



PREDIS

PREVENTION OF
EARLY DROPOUT OF VET
THROUGH INCLUSIVE STRATEGIES
OF MIGRANTS AND ROMA

TOOLKIT



IMPRINT

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CHAPTER 1:

DESCRIPTION OF THE TOOLKIT

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. The project's overall goal is to reduce 'dropout' & increase completion & employment participation rates amongst disadvantaged 'migrants' & Roma' youngsters. The integration of migrants and Roma is crucial for Europe while employment is the key for integration and societal participation. 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. 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:

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

Target Groups: The primary target groups of the project are professionals of vocational education such as teachers, trainers, employment counsellors, youth workers, practitioners, curriculum developers and other multipliers of vocational education. Secondary target groups are trainees with a migration and Roma background. They are beneficiaries of the knowledge and competences acquired by the primary target group. However, all project outcomes are applicable to other disadvantaged learners.

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: (a) 3-5 days intensive in classroom training; (b) nine months online training and; (c) 3 days follow-up evaluation and feedback at the end of the training. The three parts are interdependent and inform each other. The in-classroom training preceded all phases and took place in the different national contexts of consortium partners. Details of all the BLC phases are explained in chapter 10 of the toolkit which presents a reflected summary of the BLC.

1.2 THE ORGANISATION OF THE PROGRAM


The whole program constitutes approximately 160 hours of training with 16 hours per month and two hours per week. The program is flexible, participants can participate at own pace and select contents of own interest. A wide range of topics is covered in order to provide participants with broad options. Participants do not have to cover all course material. Participants can focus on their selected topics of interest and relevance. Contents are comprehensive. The aim is to enable participants to understand themes in a coherent and integrated way. Many modules constitute self-study components. Participants and other interested professionals and practitioners can experience professional development even after the end of the BLC.

1.3 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 ESL 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 ESL rates as they relate to VET amongst migrants and Roma. The choice of participants facilitates exchange of experiences, incorporation of the international dimension and swift transfer of knowledge. The selected BLC participants come from institutions of partner countries: VET trainers, teachers, youth workers, employment advisors, representatives of migrant and Roma associations, other VET multipliers. In all countries, migrants and Roma confront structural & 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. Many participants deal with a high proportion of the target groups, whereby the Romanian participants specialize on Roma issues as Roma are much more present here. Romanian vocational schools which specifically work together with Roma trainees provide valuable input on the context of Roma learners. Five partner countries focus on migrants. All six project partners (Leibniz Universität Hannover, University of Vienna, Inspectoratul Scolar Judetean-Buzau, Liceul Tehnologic Economic Elina Matei Basarab, Znanstven-opaziskovalni Center Slovenske Akademije Znanosti in Umetnosti and Università Degli Studi Di Trent) draw from extensive expertise in the area of migration, integration, ESL & inclusion. Successful participants are awarded the EUROPASS certificate or Certificate of Participation issued by the University of Hannover. Thus, PREDIS contributes to the professionalization of vocational training in Europe.

1.4 DESCRIPTION OF THE MODULES

All modules are discussed from a theoretical and practical part. Activities are included which educationists can adapt and undertake with their learners. The consortium considered the most current methods and didactics in the conception. 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 ESL rates amongst 'migrants & 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) (see PREDIS 2016).¹ The course textual underwent multiple evaluation and feedback loops through the multidisciplinary transnational teams of consortium partners, course participants & stakeholders. The evaluations contributed to the modification of contents of the modules. Participants' evaluations occurred within different phases of the BLC in which they participated. Evaluations from both inclassroom training and the Online BLC were considered. Evaluations focussed on links to praxis and relevance for improving the situation of disadvantaged learners. Stakeholders provided feedback mainly during multiplierevents.

The contents and activities enable VET trainers and teachers and other target groups to build a fundamental consciousness about the structural framework of conditions and interactional, structural and institutional discrimination. They also become more aware of inclassroom challenges and the responsive methods. With this foundation, professionals strengthen their competences for supporting disadvantaged learners 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 provides the general theoretical introduction to all six modules. Participants acquire differentiated perspectives on political and societal frameworks as well as presumed fixed categories such as culture or values. They understand relativity/identify arbitrariness of the concept of culture, and culture as a dynamic, not static category. Contents & methodological foundations reflect stereotypes in the context of education & employment.
- Module II: Inclusion of Roma: Topics handle the cultures, history and current situation of Roma, the educational situation of Roma, gender specific factors in reference to education, antigypsyism 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 the above 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.

¹ To see the Needs Analysis Report, see PREDIS 2016 online Available: <https://www.predis.eu/>

- 
- 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. The module 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. Teachers, trainers from VET institutions and companies, and other multipliers understand how these trainees can be better integrated into the labour market.
 - 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 ESL and educational underachievement and identifies measures and practical ways for tackling these problems. The didactic level is also handled.

CHAPTER 2:

REFLECTING EDUCATIONISTS AND MIGRANTS POSITIVE ROLES

GETTING STARTED

INSTRUCTIONS

Before undertaking this training, take some time to reflect and write down at least five points under the decisive roles of teachers for learners (especially the disadvantaged ones), and on how teachers or educationists decisively impacted your life).


OBJECTIVE

- The objective of this activity is to mirror your strengths and societal contributions to you and to strengthen your existing connection with your learners of a minority Roma and migration background.
- Understand that for the majority of the disadvantaged learners of a migration and Roma background who have been successful, educationists have played a central role.

REFLECTION



Educationists, trainers and other professionals encountered during the PREDIS trainings and Needs Analysis were very keen on supporting disadvantaged learners. Many pointed out that they needed information about this group and more tools for supporting them.



CHAPTER 3:

BACKGROUND TO THE MODULE - SUMMARY OF THE PREDIS NEEDS ANALYSIS

3.1 SUMMARY OF RISK FACTORS THOUGHT TOGETHER IN RELATIONSHIP TO EACH OTHER

3.1.1 Setting the context


This section presents risk factors and structural parameters and sets the context for the overall theoretical background of the six modules. During our needs analysis, educationists asked for knowledge of the structural parameters of migrants and Roma. So far, a deficit approach has been applied to explain the causes of early school leaving (ESL). A lineal lens has also been applied which has reduced complex social problems to the level of the individual by explaining them in terms of individual cognitive deficits. Structural causes have remained widely unseen. Where they have been addressed, interconnections have not been made.

To bridge existing gaps, a wide range of factors which have been thought separately are brought together and put in relation to each other in this unit. Educationists, practitioners, curriculum developers and policy makers are enabled to acquire interlinked and multidisciplinary thinking about the problematic of ESL and are able to identify and address the complex and overlapping problem contexts. Concretely, professionals can strengthen individual competences that are essential for supporting disadvantaged learners.

3.1.2 Understanding the unseen and interconnecting causes of ESL

A prevention approach is widely lacking. Alongside this, exists the intergenerational condition of inequality, whereby migrant youngsters inherit their parents' structural exclusion from the labour market and simultaneously experience own exclusion from the labour market and discrimination during transition to internships due to their Roma minority status or migration background. At the same time, youngsters encounter double segregation in schools and neighbourhoods with poor infrastructure where they congregate with learners struggling with poor language competences and support systems. Double segregation weakens social networks. Poor social networks, in turn, create substantial obstacles in heterogeneous societies in which links to the labour market are decisively shaped by quality social networks.

Instead of addressing the underlying structural barriers, contradictory interventions like early tracking that unintentionally operate in structural blindness, and which are informed by deficit approaches are deployed, thereby contradictorily intensifying ESL challenges. In other words, the deficit approach has impacted educational policy making in ways that produce contradictory outcomes and reinforce risk factors (see PREDIS Needs Analysis Report, 2016):



Manfred Kremer observes that different educational phases such as general school and VET have been considered as discrete from each other but not interlocking while in reality they are interdependent and influence each other. They have also been considered discrete from the employment agencies (Kremer 2009). As a subsequent of this structural separation, curricular and labour market requirements have not been aligned. Mismatches between youngsters' career profiles and labour market demands have resulted. In addition, the educational system is plagued by a lack of a focus on vocational orientation (Cedefop 2016; Manfred Kremer 2009). Similarly, educationists and trainers widely lack career guidance skills (critically, Cedefop 2016; Kremer 2009). This is a big setback because Individual occupational choice competences and competences for constructing career biographies are identified as key to successful integration into vocational training and the labour market (see Büchter & Christe 2014). Moreover, lack of effective career guidance implies that some disadvantaged youngsters who make it through the system experience the stigmatization of the VET sector, which hampers them from opting for vocational education as a choice and leads them to decide on university courses, some of which, offer prestige with a dead end to the labour market (Bourdieu and Passeron's 1990/1970).

The non-recognition of international qualifications, formal and non-formally acquired learning and professional experience impinge in this vulnerable context. In addition, migrants and Roma as ethnic minorities are usually excluded through manifold bureaucratic processes. Moreover, while soft skills are determinates of successful labour market participation, migrants and Roma are frequently not conceived as target groups of intercultural learning and citizenship awareness. The exclusion of parents, reproduces an inequality amongst the youngsters (see Module IV).

The different layers of discrimination and exclusion and their separate effects play several roles in constructing a distinct socialization framework that robs youngsters of work orientation and possibilities for development of a culture of learning. Willis, supports our finds when he argues that the lack of exposure to the world of work hinders youngsters from developing work orientation and the responsibilities of work.²


Alongside these structural impediments to work orientation, disadvantaged youngsters are more likely to experience the brunt of severe societal problems like childhood and youth poverty, lack of access to quality housing which aggravate challenges. Roma youngsters in addition disproportionately experience risk factors such as social prejudice, early pregnancy and early marriages, family tensions, negative impact of peers, etc. Such a nuanced analysis is required in order to enable society break through a vicious cycle of problems, which have frequently remained undetected through a simplified and lineal approach. It is unfortunate that, despite the fact that ESL factors can be effectively tackled in general school, a continuum in support is missing together with a lack of prevention.

3.1.3 Analytical implications and entry into what to do in order to ameliorate the identified setbacks

Since disadvantaged youngsters' early work orientation, has been severely demised by structural forces, this means that promoting early work orientation in organized and informal learning processes must constitute the centre of interventions as well as inform broader policies, measures and practical problem solutions.³

² Willis (1986).

³ Compare Federal Ministry of Education and Research (BMBF) on Early Career Orientation



Early disengagement from school is primarily caused by societal mechanisms, which are not singular or reducible to the individual cognitive deficits of learners. By contrast, multiple structural factors influence and reinforce each other. Factors from outside the school interact with factors within the schools.

Systems of social closure are encountered by disadvantaged youngsters, which decisively condition achievement gaps.⁴ According to Bourdieu, youngsters acquire and mirror their environments. Consequently, social environments have to constitute the core target of interventions (Bourdieu 1995). A key task regards supporting the disadvantaged overcome the conditions which hinder them from fully participating, advancing themselves as well as benefiting and contributing to society (see critically, Freire 1972).

In our analysis, the deficit approach is a classic example of discrimination based on the ability/disability asymmetry: Youngsters experience biases stemming from ableism in which cognitive ability is prioritized over the social preconditions of learning. As already mentioned, educational achievement gaps cannot be explained in terms of personal problems or cognitive deficits.

Subsequently, effective intervention requires a holistic approach, which in turn, requires careful planning and coordination. Throughout these modules, we shall consider the function of curricular differentiation, multidisciplinary teams, networking, coordination and collaboration in prevention and problem amelioration. The deficit approach must be problematized and thematised: Difference has been constructed and inequality has been normalized in educational institutions through the deficit approach, albeit unintentionally. Educational achievement gaps mirror the marginalizing and hierarchical effects of structural discrimination and institutional blindness to it.

⁴ Barongo-Muweke (2010:110); Seukwa (2013).

CHAPTER 4:

MODULE I - PEDAGOGICAL BACKGROUND KNOWLEDGE, PRACTICAL TOOLS AND INTRODUCTION FOR ALL MODULES

Upon completing this module, you will learn the following and their relationship to own practice:

- Structural parameters of migrants and Roma
- Forms of discrimination and racialization
- Recognizing and utilizing own power to support disadvantaged youngsters
- Human rights
- Fight against stereotypes, biases and prejudices
- Culture as a changing concept

4.1 UNIT I: BROADENING THEORETICAL AND PRACTICAL IMPLICATIONS OF THE ANALYSIS OF RISK FACTORS

4.1.1 Perspective Change: Definition and Central Ideas

Youngsters of a migration and Roma background are at risk of social exclusion. There is need for perspective change. Frequently, perspective change is understood as change in the way we see things. According to educationists, perspective change is not just a change of attitude but also constitutes reframing competences and action oriented knowledge. Concretely, it involves activities⁶ which must be well organized⁷. Organizing the activities necessitates an increase in professional practical Knowledge (Fichten & Hilbert Meyer 2005). In other words, perspective change is the ability to operationalize our altered perceptions and bring about change using well-structured and organized activities. Operationalizing the change in perspective strengthens problem solving abilities. In summary, perspectival change refers to changes in perceptions which are translated into the operational levels (critically, Sprengel in *ibid*: 2).⁸ These aspects will be concretized in this section.

⁶ For further references see Fichten & Hilbert Meyer (2005: 6).

⁷ See Reh in Fichten & Hilbert Meyer (2005; Module IV).

⁸ Also considered are changes in long-term belief structures and concepts (Bauer in Fichten and Meyer.: 2005: 2.).

Here we note briefly that for application to the ESL context of disadvantaged learners, operationalizing our perspective change requires four levels of intervention that co-exist.

- Improvements on the micro level by working on own professional level through strengthening diversity reflexive practice, incorporating constant self-reflection and improvement of own professional practice.
- Improvements on the curricular level through curricular reflection, entrenching work-based learning, strengthening youngsters' key competences in subject specific areas, coaching and mentoring, curricular differentiation and considering the hitherto not-reflected social context of learners.
- Working with school or VET multi-professional teams to implement broader changes on the meso level of the school.
- Implementing changes on the structural level through strengthening cooperation: This involves working with school leadership and societal stakeholders to implement changes on the different levels of society to combat ESL as a societal problem context. A social infrastructure for organizing societal participation/stakeholder engagement is required. Relevant, here is the ecological school approach (see European Commission 2015). The modules, will strengthen the theoretical and practical professional competences required in setting up and operating the necessary organizational social infrastructure.

The figure below attempts to simplify and visualize our concept of perspective change and the different roles and levels involved.

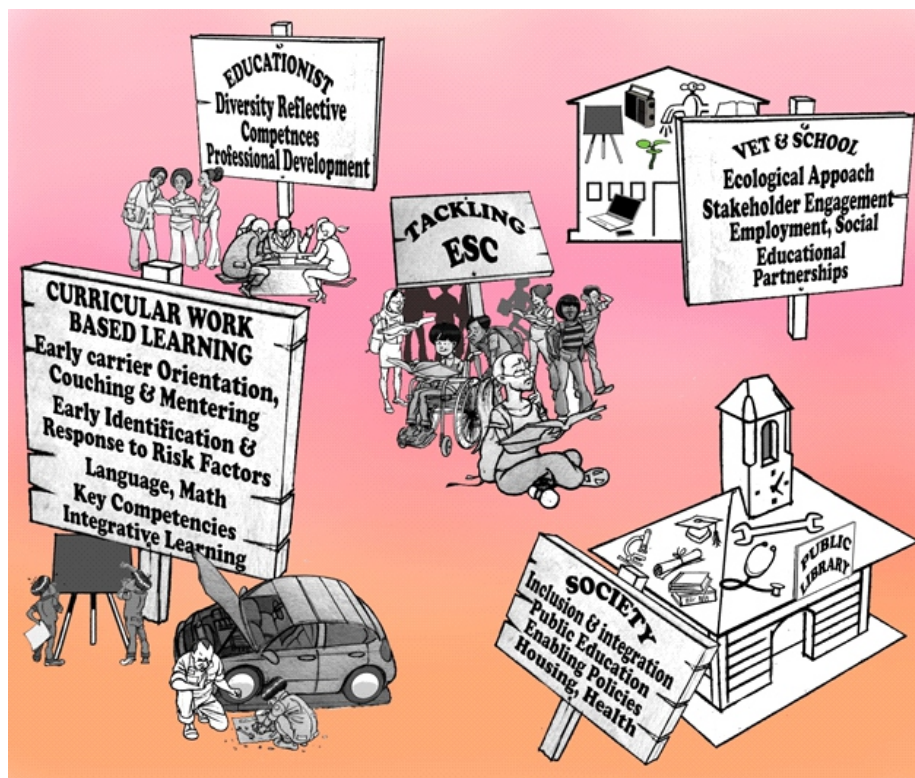


Figure 1: Visualizing and Simplifying the Concept of Operationalizing Perspective Change in the Context of Tackling ESL

Widening the Scope - A Detailed Explanation of Perspectival Change: Basing on the foregoing section, it becomes clear that the obscure context of risk factors of ESL, has hindered professionals from understanding underlying causes. Diversity reflexive praxis means that educationists 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. Perspective change requires overcoming the deficit approach and actively being involved in organizing and implementing change. The whole school approach and stakeholder engagement have been suggested as key solutions. This evolving understanding has a significant impact on our practical professional level. Professionals need some concrete tools and insight into how these interventions work. Before considering the action levels, it is necessary to further review what perspective change implies on the theoretical level. Concretely, we suggest that perspective change requires combining action orientation with three perspectives that foster inclusion and amelioration of educational disadvantage and ESL: The Social, Educational and Political Perspectives and Political Action

4.1.1.1 The Social Perspective

Integrating the social perspective means that the learning conditions of disadvantaged learners will be reframed from a deficit to a social and economic justice⁹ issue. As we shall discuss in more detail, social inequality is a social construct. It is reinforced through our unexamined perceptions, attitudes, language and actions (Foucault 1998 & Mecheril 2004).

4.1.1.2 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 (critically, Hilbert Meyer 2006). This means that educationists will connect with, support learners at their individual starting points. As partly stated above, on the curricular level, learners will be supported and strengthened through subject specific support measures, individual mentoring, coaching, strengthening key competences, actively fostering access to internships, entrenching labour market oriented curricular, citizenship awareness, etc. In addition, educationists will intervene on the organizational level of schools (See Module V & Module VI). As introduced above, on their personal professional levels, educationists will strengthen own diversity reflexive competences and critical self-reflection of own professional praxis. According to Mecheril, necessary here is examining the limits of own professional action, its lack of influence and its paradoxical and problematic consequences (see Mecheril 2008a:25).



**REFRAMING REQUIRES ACQUIRING
EMPATHY TOWARDS DISADVANTAGED
LEARNERS' LEARNING NEEDS**

⁹ See Module IV for further reading on social justice.

ACTIVITY

SUPPORTING LEARNERS ON THEIR CONCRETE OPERATIONAL LEVELS - OVERCOMING THE FICTITIOUS IMAGE OF AN AVERAGE LEARNER

INSTRUCTIONS:

Educationists and other professionals alone or in groups think about how to consider the concrete operational levels of the individual learners of a migration and Roma background and how to support and strengthen them on their various levels with the help of the pictures below.

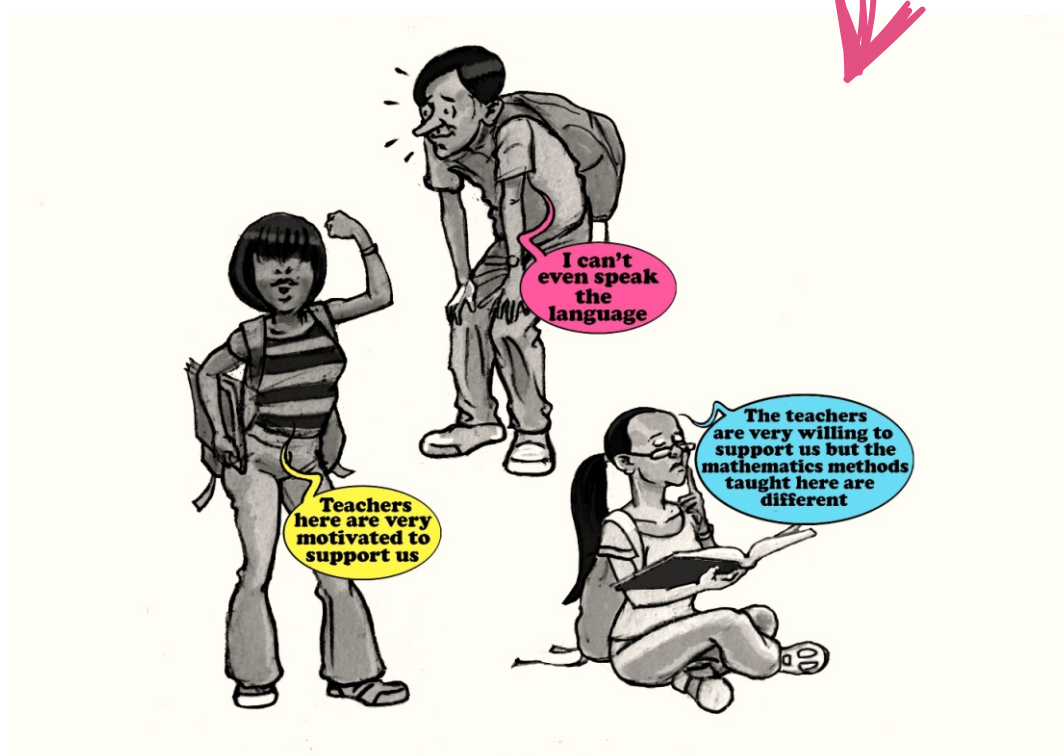


Figure 2: Based on Hilbert Meyer's concept of connecting with the concrete starting levels of learners (Hilbert Meyer 2006). Interpretation by PREDIS.

