphasized and reinforced by the way the market systems operate. These sets of meanings are often infused in our learning systems. This creates learning environments full of competition which is a risk factor for ESL. Competition can reduce success chances of some learners who are excluded and made to feel inferior or as unable in some areas or due to belonging to a minority or religious or ethnic group. Cooperative learning strengthens social and academic competences (Council of Europe 2007).
- Activity II - Group-based Work and Group-based Learning: Through group work aimed at achieving common goals and through interaction, learners strengthen competences of tolerance, acceptance, and reciprocity. Groups provide the context for heterogeneity. They consist of students of a diversity of social economic background, linguistic skills, and cultures. Conflicts arise and learners learn to solve controversies through experiential learning. Groups provide the context for experiential learning. Educationists will have to play an important role in guiding learners. Ensure that group learning promotes mutual support, autonomy, participation, respect and communication (Council of Europe 2007). Practical guidelines for promoting inclusive teaching and learning can be adopted from Manchester Metropolitan University (<http://www.celt.mmu.ac.uk>)
- Activity III - Reflecting Religious Diversity / Cultural and Political Moral Learning: Religion is a central dimension of many migrants and Roma identities. This dimension has to be recognized and strengthened for the integrative and holistic development and empowerment of learners within increasingly diverse communities. Religion is essential in preventing ESL by strengthening resilience, providing quality social networks and stability in an increasingly complex, volatile and unpredictable society.

Educationists and practitioners design a lesson where learners are asked to identify the positive norms and values in their religion (or religion of choice if they don't have a religious background), how these values are historically and currently exemplified in their religion and how learners can apply these norms and values in different contexts. In addition, learners should be able to identify and critically appraise religious controversies and oppressive power, which threaten to undermine these norms and values. Learners should be able to develop their own values and guiding principles. Learners should also gain inclusive competences and abilities for identifying common ground with other religions.

Critical competences should enable learners build on this platform to strengthen bridges and overcome hostility towards specific religions or Religionsphobia in general.

- Activity IV - Strengthening Critical Media Competences for Preventing ESL: Strengthening Political Learning as a Dimension of Citizenship Awareness: Critical media competences are vital transversal civic competences according to the European Framework for Key competences reviewed before. However, uncontrolled media consumption and lifestyles impact many disadvantaged youth in ways that disrupt learning. At the same time, violence and hatred are increasingly spreading through media. First, critical media competences are needed in order to cushion youngsters against ESL. Second, they are required to cushion them against violence and strengthen social cohesion: Design a lesson transferring competences for developing a critical balance between learning and entertainment. Similarly, together with your learners, design concise materials for teaching children, youngsters and adults with the aim of enabling them to recognize, evaluate and counteract the increasing hate and violence driven ideologies as well as recruitment strategies through the media. Expose the materials in school halls and distribute it to parents and stakeholders. For the accomplishment of the task, assign learners to different task groups.
- Activity V - Critical Media Competences for Positive Identity Construction, Cushion against Skin Whitening, Racialized and Sexualized Social Hierarchies: Participants of the PREDIS Online Blended Learning Course drew attention to the issue of skin bleaching, which increasingly affects migrants of African, Asian and Indian background within a society predominantly structured by sexualized and racialized social hierarchies. Social practices intensified by media compel many young women and men to apply chemical products to their skins and in some cases to the skins of their young children in order to lighten their skin tone and conceal darker skin colour shades with the view to feel more acceptable and attractive. Economic interests and product marketing play a role and benefit industries. These practices and their underlying sense making have detrimental impacts on health, they distract from learning and lower the affected learners' perception of the value of education. Citizenship awareness should enable youngsters to build authentic identities and prioritize education and employment. Educationists should be aware of real life challenges and respond. Design a lesson for strengthening political consciousness as a dimension of citizenship awareness. What other steps can diversity reflexive educationists and practitioners undertake?

5.3 UNIT III: DESIGNING INTERNALLY DIFFERENTIATED CURRICULAR FOR HETEROGENOUS CLASSROOMS

Migration and the current refugee movements are increasing the diversity within learning environments. Classes are shaped by cultural, social, academic and linguistic heterogeneity. For more detailed information consult the PREDIS Toolkit. It includes team teaching, engaging different learning styles and Halls cultural communication styles and cultural dimensions of learning.

CHAPTER 6: MODULE V - METHODS OF LABOUR MARKET INTEGRATION

6.1 UNIT I: ENTRENCHING VOCATIONAL ORIENTATION, PARTNERSHIPS & PERSPECTIVAL CHANGE AS AN ACTIVITY

6.1.1 The Head, Heart and Hand as Holistic Approach to VET: Pestalozzi

Concrete methods of integrating youngsters into the labour market must be informed by the disproportionate lack of vocational orientation amongst Roma and migrant youngsters and aim to promote early vocational orientation. In Germany, this information is provided by relevant stakeholders. According to Pestalozzi, learning should not only focus on cognitive abilities. The head, heart and hand, should constitute the focus of educational activities (Klafki 1996: 41). Accordingly, learning should interweave three areas: (1) academic knowledge (2) vocational skills (3) moral and social awareness with competences for human relationships and solidarity (Klafki in Barongo-Muweke 2018).

6.1.2 Intervention Levels: Analysis, Didactics, Employment Advising and Addressing the Intersection of the Person and Environment

Complex interventions require planning and structuring. Büchter & Christe (2014) provide a structured and systematic perspective as well as guidelines for orientation in a very fragmented topic: They structure *the professional level* into three competence and intervention dimensions (1) analysis, (2) didactics/curricular (3) employment advising.

- Analysis level: Prevention and intervention go hand in hand and involve examining youngsters' potentials, educationists' potentials, societal competences and competences of existing measures for problem amelioration. Analysis of the multi-dimensional conditions for success is necessary.
- Curricular level: Prevention and intervention go hand in hand and involve supporting learners through strengthening labour market oriented curricular (Büchter & Christe 2014). It is essential that measures on the curricular level also include mentoring, coaching in core subjects like language, mathematics with individualized assessments and supports in subject specific areas of weaknesses, early identification and response to symptoms (Module VI). Other effective support

measures include strengthening integrative citizenship awareness and key competences identified in the European Framework of Key Competences (Module IV).

- Employment advising level: Prevention and interventions must be informed by the perspective that individual occupational competences and competences for constructing career biographies are a key to the labour market integration of youngsters. Career guidance competences which include institutional knowledge and institutional support on the professional level are crucial for educationists and trainers (Büchter & Christe 2014).