4.1.1.3 *Political Perspectives and Political Action*

To integrate political perspectives, educationists will reframe educational achievement from cognitive deficits to the appraisal of the structural mechanisms (broader political, policy, social and economic forces) that condition the achievement contexts of disadvantaged learners.¹⁰ According to Leiprecht, the single-sided attributions and perspective on migrants and ethnic minority groups must be questioned (Leiprecht 2010). Seukwa has noted that while causes have been searched in cultures of disadvantaged minorities, this has hampered amelioration of systemic barriers (Seukwa 2013). Concretely, ESL is societal. Therefore, addressing the political and social contexts of learning necessitates changes in the policy, local, community and broader society. Discrimination and racism as structural exclusionary mechanisms produce poverty and deprivation, and constitute broad societal influences on youngsters' educational achievement, emotional, cognitive and behavioural patterns. As already stated above, Bourdieu has emphasized the importance of recognizing the duality of the person and the environment (critically Bourdieu 1995, See also Bourdieu Module IV and Module V).

Further needed here are new approaches to educational assessment. Maslow's Hierarchy and Theory of Needs will be suggested as an important framework that will help educationists develop practical skills and knowledge required to guide their problem and needs identification, planning, implementation and evaluation of ESL intervention measures from a holistic perspective that accounts for the individual and environmental influences (Module IV and Module VI).

Political Action: Political action links theory and practice of supporting the vulnerable and disempowered groups. This involves special commitment, social action and empowering others (critically, Freire 1972). The political context of disadvantaged youngsters is weak (see Crenshaw 1991). Changing structural parameters or the social environments requires our participation in public disputation and decision making processes. Concretely, in order to promote social and economic justice, educationists must engage in political action (Freire 1972):

The fact that risk factors stem not only from the school but also from the broader society, implies that the school alone cannot effectively tackle educational disadvantage and ESL. Educationists need support.¹¹ Alone, they cannot respond to the underlying manifold, dynamic and interactive structural mechanisms and social systems or change the dominant values, political views and political power. More still, they cannot address the social, psychological and health consequences of exclusion which underlie ESL. In isolation, educationists cannot effectively address the legal and policy barriers or foster access to internships. Effective solutions must involve the different layers of the society. A new shift in focus now considers the school as an ecological and learning entity which cannot act alone but benefits from support of multiple stakeholders. Stakeholder engagement has many functions:

- Stakeholder engagement fosters leveraging of assets, resources, expertise and experience as well as swifter brokering of services and amelioration of structural barriers to access.

¹⁰ Compare the structural approach in the subsequent unit of this module.

¹¹ Compare Key messages from the ERASMUS International Conference on Education, Participation, Integration – Erasmus+ and Refugees which took place in 2016. Online Available: <https://www.na-bibb.de/service/veranstaltungen-dokumentationen/education-participation-integration-erasmus-and-refugees/workshops-summaries-results-and-key-messages/>

- Stakeholder engagement also facilitates multiple and simultaneous interventions on the various interconnected and interactive levels of society through joint planning, identification of strategies, implementation of action plans and development of programs. What's more, stakeholder engagement will address systemic bottlenecks, promote needed change within institutions, broad based understanding of the ESL problem and the development of a common vision. Bureaucratic barriers can be more efficiently redressed. Stakeholder engagement as collective action directly engaging community members, strengthens community connections and thereby strengthens social networks and social capital.¹²

For further guidance and orientation, three levels of stakeholder engagement have been identified.

- The first level involves all members of the school community such as school leaders, middle management, teaching and non-teaching staff, learners, parents and families.
- The second level involves external stakeholders in form of cooperation between schools of different types and levels and VET institutions which are located in the same catchment area.
- The third level also involves external stakeholders. But these include local authorities and cross-sectoral cooperation bringing together social services, youth services, outreach care workers, psychologists, nurses, speech & language therapists, guidance specialists, local authorities, NGOs, unions, volunteers, community at large; business, employers¹³ and employment agencies, etc.

Employers and employment agencies must also be involved as external stakeholders. These can help support disadvantaged learners access quality internships and employment opportunities. They can also help educationists in designing and implementing labour market oriented curricular and in fostering early career orientation amongst disadvantaged learners (see module V).

Government ministries like the ministry of education, ministry of culture and sport, ministry of labour and ministry of health, are also important external stakeholders who can foster policy changes and program funding. Involving these levels requires input from school leadership. However, educationists can initiate the process of getting the school leadership involved. It is therefore necessary for all professionals to understand stakeholder engagement.

These aspects will be concretized in the modules. Participants will understand the relationship to own practice and gain practical knowledge required to engage the different support levels and partnerships in the change process.

¹² To read more about social capital see (Bourdieu 1979 & Bourdieu Module IV)

¹³ ERASMUS (2015): A whole School Approach. Source: Directorate-General for Education and Culture, Education & Training 2020 / Schools policy, 2015. Downloaded April 2018, from the World Wide Web: <http://ec.europa.eu/programmes/erasmus-plus/project-result-content/360e3a02-40e9-4c17-b4f9-ca552f0cd970/A%20Whole%20School%20Approach.pdf>

4.1.2 Reflexive Summary

REFLEXIVE SUMMARY

The causes of ESL are societal. Tackling educational disadvantage and early school leaving requires combining innovative didactic methods with the involvement of political perspectives on the political problem contexts of disadvantaged learners. The educational scope has to be broadened to include political action which promotes stakeholder engagement. The involvement of political, administrative actors and societal groups is crucial in addressing multiple societal risk factors and implementing broad based societal solutions. Concretely required is the participatory engagement of internal school multi-professional teams and external stakeholders working together in the form of educational, employment, social and health partnerships. Educationists and practitioners require practical professional knowledge in the areas of social advocacy, stakeholder engagement, collaboration, coordination, cooperation and community organizing, program planning, policy analysis, referral or brokering expertise and services such as linking learner's to relevant support persons and or resources. School and VET leadership are crucial. Educationists can take the initiative of engaging school and VET leadership.

Figure III below simplifies and visualizes the complex context of multidimensional interventions that are required for tackling ESL. The various societal and individual professional levels of action are depicted all focusing on a disadvantaged learner at risk. The contents of the picture are inspired by feedback from Trainers of Vocational Education who participated in the PREDIS In-class-room Training Phase of the Blended Learning Course.

EDUCATIONIST (PROFESSIONAL LEVEL)

- Diversity Reflexive Competences.
- Reflection of limitations of own professional Practice and ongoing professional development.

VET AND SCHOOL

- Ecological Approach
- Multi-professional Teams (Internal Cooperation).
- Educational, Employment, Social Partnerships (External Cooperation).
- Internships, Welcoming Schools
- Antidiscrimination policies, actively fighting racism.

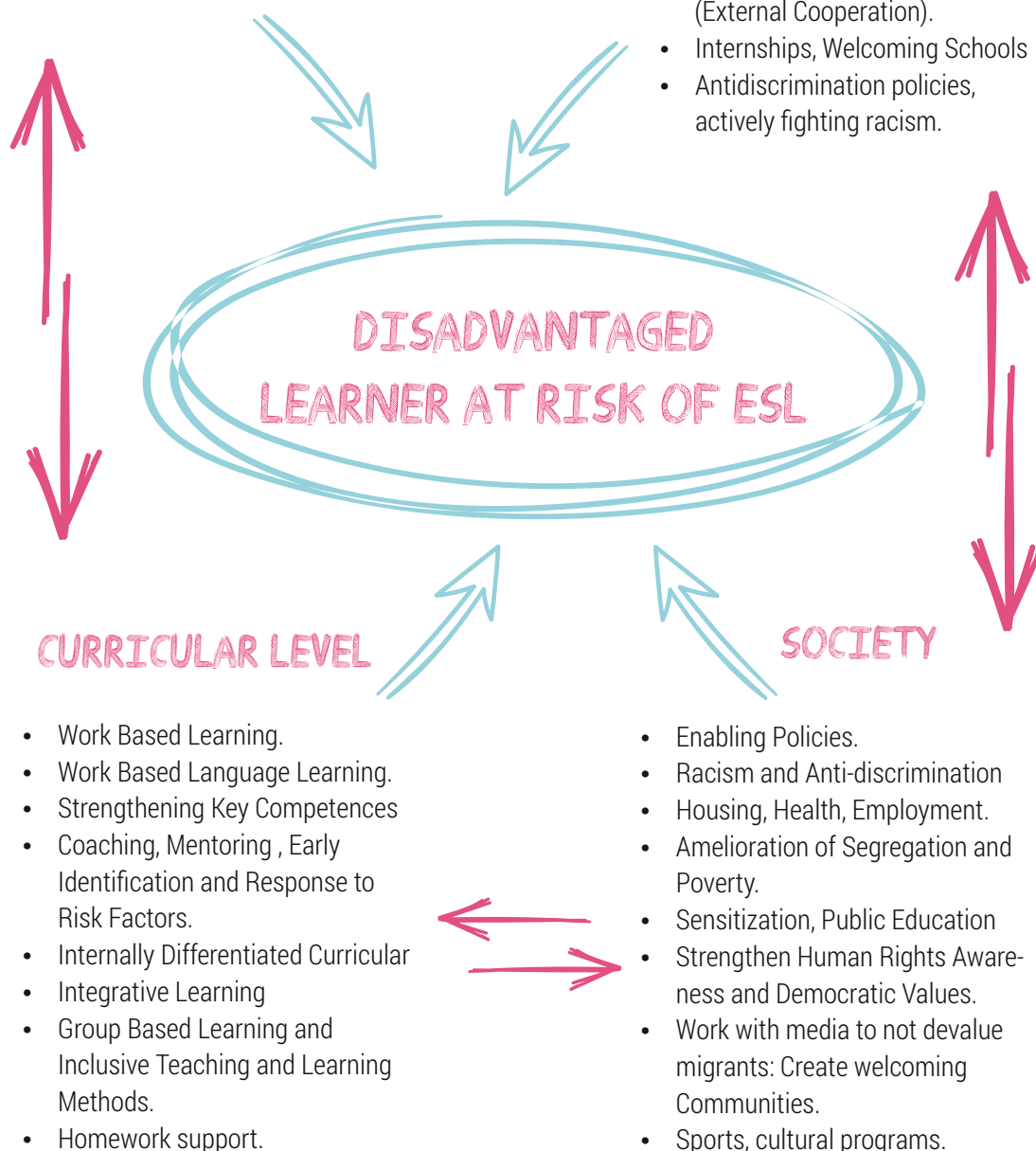


Figure 3: Multi-Dimensional Interventions for Tackling ESL

4.1.3 The Structural Approach. What is it?

Upon completion of this section, participants will have understanding of the central ideas and relevance of the following concepts in tackling ESL - in contexts of privilege & disadvantage:

- The structural approach
- Crenshaw's intersectionality
- Foucault's power critical self-reflection
- Mecheril's reflection of power asymmetries

4.1.3.1 Background & Relevance of the Structural Approach in Tackling ESL

IMPORTANT REFLEXIVE INTRODUCTION

Theories influence how we practice. The current educational practice is profoundly shaped by structural blindness. This is mirrored through the tendency to explain structurally caused ESL risk factors in terms of disadvantaged learners' personal deficits. Structural blindness manifests the underlying a-theoretical nature of current practice. The a-theoretical nature of practice has created set-backs for disadvantaged learners. In particular, structural blindness has promoted the invisibility of social structures. These factors suggest the need for developing a solid inclusive theoretical framework, conceptual tools and broader perspectives.

4.1.3.2 Definition & Central Ideas of the Structural Approach

Structural and social barriers determine educational under-achievement much more than the cognitive preconditions. Due to the blindness to structural causal factors in the current discourse and practice of ESL, it is essential to review what a structural approach is. The structural approach is a social justice based approach that aims to address structural inequalities by focusing on social structures as the core causes and therefore also, the targets of interventions. In other words, the structural context of social problems, individuals, groups and educational practice is of principle importance. The substantive focus of the structural approach is on changing the oppressive interaction of and between structures and individuals. The approach strengthens critical perspectives and the individual ability to identify and analyse structural mechanisms as well as to ameliorate their effects.¹⁴

The following elements are also embedded in the approach: The structural approach examines the relationship of particular people to dominant society. Conditions of poverty, racialization, ethnic, gender, and ableism as discriminations are structured in the society and are by their nature destructive to human development. Inequalities result from social injustices whereby social, economic, cultural and political inequalities arise due to unjust structures of society. Eliminating social injustices improves both the excluded's quality of life and the whole society's quality of life.¹⁵ The social costs of discrimination are well concretized in ESL. Due to discrimination and inequality, many youngsters face deprivation and unemployment, which in turn influences the social and economical development of a country.¹⁶ Emphasis of the structural approach is on the analysis of power, societal dominance relations and one's own privileges.¹⁷ Discrimination is deeply embedded in society and is constantly being re-created. Educationists operate in economic and social systems that constrain abilities and limit achievement levels. It is essential to understand both the system that we live in and the structural differentiation, which is part of the system. Resisting discrimination has to be part of our work.¹⁸ Failure to address social injustices perpetuates them and their effects on individuals and the society. Social justice, therefore, implies commitment to fairness in our dealings with each other in the major aspects of our lives – the political, economic, social and civic realms. In society, social justice should foster equal human rights, distributive justice and a structure of opportunity and be grounded in representative and participatory democracy (Weil in Lee Staples 2012: 287). Overall, the structural approach rejects the individualization of structural causes of social problems and recognizes the societal and the political basis of problems – the personal is political (Moreau 1990, Compare Arendth 1998). Put differently, the approach rejects the difference propelled view of the other. Instead, the lens is turned towards the structures and social preconditions in which the other is constructed.¹⁹ In summary it explores:

¹⁴ With further reading and references see, Bill Lee (1993: 7&8); Mullaly (2007).

¹⁵ Grassroots Policy Project: https://www.racialequitytools.org/resourcefiles/race_power_policy_workbook.pdf

¹⁶ The view is projected by PREDIS module developers from a synthesis of literature on the topic.

¹⁷ For further reading, see Riegel (2013).

¹⁸ From Grassroots Policy Project: https://www.racialequitytools.org/resourcefiles/race_power_policy_workbook.pdf

¹⁹ Riegel (2013).

- the structural context of social problems, individuals, groups and educational practice.²⁰
- 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 include 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 the processes of own engagement.²¹

Accordingly, the structural approach:

- links micro social processes with macro, meso-social structures.
- views structural inequalities as underpinning the differential access to resources as well as differential economic, social, political and cultural power for different groups.²²

4.1.3.3 Examining System Intrinsic Dominance Relations Instead of Individuals

The structural approach rejects the focus on individual actors 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 now built into institutions and practices. Changing individual actors may not bring about change, as the system will reproduce itself. The decisive factor of discrimination to be addressed is 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. Inequalities and discriminatory outcomes no longer require discriminating or racist actors. Obstacles to participation could be hidden or unintentionally ingrained into the way in which society works. Our unexamined assumptions, stereotypes along with policies and procedures reinforce them. Systemic barriers below the surface reinforce the behaviours above and must be addressed in order to create change (Canadian City for All Women Initiative, CAWI 2015).

²⁰ With further reading and references see, Bill Lee (1993: 7&8); Mullaly (2007).

²¹ Redeveloped from Grass Roots Policy project:
https://www.racialequitytools.org/resourcefiles/race_power_policy_workbook.pdf

²¹ Borrowed from Grass Roots policy project (ibid.).

²² Bill Lee with further references (1993).

²³ Borrowed from Grass Roots policy project

REFLECTION OF OWN ROLE FROM A STRUCTURAL PERSPECTIVE

Challenging social injustice is a long-term strategy which requires immediate start and ongoing efforts. Diversity reflexive educational actors should be actively involved with contributing to the restructuring of social, economic and political relationships. The control over developmental processes, how needs and solutions are articulated at the local and national levels becomes critical to a socially just and inclusive approach (see critically Tomlinson in Bill Lee 1999).

4.1.3.4 *Awareness of How Digitalization of Work Reproduces System Intrinsic Inequalities: Invisibilization*

Through digitalization of work using computer algorithms where staff enter data and computers add outcomes for clients, computers are currently widely defining measures for inclusion and exclusion. What parameters do they use, do they account for the invisible interaction of inequalities? Digitalization can promote invisibility of social structures and entrench existing social disparities and racialization amongst groups.

4.1.4 *Intersectionality*

4.1.4.1 *Activity on Privileges and Discrimination Awareness*

Before handling the theoretical conceptual knowledge on intersectionality in the subsequent section, teachers, trainers and practitioners are invited to take part in the activity below with their learners. The activity raises awareness about privileges and sensitizes for different backgrounds of human beings. It works on the cognitive, affective, and action orientation levels. Participants are enabled to recognize exclusion through experiencing how racism and discrimination limit opportunities for a human being and hinder them to unfold themselves/participate. Afterwards, the participants work in groups to discuss alternative perspectives and strategies for change.

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, educational level and their effects in life.
- 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 strong in society. Strengthen empathy for societally discriminated against groups.
- To make concurrence a theme/thematise concurrence.

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 to each participant a prepared card, 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 about this (participants can see the upper class at the front since the upper class 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). The trainer should also thematise the concurrence problematic. Participants are afterwards asked to talk about how they felt in their roles of characters who constantly stepped in front/staying behind all the time, etc. Next, participants reflect on possible strategies of change at the individual, school, and societal levels. The trainer should not name these levels of actions but ask participants to identify them. A brainstorming approach is sufficient. Afterwards, participants split into groups to elaborate the concrete strategies. Educationists work from their position and perspectives as educationists and learners from their perspective and position as learners.

DURATION

Approximately 60 minutes

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>

EVALUATION

15 Minutes. Participants are asked to reflect on activity.

4.1.4.2 Activity on Privileges and Discrimination Awareness



Figure 4: Getting started.

What are the Structural Parameters ?

If I could only know what youngsters structural Parameters are, I would know how to support.

Introduction:

Upon completion of this section, participants will have comprehensive and systematized understanding of structural parameters as well as solid theoretical foundations for diversity reflexive practice. Participants will be able to:

- Recognize and analyse the structural parameters of disadvantaged groups and learners including the different layers and mechanisms of discrimination, exclusion and inequality - the subtle, invisible and explicit.
- Become more aware of own role in fighting discrimination and how to effectively support disadvantaged groups and individual learners.
- Know how to consider the intersectional dimension in teaching and learning environments.
- Define key concepts and key principles of the intersectionality theoretical framework.
- Explain why intersectionality is important in supporting disadvantaged learners.

Build-up of the section

The first part of the section starts with a theoretical introduction of intersectionality. The central ideas are presented. The second part, follows with a practical section in which examples of how to incorporate intersectionality in the design of curriculum are presented. In the third part, the intersectional framework is revisited and its scope widened through the presentation of some of the major systems of oppression which underlie intersectional inequalities. This is followed by a fourth part, which presents a brief description of the three analytical levels of intersectionality.

Theoretical and practical relevance


As already stated in the preceding sections, the prevalence of the deficit approaches promotes the invisibility of social structures and therefore makes it necessary for educationists to have structural approaches and diversity reflexive theoretical foundations. Solid theoretical foundations will help educationists to independently orient themselves in their profession of supporting disadvantaged youngsters: Intersectionality is a structural approach which is specifically designed to make unseen structural mechanisms of differentiation and underlying systems of oppression visible and concrete for analysis and change. Intersectionality unveils the differential impacts of structures on men and women, migrants and minority groups like Roma and other socially disadvantaged groups. The framework can enable educationists to reflect upon and address structural parameters and social contexts in teaching, training and learning environments. The framework is widely acknowledged for providing instruments for conceptualization, systematized reflection, critique and change of discrimination and inequality.²⁴ It has changed the understanding and implementation of social justice. The framework was introduced by Crenshaw (See Crenshaw 2000, 1991 & 1989).