Intersection of person and the environment: Considering Bourdieu, it is essential to add a fourth dimension to the above and include a focus on the importance of changing disabling societal mechanisms by acknowledging and addressing the duality of **the person and the social environment**. According to Bourdieu, youngsters inherit and mirror the structural properties of their environments (1995). Bourdieu links the habitus directly to poor school achievement. First, youngsters inherit social conditions of deprivation which influence learning outcomes. Second, economic, social and political resources are controlled by the dominant groups whose culture is embodied in schools. Schools and educational institutions are designed for advantaging learners who already possess specific forms of cultural capital which are defined by the dominant hegemony. The naturalization of the cultural capital of dominant groups hinders internal differentiation of heterogeneous learning processes. Instead it is assumed that all children have equal access to this cultural capital and are accordingly treated. Of principle importance, Bourdieu has argued that symbolic violence is exercised by the dominant cultural capital in schools and constitutes an axe of exclusion for disadvantaged youngsters who do not possess the dominant cultural capital. Taken together, the social order is embodied and the habitus subsequently underlies poor performance of migrant learners. For Bourdieu therefore, effective change does not happen only through vocational education but through school reforms based on the reflection of the dominant habitus and decentring symbolic violence which underlies achievement gaps. To explain the habitus, Bourdieu has termed cultural capital as a form of the institutionalized recognition of qualifications and social capital in the form of networks. On one hand, cultural capital which is crucial for educational success for example reading is transferred intergenerationally by families (compare Bourdieu & Passeron 1990/1970; Bourdieu 1986). On the other hand, cultural capital which is crucial for labour market participation is acquired through the institutionalized recognition of qualifications. Bourdieu also considered social capital and defines it as the form of social networks available to individuals (compare Bourdieu & Passeron 1990/1970; Bourdieu 1986). The following implications are important:

At the institutional level, the recognition of internationally acquired qualifications, the promotion of validation of non-formal and informal learning and the creation of enabling policies for increasing access of all to VET is also important for promoting employment and vocational orientation (compare

CEDEFOP 2016). The multifaceted interventions must combine preventive and remedial measures to effectively reduce early disengagement from school and VET training. Taken together, increased work-based learning, apprenticeships and flexible learning pathways, career guidance and counselling, contents and measures that acknowledge young people's lifestyles and interests are key (Cedefop 2016:45). Social networks of migrants must be strengthened. Structural and policy barriers, poverty, discrimination, racism and deprivation have to be acknowledged as risk factors and subsequently addressed. In module VI of the tool kit, Maslow's hierarchy of needs is described and suggested as a framework educationists should familiarize themselves with in order to interweave all levels. An intersectional lens is essential here (see Module I).

Stakeholder engagement and multi-professional partnerships: Due to the complex demands of meeting the variety of analysis of potentials, didactics, and employment advising interventions, vocational orientation cannot be realized by schools alone. It is important to build partnerships with external stakeholders, in particular, training companies, enterprises and chambers, vocational training schools, youth organizations and welfare facilities, employment agencies, parents, etc. (Büchter & Christe 2014:12-13).

INTEGRATED SERVICES: INTERSECTIONAL INEQUALITIES DEMAND MULTIPLE AND MULTI-LEVEL STRATEGIC INTERVENTIONS

For the amelioration of intersecting disadvantages, Nancy Edwards presents a concept for multiple and multi-level intervention programs which have to be implemented at the same time. They combine multiple components of interconnected intervention strategies which are used to target multiple levels (e.g. the individual, community, political) and multiple sectors (health, education, transportation, housing, business). They are delivered through various channels like government and non-governmental organizations, representational bodies such as professional associations, and grassroots infrastructure such as advocacy groups, faith groups, coalitions, business sector or media, and in different settings such as the home, school, work place, youth programs and policy making (Edwards, Mill & Kothari 2004). A streamlined, diversified and simplified architecture facilitating efficient and integrated services is required (Erasmus+ 2014).

Four principle competences are essential: collaboration, coordination, community participation and leveraging resources. Concretely, practical professional knowledge includes planning and working with others to organize and implement remedies at the local, community, municipality, federal levels.

6.2 UNIT II: LABOUR MARKET ORIENTED CURRICULAR: PART I WORK-BASED LEARNING

Labour market oriented curricular aims at entrenching work-related concepts in school curricular with the view to strengthen vocational orientation. Two major types defined: (1) Work-based Learning (WBL) and (2) Work-based Language Learning (WBLL). This section transfers knowledge of labour market oriented curricular and how to implement it in praxis. Examples, activities and guidelines for orientation are provided.

6.2.1 Description, Types and Central Ideas

Work-Based Learning (WBL) is the most prominent example of labour market oriented curricular. The European Commission identifies three main types of WBL. In most European countries they are combined: (a) Alternance schemes or apprenticeships; (2) School based VET; (c) WBL integrated in a school based program. Alternance schemes or apprenticeships comprise of dual educational systems such as those practiced in Germany and Austria. They link companies as training providers to VET schools or to other educational and training institutions. Learners attend VET schools or other educational and training institutions in parallel periods with company training. In terms of good practices, the German and Austrian dual systems are worldwide recognized for yielding very positive results as with regard to the transition of youngsters to the labour market. School-based VET consists of training on the job periods in companies typically in form of internships, work placement or traineeships. These can take the form of compulsory or optional components of the VET program leading to formal qualifications. In some cases, trainees may not be allowed to qualify from VET without completing components from school-based VET. WBL integrated in a school program aims at simulating real life working conditions and usually consists of on-site labs, workshops, kitchens, restaurants, junior or practice firms, industry project assignments, etc. (See, European Commission 2013).

6.2.2 Innovative Good Programs for Implementing Labour Market Oriented Curricular: Educational Chains

Early vocational orientation is crucial. All educationists at all levels should embed labour market oriented concepts in curricular. So far curricular and qualifications are separated from labour market requirements. On the labour market, there are many openings but qualifications do not match. In addition, the interests of youngsters and VET training or internships are not aligned. Many youngsters are not exposed to the realities of the world of work. On other occasions, youngsters can't meet high expectations of employers or unarticulated workplace cultural practices. These are major reasons that demotivate youngsters and cause them to exit from VET early. The Educational Chains as a work-based

model is changing the way in which complex problems are conceived and handled within educational practice and exemplifies how to implement vocational orientation in curricular and simultaneously address multiple challenges and needs of learners. The Educational Chains (Bildungsketten) is an initiative of the Federal Ministry for Education and Research (BMBF).