Description of the framework

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 interconnecting, act at the same time, interact with each other and reinforce one another while also interacting with other structural features such as unemployment, housing, poverty, etc. This 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 are too complex to be resolved by the affected alone. Intersectionality criticizes approaches which ignore multiple inequalities or handle them separately. It lays emphasis on analysing inequalities together. The social advancement of disadvantaged groups is constrained by societal mechanisms not by their supposed own deficits (Crenshaw 2000, Crenshaw 1991 & 1989).

Our Identities are the Bases of Discrimination - the Principle of Multidimensionality is Crucial: The intersectionality framework has succeeded to show that our identities are the bases of discrimination as mirrored in the construction of gender, ethnicity, racialization, disability, and age as the core axes of discrimination. Access to resources and exclusion are organized on the basis of identity just as discrimination and social hierarchies are constructed and experienced through identities. Of principle importance, individual identity is multidimensional and never singular, therefore discriminations are multidimensional. The focus is on the interaction between two or more forms of discrimination or systems of subordination and their structural and dynamic consequences. Interventions are effective when an intersectional lens is applied to address all

²⁴ Compare Riegel (2013).



dimensions of identity. Failure to recognize the complexity of multiple identities and multiple forms of oppression contributes to their reproduction and ignores the social, institutional and systemic impacts of racism and discrimination. The marginalized are excluded from effective remedies. This leads to the intensification of their marginalization. Identities must always be understood in terms of their differential interaction with structures.

The Principle of Invisibility and Subtle Nature of Intersectionality: The interaction of identities and structures is subtle and invisible. As a result, 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. However, gender is not the only inequality structuring category. Gender never exists alone but coexists with multiple dimensions of identity (categories of difference and inequality). 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. In other words, disadvantaged groups do not experience only one form of discrimination but multiple interdependent discriminations and inequalities due to the interaction of gender, race, ethnicity, age, disability (Crenshaw 1989 & 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).

Relational vulnerability

Vulnerability is Relational. Different groups have different structural backgrounds and groups with the weakest structural backgrounds are more vulnerable to discrimination. They also disproportionately experience effects. Recognizing structural differences is the condition for not reproducing inequality. While all groups experience discrimination and inequality, interventions that are sensitive to intersectionality prioritize a focus on the most disproportionately disadvantaged. Focusing on disproportionate vulnerability promotes educational, social, economic and political justice and is a concrete way of counteracting patterns of discrimination and oppressions (Crenshaw 2000 & 1991).

CONCEPTUAL SUMMARY

Intersectionality emphasizes that the social and structural contexts of disadvantaged groups such as migrants and Roma are differently structured, unequal and weak. This is due to the simultaneously encountered multiple, multi-dimensional and interlocking systems of oppression and discriminations; their subtle or unseen interplay with each other and with social structures; the disproportionate burdens that arise for disadvantaged groups at the intersection of two or more inequalities and the cumulative effects. Intersectionality emphasizes that our identities are the bases of discrimination. It acknowledges the multiplicity of individual identity through which individuals experience manifold structural and individual discriminations. It creates a new understanding of social justice which acknowledges relational vulnerability and a focus on the most vulnerable in interventions and amelioration measures. Intersectionality understands discrimination as a social construct which can be deconstructed (critically Crenshaw ibid.).



4.1.4.3 Equalizing Starting Points:

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).

4.1.4.4 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.

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

PICTURES



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.

© All three pictures are from CAWI 2015.

4.1.4.5 Third Activity with Teachers and Students

INSTRUCTIONS

- Students in groups learn about discriminations and intersecting effects with the help of the Pictures in the “Mewhatracist” Handout which is accessible online:
<https://www.predis.eu/fileadmin/predis/whatmeracist.pdf>
- Ask your learners to take 10-15 minutes to read and discuss Pages 3-4 on Mewhatracist from intersectional perspectives.

4.1.4.6 *Considering Intersectional Issues in Curriculum*

Educationists and trainers are responsible for promoting equity in learning contexts and creating inclusive school cultures. For this to happen, it is essential to reflect the relations of power that produce inequalities in the classroom. 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, class and disability 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, gender, (dis)ability 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).²⁵
- 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 Case²⁶:

²⁵ Flick, Deborah (no Publication year): Developing and teaching an inclusive curriculum. Online Available: http://www.colorado.edu/ftcp/sites/default/files/attached-files/on_diversity_in_teaching_and_learning_a_compendium

²⁶ Dr. Case's blog: <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.

4.1.4.7 Definition of Key Terms: Gender, Ethnicity, Disability, Racialization

Introduction

This sub-section broadens the scope of intersectionality. It first describes some important structural elements of identity – gender, ethnicity and disability. It then describes the underpinning systems of oppression - sexism, patriarchy, classism, colonialism, racism, and ableism (Hill Collins 2000, below). It is important to reflect these systems because they are constructed by assumptions which underpin society's dominant way of interpreting reality and that frequently give rise to the oppression and exploitation of women and disadvantaged groups.²⁷ Educationists can do much to change these assumptions. In the last part, the section briefly presents the three analytical levels of the intersectionality framework which enable a structured perspective.

What is Gender?

To understand intersectionality, it is first necessary to understand gender. A gender differentiated lens is indispensable in diversity reflexive praxis because it helps to expose the differential impacts of social structures on men and women. The gender dimension is important as gender is the first layer of discrimination experienced by all women and it is structured in society.

²⁷ See critically Sheafor & Horejsi (2006:95).

Gender here describes not a biological category but a social construct based on the societal roles of men and women. These roles differ from society to society and produce varying degrees of gender hierarchies, as explained below:

Gender inequality is constructed on the basis of the conflict between production and reproduction which is inherent in capitalistic modes of production and articulated differently in the various societies.²⁸ Concretely, the conflict between production and reproduction means that due to their reproductive roles, women are unequally integrated into capitalistic modes of production. Regina Becker-Schmidt explains that women contribute to social reproduction in two ways and thereby confront a double jeopardy due to their double societal orientation which men do not experience: First, women dominate in the unpaid domestic sector where they perform the main roles of care for the ageing, nurturing the young and regenerating labour. Second, the female dominated sectors on the labour market in which women dominate are undervalued and underpaid. The higher and better paying ranks tend to be male dominated. Women's double roles hinder them from participating in further training that is essential for labour market mobility into the higher and better paid occupations.

While women perform more socially necessary work than men, they experience manifold discriminations which men don't. The higher positions and social ranking occupied by men, create more privileges and exert more social influence. Men are more represented in sectors that constitute the societal centres of power. Namely, the political, economy, science and technology sectors. The private sphere and social sector in which women dominate is less valid than the public sphere dominated by men.


To summarize, women encounter double dominance structures due to their weak societal position relative to men: The first is the unequal relationship between women and men which is constructed by gender arrangements (societal roles). The second refers to the different weights of the social sectors in which men and women dominate and in which the one dominated by men upholds the social order. Subsequently, socialization culminates into genderization.²⁹ The reflection of gender in societal role entanglement, the interplay with capitalism and patriarchal structures becomes crucial.

Ethnicity

Minority and migrant women encounter the inequalities of gender together with the inequalities of being a migrant worker with a weak position on the labour market. Ethnicity as a structural parameter implies the vulnerable societal position experienced due to the inferior access to the labour market (class as migrant worker) which is determined by policy and legislative processes that condition the right to work and sometimes also vocational training based on ethnicity (Ethnicity is a structural category and a policy dimension). Gender in intersectional entanglement with ethnicity means that ethnicity produces additional inequalities and more burdens which intensify experiences of gender based discrimination for these groups. Migrants and Roma encounter triple dominance structures (see critically Lenz 1995). As earlier stated, these identities are differently structured and unequally situated

²⁸ Gender asymmetries vary from society to society. See Makonnen (2002).

²⁹ GendDisability See Regina Beckerschmidt (2003): www.fu-berlin.de/sites/gpo/soz_eth/Geschlecht_als_Kategorie/Die_doppelte_Vergesellschaftung_von_Frauen/index.html



in economic, social and political contexts (compare Crenshaw 2016). Irrespective of their gender, female and male youngsters are impacted because they simultaneously experience the effects of their parents discrimination (intergenerational conditions of inequality) and on top of that encounter systems of social closure and discrimination of their own generation. The situation of Roma youngsters shows that these inequalities also interact with their specific form of historical disadvantage and intensify their vulnerability (PREDIS Needs Analysis Report, 2016). The effects of complex, intersecting, cumulative risk factors that arise profoundly constrain their societal advancement (Crenshaw above). These structural parameters explain educational achievement gaps amongst native born and migrant and Roma youngsters.

Disability

A woman with disability experiences a fourth level of structural disadvantage not encountered by other native born or migrant women without disabilities. Disability is not a biological essentialist category but a social construct arising from contradictions between a person and their environment. When society fails to create enabling conditions for those considered physically challenged, this creates their disability context (See Makonnen 2002). In our perspective, (Dis)ability is very important in the context of education where cognitive and physical dimensions intersect. Migrant and Roma youngsters encounter fourfold dominance structures in which the different layers of inequality as structural causes are individualized and explained in terms of cognitive deficits.

4.1.4.8 Activity For Recognizing Underlying Systems of Oppression

Introduction: What are the Underlying Systems of Oppression that Create Inequalities which Inflict Identities and Why Should We Know about Them?

To effectively address inequalities which condition disadvantaged groups' educational and societal advancement, it is not sufficient to know about the structural parameters of identities (gender, ethnicity, racialization, disability, class, etc). It is further important to know about and recognize the underlying systems of oppression which are at the heart of creating multiply inequalities and discriminations experienced through identities. According to Patricia Hill Collins, identities emerge in relation to a matrix of oppressive systems of power and subordination namely - patriarchy, capitalism, classism, colonialism - which are interconnected structural mechanisms that operate in tandem, need each other and reinforce one another.³⁰ This helps us to have a perspective on the entanglements of international migration, colonialism, global exploitative capitalism under unequal and forced integration of many countries of the South into capitalistic modes of production (see Gutierrez 2005; Ha Ngi Kien 2008), which have resulted into today's mass migration and the manifestations of these constructed inequalities here in the North. As such, the presence of migrants in the North manifests the structural underpinnings of societal changes in the North in their unequal entanglements with the

³⁰ Collins, Patricia Hill (2000).

South.³¹ Accordingly, gender, ethnicity, class, disability overlap with migration status as simultaneously structural categories and social constructs which represent distinctive but interlocking systems of oppression (critically Patricia, Hill Collins 2000).

Activity Tasks and Further Guidance

Educationists can play crucial roles in changing discrimination and oppression, transforming society and strengthening the pillars of diversity by teaching about these topics and recognizing structural inequalities in their institutions and tackling them. This activities based section presents some of the core systems of oppression. Participants are invited to review the terms described in the table below which describe the different systems of oppression and match them to their corresponding categories (identities) which they inflict and which are described above in the preceding section.

DESCRIBING UNDERLYING SYSTEMS OF OPPRESSION WHICH INFLICT IDENTITIES

| | |
|------------------|---|
| SEXISM | A system of oppression which operates through the ordering of roles and responsibilities, social and economic structures, benefits and opportunities according to gender (Sheafor & Horejsi 2006: 95). |
| PATRIACHY | A system of oppression which is constructed and perpetuated by a way of thinking that devalues presumed female attributes like care (domestic sector) and places high value on presumed male characteristics like physical strength, dominance. ³² Patriarchy is a male dominated social structure: Patriarchy, describes male domination in the public and private spheres, the power relationships by which men dominate women. The concept is used to characterize a system whereby women are kept subordinate in a number of ways. ³³ |

³¹ Hillman (1996).

³² See for example, Allan, G. Johnson (2014): The gender knot. Unravelling our patriarchal agency (3rd. Ed.). Philadelphia: Temple University Press

³³ See Bhasin (2006:3): What is Patriarchy. Women Unlimited: New Delhi.

| | |
|-------------------------|---|
| RACISM | <p>Racism is a system of oppression which is legitimized through false claims of naturalism. It constitutes relations of power which rest on a structural asymmetry of power between human groups that have been transformed symbolically into races.³⁴ Cultural racism is a new form of racism without race which does not acknowledge biological hierarchies but emphasizes differences in culture as the basis for discrimination. This is partly illustrative in discourses of violence and segregation, etc. (Balibar 1990).</p> |
| COLONIALISM | <p>According to the Collins dictionary, colonialism is the practice in which a powerful country directly controls less powerful countries and uses their resources to increase its own power and wealth.³⁵ Colonialism creates asymmetries of the privileged and the exploited.</p> |
| CAPITALISM | <p>According to Meillasoux, capitalistic relations of production devalue the domestic sector and strengthen the hierarchy in the value of work between men and women. It articulates a conflict between production and reproduction roles. Capitalism is an economic system which establishes itself through exploitation of a group of people like women, slaves, the South, etc. (Meillasoux 1981). In Europe, gender mainstreaming instruments attempt to redress the gender imbalance wrought by capitalism. It is important to strengthen the social dimension which unexamined and unregulated capitalism can erode. Capitalism has engendered economic wars and environmental destruction which underpin today's mass migration and flight movements ('Refugee Crisis').</p> |
| MIGRATION STATUS | <p>A vulnerable status that is frequently created by the interaction between capitalistic economic relations, patriarchal hierarchical gender relations, colonialism, and globalization.</p> |

³⁴ See Weiß in Winter & Degele 2011: 55

³⁵ <https://www.collinsdictionary.com/dictionary/english/colonialism>

CLASSISM

- A system of power relations and way of thinking which perpetuates income and wealth inequalities on the foundations of social origin, education and profession.
- Classism relates not only to economics and politics, but also to other areas of society such as family, living conditions, housework, etc.³⁶
- Classism is differential treatment due to social class or perceived social class. Classism creates the systematic oppression of subordinated class groups to advantage and strengthen the dominant class groups.
- Classism also involves the systematic assignment of characteristics of worth and ability based on social class.
- Classism constitutes individual attitudes and behaviours.
- Classism also constitutes systems of policies and practices that are set up to benefit the upper classes at the expense of the lower classes thereby resulting in drastic income and wealth inequality.
- Classism constitutes the rationale that supports these systems, the unequal valuing; and the culture that perpetuates them. Classism produces asymmetries like poor/low income/, working class/ middle class and upper class.

In summary, classism is held in place by a system of beliefs and cultural attitudes that rank people along the parameters of economic status, family lineage, job status, level of education, and other divisions. Within this lens, the middle-class and owning or ruling-class people (dominant group members) are perceived as smarter and more articulate than the working-class and poor people (subordinated groups). Through this, dominant group members (middle-class and wealthy people) define for everyone else what is "normal" or «acceptable» in the class hierarchy.³⁷

³⁶ See Weiß in Winter & Degele 2011: 55 See Walby in Winker & Degele (2011: 55).

³⁷ See Class Action Website on the topic, what is class? <http://www.classism.org/about-class/what-is-classism/>

| | |
|----------------|--|
| ABLEISM | A system of oppression which discriminates in favour of able-bodied people. ³⁸ Ableism constitutes attitudes and practices which place barriers to economic and political participation based on assumed physical and cognitive deficits and their devaluation. Devalued bodily and cognitive dimensions are pathologized and wrongfully labelled dysfunctional. ³⁹ |
| SLAVERY | Slave trade is one of the features of capitalism. Wikipedia defines Slavery as any system in which principles of property law are applied to people, allowing individuals to own, buy and sell other individuals, as a form of property. A slave is unable to withdraw unilaterally from such an arrangement and works without remuneration. In a broader sense, the word slavery may also refer to any situation in which an individual is de facto forced to work against their own will. Scholars also use the more generic terms such as unfree labour or forced labour to refer to such situations. ⁴⁰ |

4.1.4.9 *The three types of interaction identified in intersectionality: Identity, Structural and Representational*

In the foregoing sections the central ideas of intersectionality were presented. This section presents a more structured perspective. Crenshaw identifies three limbs of intersectionality: (1) Identity level of intersectionality, (2) structural intersectionality and (3) representational intersectionality. The limbs are separated for analytical purposes but intertwine in reality. To have a complete picture, all these limbs need to be considered (Crenshaw 2000). However these analytical levels have frequently not been separated for reflection. Frequently, only the identity level has been considered (see Yuval-Davis 2006).

- Identity level of Intersectionality: This level has already been implicitly handled in the foregoing section which handled the definition of intersectionality. It uncovers and analyzes the complex and multilayered inequalities experienced due to the simultaneous interaction of grounds like gender, race, ethnicity, disability, age, etc. (individual identities as social constructs) with each other. Intersectional inequalities result from the interaction of two or more grounds. This interaction is intensified through the interaction with other inequalities like class, patriarchy, poverty, health, unemployment, or other discriminatory practices. In other words, this means that multiple forms of discrimination (identity level) are experi-

³⁸ See Oxford Dictionary

³⁹ See critically Brzuzy, Stephanie. (1997): Deconstructing disability. The impact of definition. Journal of poverty, (1),81-91.

⁴⁰ Wikipedia: <https://en.wikipedia.org/wiki/Slavery>

enced in a social-economic context that is already weak. Policies fail to address intersectional inequalities because they tend to wrongly perceive these multiple forms of discrimination as covered by one ground or another, while they are not. Intersectionality looks at the simultaneous and invisible interaction that disproportionately disadvantages individuals and groups at intersections of inequalities experienced only by them. Emphasis is on the subtleness of intersectionality. As already mentioned in the section on the definition of intersectionality, vulnerability is relational. Hence recognizing difference and disproportionate disadvantage is the starting point of change and designing of socially just interventions (Crenshaw 2000; 1991 & 1989).

- **Structural Intersectionality:** The interaction between the structural and identity levels must be elaborated. Structural intersectionality occurs through the interplay of policies and underlying social structures in ways which increase the burdens faced by intersectional groups. This intensifies the vulnerability to marginalization on the basis of ethnicity, racial, social status and class backgrounds. Addressing structural intersectionality becomes necessary. Even law is not capable of fully addressing it, as it focuses on the identity level (Crenshaw 1989 & 1991).



EXAMPLES OF STRUCTURAL INTERSECTIONALITY IN THE CONTEXT OF ESL:

A reflection of the topics discussed so far provides the basis here: The blindness to structural problem contexts of ESL, the tendency to individualize risk factors in terms of individual cognitive deficits and the contradictory educational policy making are not separate problem layers but are interconnected and blindly reinforce each other. They are also catalysts in hindering the development of a prevention approach: mismatches between educational contents and labour market requirements prevail; the underlying social structures like poverty and double segregation are not addressed but reinforced through practices like early tracking; the intergenerational conditions of discrimination and racialization are invisible, albeit, most of this occurs unintentionally. The invisible and unabated interaction of structures implies that, disadvantaged youngsters inherit a socialization context void of vocational orientation and skills, lack of exposure to the world of work. Subsequently, ethnicity is a structural category and a social construct of policies of settlement countries. Policies that do not allow youngsters to work or participate in VET training, impinge directly on youngsters' advancement in the world of work and VET training. (Further Reading: See section discussing the summary of risk factors at the beginning of this module.)

- **Political intersectionality:** Political intersectionality occurs when intersecting goals and interests conflict with each other. For example, women who are constrained to household work by their spouses might be reluctant to expose them as this would create a bad image to outsiders. Political intersectionality has dual implications. The affected persons are forced to endure their situation while policy and other strategies also fail to act due to the lack of information on the issue.