MAIN INSTRUMENTS AND PRACTICAL MEASURES FOR ENTRENCHING LABOUR MARKET ORIENTED CURRICULAR DEPLOYED BY EDUCATIONAL CHAINS

- Early analysis of individual areas of potentials. Early analysis starts in year 7.
- Practical orientation measures starting from year 8.
- Training preparation after leaving school: Learners are supported through VET until employment. Learners who do not qualify for VET are supported through supervised preparatory internships in companies.
- Coaching accompanying individual guidance and help during school and training.
- Early vocational orientation (*entrenching vocational orientation concepts in curricular and fostering integration of learners into company training*)
- Career-start counselling.
- Voluntary coaching (VerA initiative), expert volunteers and quality social networks.
- Measures in the transition period.
- Funding and support (Jobstarter, Program collaborating with KAUSA).
- Social Partnerships (parents, teachers, social workers, guidance practitioners and VET teachers with professional).
- Connecting and integrating existing successful projects and tools that are vital to fostering smoother transition between educational levels.

Each of the instruments is linked with a range of activities and instruments which are implemented together to form heterogeneous, interconnected and mutually reinforcing program components (Kremer 2009).

6.2.2.1 The Vertical and Horizontal Permeation of Educational Phases and the Employment Sector

The initiative Educational Chains aims to strengthen vocational orientation by entrenching labour market relevant education and training. Educational Chains promotes the vertical and horizontal permeation of different phases of learning and employment. Educational phases and employment agencies are so far separated from each other. Educational Chains promotes amongst stakeholders a better understanding of the interlocking educational phases which support lifelong learning in structural terms. It strengthens better coordination, better linkage and use of regional educational provision and capacities (Kremer 2009).

6.2.2.2 Multi-sectoral Collaboration

On the institutional and societal level of intervention, Educational Chains aims to achieve systematized, nationwide successful support instruments that link youngsters' pathways of education and training to a coherent system until they find apprenticeships. The different stakeholders are incorporated into multiple programs and components which form a continuum of connected, coordinated and interlinked strategies and services. They target multiple levels (individual, community, political) and multiple sectors (employment, education and training).

6.2.2.3 Early Career Orientation and Pre-vocational Education

The unique success factor of the educational Chains is entrenching Early Career Orientation. Pre-vocational education, training and early work orientation measures before and during transition to high schools and vocational education ensure better preparation of learners. Internship placements in various occupational fields entrench labour market oriented curricular.

6.2.2.4 Sports and Cultural Programs, Summer Employment Programs should be made part of the Educational Chains

Sport and Cultural Programs are crucial for strengthening soft competences required for successful labour market participation including time management, social skills and team orientation, responsibility, discipline, hard work or interpersonal communication (module VI). They also contribute to social infrastructure development and alleviate disproportionate disadvantage. Kultur Macht Stark is a good praxis example of cultural programs. Summer Employment and Job Readiness Training Programs should be included as integral components of Labour Market Oriented Curricular.

6.2.2.5 Activity: Counteracting Discrimination in Employment and Hiring Practices. Cooperating with Multi-sectoral Stakeholders

COUNTERACT DISCRIMINATION IN EMPLOYMENT, INTERNSHIP ACCESS AND HIRING PROCEDURES BY INVOLVING STAKEHOLDERS

DESCRIPTION

Working closely with key stakeholders, sensitize employers about the strengths and needs of Roma and Migrant youngster at the transition in order to foster increased hiring practices and access to internships.

TASKS

- Develop an online portal where profiles of Roma and migrant youngsters can be presented and promoted to help employers readily recruit disadvantaged youngsters.
- Showcase and strengthen potentials and skills of migrants and Roma.
- Ensure employers and company trainers understand the impacts of migration and exile on youngsters and their skills' development.
- Closely work with employers to develop employment partnerships and networks for bridging migrant and Roma youngsters' into internships, occupational fields of interest.
- Clarify stereotypes about migrants' employment and develop simple and concise information products for targeting key hiring sectors.
- Develop or strengthen a diversity management strategy at the work place.
- Develop brief concise information guidelines to help employers support integration of Roma and migrant youngsters into the work place, work with trainers to educate youngsters on unarticulated work place cultures and expectations.
- Develop a public education strategy which educates employers and the general public about the economic contributions and potentials of migrants as well as the demographic transitions and skills gaps. Showcase economic, social and demographic contributions of migrants with supporting evidence such as statistics; prioritize humanistic reasons for integrating migrants over economic reasons.

ADDRESS DISENABLING POLICIES WHICH CONDITION STRUCTURAL PARAMETERS OF MIGRANTS AND ENTRY INTO VOCATIONAL TRAINING AND THE LABOUR MARKET

TASKS

- Identify policy barriers, work with and sensitize school and VET leadership who can work with the Ministry of Labour, Ministry of Education and Ministry of Sport and Culture to create a chain of support systems at different levels addressing barriers.
- Develop concise products to educate responsible ministries on the long-term counterproductive effects of marginalizing policies on society.
- Develop a framework of inclusionary policy in relation to education, VET training, language and labour market participation of migrant and Roma youngsters and a clear action plan outlining specific policy goals, measures and timely actions together with a monitoring strategy to keep track of developments in inclusionary policies.

6.3 UNIT III: LABOUR MARKET ORIENTED CURRICULAR PART II: WORK BASED LANGUAGE LEARNING (WBLL)

6.3.1 Definitions, Rationale and Implementation

Language competences are crucial for integration and societal participation as well as participating in classroom, vocational training and employment. However, just as curricular and labour market needs have not been aligned, conventional courses of second language teaching and learning have been linguistically oriented and thereby lack labour market oriented contents. In addition, they have tended to be too long. Work-based language learning has evolved as a responsive innovative method which aims to entrench work based contents in language learning curricular in order to align language learning with real work requirements and facilitate swift integration into the vocational training and labour market. The importance of linking language learning for basic daily life-communication with language learning for employment integration is emphasized. WBLL is implemented through two major methods, which can guide your own praxis.

- The first implementation method involves adjusting contents of language learning to occupational requirements of different learners through incorporating basic occupational specific terminology on a theoretical and practical everyday level. The ESF-BAMBF work-based WBL model is a good practice example for in-classroom application.
- In the second implementation method, the work place is changed into a learning place where migrants learn language on the job and acquire substantial language competences: Learners absolve three company visits and four weeks' practicum; employers and workers are sensitized about the language challenges of non-native speakers on the job; special language learning arrangements are made and implemented through flexible work arrangements; learners enter the workplace with basic preliminary language competences. Companies provide professional development programs for enabling workers to more effectively design oral communication. Companies also invest efforts in breaking down barriers in written communication.

6.3.2 Guidelines for Implementation in Own Praxis

ACTIVITY WITH THE TEACHERS AND TRAINERS FOR IMPLEMENTING WBL

DESCRIPTION

Participants familiarize themselves with how to design work related concepts in curricular and make curricular relevant to vocational orientation of learner in schools and to their occupational specific needs.

METHODS

- Search the web for occupational specific language training videos. Split your learners into groups and ask each group to search for three different occupations. Select the best videos as regards quality of pictures, clarity of words and links to praxis.

METHODS (CONT.)

- Participants copy links into word documents and email to trainers, themselves and other participants who volunteer email addresses.
- Trainers ensure to receive the emails and check out websites and copy links for modification of participants' further training.

MATERIALS

Laptops, Wifi, Flip charts, email

EVALUATION (15 MIN.)

Participants reflect on and write links of the exercise to praxis

6.4 UNIT IV CAREER GUIDANCE PART I

6.4.1 Institutional Recognition of Qualifications and Validation of Non-formal and Informal Learning

The non-recognition of qualifications and non-formal prior learning presents significant barriers to employment integration. To overcome structural barriers and to achieve more social justice in the area of work and social integration, it is imperative to provide equal opportunities for participation. Recognizing and validating formally and non-formally acquired competences of migrants and Roma is crucial. Migrant youngsters and Roma often participate in informal economies and acquire employability skills through non-formal learning. They usually perform in the trades and are acquainted with handling money and basic arithmetic skills which may not correspond with formally taught methods. The standard institutional validation processes may misevaluate or not recognize these competences. Retraining often de-motivates the affected. Migration itself is a process that builds many skills like communication and social competences. Not only informally acquired competences are non-recognized, but also highly qualified migrants from different formal educational systems encounter barriers related to transferring their employability skills into their occupational sectors. Programmes have emerged at the EU level to facilitate recognition. Emphasis is increasingly on validating prior learning by providing opportunities for youngsters to demonstrate what they already know and are able to do.

6.4.2 Online Resources for Supporting Qualifications' Recognition and Validation of Non-formal and Informal Training & Learning

Below are online tools with information and links to other online resources for recognition and validation. EUROPASS provides tools for developing job application documents.

ONLINE TOOLS FOR LINKING LEARNERS TO RECOGNITION AND VALIDATION BODIES

- EQF – Centralized Information for Official Recognition of Qualifications
European Commissions' Website on Learning Opportunities in Europe:
<https://ec.europa.eu/ploteus/en>
- ECVT, European Credit System for Vocational Education and Training (ECVET)
Very helpful guide for educationists and learners in validation:
<http://www.ecvet-secretariat.eu/en/faq-page#t6n984>
- CEDEFOP:
<http://www.cedefop.europa.eu>
- European Credit System for Vocational Education and Training (ECVET)
<http://www.ecvet-projects.eu/About/Default.aspx>
- European Credit System for Vocational Education and Training (ECVET) on detailed description on learning outcomes, units, points, credit
<http://www.ecvet-secretariat.eu/en/faq-page#t1n966>
- European Credit System for Vocational Education and Training (ECVET) on questions and answers: <http://www.ecvet-secretariat.eu/en/faq-page#t6n984>
- The MyKey for Learners:
<http://www.my-key.online/>
- European skills, competences, qualifications and occupations (ESCO):
<https://ec.europa.eu/esco/portal/home>

6.5 UNIT V: CAREER GUIDANCE PART II

6.5.1 Individual Occupational Competences & Individual Career Biography Construction

The German Federal Ministry of Research and Education BMBF considers career guidance as a key to successful training and labour market integration. Individual occupational choice competences and competences for individual career biography construction are crucial for vocational and employment integration. They play a paramount role in preventing early disengagement from education and training through the early identification of potential risk situations and the early promotion of effective responses.

Youngsters and other job searchers should be able to identify their own professional skills, non-formally and informally acquired competences, talents, and strengths on the one hand and on the other hand the job requirements. Youngsters should understand the available education and training options, the requirements for admission and success, and be able to select an appropriate field of study. Moreover, they should understand the work options that are available, the qualifications required, the means of gaining entry, the life of the worker and the rewards of the jobs. Learning effective job-search strategies is also a required competence. They have to develop career adaptability in order to be able to take advantage of opportunities as they occur; to identify alternative occupations when current employment or employment goals are in jeopardy; to overcome self-defeating behaviours, to gain self-confidence and to learn life skills. Two levels of intervention are important:

First, alongside supporting career decision making, much of your work will involve knowing about relevant resources and support measures, where to find them and how to link trainees and learners to them. Your skill sets should include knowledge of local educational providers, local labour markets, occupational profiles and occupational trends, growing sectors, shrinking sectors, interpretation services, funding availability, qualification assessments and validation processes, language providers, diverse eligibility requirements, etc. Research of online resources and working closely with employment counsellors can help. Second, you need concrete counselling skills that strengthen youngsters' occupational choice competences and competences for individual career biography construction. In the Canadian model of employment counselling below, these competence areas are unfolded into four dimensions which provide systematized approach to career guidance.

6.5.2 Practical Guidelines for Employment Counselling: Employment Assessments and the Four Employability Skills Dimensions

The first step in supporting labour market search skills is conducting skills assessments. Four employment skills dimensions are identified: (1) Career decision making, (2) Skills enhancement, (3) Job search skills, (4) Job maintenance skills (compare CEDOFOP 2016:10).