- **Representational intersectionality:** Representational intersectionality as analytical level is concerned with how minorities and migrants are depicted in cultural imagery and how this intensifies intersectional inequalities. Of principle importance, representationality can reinforce stereotypes whereby the media plays a central role. A clear example is the depiction of Black women as over-sexed (Crenshaw 1989). Another example regards the veil (Kopftuch) and what society thinks of the wearer as being subservient or deviant (Anthias 2013).
- **Multiple and compound discrimination:** Conceptually, the concept of multiple discrimination is the overall term, which is crucial in order to understand additivity (double, triple discrimination) and intersectionality - its constituent parts. Intersectionality emphasizes the invisible interaction of structures. Multiple and compound discriminations attempt to explain better what is meant by intersectionality and the invisibility of intersectionality. Multiple discrimination means that an individual could experience discrimination based on multiple grounds at separate times. Grounds impinge separately. Compound discrimination occurs when separate discriminations add to one another in a given context and thereby construct an added burden. Grounds add up to one another. Compound and multiple discriminations are both additive, but not intersectional. Additive approaches tend to handle grounds separately and thereby fail to show how grounds intersect. Additive approaches might for example show how a woman (gender) experiences discrimination due to her gender roles (such as unpaid roles of care in the household sphere which hinder integration into paid work on the labour market) but they may not show how a woman can experience these genderized burdens and at the same time due to her ethnicity, experience exclusion from female dominated occupations (for example, the general sector of feminized occupations like nursing despite abundant opportunities): In addition, they may fail to show how a woman may also be excluded from male dominated occupations such as IT programming due to the combination of legislative practices hindering access to VET on the basis of ethnicity (identity), lack of access to institutional childcare support structures and extended kinship which are accessible by women from the dominant society. Thus, women of a migrant and minority background may be excluded from acquiring the essential professional knowledge, training and qualification or from accessing the labour market due to their ethnicity (compare critically Crenshaw 2000). Intersectionality models move beyond additive models. They aim to show how multiple discriminations and exclusions act simultaneously and mutually reinforce each other. The different grounds do not only add up but they also intersect at the same time, thereby creating problems and vulnerabilities that are unique to some groups relative to others. Overtime, cumulative, complex and multi-layered conditions of disadvantages result. While all groups experience discrimination and inequality, addressing disproportionate vulnerability promotes educational, social, economic and political justice and is a concrete way of counteracting patterns of discrimination and oppressions (Critically, Crenshaw 2000).

CASE STUDIES

CASE STUDY I:

Consider a case in which training colleges and hiring practices in nursing and dental healthcare administration are actively admitting or employing young non-migrant and migrant and Roma women. But applications for older young women in the youth category (from 24 upwards) are declined. If you point out that it is gender based discrimination, you will see a high percentage of women participating. If you point out that it is discrimination by migration status, migrants and Roma are represented too. If you point out age, all participants are young women. However, for the excluded migrant older young women who spent substantial number of years struggling to overcome migration barriers and attain the legal right to work and train, this is double discrimination as the grounds add up to each other, and can be clearly distinguished from each other. The barriers can increase to reflect all grounds for marginalisation. That is additivity.

CASE STUDY II:

Another example is where Roma men are employed by a firm; non Roma men and women too. But Roma women not. If you say it is gender they will point out non Roma women; if you say Roma, they will point out the Roma men.

4.1.4.10 Direct, Indirect, Institutional and Subtle Discrimination

The following definitions are drawn from Makonnen:

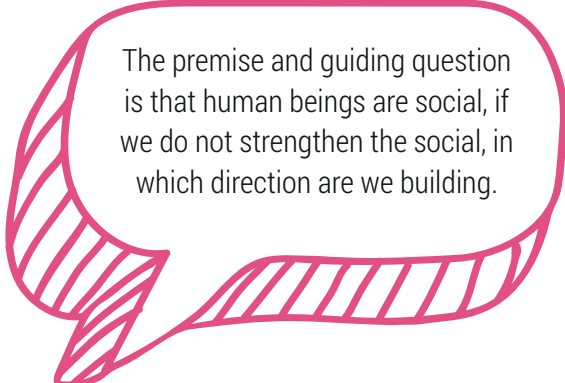
- Direct discrimination occurs when a person is directly adversely treated on the basis of one or more grounds of identity. A clear example is when an employer refuses to hire migrants.
- Indirect discrimination is when neutral provisions or same rules and practices are applied to different groups but produce disproportional disadvantages for some groups such as migrants.

- Institutional discrimination describes (un)intentional institutional procedures and practices which produce discriminatory effects. Where institutional discrimination is intentional, it is referred to as institutionalized discrimination. Institutionalized discrimination refers to the embeddedness of discrimination in formal laws, organizational structures, formal administrative regulations and informal practices anchored as routines of organizational culture, programs, rules and police. For further reading see (Makonnen: 2002).
- Subtle Discrimination: Subtle discrimination occurs either intentionally or unintentionally through a combination of rules and regulations which contain neutral criteria but have unequal effects for some groups.

4.1.4.11 Reflection of own role: Challenging subtle discrimination and disproportionate disadvantage

Addressing the combined effects of interlinking discriminations on the achievement of educational equality amongst disadvantaged learners (as constructed groups), requires manifold interventions. Overall, this demands identification and challenging of discrimination within the structures of individuals and collective consciousness and within societal parameters. Examples of specific actions include:

- Recognizing and challenging racism, discrimination and inequality in all the hidden and explicit forms and actively developing alternative perspectives which promote inclusion and the political, social and economic equality of the individual.
- Pursuing the creation of practices, policies and organizations that are representative of wider society with a prioritized focus on including the most vulnerable and excluded.
- Incorporating social justice-based knowledge and heightening social justice awareness in all your teaching and educational activities.
- Challenging structures of social economic power and privilege that create and reproduce discrimination and inequality.



The premise and guiding question is that human beings are social, if we do not strengthen the social, in which direction are we building.

⁴¹ For further references on subtle discrimination, review Boyd (1995).

4.1.5 How to Do Critical Self-Reflection as a Requirement of Diversity Reflexive Educational Practice

This section consists of a theoretical and practical part which demonstrates how to implement the introduced theoretical concepts in practice. Riegel, argues that in order to effectively challenge discrimination and inequality 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). As stated already in the foregoing section, the relations of power and subordination that produce inequality in the classroom must be constantly reflected within everyday teaching and learning contexts. This section examines fundamental aspects of power mainly drawing on Foucault's framework for the analysis of power (Foucault 1998). The section transfers the following competences:

- Increased awareness of own role in changing power, what strategies for action and change are at own disposal.
- How to deploy strategies of power to change the situation of disadvantaged learners, social institutions, overturn societal dynamics of exclusion and engage in building an alternative world and school environments that naturalize inclusion and equity for all.
- How to transfer these competences to your learners.
- What power means, what the mechanics of power are and how power operates.

4.1.5.1 *Challenging Discrimination by Understanding the Political Construction of the Self, the Role of Public Dispute and Collective Struggle*

Foucault emphasizes that the critical reflection of power is the condition for not reproducing structures of dominance, privilege and disadvantage (Foucault 1998). According to Foucault, power exerts effects on an individual's actions. This means that, subjects must first understand the effects of power on their perceptions and actions. Power is exercised through discourses. Discourses of power as part of scientific disciplines construct our identities and dominant world views. Discourses normalize relations of domination and subordination which we as subjects unknowingly or mechanically reproduce. This means that, as individuals, we can unknowingly support social hierarchies also contrary to our own knowledge, values and norms. Concretely, this means that subjects (including educationists) are political categories who must first understand their own political construction and subjectification in discourses of power. Essential here is power critical self-reflection. Our understanding of the world around, the ways we relate to society, our professions, our relationship with learners, the contexts of difference and inequality are all mediated by power. These entanglements must be critically examined. Changing relations of power requires us to identify and reject oppressive discourses and instead, actively promote discourses that affirm our own values, norms and hence also reinforce our identities. Foucault called this exercising productive power. The critical reflection of power which goes hand in hand with the reflection and transforming of discourses is the condition for transforming power, not reproducing structures of dominance. To illustrate strategies of change, we present Foucault's concept of the duality of power below (Foucault 1998).

4.1.5.2 *The Duality of Power*

Foucault discusses the concept of the duality of power. According to Foucault, power produces not only oppressive effects as usually understood but also liberative effects. Therefore, power has a coercive and a productive dimension. Power is two sided: Discourse transmits and produces power in two opposing ways: On one hand, it reinforces power, but on the other side, it also undermines and exposes power thereby rendering it fragile and making it possible to thwart it through counter strategies of power. Foucault talks about counter strategies of power in terms of reframing competences and actions. Hence, individuals are always in a position of simultaneously undergoing and exercising power. Of principle importance, Foucault's concept opens up perspectives for individual critique, change and opportunities for action. Power circulates as a type of a chain. Power is diffuse and power comes from everywhere including knowledge and discourses. Power permeates and can therefore distort almost every aspect of our daily life (Foucault 1998: 63; 100-101; Foucault 1980: 98-99). In our view, his duality of power and his focus on the power of discourse and in particular the diffuse nature of power have central meaning in today's increasingly digitalized world, where social media enables individuals to author information and where sometimes sources of this information are not known or the information is not credible or is distorted but exercises effects on both youngsters and adults. Racism and religious violence are increasingly produced through media discourses. According to Lange, political judgement is a requirement for the functioning of democracy (Lange 2008). Educationists need to transfer critical digital competences and critical discourse analysis to youngsters as well as strengthen own power critical self-reflection (Module IV). Power co-exists with resistance - there is always an opportunity to resist the effects of power by reframing and reaffirming. We as educationists and practitioners (and our students) can use counter strategies of power (reframing competences and actions) to create an alternative worldview which is based on and affirms our values of social justice, equality and inclusion. Therefore, as stated above, power is dual; it has not only oppressive effects but is also productive through its liberating effects which counteract dominance relations. Power is not localized in the hands of a few individuals or institutions or oppressive groups who coerce passive victims. Power must be reflected in order to overcome oppression. Necessary here is a constant transformative examination of discourses, self, and the dominant world views (Foucault 1998: 63; 100-101; Foucault 1980: 98-99).



REFLEXIVE EXERCISE ON POWER **REFLEXIVE PRACTICE IN CONTEXTS OF ESL**

As the deficit approach has demonstrated, if we do not critically examine the inequalities and social injustices encountered by our disadvantaged learners, they will be perpetuated. If we reflect these discriminations, engage in public disputations of structural discrimination and oppressions, challenge hegemonic group hierarchies and support learners, inequalities will be changed.

IMPORTANT REFLECTION OF OWN ROLE IN CHANGING POWER THROUGH STRENGTHENING EQUITY CONSCIOUSNESS AND CITIZENSHIP AWARENESS

Meanings are socially constructed. Fitting into a world normalizing poverty, deprivation, wars and all types of exclusion and inequality is part of the way in which our self is constructed through discourses of power. What we are taught or not taught in schools determines the levels of inequality, discrimination and social injustice in any given society. Through reframing educational cultural contexts by incorporating socially oriented education, you exercise your power in counter resistance and transformation of the dominant worldview and creation of an inclusive society. Transforming oppressive power corresponds with changing the interplay of subjects and discourses. Your entire curriculum should emphasize the importance of students being knowledgeable and sensitive about the cultural construction of difference and the consequences that such social constructs have on the constructed and society at large. Structures of inequality and oppressive power can be changed if all individuals become critically aware and act upon their knowledge of productive power, question and reject social injustices. Power can be dismantled at the micro-level and there won't be a concentration of oppressive power at the mezzo and macro levels. Learners should also be aware of the historical creation of cultural meanings and the struggles involved in broad based societal change such as women's movement, anti-slavery, anti-racist, etc. and their own responsibility in creating new socially just meanings. You should be able to demonstrate where in your curricular learners develop these competences and how they are assessed and the extent to which social-inclusive objectives are being achieved. Strengthening integrative learning will require you to strengthen citizenship awareness. Dirk Lange's framework of inclusive citizenship awareness can help you structure curricular from multidisciplinary perspectives (Lange 2008, see Lange in Module IV).

4.1.5.3 Power Asymmetries and Privileges

Mecheril, argues that the analysis and transformation of power has to include a reflection of power asymmetries. Becoming aware of 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. Privilege is constructed as normal while discrimination defines the other. It is essential to explore whose interests the relations of dominance serve. Difference constructs (such as gender, racialization, ethnicity, (dis)ability) manifest privileges and simultaneously express underlying subordinations. They concretize how power is distributed in society as well as how different social groups experience advantages and social advantages. The identification and reflection of own and societal privileges are part and parcel of becoming aware of and changing power asymmetries (see Mecheril 2008).



EXAMPLE FOR REFLECTING POWER ASYMMETRIES:

How is migration and Roma status constructed in relation to own status through colonialism, capitalism and globalization?


4.1.5.4 *Reflexive Summary on the Practical Relevance of Power Reflexive Practice in Reducing ESL, Discrimination and Inequality*

IMPORTANT POINTS OF REFLECTION FOR POWER AND DIVERSITY REFLEXIVE EDUCATIONAL PRACTICE IN THE CONTEXT OF TACKLING ESL

- Societal institutions like educational systems play a central role in framing our understanding of inequality, discrimination and identity.
- Without understanding the effects of discourses of power on our actions and without critical knowledge of power asymmetries, the existing systems of inequality and privilege will be perpetuated.
- When the relationships of disadvantage and privilege which underpin the under achievement contexts of learners and their life opportunities are not examined and challenged by educationists and practitioners, this can perpetuate the invisibility of social structures, support social hierarchies and reinforce the exclusionary discourses which construct us.
- Conversely, challenging the relationships of disadvantage can transform the unequal conditions of learning as well as the societal discourses and underpinning social practices of inequality.
- Subsequently, it is always important to use our positions of power to question, challenge and change dominant worldviews and power relations in society.
- Meanings are socially constructed. Necessary here is paying 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 broader society should acquire knowledge of power, how differences are constructed and maintained, perspectives of critique, reframing competences, and the ability to consider alternatives for change (critically Lange 2008; Riegel 2013).

4.1.5.5 *Understanding Framing and Counterframing as Tools For Exercising Productive Power*

Foucault above, suggests the use of counter-framing as a tool of productive power that is essential in changing exclusionary and oppressive discourses and restructuring societal relations of equality and inclusion (Foucault 1998). It is necessary to understand what frames are before we can fully grasp what counterframing is:



WHAT IS FRAMING AND WHAT ARE FRAMES

Framing is a strategy which gives coherence to meaning and guides interpretation of events. Frames can be neutral and can have advantages. But they can also be used to skew meanings. Goffmann establishes that Social frames can be used by actors to provide background understanding for events with the aim of controlling and managing activity by inducing a false belief of what is occurring (Goffmann 1974:21-22).

IMPLICATIONS FOR PRACTICE

The ways in which the weak political context of disadvantaged groups and issues such as access to education and labour market or ESL are politically framed will have a profound impact on how solutions are designed and how interlocking systems of inequality impacting the daily lives of these marginalized individuals and their communities are addressed or reinforced.

TIPS ON WHAT TO DO

First, necessary here is examining the role of the media. As the Grass Roots project puts it, media representation widely uses framing. To change discourses as cultural constructs, it is necessary to understand the power of ideas and images and specifically how this is strategically deployed in framing societal problems, goals and resolutions for shared but exclusionary political purposes. Meanings of violence and exclusion can be propagated through pictures and the subtle language transmitted behind them.⁴² Pictures speak more than words. It is necessary to pay attention to the power of language and symbolic practices in creating meanings.⁴³ As Umlauf clearly formulates basing on different scholars, media is a power structure which must be analysed because it influences thinking patterns and plays a significant role in reproducing racism.⁴⁴ Pictures are strongly used in the definition and control of political and social power. The ideological world of pictures influences both how others think about a group and how groups and individuals think about themselves.⁴⁵

Second, it is important to pay attention to the role of political interests. Interest groups can skew meaning and reinforce inequality through framing by infusing and reinforcing existing, biases, assumptions and stereotypes about difference and social hierarchies (Compare, Grassroots Project).⁴⁶ Interest groups create schemes of naming and interpretation which guide thoughts and practices on social or political issues.⁴⁷ Kevin Philips has argued that power can be entangled in framing practices where power takes the form of the ability to say what the issues are, who the good guys and the bad guys are and therefore also who is responsible and what should be done about it (Kevin Philips in Ryan & Gamson in Grassroots policy project, page 18 & 19).⁴⁸ Subsequently, for Riegel, relevant for the reflection and implementation of inclusive educational praxis, is awareness of the concept of 'definition power' and reflecting the questions of who has power to talk about and evaluate societal issues such as integration and who speaks from which perspective and position of integration (Riegel 2013).

Third, and in this connection, it is essential to examine political scapegoating. Migrants are frequently framed as social political problems to distract attention away from real political challenges at hand. Hence, framing can be used for scapegoating, rather than addressing burning societal issues at hand or acknowledging the positive social contributions of migrants (Medel-Anonuevo 1997). According to Umlauf, framing is used to protect the societal power structure, using one sided representation which robs the affected of voice (with further references see, Jahnnes Umlauf 2014). According to Anthias, it is important to be sensitive to how diversity can be framed as a boundary marker. For example some migrants can be framed as the deviant alien other who is unable to integrate such as in the case of the veil and in the case of the Roma who maintain a different lifestyle. In such cases of framing, migrants and minorities are conceived as deficit beings and their social and cultural resources are not utilized (Anthias 2013).

⁴² Grassroots Project: https://www.racialequitytools.org/resourcefiles/race_power_policy_workbook.pdf

⁴³ Compare Crenshaw on symbolic representations in the unit on intersectionality in this module (Crenshaw 1991).

⁴⁴ With further references, see Jahnnes Umlauf (2014)..

⁴⁵ For further references, see Jahnnes Umlauf (2014): *Schwarze Menschen in den Medien*. Rostock: Universität Rostock.

⁴⁶ Grassroots Project: https://www.racialequitytools.org/resourcefiles/race_power_policy_workbook.pdf.

⁴⁷ Goffmann (1974:21-22).

⁴⁸ Grassroots Project: https://www.racialequitytools.org/resourcefiles/race_power_policy_workbook.pdf

TIPS FOR STRENGTHENING COUNTER FRAMING COMPETENCES

Counter framing occurs when we are able to recognize exclusionary or oppressive political interests, engage in public disputation and participate in counter societal discourses. To counteract the exclusionary dominant world views, diversity reflexive educationists and practitioners should actively contribute to the growth and expansion of the social justice and the inclusive knowledge base. They can achieve this through sensitization campaigns, membership in professional associations, supporting legislative obligations of equity and inclusive education, using social media, voice raising and social advocacy activities, producing professional literature to foster sharing of critical knowledge and through exchange of experiences in workshops, conferences, symposia.⁴⁹ Educationists can also join migrant and Roma self-organizations and associations and cultural events to know more about their contexts.

4.1.6 Teaching Activity Demonstrating How to Use Counter Framing Tools

In the context of Foucault's power critical self-reflection described above, this section suggests that changing inequality, discrimination and oppressive power will require not only educationists to understand framing but also teach learners to identify framing and develop counter frames with core ideas that reflect their social justice based values and beliefs.⁵⁰ In this section, educationists are invited to carry out the activities described in the link below with their learners.

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ACTIVITY

FRAMING AND COUNTER FRAMING

INSTRUCTIONS:

Read about Framing and consider pictures on Framing in the Grassroots Policy Project (see pages 18 & 19).

⁴⁹ Compare critically, Sheafor and Horejsi (2005: 66 & 67)

⁵⁰ The ideas of power and counter resistance strategies incorporated here are derived from Foucault in the introductory part of the section (Foucault 1998).

4.1.6.1 *How to use the five components of power*

As a diversity reflexive educationist or practitioner who supports disadvantaged youngsters, you will often work in economic, social, educational and health partnerships which bring different stakeholders together. Political interests and issues of power always emerge. Sometimes these will be incongruent with the objectives, values and ethics of inclusive education. Educationists need to be able to recognize power interests. To strengthen these competences, this section, presents Bill Lee's concepts of power (money, information, numbers, status, belief or conviction).

- **Bill Lee's Definition of Power:** Bill Lee defines power as the degree to which people are able to act to influence their environments - get things done or make things happen or keep things from being done or happening. Accordingly, power is an important condition for bringing about positive change (with further references see, Bill Lee 1998:23-27).
- **Money:** According to Bill Lee, the achievement of social justice and inclusion requires a basic minimum of funds. However, funds can subvert the goals of social justice. The power of money must be reflected. For example, money capacitates rich multinational cooperations with ability to influence or control society. Multinational corporations influence political processes and political agendas on key issues such as the environment, migration, economic inclusion (international trade) through lobbying and influencing the public through media. This power is in contrast with the power of the poor or economically disadvantaged groups to impact the political system or affect their environments for example securing proper housing, higher education, better paying jobs, etc. In some countries political parties are funded by the wealthy lobbyist. This impacts policies.⁵¹
- **Information:** Information is a central source of power. Information can maintain inequalities through the diverse forms it takes such as technical, academic, and privileged (access through membership in an elite system). First, most disadvantaged individuals lack key information and the technical ability to interpret complex information and bureaucratic procedures. Second, information influences policy making as policies are based on volumes of information. However, disadvantaged groups are frequently invisible in statistics. Third, lack of information undermines our political response and interpretation of social contexts. Fourth and in light of the above, system knowledge is a crucial tool and remedy. It refers to the ability to use complex systems of regulations, laws, and public organizations to influence the environment (Bill Lee 1998:24 & 48).⁵²

⁵¹ Bill Lee (1998:23).