- Step I - Career Decision Making Assessments: Using interviewing skills, the professional assesses the goals and goal setting abilities of job searching participants. The assessments explore whether learners have a clear occupational goal, and the results determine the required supports and measures. Occupational choice and goal setting workshops or career counselling sessions are organized in which participants lacking goal setting competences learn to set goals. For orientation, participants learn that goals have to be specific, measurable, achievable, realistic and time sensitive (SMART). Participants are asked to identify their own professional interests and list three occupational choices according to their priority. The educationist or trainer may assist in helping learners identify the long-term goal and the short term goal through interviewing or group activities. The purpose is to link the long-term and short term goals together and enable learners to explore occupational pathways that bridge the two. After identifying the long-term goals, learners individually or in groups consider the question of what alternative goals (occupational paths/short term goal) they can pursue in the meanwhile in order to reach their ultimate goal. For further guidance, learners in groups or as individuals are tasked with exploring different occupations through online occupational classification platforms and group activities. They discover and compare occupational outlooks and statistics on different occupations and compare with their interests and competences. Participants are also familiarized with occupational and training prerequisites as well as career pathways that can lead to their ultimate career goal.
- Step II - Skills Enhancement: Once the educationist or career counsellor establishes that the learner has a clear career goal but lacks the necessary technical skills, or if their skills are not evaluated nor recognized, learners are provided an opportunity to attend subsequent components of the employment counselling or employment workshops which focus on skills, education and training. In the first case, participants individually or in group activities learn to identify their own skills and abilities acquired through study, work and life experiences. Both formal and non-formally acquired skills are considered. Participants also identify transferrable skills. Afterwards, participants are asked to develop their individualized skills profile and are provided with a generic list of occupations with a description of corresponding occupation specific terminology. On this basis, participants are tasked with and supported in developing their curriculum vitae. They are introduced to the different types and their purposes with examples and online tools (see our online tools in preceding sections). In the second case, learners who already possess employable skills and well-developed curriculum vitae explore and are linked with assessment and validation bodies. They also explore the broad range of educational and training programs, their suitability, entry requirements, program start dates as well as funding availability. Entry requirements for some educational and training programs include internship experience. Prospective trainees are linked to databases and organizations where they can obtain internship experiences, typically through volunteering in professionally controlled environments, job shadowing, etc. Where possible, prospective migrant trainees and job seekers are linked to simulation practice firms where they work on company projects and gain professional experience under supervision and coaching by qualified employees in relevant occupational areas.

- STEP III - Job Search Skills: This component assesses and strengthens the learners' competences for navigating the complex terrain of the labour market information regarding available occupations, required occupation skills and development of own occupational profiles and resumes that correspond with employers' interests. The training focuses on strengthening their presentation skills and informs them about unarticulated labour market customs. Networking abilities are strengthened. For this purpose, information sessions with representatives from business and industry are organized. Basic things such as personal hygiene are also taught. Teamwork and generic competences like reliability, personal initiative, time management and innovation are discussed in groups and demonstrated through examples and activities. In some cases learners are linked with prerequisite certificate courses such as FIRST AID and Occupational Safety (WHMIS). Such certificates are particularly relevant for participants wishing to work in the health, food handling, construction or social sectors.
- STEP IV - Job Maintenance Skills: This component (workshop) provides knowledge on how to successfully integrate into the workplace and maintain the job. A strong component is on the financial, transport and material requirements (clothing and hygiene), and how to access these institutionally available supports during the first months of employment. Learners gain information on available social services. Learners participate in group activities focusing on themes like teamwork, norms of the work place such as keeping time, being reliable, what to do in case of unexpected hindrances such as sickness, asking for help, clarifying and following job instructions, etc. Different requirements from different occupational sectors are elaborated upon such as customer service and communication, dress code, etc.

CHAPTER 7: MODULE VI - SUPPORT DURING TRANSITION

7.1 UNIT I MEASURES FOR TACKLING ESL

7.1.1 Prevention, Intervention and Compensation

The European Commission identifies three comprehensive strategies for tackling ESL: prevention, intervention and compensation. The measures are clustered according to their main spheres of influence: (1) Prevention and intervention should occur during early and general school. (2) Intensive support of trainees should occur during the first year of VET training where ESL occurs most. (3) Compensatory measures and programs re-engage youngsters in training and employment pathways when they have disengaged themselves early from school and VET (EU 2013). Below these EU guidelines are described in more detail.

- **Prevention Measures:** Aim at tackling ESL before its first symptoms are visible. Strategies are successful when they consider the preconditions for successful schooling in the design of education and training systems. However, a prevention approach is widely missing. This is an important overall theme in the modules.
- **Intervention Measures:** Address emerging difficulties at an early stage. Successful measures are student focused and build on early detection of support needed for learning and motivation. They involve multi-professional expertise and holistic approaches and provide individual guidance in addition to practical and emotional support. Pupils with learning difficulties or disabilities or those encountering personal, social or emotional challenges are often isolated from education staff or other adults who can support them. Easy access to teachers and other professionals supporting their educational and personal development creates enabling environments. Guidance and mentoring together with cultural and extra-curricular activities broaden learning opportunities.
- **Compensation Measure:** While aiming to re-engage people in education and training, second chance schemes focus on a holistic and individualized approach. Some second chance schemes facilitate formal upper-secondary qualification while others focus on preparing young people for VET or employment. The following core transversal principles are described as relevant in prevention, intervention and compensation measures:

- (a) Learners of all ages must be at the centre of education with a focus on building individual strengths and talents. Schools should help all pupils to feel respected and feel that their individual strengths, abilities and specific needs are recognized. This means that schools need to create conditions in which young people can grow.
- (b) Learners require welcoming, open and safe learning environments where pupils feel noticed, valued and as part of a community. Schools should empower young people with a sense of ownership, belonging, self-fulfilment and knowledge that enables them to become active citizens and play a positive role in society. Opportunities should be provided to help learners build confidence and develop a desire for learning.
- (c) Staff must be aware of the scope and challenges of ESL, its main triggers and ways to prevent it. Schools and teachers should be equipped with skills, expertise and resources to provide all pupils with the learning support they require.
- (d) Young people at risk of ESL and those who have already left education and training prematurely should have easy access to different learning opportunities and targeted support.
- (e) Coordination of schools, local, regional and national levels is required to implement these measures and to prevent overlaps and gaps (EU 2013).

7.2 UNIT II: RISK FACTORS AND INTERVENTIONS DURING THE FIRST YEAR OF TRAINING

Summary of Risk Factors: The summary of risk factors and supportive measures discussed in this section are synthesized from a wide range of literature. Interventions are structured around the key idea that the highest ESL rates occur during the first year of training. Subsequently, it is crucial to develop an intensive support system during this transition period. The causes of dropout at this level include:

- Lack of motivation linked to task complexity and to the complex theoretical contents, orientation of vocational education and complex formats of examination as well as training programs.
- Non-recognition of qualifications and prior learning.
- Wrong occupational choices and occupational mismatches.
- Trainees don't see links between training and praxis requirements.
- Language barriers.
- Unsatisfying student teacher relationships.
- Lack of fit between training companies and trainees due to high expectations from employers.
- Workplace dynamics and tensions.
- Lack of motivation by trainees due to perceived low social status of vocational education and complex theoretical contents (Compare Eurydice & Cedefop 2014; Frey & Balzer 2014; Frey, Balzer & Ruppert 2012)

7.2.1 Lack of Motivation

Support Measures: Provide Intensive Academic and Emotional Support and Supervision during the First Year of Training where ESL occurs most.