⁵² According to Auernheimer, diversity reflexive educationists and practitioners must possess knowledge of migration legislation for different categories of migrants as a key requirement for supporting disadvantaged learners (Auernheimer 2008).

OUR DERIVED TIPS FOR PRACTICAL ORIENTATION

- Access to information is a gate to different key resources like education and the labour market: System information on labour market trends, employment agencies, occupational requirements, education and training is crucial. However, employment counselling is widely ignored amongst educationists. Module V, provides you with system information in the form of online links to institutional tools, bodies and resources supporting validation, recognition of international qualifications, writing job applications, etc. (See Module V).
- System information includes professional's knowledge of migration legislation for different categories of migrants and minorities as it relates to access to education, training residence and other societal resources (see critically Auernheimer, Module IV).
- Documenting the barriers faced by disadvantaged learners and relaying information to policy makers and decision makers working on different levels is as vital as documenting positive contributions of disadvantaged groups through making facts and figures visible to the public (see module V).

- Numbers: First, according to Bill Lee, numbers can be equated with power exercised through votes. As such, numbers are the foundation of democracy. Second, benefits and disadvantages are not randomly distributed. The level of organization of societal groups determines this to some extent. Some well organized groups experience privileges and benefits at the expense of less organized groups. Organized groups achieve status and cohesion. Organized groups can also share information on commonly faced problems, resources, their own skills as well as divide tasks that need to be done to achieve objectives in a more efficient way (with further references see, Bill Lee 1998: 5, 25 & 47). Tips for Practical Orientation: In addition to your networking with stakeholders, you can help disadvantaged groups look for coalitions so they can become stronger and can tackle larger issues when the opportunity arises (compare *ibid.*).



REFLEXIVE EXERCISE:

The effects of numbers in bringing about change for disadvantaged groups are clearly demonstrated through Bottom-up processes like Green Peace; Women's Rights Movement; Workers' Rights Movement; Pulse Europe; Anti-slavery Movement and Abolition of slave trade, etc.

- Status: Professions and credentials can imbue power for example doctors, lawyers, teachers, VET trainers, university professors, etc. The power of status emerges from an individual or group's (in)formal right to act in particular areas or on particular issues. One can be appointed, elected and placed in authority. Our Derived Tips for Practical Orientation: You can acknowledge the power in your occupational status and use your status as an educationist or practitioner to advocate for disadvantaged learners, always remembering that their political context is weak.
- Belief or Conviction: Bill Lee explains that a belief in a way of life or faith in spiritual meaning can drive the cause for organizing around social political issues. The belief in social justice emerges in light of or against oppressive power relations in society. Collective organizing is frequently undertaken in response to the way in which political and economic dominant groups reduce the conception of human beings to economic and market forces or to impersonal historical forces as arbiters of our lives. Community organizing as a counter force is based on the belief in non-material values and community bonds. Hence many people and organizers are motivated by a sense of purpose that transcends the rejections and disappointments encountered. However, the power of belief can also be abused for contradictory reasons. For example, fundamentalist movements such as fascism and some religious groups have manipulated, oppressed people and caused harm.⁵³

Ongoing reflection on what and how beliefs are being used in communities. Ensure that youngsters' poses competences for recognizing abuse of power in the belief systems they encounter. Belief can be a strong organizing principle for disadvantaged groups.

⁵³ The five components of power are adopted from Bill Lee but slightly modified in various aspects to fit our needs for application to ESL. For further references on the components of power, see Bill Lee (1998: 23-27)

4.2 UNIT II: NORMATIVE FRAMEWORKS: LEGISLATIVE FOUNDATIONS WITH ACTIVITIES

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).⁵⁴ The achievement of equality requires legal protection whereby the precept of equality and prohibition of discrimination play an important role in international and constitutional law.⁵⁵ In order to participate and enjoy equal opportunities, disadvantaged groups need information on instruments that protect and advance their identities, rights, responsibilities and obligations. For example, some migrant women and men's legal status depends on marriage. They face deportation upon divorce even in cases of abusive relationships. These individuals tend to depend on their spouses for information. This structural dependency makes them vulnerable. Information that is vital is frequently hidden from them. Poor language abilities and lack of knowledge of legal protection and institutional sources of information intensify their vulnerability (compare critically, Crenshaw 1991).⁵⁶ To overcome this barrier, educationists, trainers and practitioners can support youngsters with a range of online resources some of which are provided in this section.⁵⁷

4.2.1 Human Rights Declaration and the European Union Treaty of Amsterdam (EC Treaty Article 141 (4))

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, class and disability, also all the outlined categories in the EC treaty can impinge simultaneously in an individual learners' context and are important to bear in mind while addressing inequality in your professional praxis. see EC Treaty Article 141 (4) in European Commission, 2014: 8-11: EU Gender Equality Law. Update 2013 Online Available from: http://www.yzu.am/files/DS0113847ENN_002.pdf

⁵⁴ Article 26, Human Rights: <http://www.un.org/en/universal-declaration-human-rights/>

⁵⁵ Federal Anti-discrimination Agency (2010): Guide to the General Equal treatment Act. Rostock: Federal Anti-discrimination Agency. Online Available at: http://www.antidiskriminierungsstelle.de/SharedDocs/Downloads/EN/publikationen/agg_wegweiser_engl_guide_to_the_general_equal_treatment_act.pdf?__blob=publicationFile

⁵⁶ Crenshaw does not mention men but we have added this perspective to reflect lived realities with the view that young men and women are very vulnerable.

⁵⁷ Federal Anti-discrimination Agency (2010): Guide to the General Equal treatment Act. Rostock: Federal Anti-discrimination Agency. Online Available at: http://www.antidiskriminierungsstelle.de/SharedDocs/Downloads/EN/publikationen/agg_wegweiser_engl_guide_to_the_general_equal_treatment_act.pdf?__blob=publicationFile

4.2.2 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 (see Preamble). 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).



The Right to Education is Enshrined in Human Rights. Only two rights below from Article 26 are reflected:

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.⁵⁸

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ACTIVITY

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 (www.europarl.europa.eu/charter/pdf/text_en.pdf)

⁵⁸ See the Universal Declaration of Human Rights: <http://www.un.org/en/universal-declaration-human-rights/>

4.2.3 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.

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ACTIVITY

THE 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. Access the treaty from the source on page 59.

4.2.4 Convention on the Rights of Persons with Disabilities

Article I, states: «The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others».⁵⁹



Reflection on Relevance of the Convention to ESL

This convention is relevant in the context of early school leaving since a deficit approach that renders learners as cognitively disable has been applied without addressing structural conditions of early school leaving.

⁵⁹ CRPD: <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

ACTIVITY

CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES

INSTRUCTIONS:

Educationists and practitioners alone or in groups review article I and article II. In article II, they focus on non-discrimination communication through inclusive language, reasonable accommodation, universal design of products, environments, programs and services (to enable all people to use them) and on the definition of discrimination on the basis of disability. (Source: Convention on rights of persons with disabilities)

4.2.5 Gender Mainstreaming

Also significantly contributing to the gender equality and practices are gender mainstreaming measures understood as active inclusion policies.

ACTIVITY

GENDER MAINSTREAMING

INSTRUCTIONS:

Teachers alone or in groups work on basic principles of gender mainstreaming with the help of resources from the link below, focussing each group on the various instruments, how to teach them and apply them to the situation of migrant and Roma students and exchanging their results. Source: Gender mainstreaming practical guide for implementation:

<http://eige.europa.eu/gender-mainstreaming/toolkits/gear>

4.2.6 Diversity Management and Equity Legislation in Own Institutions

Inclusion, equity and integration require legislation. Most educational institutions have a diversity and equity policy framework. Your role is to actively reinforce its objectives. Where a diversity framework lacks, educationists and practitioners should initiate the process of creating one. The box below provides an example.

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ACTIVITY

INSTRUCTIONS:

Educationists during our PREDIS seminars identified own social political engagement in the school as an important condition for creating inclusive school cultures. With the help of the template below, teachers, trainers and practitioners alone or in groups work on diversity management from a practical perspective focussing on what Equity Legislation looks like and how to implement legislation.

EXAMPLE OF ANTIDISCRIMINATION STATEMENT (UNIVERSITY OF LEEDS)

- This institution is opposed to racism in all its forms, including stereotyping and all other types of discrimination which are based on people's ethnicity, gender, disability, national origins, religion, class or sexualities.
- This institution believes that all staff and students have the right to be treated with fairness and respect.
- This institution values the cultural and social diversity of its staff and students and believes that such diversity enriches the working and learning environment.
- This institution will not tolerate or condone racist behavior from staff or students.
- Our commitment to anti-racism informs all aspects of this institution's policy and practice.
- This institution prohibits the use of its facilities by those individuals or groups who wish to promote racist views or activities⁶⁰

⁶⁰ See Turney Laura a.o. (2002): Anti-racism toolkit: www.leeds.ac.uk/cers/toolkit.htm

4.3 UNIT III: HUMAN DIGNITY IN STRUCTURAL INEQUALITY

This section invites educationists and practitioners to consider the effects of structures on the dignity and identity of youngsters. Participants also reflect the implications of symbolic interaction and discrimination. The section provides tips for developing perspectives for critique and concrete strategies for change in supporting disadvantaged youngsters.

How to Recognize and Tackle the Hidden Effects of Social Structures and Daily Cultural Practices on Learners' Dignity and Self-Esteem

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 anchored as a fundamental human right, albeit, the real life contexts contradict this principle: Structural mechanisms of discrimination do not only constrain youngsters' societal advancement and opportunities for self-unfolding but also impact on the emotional level (dignity, self-worth and self-esteem). This is frequently unseen. According to Mergner, 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 Mergner, John Locke argues that 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).⁶¹



**RESTRICTING THE POSSIBILITIES OF
AN INDIVIDUAL'S ACTION LIMITS A
HUMAN BEING IN HIS DIGNITY.
LOCKE**

Policies that hinder youngsters from VET and employment crush human dignity. Educationists who support disadvantaged youngsters unfold their competences and access societal resources uphold human dignity: Biestek handles the symbolic interactional level. For Biestek, protection of individual human dignity requires overcoming dominant culture. According to Biestek, dominant culture has in-calculated the idea that respect means to look up to and accord respect to selected individuals in virtue of superior position, often one linked with social status, class position and or authority. However, disadvantaged persons frequently experience discrimination and social isolation. Similarly, they frequently occupy bottom place in socially

⁶¹ <http://www.freire.de/node/19>

constructed hierarchies and are frequently labelled in deficit terms (Biesteck *ibid.*). This dual societal condition can undermine the intrinsic dignity of the individual human being. Protecting dignity requires implementing unconditional positive regard to minimize social stigma and increase social acceptance of individuals constructed differently by structural mechanisms and their disabling effects. Unconditional positive regard should permeate all our work, decisions and activities and promote the understanding that innate dignity and worth of the individual cannot in any way be diminished or lost through any deficiency, attribute or failure in or of the person. 'Every human being has intrinsic value (..) that is not affected by personal success or failure in things physical, economic, social or anything else' (Biesteck *qtd.*: In Molly Hancock 1997; UN Declaration of Human Rights Article 2).



**UNCONDITIONAL POSITIVE
REGARD REQUIRES OVERCOMING
DOMINANT CULTURE.
BIESTECK**

Mergner concretises that human dignity is bound to the context. For Mergner, whereas dignity is the approval of the uniqueness of a person, this uniqueness is to be understood in context. This means that consideration must be given to the specific location, period, prevailing social circumstance which shape the social and historical context into which a person is born. Citing Hannah Arendt, Mergner establishes that implicit in the decision to accept one's own dignity is the moral decision to accept the dignity of the other (every other!) (Mergner in Lohrenscheidt 2006). Educators must find meaningful ways of learning about, and in, dignity. Of principle importance, we must identify what helps students to become conscious of their own human dignity; what the obstacles to be overcome in this process are; and how can we, as educators facilitate societal learning processes towards action in solidarity with those who are fighting for a life with dignity (Lohrenscheidt 2006).



**WHAT HELPS LEARNERS TO BECOME
CONSCIOUS OF THEIR OWN HUMAN
DIGNITY
LOHRENSCHEIT**

Reflection

Recognizing the uniqueness of our learners in contextual boundedness involves taking into consideration their unique intersection with structures and social environments, connecting with and empowering them from their unique starting points. For Brügel, the constant comparisons of learners' achievements and grades threatens learners sense of dignity and equal human worth. Hence this should be avoided. Instead differences amongst learners should create positive meaning (Brügelmann 2018).




**THE CONSTANT COMPARISONS OF
LEARNERS ACHIEVEMENTS AND
GRADES THREATENS THEIR SENSE
OF HUMAN DIGNITY.
BRÜGELMANN**

Box 5-1 below describes examples of how educationists have interpreted and implemented the concept of unconditional positive regard in central ways in their own praxis.

PRAXIS OF UNCONDITIONAL POSITIVE REGARD BY EDUCATIONISTS WHO PARTICIPATED IN THE PREDIS BLENDED LEARNING COURSE

The concept of unconditional positive regard was also brought up by some of the educationists participating in the PREDIS Inclassroom Training who translated it in terms of unconditional respect. For the educationists participating in PREDIS, implementation of the concept was conceived in terms of educationists taking their own function as role models seriously by displaying equal respect of all learners despite presumed (dis)abilities, social locations, body appearance, language barriers, classroom participation forms. Implementing the concept also involves finding out more about those learners who seem to be at the margins of the social and classroom participation and identifying concrete ways of supporting them. For example, learners who are not eloquent readers should not be despised by learners who are eloquent readers. Effective implementation further demands implementing clear structures and ground rules for all learners regarding how to treat one another and their teachers in respectful ways. In addition, educationists must take up clear sides whenever positive regard is undermined or at risk of being undermined and immediately clarify boundaries and what issues are at stake, always preserving the dignity of all and promoting learning of all the parties involved.



Disadvantaged youngsters experience structural inequalities and inequalities in emotional labour. They negotiate structural inequalities, their effects on individual societal advancements, human dignity, identity and self-esteem. Their educational achievement context is differently structured. Biesteck's concepts below are partly reconceptualised as further principles that can usefully guide self-reflection on the topic:

- Structural Perspectivity and Social Perspectivity: People are entitled to respect for their worth and dignity simply by right of being which is separated from and unrelated to their pattern of thinking or acting.⁶²
- Emotional Empowerment of Disadvantaged Learners: The respect we accord to our disadvantaged learners can act as a mirror to reflect back to them a new image of an innately valuable person whose social status, or identity (ethnicity, racialization, gender, caste, minority, disability) do not make them totally unworthy. Unconditional positive regard is to some extent emotionally transferred through warmth, empathy, kindness, the way we provide feedback, support in preservation of dignity and express openness to the views of our learners in classroom interaction and course design, equitable participation in the classrooms (Biesteck in Molly Hancock 1997).⁶³
- Own Personal Development and Professionalization Effects: Acknowledging and implementing the concepts of inalienable dignity and innate worth of the individual both empowers learners and supports own professional development. As we make the principle a part of ourselves, it becomes our individual competence expressed in our praxis.
- Self-Awareness and Self-reflection as Prerequisites for Diversity Reflexive Work: Self-awareness requires us to reassess ourselves as thinking, feeling and acting persons in relationship to others. To promote personal development and build trust with others (in particular the disadvantaged learners), we need to constantly reflect our feelings, thoughts and actions and ensure congruency in what we say, do and what our body language and tone express (Critically see Biesteck and other references in Molly Hancock 1997; see also Bennet Milton, Module III). Self-reflection is a work in progress which helps us to identify our areas of growth in the acquisition of intercultural competences, diversity reflexive theory and practice, structural awareness and political action competences for transforming inequality.

⁶² Derived from Human Rights Declaration, see for example: UNESCO (2012: 19).

⁶³ This consciously focuses more on the emotional level where structural effects are more difficult to detect. In other words, the argument we are trying to make is that preservation of human-dignity must include both the structural and emotional dimensions.

4.4 UNIT IV: ASSUMPTIONS, BIASES AND STEREOTYPES

4.4.1 Introduction

Stereotypes, biases and assumptions present major setbacks to educational achievement. This section strengthens competences for recognizing and tackling them. It first presents a theoretical part which introduces key concepts. It then presents a practical part which provides examples for addressing assumptions, biases and stereotypes in education.

4.4.2 Reflection of Stereotypes Should Promote the Reflection of Effects of Social Evaluations in Learning Environments and Uncover the Hidden Competences of Learners

Our perceptions, thinking and evaluations are not products of reality. They are not mere reflections of reality. They are constructions which are filtered through our personal lens – whereby the lens are culturally or biographically conditioned. These lens condition what we see as same or different. They also determine which characteristics we see in specific situations as essential or important (Largo cited in Brügelmann 2018). We have to reflect our personal lens in order to effectively work with heterogenous groups.

4.4.3 Activity on Cultural and Environmental Influences on Perceptions

Educationists, students and practitioners explore how culture and environments shape our perceptions with the help of the activity below.

PERCEPTIONS AND VIEWS ANALYSIS

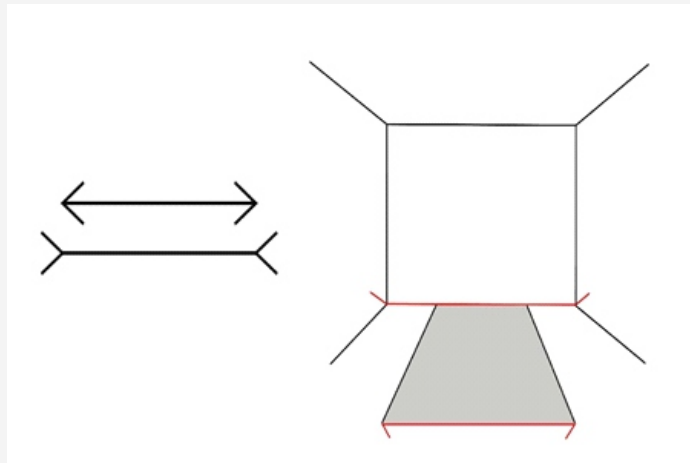
AIMS

To increase participants' understanding of how culture, environment and biases condition own perceptions and to increase awareness of differences and commonalities in our perception patterns.

METHODOLOGY

A facilitator asks participants to describe the length of the two arrows below in relation to each other. Afterwards the facilitator reviews the comments in the guidance section to help participants evaluate the impact of culture and environment on their perceptions.

DESCRIPTION



MATERIALS

Pin wall, multi coloured cards, markers.

GUIDANCE

The two lines are equal. However, most people in the West claim that the second line (with the 'feathers' pointing outwards) is around 20% longer than the top line. Locals in pre-modern environments tend to be far more accurate and just don't seem to be as susceptible to the illusion. As already stated, the way we see things is usually influenced by our cultural maps. Culture acts as a filter. Thereby our perception is frequently unconsciously selective. One theory states that the illusion in the above exercise results from the fact that modern humans spend more time indoors, with lots of "carpentered corners". If the angles along the edge of an object are out, an object is usually further away from us, like the distant wall of a room, whereas if the angles point inwards, it is usually closer to us, like the near side of a table (see above). The brain has learnt to process this perspective rapidly, helping us to estimate size at distance, but in the case of the illusion, that brain processing backfires. Like an irregular lens, our modern, urban brains distort the images hitting our retina, magnifying some parts of the scene and shrinking others.

DURATION

Approx. 30 minutes.

REQUIREMENTS

Several group tables according to the group of participants. Every group gets four cards.