Key Actions to Support Measures:

1. Conducting Assessments, Designing and Providing Matching Intervention Measures.
 - Assess prerequisites for learning and facilitate early intervention. Develop diagnostic instruments to help with assessments or replicate and use existing instruments for identifying at risk trainees.
 - Provide extra classes, coaching and mentoring in core subjects like mathematics, language (with work-based focus) and theoretical knowledge (See for example Frey, Balzer & Ruppert 2014 & 2012).
2. Breaking-down Complex Concepts, and Applying Methods of Inclusive Teaching:
 - Explain concepts and information in multiple ways such as PowerPoints, charts, activities, discussion groups etc.
 - Design well-structured goals and course objectives, provide course and class outline, articulate and frequently repeat key points, recapitulate lessons at the end of each day and new beginning of each continuation; incorporate brief summaries of what has been covered so far and provide a summary at the end of teaching units covered.
 - Write down and spell out new terms, and provide clear explanations for new and complex concepts. Summarize complex ideas with an outline, bulleted list, or graphics.
 - Provide sufficient time for completing notes during the class.
 - Provide handouts or other supporting lecture materials electronically.
 - Make use of appropriate technology to enhance learning. Ensure that any technology used is inclusive and accessible.
3. Making Didactic Links between Theory and Practice:
 - Provide instructions for practical tasks ahead of classes.
 - Provide video resources and links prior and during classroom which precisely demonstrate tasks and unfamiliar equipment.
 - Re-demonstrate and/or explain tasks.
 - Provide sufficient time for students to take notes during explanations and demonstrations of activities, reflect on demonstrations and formulate or respond to questions.
 - Provide students with opportunities to practice tasks and obtain feedback.
 - Encourage students to work collaboratively in groups or pairs to facilitate peer support.

4. Working towards Establishing Educational Partnerships.

- Lower your expectations, and match your in-classroom training with operational levels of trainees. Understand that some VET trainees are insufficiently prepared to meet the training requirements of VET and that at the same time they encounter other social and structural barriers which may not be seen but profoundly affect their learning.
- Draw the attention of VET leadership in order to strengthen dialogue and cooperation with general schools and facilitate sufficient pre-vocational preparation of trainees.

7.2.2 Non-Recognition of Prior Informal and Non-Formal Learning or Qualifications.

Key Actions and Support Measures: Undertake the following key actions: Familiarise yourself with recognition bodies; provide youngsters with opportunities to demonstrate what they know and can do, assess and evaluate, recognize and exempt from training what youngsters already possess. If necessary, link youngsters to the recognition and validation bodies described in Module V.

7.2.3 Wrong Occupational Choices and Occupational Mismatches.

Support Measure: Strengthen labour market oriented curriculum and links to internships; strengthen career choice competences.

Key actions to Support Measure:

- Entrench labour market oriented concepts in curricular.
- Link students to closely supervised internships and work place training during the first year of training.
- Strengthen multi-professional collaboration with multidisciplinary staff, school leadership, employers, employment agencies and trade unions in order to foster access to internships (Module V).
- Strengthen your own career guidance competences: Familiarise yourself with labour market information, online tools, study and employment options; visit career guidance workshops.

7.2.4 Students do not see Links to Practice

When learning complex theoretical concepts, some students do not see links to praxis. This can demotivate them and put them at risk of early exit from training. Support Measures and Key Actions to Support Measures:

- Strengthen links to supervised internships and simplify contents and examination formats.
- Use examples and case studies that relate to students' career aspirations, and make links with their wider academic context, the wider unit material, and study programme.
- Use online demonstration tools which learners can view in groups and at individual pace in their own time after school.
- Draw on material that is familiar to students' everyday life and social references

7.2.5 Language Barriers

Language is crucial for communication, learning, information processing, in classroom participation, labour market integration and social integration. Key Actions to Strengthen Language Competences:

- Understand that verbal skills do not always correspond with cognitive abilities or a high-level of second language proficiency, or even the essential literacy or numeracy skills for understanding course material or participating in written assignments.
- Trainees with poor verbal skills may face discrimination when language competences are equated with (dis)ability to meet academic, work or training standards.
- Assess literacy skills and provide or link migrant and minority trainers and learners to essential language training resources.
- Always use plain language.
- Explain any new terminology or concepts that you introduce.
- Present information in a variety of ways (e.g. verbally, written, demonstrated).
- Encourage learners to create their own glossaries of work-based terminology.
- Encourage learners to ask questions and seek clarification where needed.
- Repeat and/or paraphrase key discussion points and questions from students.
- Provide additional explanations using different examples to facilitate understanding.
- Connect learners to extra language support classes.
- Incorporate a work-based language learning model by including work-related concepts (Module V).

7.2.6 Student Teacher Relationships are crucial

Support Measure: As a teacher and VET trainer, you will play a central role in shaping the future and life opportunities of your trainees. The way you interact with them is decisive for trainees' success in VET, school and employment. Undertake following Key actions to support measures:

- Promote a culture of high expectations and success in your curriculum.
- Teach work virtues

- Motivate trainees by identifying and show-casing their abilities.
- Support youngsters to identify their own interests and competences and to develop their formal non-formal and informally acquired skills profiles;
- To identify youngsters' interests and skills profiles, deploy interviewing skills.
- Encourage an open dialogue about trainees' areas of need and your expectations for their own roles and preconditions for success.
- Build a strong relationship and trust. Show congruence in your actions, words and attitudes towards your disadvantaged trainees.

7.2.7 Mismatches between training companies and trainees

Lack of fit between training companies and trainers due to either high expectations from employers, or workplace dynamics and tensions is understood as one of the major causes of early disengagement from VET. Support Measure: Ensure early vocational orientation; engage educational and employment partnerships to work closely with schools, company trainers and employers to address this gap. Undertake following Key Actions to support measure:

- On the curricular level, ensure trainees develop structured goals and objectives and ensure intensive supervision of internships; provide close supervision and follow-up.
- Familiarise yourself with various workplace specific training requirements in order to adequately prepare your trainees.
- Strengthen work-based learning (Module V)
- Engage future prevention in collaboration with VET leadership build and schools to ensure sufficient preparation of learners through pre-vocational internships

Address Tensions:

- Provide opportunities for trainees to have open feedback loops from company trainers, change workplace supervisors, internship places or try out other internships.
- Develop practical guidelines with employers for fostering inclusion of trainees in the work place including concise material for strengthening intercultural competences and sensitization of employers and the workforce to the potentials and challenges of migrant and Roma youngsters. Apply Hall's central ideas of low context and high context communication which are described in the PREDIS Toolkit Module IV.