SOURCE

<http://www.bbc.com/future/story/20170306-the-astonishing-focus-of-namibias-nomads>

4.4.4 Introduction

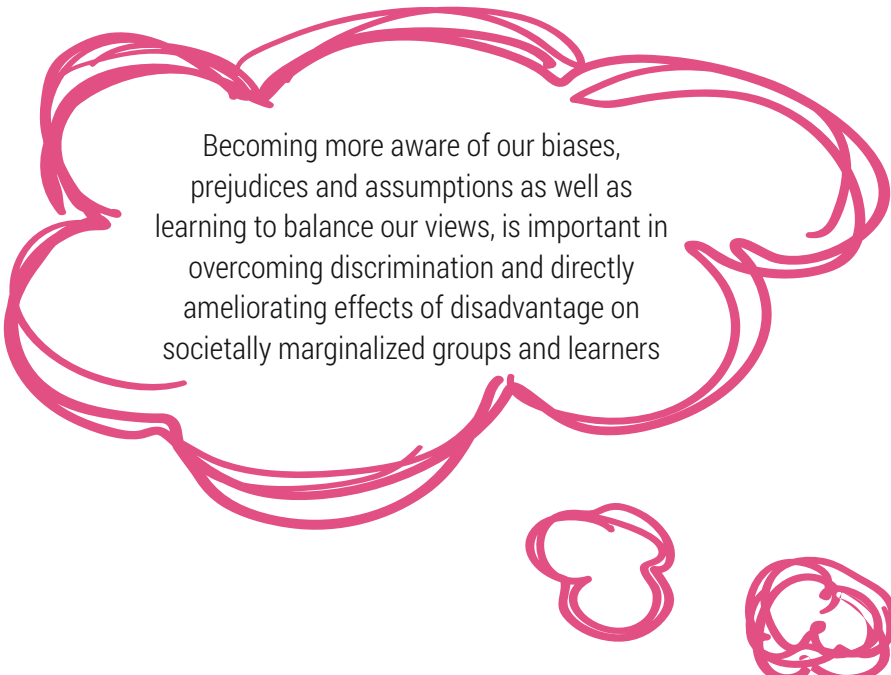
Assumptions, biases, prejudices and stereotype intensify effects of discrimination that migrants and disadvantaged Roma already experience due to the interaction of gender, class, ethnicity and ableism. Despite mechanisms of legal protection, negative images can maintain the interlocking systems of oppression experienced by all groups and intersectional groups (see critically, Caldwell 1991: 376). Albeit, assumptions, biases, prejudices, and stereotypes are frequently grounded in prematurely formed opinions, incomplete information, view of a phenomena and or incomplete experience and simplistic thinking. Stereotypes can lead to discrimination (Critically, Makonnen 2002).

ASSUMPTIONS, BIASES, PREJUDICES, STEREOTYPES ARE GROUNDED IN:

- Prematurely formed opinions
- Incomplete information
- Incomplete view of a phenomena
- Incomplete experience
- Simplistic thinking

(See Makonnen 2002)

- **ASSUMPTIONS:** Something we presuppose of and take for granted without questioning it. We apply it to interpret the world around us (CAWI 2015).
- **BIAS:** A bias can be positive or negative. Ensure you understand that when one bias is directed to one person, there is a prejudice directed at another. Bias and discrimination must therefore be interpreted in a social justice context (AGORA CIVIC EDUCATION, 2013a).
- **PREJUDICE:** Formed by emotions rather than reason and constitutes an attitude that judges a person based on their membership in a cultural or ethnic group. Prejudice is related to negative stereotypes which are faulty, unexamined opinions and negative feelings against an individual or whole group of people. It is a mixture of thoughts and feelings. Prejudice often leads to discrimination (Makonnen 2002).
- **DISCRIMINATION:** Discrimination is a behaviour and action, something that you do as opposed to something that you think. Discrimination holds the group in low estimation, treating them badly, rewarding them less than others, boycotting and excluding them (European Commission 2001, with further references).
- **STEREOTYPES:** Stereotypes base on simplistic thinking and reduce others to only a few selected external features. They constitute imagined traits about groups and they create boundaries between groups. They make generalizations about groups and erase individual differences by applying the imagined attributes of a social group to all members. Stereotypes are usually learnt through societal discourses and socialization including family, friends, media, etc.



Becoming more aware of our biases, prejudices and assumptions as well as learning to balance our views, is important in overcoming discrimination and directly ameliorating effects of disadvantage on societally marginalized groups and learners



ACTIVITY

HOW CAN STEREOTYPES AND ASSUMPTIONS BE BALANCED

INSTRUCTIONS:

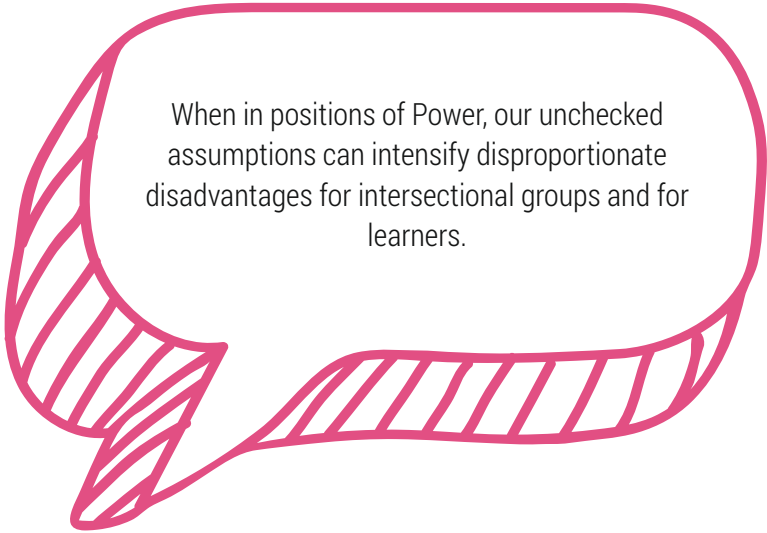
Participants alone or in groups reflect on how to balance their views with the help of the exercise below. Afterwards, they practice the exercise with their learners.

BIASED VIEWS

Migrants do not want to learn the language, they only come here to enjoy the high quality of life.

BALANCED VIEWS

- Most migrants learn the language.
- Some who do not learn the language frequently work in households to support their families who work outside the home with the roles of raising children.
- Some migrants who do not speak the language, live and work in segregated areas. Segregation is a societal issue which needs to be solved by society.
- Some migrants who do not speak the language are isolated and do not have the opportunity to learn the language.
- Language courses are sometimes unaffordable.



When in positions of Power, our unchecked assumptions can intensify disproportionate disadvantages for intersectional groups and for learners.

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 culture. In order to work effectively with diverse groups we must first understand how our own culture influences us and how culture influences different people (Benett 2004; Sorrentino 2003: 112).

4.4.5 Functions of Stereotypes

The function of stereotypes must be examined: Negative stereotypes fulfil two interlinked functions. They devalue the group that is being stereotyped while at the same time strengthening self-elevation by using the self as a background to devalue the other. Positive stereotypes are usually applied to the self and own group membership while negative stereotypes are applied to the other. Stereotypes also have the function of projection. In this case we see in others what we do not want to be. Of principle importance stereotypes can create or reinforce discrimination by constituting perceptions that socially distinguish people by ethnicity, class, disability. Frequently, individuals and groups are discriminated against, due to the perception of what they represent, but not necessarily what they are as individuals (Makonnen 2002).

WHAT TO DO IN TEACHING AND LEARNING CONTEXTS

Brügelmann emphasizes the importance of paying attention to the social evaluations of specific identities, personal characteristics and the subsequent challenges faced by those being devalued in specific contexts. Rather than subjecting youngsters and children to evaluations, they should be supported to experience a sense of security during schools and institutional encounters. Three fundamental aspects are crucial in overcoming assumptions and devaluing perceptions: (1) Recognition based on whether children and youngsters can realize their individual strengths (competence experience); (2) Autonomy instead of evaluation: whether youngsters can sufficiently decide or at least co-decide upon their learning and activities; (3) Belonging: Whether youngsters are accepted as persons or whether they are embarrassed because of their weaknesses (Brügelmann 2018). In addition to these, it is essential to be aware of competences which may be hidden behind different cultural communication styles (Module 4, on Hall's cultural communication styles).

4.4.6 Case Study and Reflexive Exercise

CASE STUDY: REFLECTING TYPICAL CLASSROOM SCENARIO

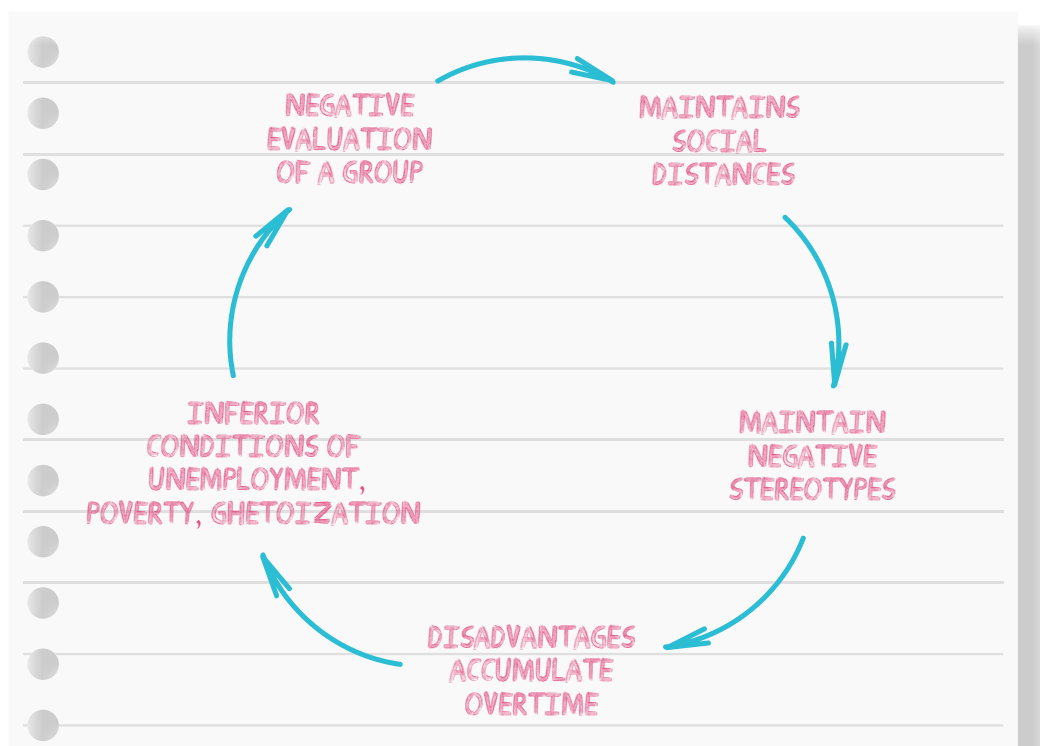
Think of an heterogeneous classroom scenario. Some learners raise their hands faster than other learners to respond to questions or classroom activities. This goes on for some time until a pattern establishes itself on a scale of the very slow respondents and the active responds. Do you automatically grade these learners into categories of the more competent and the less competent? In other words do you equate your perception of slowness with deficit and activity, with strength and abilities or do you stop and critically reflect why some learners are slow in responding?

4.4.7 Self-fulfilling Prophecy: Stereotypes are linked to the Production of Unequal Educational Outcomes

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. If stereotypes about women's abilities in mathematics and natural sciences are internalized by female students, they may practice less in mathematics. In order to succeed, they may have to fight against the low expectations of teachers, family and gender roles in which mathematics is seen as unfeminine. Migrant learners confronting these stereotypes encounter other stereotypes due to their weak societal position, lack of role models, social invisibility, and negative representation, etc. (Critically, Steele 1997).

Own thinking or actions can contribute to the confirmation of own presumptions. For example, an educationist believes in the potential of a student and supports this unconsciously through more attention, more feedback, longer waiting times for responses. This could be unconsciously setting up an environment that enables our expectations to be fulfilled. Hence positive and negative outcomes depend on how we interact with people.⁶⁴

Assumptions, biases and stereotypes unfold in complex ways which reinforce each other and social disadvantages. Negative evaluations of a social group will lead to maintenance of social distances (behavioural pattern), social distance in turn, maintains the negative stereotypes and prejudices. A vicious circle of discrimination can follow. Disadvantages accumulate over time, which creates complex and inferior conditions such as unemployment, poverty, ghettoization that correspond with the negative stereotypes, thereby reinforcing them. This raises the propensity for more social stigma and discrimination against the affected group (Makonnen 2002).



⁶⁴ See critically Schermerhorn (2011).

4.4.8 Stereotype Threat

This is described as being at risk of confirming, as self-characteristic, a negative stereotype about one's social group (Steele and Arson, 1995).⁶⁵ The fact that one can be judged or treated in terms of stereotypes potentially causes pressure or spotlight anxiety. Members of prejudiced-against groups may internalize stereotypes. Subsequently a resulting sense of inadequacy could become part of their personality. Stereotypes can obstruct disadvantaged migrant learners from identification with domains of schooling (Steel 1997). Understanding this can help educationists and practitioners support youngsters by building their self-esteem.

ACTIVITY

INSTRUCTIONS

Teachers, trainers and practitioners in groups or alone look at the picture depicted in figure 5 and consider which stereotypes are at play & how they can effectively intervene to prevent ESL. The following questions can guide educationists' conversations about the forthcoming pictures in figure 5:

- What are the 3 visible problems and what are the 3 invisible problems?
- How can professionals recognize that learners are facing these problems?
- What six concrete measures can professionals implement to support the learners and prevent ESL?

GUIDELINES FOR FURTHER DISCUSSION

Several stereotypes discussed above are encountered by the youngsters in in figure 5. The pictured youngsters do not have concepts on stereo-types. Educationists may not know that youngsters are facing these stereo-types. The youngsters in figure 5 can stay in school if the stereo-types are addressed.

⁶⁵ With further reading see also, reducing stereotype threat: <http://www.reducingstereotypethreat.org/definition.html>

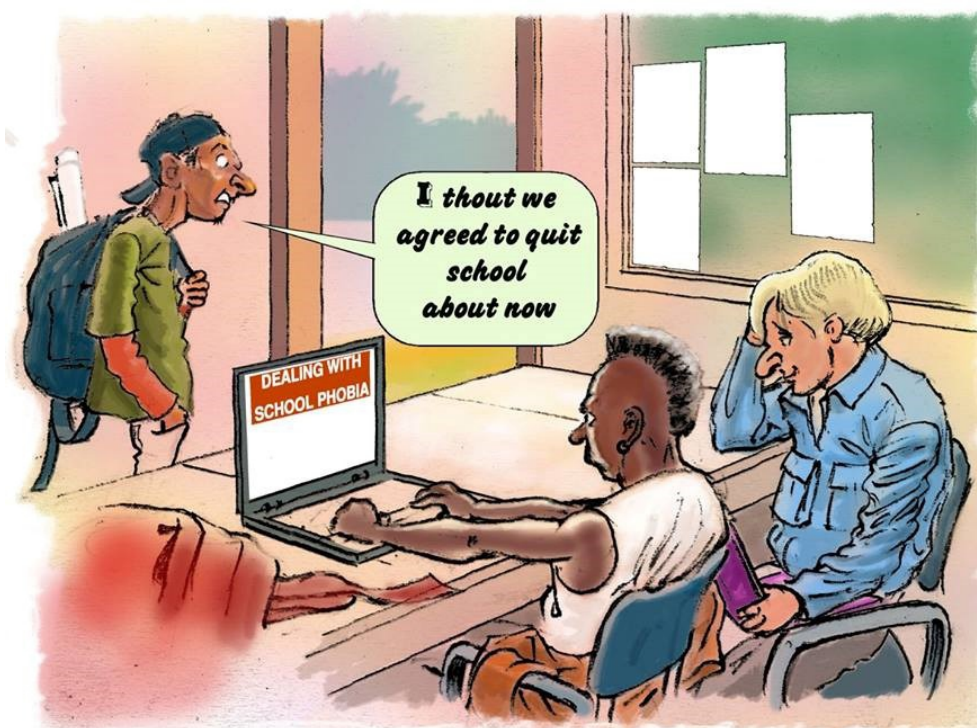


Figure 5: Recognizing stereotypes in teaching and learning environments.

4.4.9 Labelling: Epithets, Caste Differentiation, Deviance

Positive learning environments, equality of the other and welcoming schools cannot be created without addressing labelling. According to Friedmann, some groups of people are labelled with epithets which dehumanize them. Dehumanization is then used to justify violence including mass murder and genocide against these groups. To exemplify, Tutsis were called cockroaches before the Rwanda genocide; Jews were called vermin and lice before the Holocaust. How to address prejudice and ensure that it can't be used again as a political tool or as an instrument of violence is a key role in diversity reflexive educational praxis. In intercultural situations (involving both native born and immigrants), old prejudices can be renewed and the vicious cycle of violence reproduced.⁶⁶ In caste societies, some people are labelled as untouchable. Some of your learners may carry this labelling or hold devaluating perceptions of others which may intensify other forms of discrimination faced by the labelled.⁶⁷ This has to be addressed in order to create positive learning environments.

⁶⁶ Source: Rubin Friedmann: (No date): Why and How to Deal with Prejudice: A Guide for Newcomers: http://www.jfsottawa.com/antiprejudice/theprinciples_en.html

⁶⁷ You will recall from our analysis of intersectionality the importance of analysing symbolic representation which interacts with two levels of intersectionality which are identity and structural intersectionality and thereby intensifies the effects of discrimination experienced (Crenshaw Module I, above).

Epithets, and Caste Differentiation are used to dehumanize a group and justify violence against it. Educationists work with youngsters who are affected by these labels. Creating welcoming and safe school environments requires teaching about and fighting against Epithets, Caste Differentiation and other labelling (see critically, Friedmann).

Some students are labelled as antisocial and unruly. This can create the socialization context in which learners' self-perception and self-evaluation evolve. It is vital to pay attention to underlying causes and the role of our language and daily social practices in creating meanings, identity & normalizations which can undermine innate human worth and dignity (with further references, see Molly Hancock 1997).



Labelling can become part of a learners' self-perception and self-evaluation. As educationists, we should understand and address the conditions that create students' presenting behaviours and separate the core identity of the student from the behaviour. The core identity is embedded in the innate human worth and inalienable dignity (Molly Hancock).

Cyclical Labelling: Teachers participating in our inclassroom training and evaluating our modules pointed out that labelling also happens when we evaluate learners based on the observations of only few attributes. Subsequently sometimes learners are reduced to labels like lazy, cognitive deficit, uninterested etc. Worst still these labels are frequently passed on to other multidisciplinary teams, which creates power and barriers that disadvantaged learners cannot break through alone. Moreover, this cyclical labelling implies that affected learners receive less attention in multidisciplinary fields where they encounter other staff who know about their labels and who may apply them without critical examination. This can lead to demotivation and ESL. As already stated in this module, educationists need to draw from Hilbert Meyer who advises educationists to overcome the fictitious image of an average learner and instead begin to develop sensitivity and orientation to the concrete lower performing levels of some learners (critically, Hilbert Meyer 2006).

4.4.10 Identifying Positive Stereotypes and Negative Stereotypes

REFLEXIVE EXERCISE ON NEGATIVE AND POSITIVE STEREOTYPES

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 competences in mathematics 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 like Roma, Arab, Blacks, refugees, or migrant have on learners?

4.4.11 Stereotypes in Entanglements with Religions phobia

According to Eva Kalny, stereotypes play a prominent role in constructing and perpetuating religions' phobia, whereby the same stereotypes are applied to different religious groups under the changing historical, social and political contexts. She draws parallels with the underpinnings of Islamophobia and underpinnings of hate against groups like Catholics and Evangelical Christians (Kalny: 2016/Spring).

4.4.12 Tips on Transferring to Heterogonous Learners Concrete Strategies for Counteracting 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

**COUNTERACTING STEREOTYPES
IN EVERYDAY CONTEXTS**

INSTRUCTIONS

Educationists, practitioners and students in groups work on concrete strategies for identifying and fighting stereotypes in self, others and society with the help of the 3 boxes below which provide practical strategies based on guidelines developed by Friedman.

CITIZENSHIP PARTICIPATION

- Join with others in advocacy, for the promotion of change and social action⁶⁸
- Form an anti-prejudice initiation in your school or community.

⁶⁸ Source: Friedmann, Rubin: (No date): Why and How to Deal with Prejudice: A Guide for Newcomers: http://www.jfsottawa.com/antiprejudice/theprinciples_en.html

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.

4.5 UNIT V: CULTURE

Upon completion of this section, participants will be able to explain theoretical foundations and the role of culture in shaping perceptions and practices of difference and inequality: In addition, they will be able to explain culture as changing and not static, define key terms like culturalization, culture as a social construct and how culture can affect own teaching and learners experience of own course.

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

As stated in module 1, our perceptions and evaluations are not products of reality but are constructions filtered through our personal lens, which is culturally constructed 'Largo in Brügelmann Module 1.' Culture has a significant impact on our worldview and view of the other. Much of the culture is learnt during the primary socialization, operates under the level of consciousness and is arbitral. Working with diverse groups requires us to reflect our cultural lens and modify our views constantly 'Benett Module 3'.

INTRODUCTORY ACTIVITY

NON-FIXED NATURE OF CULTURE

INSTRUCTIONS

Cultures are the result of encounters and influence each other. 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.