7.2.8 Lack of Motivation by Trainees due to the Perceived low Social Status of Vocational Education

In many countries the social status of VET is perceived as inferior to University education. Migrants and Roma minorities who would particularly benefit from VET by overcoming the multiple barriers faced through opportunities VET provides for economic participation are particularly vulnerable to such misconceptions and at risk of disproportionate effects. Support Measure and Key Action to Support Measures:

- Teach about the benefits of the vocational sector such as providing key employability skills and fostering swift employment integration and improvement of life opportunities.
- Clarify misconceptions about the low value of the vocational sector.
- Invite successful role models and employed ex-trainees of migration and Roma background to give talks and demonstrate to peers the benefits of VET.
- Teach goal-setting: trainees can use VET as occupational bridging to achieve their ultimate occupation goal as discussed in module V.
- Understand that at the systemic level, improvements in quality of the VET are required; VET should be a flexible pathway to the university and other postsecondary educational pathways.

7.3 UNIT III: TRANSITION FROM GENERAL SCHOOL TO VET

7.3.1 Transition from High School to VET, Examples of Good Practice Programs. The Pathways to Education, 70% ESL Reduction Rates

As already mentioned, compulsory school is the site of prevention. Intervention at this level can profoundly improve youngsters' competences, motivation and opportunities to successfully transition into VET. This section presents the Pathways to Education as a promising approach. Other examples are discussed in the PREDIS toolkit. The Canadian project Pathways to Education utilizes a whole school approach or ecological model engaging multi-sectoral partnerships. Starting from grade 9, the model rests on four pillars and comprehensive support addressing the concrete challenges faced by the youth:

- Academic support in core subjects four nights per week in a safe and positive social learning environment.
- Social support encourages students to explore different activities and take advantage of opportunities.
- Financial support provides bus tickets and food vouchers for every day that students attend school, and some students with specific needs get scholarships

- Staff support work one-on-one and build stable relationships between youngsters and parents, monitor school attendance, provide problem solving support with school administration and advocacy where necessary. The project also addresses poor networks, strengthens community connections and offsets negative peer influences. It organizes leadership building programs and social activities which are delivered using creative innovative methods like dance, games or sports by qualified personnel like college and university students or graduates who also act as role models.

7.3.2 Transitions During Elementary and Middle School

ESL is a progressive process starting with observable disengagement from education due to underachievement whose causes are anchored in early school years where they can be effectively addressed (European Commission 2015). A pillar of prevention is designing quality early childhood and embedding work-based learning curricular as a transversal intervention.

7.3.2.1 Risk Factor: Absenteeism as Early Warning Sign

This is the strongest indicator for ESL. Children and youngsters may miss school because of a fragile right of stay which might involve them being frequently moved in different locations. Roma youngsters particularly girls may frequently miss school because of helping at home in taking care of children or running household chores. Some of them may experience early arranged marriages. Key actions to support measures:

- Closely monitor absence and respond effectively; identify early warning signs and link learners where necessary to school pedagogics, financial and social support.
- Develop school diagnostic instruments for identifying learners at risk and factors that disrupt learning: Develop monitoring systems to analyse factors and to detect changes.
- Provide individualized support such as mentoring, specific classes in core subjects like language, mathematics and address individual subject specific areas of weakness.
- Develop positive and nurturing relationships between teachers and learners and peers.
- Work closely with stakeholders to take the school (i.e caravan schools) to Roma communities or consider introducing compulsory education.

7.3.2.2 Risk Factors: Early Tracking

Perform track selection in upper secondary; provide high curricular standards; increase opportunities to change tracks and classrooms; address underlying structural causes like poverty and discrimination (OECD 2012).

7.3.2.3 Risk Factor Grade Repetition

Eliminate grade repetition; address learning gaps of students during the year: limit repetition to the one subject of modules failed, and provide targeted support; raise awareness in order to change grade repetition practices (OECD 2012).

7.3.2.4 Risk Factor Early Pregnancies

In collaboration with school leadership and ministry of education, develop a national sex education program for pupils, focused on communities with a high risk of teenage pregnancy and where early marriage is still common (see UNICEF & Educația 2000).

7.3.2.5 Risk Factor Motivation

Promote a positive, non-violent school culture with values and norms of care, justice and fairness. Involve your learners in creating concurrence free and cooperative learning environment (Module IV); use the experiences of pupils who have already dropped out in order to prevent the spreading of early abandonment. Organize school meetings where students who left school share experiences with students at risk of abandonment about their life after they left school; get proactively involved in fighting early school dropout and increase the integration of students through communication with them and with their parents, engaging in extra-curricular activities and counselling.

7.4 UNIT V: TRANSVERSAL MEASURES

7.4.1 Risk Factor: Discrimination

KEY ACTIONS AGAINST DISCRIMINATION IN LEARNING ENVIRONMENTS

- Do not ignore discriminatory behaviour. Make clear that you won't accept racial, ethnic, religious, sexual, or other offensive jokes, slurs, or behaviours, and explain why by referring to values of equality, human rights, social justice and diversity.
- Involve and inform parents about your diversity and inclusion framework and teaching contents to ensure that children do not receive mixed messages from school and home.
- Ensure that classroom, schools, homepage posters, pictures, books, and other materials are diverse and represent your learners' social identities and social backgrounds such as ethnicity, gender, age, family situations, and disabilities. Diverse representations will make students of a migration and Roma minority background feel included as well as teach students of mainstream populations about the diversity in social groups.

7.4.2 Risk Factor Low Parental Support and Parental Engagement

Disadvantaged parents tend to be less involved in their children's' schooling due to multiple economic and social reasons.

STRENGTHENING ACADEMIC SUPPORT SYSTEMS FOR DISADVANTAGED YOUNGSTERS

Most effective strategies target parents who are more difficult to reach.

- Identify and encourage individuals from the same communities to mentor students: Strengthen the involvement of parents and communities and improve communication strategies to align school and parental efforts.
- Include home work as part of in classroom work such that disadvantaged learners and learners with difficult life conditions are not marginalized. Make learning exercises creative, enable learners to discover own learning strategies (Meyer 2006).
- Build links with the local communities, and with business and social stakeholders (OECD 2012); work closely with school leadership to build links with volunteer academic experts such as students in universities, or students in higher grades.

7.4.3 Practical Tools for Planning and Implementing Interventions

In the PREDIS Toolkit, three frameworks are suggested which should be used together: (1) Setting SMART Goals (2) The Intervention Process (3) Maslow's Hierarchy of Needs. They are inspired by Sorrentino's recommendation and modified to fit the educational context.