REFLECTION

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.⁶⁹

⁶⁹ See Kuper (1999); With further references, see Agora Civic Education (2013), to access the StepIN Handbook.

4.5.2 Theoretical Background: Culture as a Social Practice

According to Mecheril, the deconstruction of culture will precede 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 shape the specific structural dimension. The effective tackling of disadvantages requires deconstructing the 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). For differences to hold, they require normalization but they also produce normalization (2007:4). Concretely, culture is a praxis of social differentiation whereby cultural difference should not refer to natural differences but a praxis of difference by actors, which must be analysed (Mecheril in: Mecheril u.: 2010:17). Of principle importance, 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 (Mecheril 2008). The concept of culture embodies interpretation, power claims and marginalizing interests of those who define the culture. On one hand, the other is conceived as a member of a culture. On the other hand, the self and members of the own group are perceived as individuals. Culture is influenced through belonging to a group, specifically to the extent that a group fundamentally influences an individual's lifestyles.⁷⁰ Reflecting the cultural underpinnings of group belonging is a condition for deconstructing categories of difference or changing inequalities of gender, racialization, ethnicity, disability, class, etc. (Mecheril 2007:4). 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 apply 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 narrow 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. 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.⁷¹

⁷⁰ Mecheril (2008).

⁷¹ Compare Kim Case (2013)

4.5.3 Culture as Domain for Negotiation of Economic and Political Contradictions

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. Emphasized is the plurality of cultures and multiplicity of landscapes with which these cultures are associated. This definition recognizes the value of culture in its own terms as an implicit challenge to dominant values. Therefore, culture is not a unitary, artistic and intellectual product of an elite. Culture involves relations of power, reflected in patterns of dominance and subordination - made concrete 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 and understood, and interpreted. Jackson's synthesis of definitions derived from Stuart Hall's approach and Clark et.al and other scholars leads to the interpretation of culture as non-unitary and dynamic and maps of meaning through which the world is made intelligible. In other words, culture are codes through which meaning is constructed, conveyed and understood (Peter Jackson 2003; Preface Xi & Page 2).

4.5.4 Culturalization

Avoid Culturalization. Culturalization does the following:

- Essentialism of cultural belonging and difference.
- Explains differences amongst social groups in terms of culture.
- Masks the real structural causes of problems which subsequently remain unexamined unaddressed, accumulate and widen social-economic differences between social groups; Leads to the construction of a culture othering.
- Leads to generalizations of people, perception of culture as unchanging and a distinctive feature of particular societies (compare, Micheril 2004; compare also Anthias 2013).

4.5.5 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, the cultural patterns of an individual are always individually diverse and heterogeneous. Culture can be seen as a system with subsystems whereby every individual belongs to more subsystems within a culture.⁷² 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.


4.5.6 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 the 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.

4.5.7 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 finally to have the ability to understand and respond to individual life condi-

⁷² For further reading on the individual constructions of identity within social groups, see Agora Civic Education (2013) to access the StepIn Handbook.



tions 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.

4.5.8 Activity for Strengthening Cultural Awareness

This section presents the Iceberg Model of Culture and the Rucksack Model as two activities that are widely used in trainings for illustrating culture and for developing deepened cultural awareness. The activities of this section are adopted from the successfully evaluated EU project, StepIN which is online available at: www.stepin-grundtvig.org.

ACTIVITY: THE ICEBERG AND RUCKSACK MODELS OF CULTURE

DESCRIPTION

The activity familiarizes participants with two different theoretical concepts of culture: (1) Iceberg model and (2) Rucksack model of culture. The iceberg model provides the general introduction to cultural concepts, therefore, it is presented before the Rucksack model. In the rucksack model, the participants experience a further development of the iceberg model. Dealing with these two models enables participants to train their own cultural awareness and learn that culture always depends on the individual person.

AIMS

Participants learn that culture is not a fixed homogenous concept and become aware that people of the same culture do not necessarily live the same culture. In addition, participants understand culture as an important part of the personal identity; as a socialized characteristic of communities (typically) and individuals (specifically). Culture should be seen as a conglomerate of various characteristics depending on when and where someone was born.

DURATION

Approximately 30 minutes.

MATERIALS NEEDED

One worksheet for each person.

REQUIREMENTS

Several group tables according to the number of participants.

METHODOLOGY

- Possible input for the trainer: The trainer draws an iceberg on the flip chart: approx. 1/10 of the iceberg is above the water surface (use a wavy line) whereas approximately 9/10 of the iceberg is below the surface.
- Instructions for participants: Now it is time to illustrate the individuality of culture. Necessary here is that all the participants fill up their individual cultural rucksack – creativity should unfold without any limits. The trainer calls out the following instructions: «Now, you have the task to fill up your own cultural rucksack – think of all the things that make you a unique person!» The trainer hands out worksheets (10 minutes for filling up the rucksack). After filling up the rucksack, the participants deal with the reflective questions in small groups (up to 4 persons in each group).
- Suggestion: The division into groups takes place via counting (1-2-3) in order to guarantee heterogeneity of the groups.

GUIDANCE

The small groups exchange their experiences of filling up the cultural rucksack. The trainer, moderates the discussion referring to the reflective questions. Recommendations and questions on which to reflect on: What was surprising when filling up the rucksack? What was difficult to express? Were there any "things" that did not fit into the rucksack - If yes, why? What distinguishes your rucksack from the rucksack of the other participants? What are the similarities or the differences? What effects does diversity have on our living together in general?

EVALUATION

The trainer invites the participants to reflect on the activity:

- To what extent did their view on culture change in the course of this activity?
- What did they get out of it?
- What can they apply to practice?

Participants write answers on pre-prepared bristle boards.

SOURCE

StepIN, StepIN Handbook:
www.stepin-grundtvig.org

4.6 SUBJECT SPECIFIC ACTIVITIES

ACTIVITY INTERSECTIONALITY ISLAND

DESCRIPTION

The focus of intersectionality is on social structures not individual culprits. This activity is about strengthening awareness of underlying social structures that create inequalities. In addition, it aims at building solidarity, as well as providing insights into how to proceed in addressing structures. Also emphasized is unveiling the subtle and hidden nature of intersectionality

DURATION

Approximately 1 Hour.

METHODOLOGY

Participants are asked to imagine that they are inhabitants of intersectionality island. Participants are split into 3 different groups with different roles and different tasks as follows:

- Group A: The social structures - Participants of this group take the label social structures. They are historically made by human beings but they don't think. Nevertheless, they can be activated. They can also be very destructive to human beings. Of principle importance, they can keep growing and multiplying. To activate them, historical ingredients are intentionally or accidentally or unknowingly powered into them. The historical people who produced the social structures in the ages ago, covered them with a mantle. This mantle keeps the social structures invisible. They can only be seen with a special lens 'critical education'. By contrast, the ingredients that activate social structures were not hidden by the historical people but left all over where they can easily be seen. No one is aware of how these two principles (the invisible social structures and visible ingredients) are intertwined and interact. Moreover, the social structures were nailed together as a windmill of manifold social structures. They move according to the wind and become very fierce when there is a strong wind (A matrix of power).
- Group B: The buffered - Participants of this group take the label the buffered. They are buffered against the social structures. When the social structures were created, a very kind fairy happened to visit the island. She thought of a plan to thwart the structures. But she was only able to quickly buffer some islanders who inhabited one part of the island, just before time-zone came. Time-zone controlled space, when time-zone visited the island, he scattered all the structures into spaces. Making sure they remained nailed, operate together and propel each other. No one knows this story anymore.
- Group C: The unbuffered - Some participants of this group are not buffered against social structures, while some are only partially buffered. When the fairy saw Time-zone coming, she could only quickly scatter a few buffers around the remaining unbuffered spaces of the intersectionality island. In this way, some individuals got one buffer, others two, others three and yet others nothing at all. The fairy also remembered the lens that could make social structures visible but she was only able to scatter one lens. It was caught up in the branches of a tree where it remained unseen. All the unbuffered dreaded encountering social structures on the intersectionality island: Because of the fierceness of the wind in intersectionality island, the social structures created havoc as follows: all doors would close and be sealed. They could only be opened with special keys linked to buffers. Some people with only one buffer could open the door to the hospital, but the door to the school for their

METHODOLOGY

children would close. Some people would open the door to the park but the door to food storage, water and the gardens for growing food would close. For some, the doors to the closet would close in winter, although the door to the school was open. As such, their children could not go to school because the warm clothing was sealed in the closet. On other occasions the doors to learning the language of the island could be opened but the door to employment on the island remained sealed. There are also times when the doors to employment would open but the door to work permits would seal. Most dreadful was the warzone social structure. Whenever it would open, all other doors automatically sealed. This was terrible for those on intersectionality island who were not lucky to get any buffers as they were being sprinkled by the fairy.

TASKS PART I

- Group A: The trainer activates Group A with historical ingredients and tells them that the wind is blowing hard. Group A gets ready to build and scatter social structures. The trainer or a volunteer throws buffers at Group B. They are buffered, can neither be affected nor see the social structures. Group A scatters social structures all over Group C. They are written on multi-coloured cards and placed on GROUP C participants. (Genderization, racialization, ethnicization, class and ableism/disability).
- Group B: One day, Group B takes a stroll on Group C's part of the island and cannot believe their eyes. In order for them to make sense of the situation, they developed labels to explain impressions of what they saw in words. The labels are: Lazy islanders, cognitive deficits, charity cases, sick and handicapped, wrong culture. Group B writes down the labels on multi-coloured cards and a volunteer reads them out to Group C and says this is how Group C can best be described based on existing evidence. Group B starts building schools for Group C. However, no one came because the schools were opened in winter while many other doors were sealed by the wind and social structures.
- Group C: Are being affected. Participants can only ward off one or two social structures but the other social structures hit at the same time due to the fierce wind. Despite group C's consistent efforts, many doors are sealed and all types of conditions start appearing on the island, poverty, poor health, segregation, barriers to education and VET, kids not finishing schools, barrier to the labour market and kids not finding jobs. The people on this part of intersectionality island call the problems vicious cycle and they begin to cry.

METHODOLOGY

TASKS PART II

Dismantling social structures: Some youngsters from group C are one day climbing trees to play hide and seek when they discover a special lens scattered by the historical fairy. With the lens, they start seeing Social Structures (Group A) and what they are doing. They take the lens to the whole group C. Group C shares the lens with Group B. With the new complete picture, Group C & B work out a plan to stop Group A, social structures.

- Step I: First, Group B and Group C yell together, 'we are human-beings and Group A are only social structures, we have to take the control away from Group A and establish our livelihood and equal opportunities for all!'
- Step II: Group B and C who had never seen the social structures before, discover that they need to develop vocabulary or concepts to describe each separate social structure on one hand and on the other to describe the windmill of social structures in which they are joined and operate together. On multi-coloured cards they write following labels of social structures which seal doors when the wind is blowing:
 - Gender, Racialization, Ethnicity, Ableism, Class, Social Status: After writing the above labels, they also describe a different set which they call background features that multiply the impacts of the social structures and the first seals: Unemployment, Language Barriers, Poverty, Lack of Housing, Caste Systems.
 - Group B and C, decided that it was also essential from now henceforth for all human beings to know about and be able to recognize the social structures in order to stop their activation. All children, youngsters, adults and seniors of the island had to learn about social structures. But because social structures were scattered by Time-Zone in space, Group A and B decided that it was also essential to share this knowledge with all other human beings living in different spaces and those who will live in different time zones. So they started to write about social structures and their effects in order to build a basic form of inclusive civic awareness.

SOURCE

Inspired by Crenshaw's Intersectionality principles (Crenshaw 1989).

ACTIVITY

POWER IS DIFFUSE AND TRANSFORMABLE

AIMS

Participants build awareness of power as diffuse and not concentrated in the hands of a few oppressors. Participants are motivated to engage themselves in diverse actions of change in order to change the status quo of oppression and exclusion.

METHODOLOGY

A volunteer steps in the middle and poses a gesture to articulate they hold power. Another volunteer steps in to take the power away from the first volunteer. If not successful, another volunteer steps in to help the second volunteer. The game is repeated several times, with participants changing positions until all participate in the different activities. Afterwards, participants reflect on their experience in groups and also try to see whether there is a link with real life situations in the context of ESL.

MATERIALS

Bristle Board.

DURATION

Approx. 30 minutes.

REQUIREMENTS

Several group tables according to the group of participants.

SOURCE

Unknown but the activity is very common.

ACTIVITY

POWER AND DIVERSITY

AIMS

This activity aims to provide the participants with the opportunity to share experiences on real life contexts and challenges and to jointly reflect on the possibilities for change.

DESCRIPTION

In this activity, participants and the trainer draw on Foucault's concepts of the duality of power which describes power as a chain in which all can participate. Participants strengthen awareness of power and privilege and of their own role in using power to support equality and social justice based change.

METHODOLOGY

- First Phase: Participants are split in groups and asked to talk for 10-15 minutes about where they feel power in their lives, where they feel powerless. Participants come back to the circle to share about views. They identify different types of power, power over, power from within. Power over works through coercion and fear. We undermine it when we withdraw consent, non-cooperate: Oppressive systems, actors and discourses work by imposing power over. We have endless reserves of power from within (Productive power). Critical consciousness and actions, social advocacy, social justice based narratives, creativity, imagination Social political engagement, education, skills transfer. What else? Collective Power is when we act together. What are your privileges in relation to disadvantaged learners? How are inequality in the world, participation chances and scientific discourses related in today's society?
- Second Phase: Trainer introduces concepts of privilege and social power. Ask participants to work in groups and have a volunteer to write responses to the following: (1) Think about who has more social power than they do, call out examples. (2) When you think of groups who have more privileges than you do, what are some of their identifying characteristics? (3) Flip the situation and think of some groups who have less social power than you do, groups that you have privilege in relation to. Call out examples. (4) Now look at the list of qualities you associate with people of higher social power. Are there any that you identify with? (5) Now



METHODOLOGY (CONT.)

imagine walking into a meeting of that group that has more social power than you do, a meeting in which you have some vital things to say. What would they have to do to make you feel more comfortable? Call out a list of things. (6) Ask participants to stand, walk around the room greet each other, and do those things they have mentioned.

FURTHER GUIDANCE

Usually a group comes up with a list of characteristics like arrogance, denial, confidence, entitlement, etc. Give participants time to think while answering different questions

MATERIALS

Bristle Board.

DURATION

Approx. 30 minutes.

REQUIREMENTS

Several group tables according to the group of participants.

SOURCE

Retrieved from Anti-Oppressive Resources. Modified by PREDIS to concretize links with Foucault's duality of power: www.organizingforpower.org/anti-oppression-resources-exercises

ACTIVITY:

OPPRESSION AWARENESS

AIMS

Participants build awareness of systems of oppression through reflecting own experiences.

METHODOLOGY

- First Phase: Participants go round and ask other participants: «When did you first experience or witness some form of oppression or exclusion (racism, patriarchy, ableism, lookism, elitism)?» Using strict time limit, they: (1) Tell the story and (2) Cross – Talk – ask questions, not challenge.
- Second Phase: Participants go around again and ask the following: «What is one thing you could do differently to have a more liberating outcome?»

MATERIALS

Bristle Board.

DURATION

Approx. 30 Minutes.

REQUIREMENTS

Room with enough space for movement.

DURATION

Retrieved from Anti-Oppressive Resources:
<http://organizingforpower.org/anti-oppression-resources-exercises/>

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CHAPTER 5:

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.

5.1 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

- In the middle ages: 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 encouraged 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

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.

5.2 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

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.

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

5.3.1 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.⁷³ 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.

5.3.2 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 origin from Northwest India. Their

⁷³ See reports of the European Roma Rights Centre, e.g. 2016: <http://www.errc.org/article/romania-failed-to-provide-equal-access-to-education-for-romani-pupils/4486>).



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.

5.3.3 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 1885.⁷⁴ 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.

5.3.4 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, no year: 3)

5.3.5 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.

⁷⁴ E.g. Mappes-Niediek 2014 or Petcu (no year).



ACTIVITY: 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 today.

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: (1) What impact of their culture could influence training and teaching practice? (2) What competences do you think you need to work with diverse groups with different culture?

DURATION

Approx. 10 minutes - depends on group size.

MATERIALS

Felt pens, multiple coloured cards, pens, paper, flipcharts, Bristle boards.

5.4 UNIT IV: EDUCATIONAL SITUATION OF ROMA

Historical Background

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: 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: 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.

5.5 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.⁷⁵ 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

⁷⁵ This type of school segregation is clearly demonstrated in the case below which was won through legal instruments: <https://www.escri-net.org/caselaw/2017/case-dh-and-others-v-czech-republic-app-no-5732500-grand-chamber-final-judgment-13>

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: GENDER AND EDUCATION

AIMS

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

AIMS


(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.

5.6 REFERENCES

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CHAPTER 6:

MODULE III: INTERCULTURAL AND CONFLICT MANAGEMENT COMPETENCES


6.1 UNIT I: INTERCULTURAL COMPETENCES

6.1.1 General

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.⁷⁶ 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, etc. These topics are intercultural competences, intercultural dialogue, conflict resolution, intercultural vocational education.

6.1.2 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.

⁷⁶

It is recommended that before the presentation of intercultural competencies and the discussion about them, the below, Teaching Unit II: Intercultural Competences is implemented.

6.1.3 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 countries⁷⁷, 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.

⁷⁷ The Included project (The Strategies of Inclusion and Social Cohesion from Education in Europe, 2006-2011) was a 6th framework project, which was implemented from 2005 to 2011) and lead by Crea University of Barcelona with dr. Ramon Flecha as principal investigator.

- 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" (Krzmaric 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 student 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.

6.2 UNIT 1: STEPS TO AQUIRING INTERCULTURAL AWARENESS: MILTON BENNET'S MODEL

Milton Bennett developed the internationally recognized model of intercultural sensitivity (DMIS). His model outlines two broad phases with six stages which articulate the main sequences typically experienced in acquiring cultural awareness. The two stages are ethnocentrism and Ethnorelativism.



ETHNOCENTRISM:

In this stage, people experience their own culture as “central to reality.” The beliefs and behaviours that they receive in their primary socialization are unquestioned, taken for granted and experienced as “just the way things are.” Other groups are judged relative to own culture (Bennet 2004).




ETHNORELATIVISM:

Bennet coined this term to mean the opposite of ethnocentrism. In this stage, individuals understand the experience of their own beliefs and behaviours as just one organization of reality among many viable possibilities. No one culture is superior (Bennet 2004).

THE SIX STAGES ACROSS THE CONTINUUM OF ETHNOCENTRISM AND ETHNORELATIVISM

Across the ethnocentrism-ethnorelativism continuum are six stages that people tend to experience: **DENIAL, DEFENCE, MINIMISATION, ACCEPTANCE, ADAPTATION, INTEGRATION**. The strongest stages of ethnocentrism are characterized by denial of cultural differences, followed by defence against cultural differences. In the defence stage, the world is organized into us and them, whereby own culture is superior and other cultures are inferior. Own culture is experienced as the most evolved form of civilization and only viable form of living. People of dominant cultures are prone to experience defence as an attack on their values, while people of non dominant cultures may experience defence as discovering or solidifying a separate cultural identity in contrast to the dominant group. Cultural defence frequently applies positive stereotypes to own culture and negative stereotypes to other cultures. Reversal can also be experienced in defence stages whereby an adopted culture is experienced as superior to the culture of one's socialization. This occurs for example in the case of going native or passing. Reversal in multicultural relations can occur when an individual from the dominant cultural groups advances the cause of non-dominant cultures in stereotypical ways, and thereby perceives all members of the dominant groups including themselves as brutal oppressors and all members of oppressed cultures as saints. In this case, individuals change the poles of a polarized worldview but continue to apply cultural defence approaches.



Cultural defence is resolved through recognizing the common humanity of people of all cultures (Bennett 2004).

In the middle of the continuum of ethnocentrism and ethnorelativism is minimization of cultural differences. This involves the transition from stronger forms of ethnocentrism, to weaker forms. It eventually leads to the ethnorelative acceptance of cultural difference. Recognition of own culture/ cultural self-awareness is essential before an individual can successfully transition to cultural relativism. It requires understanding culture as context bound whereby individuals understand that own beliefs, values and behaviours are influenced by particular contexts in which they are socialized. In the cultural relativism stage, one's own culture is experienced in the context of other cultures. Acceptance of culture difference is the first stage in ethnorelativism. Own culture is experienced as just one of a number of complex worldviews. Through a self-reflexive perspective, individuals experience others as different from themselves, but equally human. They accept the relativity of values to context and the inevitability of other value systems and behavioural norms. Value relativity enables individuals to take perspective of other cultures without losing own perspective. This competence is essential and leads to the adaptation stage.