CHAPTER 8: GLOSSARY

- **AGEISM:** Discrimination and prejudice by age which creates barriers to access to key areas of participation like work, education, etc.
- **ANTIZIGISM:** Antiziganism (also known as anti-Romanyism, anti-Romani sentiment or anti-Gypsyism) is hostility, prejudice, discrimination or racism directed at the Romani people as an ethnic group, or people perceived as being of Romani heritage.
- **CONFLICT RESOLUTION:** “Conflict resolution is about ideas, theories, and methods that can improve our understanding of conflict and our collective practice of reduction in violence and enhancement of political processes for harmonizing interests” (Kremenjuk & Zartman 2009).
- **CULTURAL RACISM:** It is necessary to pay attention to ethnic or cultural racism. This form of racism accepts equality amongst cultures but emphasizes that cultures should not mix (EC 2001). Cultural racism does not operate on the basis of biological differences but takes cultural differences as the starting point and draws on notions of cultural incompatibility to legitimize cultural separation and unequal treatment (Balibar 1990: 23-38).
- **DISABILITY:** Is not a biological category but a social construct that emerges due to contradictions between ones environment and their capabilities. When society does not create enabling environments, people who are physically challenged are hampered from unfolding their abilities and participating (Makonnen 2002). Disability is of prime relevance to ESL because structural causes of educational underachievement are individualized in terms of cognitive deficits. As a result, a hierarchical social order is maintained. Ableism has to be addressed.
- **ETHNICITY AND RACE AS SOCIAL CONSTRUCTS:** There are no genetically or biologically distinct races in the human species. Race and ethnicity are understood as social constructs with structural dimensions. They are not natural categories. Their boundaries are fluid and their membership is subject to contestation. Race and ethnic groups and nations are discursive formations and imagined communities which are constructed, contested and changed through specific ideological contexts (Makonnen 2002).
- **ETHNICITY AND RACIALIZATION AS STRUCTURAL PARAMETERS:** Ethnicity takes on a structural dimension when an individual or group faces institutionalized forms of exclusion or

discrimination based on their ethnicity or national origin. A good example is when institutional practices, policies and legislative processes link the participation of migrants in work and vocational training to their migrant status and place of birth. However, analytical difference is sometimes necessary in order to capture the multiple ways in which ethnicity interacts to structure disadvantage for instance in cases where migrants experience structural exclusion in both communities of destination and background societies, all on the basis of their ethnicity. This creates complex cumulative and simultaneous challenges (Barongo-Muweke 2010).

- **INTERCULTURAL COMPETENCES:** These are competences needed for efficient functioning in a multicultural society (for successful multicultural dialogue between people from various cultures, ethnicities, belonging to different religions, gender, sexual orientation, personal characteristics, learning habits and styles etc.).
- **INTERCULTURAL DIALOGUE:** Intercultural dialogue is a process, which includes open and respectful communication and exchange between people and interactions among people from different socio-cultural environments, individuals, groups and organisations (Ericarts 2008).
- **INTERCULTURAL VOCATIONAL EDUCATION:** Intercultural vocational education is a response of VET to multicultural learning environment. It is a life-long process and attempts to achieve equality in the learning environment despite the fact that students come from different socio-cultural environments, they belong to different religions, they come from different social strata, they are of different gender, they may speak different first languages, have different personal characteristics, learning habits and styles etc.
- **MASLOW'S HIERARCHY OF NEEDS:** Offers a structural framework in diversity reflexive educational practice and is relevant for combining the knowledge transfer dimension with the perspective of the intersection of the person and the societal environment. Maslow's theory of needs, stipulates that certain basic needs have to be met in order for a person to survive or function. Maslow arranges needs in a hierarchy or order of importance to demonstrate that low-level needs must be met before higher-level needs. In the ESL case, this can be taken to mean that the social preconditions of learning must first be met. His pyramid model can be used to guide assessments in the educational context of disadvantaged learners.
- **PERSPECTIVAL CHANGE:** Is not just a change of attitude but also includes reframing competences as well as involves an activity and the activity must be organized. Implied in other words is a change in situation perception, meaning and perspective as well as acquiring multi-perspectivity, reframing competences and capacity to develop and implement action strategies of change (Fichten & Meyer 2005).

- **POLITICAL JUDGMENT:** Political judgement is a prerequisite for the functioning of democracies. It serves individual orientation in the social environment and enables individuals to interpret, evaluate social political reality and actively influence it (Lange 2008).
- **PREDIS'S WORKING CONCEPT:** Intercultural competences should include structural competences like the ability to recognize structures of inequality in both the educational contexts and societal dimensions of migrants and minority groups like Roma; to evaluate our own location and societal structures of privilege and the capacity of discourses of power at play; to develop our ability to challenge them and to develop competences for considering alternatives; and the ability to understand and respond to individual life conditions of our students which are grounded in unequal social preconditions. This includes a perspective of critique which helps to overcome the deficit approach and avoid reducing structural factors to the individual level.
- **RACISM:** Mecheril describes four dimensions of racism through which it can be identified, reflected upon and addressed: (1) Racism constructs othering based on physiological and or social characteristics which become linked with nationality, ethnicity, race, or culture; (2) racism links social characteristics with collective mentality and abilities such as character, intelligence, temperament; (3) hierarchization is involved through hierarchical, thinking and evaluation in which the other is devalued and the self is elevated by legitimation of own superiority; (4) power is a major component because through power, individuals can draw on these views to implement societal exclusionary praxis, normalize privilege and discrimination (Mecheril 2004).
- **RELIGIOPHOBIA (E.G., ISLAMOPHOBIA):** Negative stereotypes, bias or hostility towards religion, religious individuals and groups. While all religious groups may be affected, more recently, there has been a rise in Islamophobia which is hostility against Muslims.
- **SECOND HOMELAND:** The term second homeland refers to the 'receiving' country of migrants and refugees, the terms could be used interchangeably. However, the term hosting country, which was sometimes very often used instead of receiving country, is not recommendable anymore, because the word hosting refers to hospitality, which was sometimes not present for migrants and refugees when they arrived in exile (Van Hearn 1998). For the above named reasons, some prefer the term country of destination.

CHAPTER 9: LITERATURE

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NOTES

A vertical sheet of lined paper with a spiral binding on the left side, intended for taking notes. The paper is white with light gray horizontal lines and a dark gray spiral binding on the left edge. The sheet is positioned in the center of the page and has a slight shadow to its right.

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