Adaptation to cultural differences: The strongest form of ethnorelativism is characterized by adaptation to cultural difference and is sometimes followed by integration of cultural difference into identity. Adaptation is the stage in which cultural differences are viewed as a resource and in which the experience of another culture yields perceptions and behaviours which are appropriate in that culture. The world view is expanded, to include elements from other cultures. Adaptation enables a shift in the way life is organized. It is more than a mental state, and involves feelings and behaviour. Adaptation differs from assimilation. Assimilation is sometimes referred to as the melting point, in which one gives up their own prior identity and world view and adopts the world view of the host or dominant culture. Adaptation offers an alternative to assimilation, it involves the extension of one's repertoire of beliefs and behaviour not the substitution of one set for another. In multicultural environments, adaptation leads to mutual adjustment, whereby members of the dominant and non-dominant groups are equally inclined to adapt their behaviour to one another.

Integration of cultural differences is the last stage in the ethnorelative journey and the furthest step away from ethnocentrism whereby one's experience of self is expanded and where one shifts in and out of different worldviews. People view their identity as not based in any single culture and cultural frames of reference.

REFLEXIVE SUMMARY

The aim of Bennet's model of intercultural competence is to enable individuals to develop or move from ethnocentric stages into the ethnorelative stages.

- Ethnocentric Stages Involve: Denial, Defence, Minimization. Ethnocentric orientations avoid cultural difference, by denying its existence, raising defences against it or minimizing its importance.

- Ethnorelative Stages Involve : Acceptance, Adaptation, Integration. Ethnorelative worldviews seek cultural difference by accepting its importance, adapting perspective to take it into account, or integrating the whole concept into a definition of identity.

Further Reading: Bennet, Milton (2004): Becoming interculturally competent. In J.S. Wurzel (Ed.): Toward multiculturalism. A reader in multicultural education. Newton, MA: Intercultural Resource Corporation. Online Available at: <https://www.idrinstitute.org>

6.3 UNIT II: CONFLICT MANAGEMENT COMPETENCES

Conflict resolution

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, Kremenyuk, 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.).

6.3.1 Marshall Rosenberg's Model of Conflict Resolution

This module is mainly based on Marshal Rosenberg (2003 & 2005) and interpretation by others such as the Center for Non Violent Communication and Lila Macleilan (2016). The respective literature sources are included at the end of the module. Marshall Rosenberg is credited with developing the model for non-violent communication (NVC) which is now internationally applied for conflict resolution. NVC is founded on language and communication skills that strengthen our ability to remain human, even under trying conditions as well as to enrich our individual lives and the lives of others. It is grounded in the idea that the capacity for compassion is inherent in all human beings and therefore all human beings can participate in non-violent living. Human beings learn violence through habits of thinking and speaking they acquire through culture, interaction with the environment and others. NVC helps individuals to reframe how they express themselves and hear others. Relearning both speaking and listening skills is crucial. Individuals learn to overcome habitual automatic reactions and responses. Rosenberg here talks about life alienating communication. This communication style blocks compassion, hurts individuals and others. Changing communication style is the starting point for resolving conflicts and creating peaceful co-existence. A pattern of life alienating communication contains several elements which block compassion as described below:

- Moralistic judgements: those who do not act in harmony with our moral values, are attributed wrongness, deficit behaviour or bad intentions. Comparisons, blame, insults, put-downs, labels, criticism and diagnose, all constitute life alienating communication and moralistic judgements. Moralistic judgements block an individual's own self-compassion with themselves and compassion with others. Life alienating communication, obscures the individual's awareness of personal responsibility for own thoughts, feelings and actions. Moralistic judgments constitute an impersonal way of self-expression because the individual does not concern themselves with what is going on in their internal emotional

and cognitive states. Indeed, individuals become preoccupied with classifying, analysing and determining levels of wrongness instead of what they and others need and are not getting. Moralistic judgments are not the same as value judgements.

- Demands: Expressing needs and wishes in terms of demands is an example of language that blocks an individual's sensitivity and inherently threatens listeners with blame or punishment, if they do not fulfil our demands.

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REFLECTION ON HOW TO ADOPT A NON-JUDGEMENTAL APPROACH

Most human beings are educated from birth to compete, judge, demand and diagnose. This implies to think and communicate in terms of what is “right” and “wrong” with people. We learn to express our feelings in terms of what another person has “done to us.” This is where NVC comes in to retrain thinking and reverse this communication.

The Centre for Nonviolent Communication:
<http://www.nonviolentcommunication.com>

COMMUNICATION THAT UNBLOCKS COMPASSION

To overcome our inherent skewed communication which triggers violence, NVC emphasizes that human beings should learn to use compassion as the motivation for action, instead of fear, guilt, shame, blame, coercion, threat or justification for punishment. Practicing NVC implies refraining from trying to make people do what we want and instead actively participating in creating a quality of connection that gets everyone's needs met through compassionate giving.

GOALS OF NVC

Human behaviour derives from attempts to meet universal human needs. These needs are never in conflict. Conflicts come about when there is a clash in strategies for meeting needs.⁷⁸ The goal of NVC is to connect to everyone's need. For example ALL human beings share certain universal needs like the sense that they are being heard, understood, valued and respected. Therefore words that are perceived as threats can trigger conflicts which devolve into power struggles (Lila Macleilan 2016). NVC trains individuals to identify shared needs by enabling them to examine their thoughts and feelings and identify how these connect to their

⁷⁸ <https://www.cnvc.org/learn/nvc-foundations>

underlying needs and others' needs. NVC also trains individuals in the path of collaborating with others to develop solutions that meet these needs. NVC is understood as a "language of life" which helps individuals to transform old patterns of defensiveness, withdrawing, aggressiveness or attacking in the face of judgement and criticism into compassion and empathy and to improve the quality of all of their communication, interactions and relationships.⁷⁹

NVC aims to resolve conflicts by helping individuals recognize and overcome major blocks to communication such as demands, diagnoses and blaming. Instead, individuals learn to express themselves in an honest, neutral or non-judgemental way without, evaluating or attacking. On this basis, the potential for triggering and experiencing defensive reactions in others, is minimized. Individuals learn how to make clear requests and to receive critical and hostile messages without taking them personally, giving in, or losing self-esteem.

NVC skills are fruitful in all areas of communication with subordinates, supervisors, co-workers, students, families and with own internal dialogues. Irrespective of themes and circumstances encountered, individuals are enabled to recognize own needs and needs of the other. Individuals are trained to carefully observe, recognize circumstances that do not enrich them, learn in specific situations to recognize what they concretely need and to clearly articulate it.



FOUR IMPORTANT ASPECTS:

(1) Conscious Communication which consciously integrates a life enriching language in every day life. (2) Constructive Conflict Resolutions which are developed together, are acceptable for all participants and are enriching. (3) Empathy Development which occurs through strengthening attitudes of love, valuing of self, and other human beings. (4) Learning Together with adults and youngsters in a process of growing, discovery and experiencing (Frank & Gundi Gaschler 2007).⁸⁰

RELEVANCE IN LEARNING ENVIRONMENTS

(1) Students, teachers and parents co-create safe, respectful learning environments together. (2) Students, teachers and parents work together to meet everyone's learning needs. (3) Students know their passions and are motivated by their eagerness to learn rather than by fear of punishment or promise of reward. (4) Students, teachers, and parents practice a process language, such as Nonviolent Communication, to help them effectively address their own needs while also caring for the needs of others and the community as a whole.

⁷⁹ Marshall Rosenberg (2003); Center for Non Violent Communication: <https://www.cnvc.org/learn/nvc-foundations>

⁸⁰ Frank & Gundi Gaschler (2007): ich will verstehen was du wirklich brauchst. Munchen: Kösel Verlag

FOUR AREAS OF AWARENESS ARE STRENGTHENED:


- Observation: Neutral Observation without evaluation involves noticing concrete things and actions around us (facts what we are seeing, hearing, touching) and learning to distinguish them from our evaluations of meaning and significance.
- Feelings: Involves distinguishing emotions and sensations from thoughts when we observe actions. In addition, it involves learning to adapt our language to reflect these distinctions. Hence we articulate or speak about what we feel when we observe these actions. Do we feel hurt, shocked, happy, amused, irritated?
- Needs: All human have needs and values that sustain and enrich their lives. When those needs are met, comfortable feelings like happiness or peacefulness are experienced. Uncomfortable feelings, like frustration emerge where these needs are not met. Understanding that we, as well as those around us, have these needs is an important step in learning to practice NVC.⁸¹ To clarify, Rosenberg gives the following example: a mother can express these three components to her son, Felix with these words: 'I feel angry when I see two rolled up dirty socks under the coffee table and three more near the window, because I need more order in the spaces which we share together' (Rosenberg 2005:25).
- Request: We say what needs of ours are connected to the feeling and actions we have observed. Concretely, this involves requesting for a specific action without making demands. Demands imply threats and force should our requests not be met while a request is open to a negative response without triggering forceful attempts. Concretely, the fourth element articulates what we need from the other in order for both of our quality of life to be enriched.

APPLYING THE FOUR COMPONENTS TO MEET OTHERS' NEEDS

The four information components are clearly expressed in words or other means. At the same time, we acknowledge the four information components from others. We encounter them, by being sensitive to what they observe, feel and need, hear their request and discover what enriches their quality of life. When we focus our action on these principles and help others do the same, we build a reciprocal communication flow with the following guidelines: What I observe, feel and need, and what I ask for, in order to enrich my life. Learning to request concrete actions that can be carried out in specific situations, enables individuals to find ways to cooperate and creatively ensure that everyone's needs are met.⁸²

⁸¹ Rosenberg (2005:25); Centre for Non-Violent Communication: <https://www.cnvc.org/online-learning/nvc-instruction-guide/nvc-instruction-guide>; Wikipedia: https://en.wikipedia.org/wiki/Nonviolent_Communication⁸¹

⁸² See Rosenberg 2005:25 & 26; 2003: Chapter 1; and the two sources above



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● **ACTIVITY**

● **CONFLICT RESOLUTION - OBSERVE AND RECAP**

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● Practical Tips for using NVC: Basic Outline of The Model for Non Violence Communication:

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● *When I see that I feel because my need for is/is not met. Would you be willing to?*

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ACTIVITY: CONFLICT RESOLUTION - NEUTRAL OBSERVATION AND RECAPPING

AIMS

(1) To experience how life enriching language can help hinder and solve conflicts. (2) To identify potential pitfalls that can be encountered while using the NVC approach and develop strategies for effectively addressing them using language as a tool.

DESCRIPTION

This activity is based on the interpretation of Marshall Rosenberg by Lila Macleilan (2016). The first step in Non Violent Communication is neutral observation. In conversation settings, this occurs through recapping what somebody has said, without adding any emotional input. Implied is to avoid attaching any judgment or "story" to our response (Rosenberg in *ibid.*). When it comes to concrete methods of how to do, comments that start in the first person, such as: "I hear you say..." are more effective than "You just said..." (Killian in *ibid.*).

METHODOLOGY

Participants are split into two teams and tasked to imagine they are in a community governance meeting to discuss the thematic of migration. The groups articulate non-comprehensive vs comprehensive viewpoints. Group A holds assumptions, biases and stereotype. This means that their perspectives are rooted in one sided or incomplete views as discussed in module I on stereotypes. Group B is more politically aware of the migration political contexts.

INSTRUCTIONS

Participants take about 15 minutes to familiarize themselves with their roles and to prepare themselves. At the end, participants reverse their roles. Group A articulates the following: «We have to do something about the illegal (im)migrant problem, because they're taking away our jobs, and people like you don't care.» Group B: «I'm hearing you say that you're worried about your job security and that other people in this country are ignoring that concern.» Group B avoids stating from the onset that (im)migrants are entitled to certain rights. But instead tries to break the barriers to communication using further questions like: «Are you feeling frightened and disrespected?» The power in Group B's response is in slowing the pace of conversation, and forcing both sides to reflect and clarify. Such a response is challenging, and requires practicing in order to overcome our automatic responses that are triggered when we're disturbed by something, in particular starting disagreeing right away. Group B has to engage different language tools to create a basis of understanding between the parties. When Group B senses a moment of trust between the parties Group B can invite Group A to broaden their scope about (im)migrants. As a practical tool here, Group B should try to trigger their own curiosity and draw from it in order to open the conversation to deeper levels: «Hold on, I'm really curious. Why do you think that?», «Would you be willing to read this article I found interesting about (im)migrants and the economy?»

FURTHER GUIDANCE

Group A, should try to oppose Group B's efforts of inviting them to read the article. This helps to mirror real life communication challenges. Group B has to keep trying and in the final outcome, Group B should talk about the economic, social contributions and rights of migrants and each individual. Caution: Group B has to constantly express only their own emotional turmoil, rather than translating their emotions into blame. Describing feelings of concern, fear, heartbreak, rage, dismay, or confusion is useful. The following has to be avoided in NVC: «I feel like...» expresses opinions, not feelings. «I feel misunderstood» expresses "You misunderstood me," whereby the speaker lays subtle blame. «I feel hurt» implies wrong doing by the other person.

DURATION

Approximately 60 minutes.

EVALUATION

15 Minutes. Participants are asked to reflect on activity.

SOURCE

Lila Macleilan (2016): I hear you! The scientifically proven, step-by-step guide to having a breakthrough conversation across party lines. Online available at: <https://qz.com/838321/non-violent-communication-the-scientifically-proven-step-by-step-guide-to-having-a-breakthrough-conversation-across-party-lines/>

MODES

The above described four components of the model are realized through three modes of Articulation:

- (Self)Empathy: This involves compassionately connecting with our internal emotional and cognitive states when we observe what is happening or when we are encountering situations and others. We recognize and reflect the emerging thoughts, judgements, feelings and emotions and connect to our needs. Working from the heart creates a means to connect with others and share experiences in an authentic and life enriching way. Empathy is more than compassion, it enables us to put ourselves into another's shoes to sense the same feelings and understand their needs even in extreme situations that are often difficult to handle.
- Receiving empathetically involves being open to what is alive in the other person and what would enrich life for them. It constitutes emotional intelligence not just cognitive intelligence. It is therefore often referred to as connecting from the heart.
- Honesty: Giving from the heart has its root in honesty. Honesty begins with truly understanding ourselves and our own needs, and being in tune with what is alive in us in the present moment. When we learn to practice self-empathy and empathy for others, we start to break down the barriers to communication that keep us from connecting with others.⁸³

⁸³ <https://www.cnvc.org/online-learning/nvc-instruction-guide/nvc-instruction-guide>

ACTIVITY

EMOTIONAL INTELLIGENCE

INSTRUCTIONS

Students in groups widen their scope on life enriching non violent language with the help of some of the concepts listed in the non-violent communication Handout which is accessible from the Online Links below. Online Links for List of Words that Enrich Non-Violent Communication: Toward Emotional Intelligence and Feelings-based Language:

- Emotions Inventory:
Inventory of emotions-based Language- when needs are not met
<https://www.cnvc.org/Training/feelings-inventory>
- Needs Inventory
Inventory of emotions-based Language when needs are met.
<https://www.cnvc.org/Training/needs-inventory>

ASSUMPTIONS

- All human beings share the same needs.
- There are sufficient resources in the world for meeting everyone's basic needs.
- All actions are attempts to meet needs.
- Feelings point to needs being met or unmet.
- All human beings have the capacity for compassion.
- Human beings enjoy giving.
- Human beings meet needs through interdependent relationships
- Human beings change.
- Choice is internal.
- The most direct path to peace is through self-connection⁸⁴

⁸⁴ https://en.wikipedia.org/wiki/Nonviolent_Communication

REFLEXIVE SUMMARY

Practicing NVC implies focussing on what we and others are observing and separating it from our interpretations and judgments. The focus is on connecting our thoughts and feelings to underlying human needs/values (e.g. protection, support, love), and to be clear about our wishes towards meeting those needs. Applying these skills enables us to 'translate from a language of criticism, blame, and demand into a language of human needs -- a language of life that consciously connects us to the universal qualities "alive in us" that sustain and enrich our well being, and focuses our attention on what actions we could take to manifest these qualities'.

www.cnvc.org/online-learning/nvc-instruction-guide/nvc-instruction-guide

ACTIVITY COMING UP

In the next activities based section, daily life stories are utilized to apply Marshall Rosenberg's concept of conflict resolution. Working in groups guided by educationists, learners exchange experiences in order to explore connections with each other, strengthen empathy.

FURTHER READING

- Center for Non Violent Communication: <https://www.cnvc.org/learn/nvc-foundations>
- Center for Non Violent Communication:
<https://www.cnvc.org/online-learning/nvc-instruction-guide/nvc-instruction-guide>
- Lila Macleilan (2016): I hear you! The scientifically proven, step-by-step guide to having a breakthrough conversation across party lines. Online available at:
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- Rosenberg, B. Marshall (2005): Gewaltfreie Kommunikation. Die Sprache des Lebens. Paderborn: Junfermann
- Wikipedia: https://en.wikipedia.org/wiki/Nonviolent_Communication

6.4 UNIT III: DAILY LIFE STORIES: WORKSHOP

This section, applies Marshal Rosenberg's principles described in the foregoing section. Learners and teachers working together, explore their own needs and others needs and connect to each others needs through exchanging perspectives on daily life stories of peer groups and people of a migration and flight background.

ACTIVITY: «IT HAPPEND TO ME»

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 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.

6.5 UNIT IV: TEACHING UNIT ON INTERCULTURAL DIALOGUE

ACTIVITY: INTERCULTURAL DIALOGUE

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 GROUPS

Trainers, teachers in VET, employment counsellors

REQUIREMENTS

Tables, chairs, a blackboard or a projector, computers, access to internet, sheets of paper, ballpoint pens.

IMPLEMENTATION

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

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 empathic 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.

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CHAPTER 7:

MODULE IV -

EMPOWERMENT OF TRAINEES

To recap the discussion so far, structural barriers play a stronger role in determining educational achievement than cognitive conditions. The educational underachievement of youngsters with a migration and Roma background is primarily caused by societal mechanisms. The manifold risk factors are structural, overlapping and mutually reinforcing. Examining empowerment in this context provides us with insight into strategies and measures that connect to context. These issues will be concretized in this section.

The module is divided into three units. Unit I introduces the concept of empowerment and handles important key terms. UNIT II is an activities based section which handles the theme of integrative learning and provides practical tips and exercises on how to realize this in everyday teaching and learning contexts including designing of integrative curricular. It bases on Dirk Lange's five dimensional model of inclusive citizenship awareness. Unit III focuses on how to design internally differentiated curricular. In addition to common themes such as inclusive didactics and team teachings, it introduces interesting and relevant topics for supporting heterogeneous learners such as different learning styles, Edward Hall's cultural contexts of communication, etc.

7.1 UNIT I: THEORETICAL BACKGROUND

7.1.1 Objectives

Upon completion of this section, participants will be able to define empowerment, identify its various dimensions, and their own role in empowering disadvantaged youngsters. Participants will also gain a structured overview into how to effectively implement and measure empowerment. This section is widely based on Bill Lees' collection of concepts from different authors (Lee 1998). It is designed both as a self-study and transfer component. It strengthens practical professional knowledge and competences in the problem area.

7.1.2 What is Empowerment?

Frequently, we talk about empowerment without defining or measuring it. However, empowerment requires a definition which can help us recognize it and measure it. In addition, consistent concepts are needed to enable us communicate about and compare empowerment in the different settings. We need to know what the issues are, what to do and how to do it effectively.⁸⁵ Our concept of empowerment is derivable from the concept, practice and effects of disempowerment.

⁸⁵ Compare the Journal of Extension. <https://www.joe.org/joe/1999october/comm1.php>

According to White, disempowered populations frequently lack capacity to master their environments, themselves and others. Conceived from this perspective, empowerment involves enabling the disempowered groups to regain capacity for mastering their own environments or regain determination over their own life and living conditions. In this case, empowerment is the sense of individual efficacy (see, White in Lee 1998: 5; 8 & 9). Of principle importance, efficacy (empowerment) has an emotional and action dimension (Bile Lee 1998). First, efficacy involves the feeling that we have the ability to influence our environments in such a way that we can have our needs met (see, White in Lee 1998: 5; 8 & 9).⁸⁶ Second, according to Rothman, concrete skills and competences are required by disempowered individuals in order to strengthen the ability and feeling that one can accomplish something (Rothman 1974).⁸⁷

REFLECTION

The importance of strengthening individual self-efficacy is guided by the understanding that empowerment is not just possessing power because individuals may possess power and fail to utilize it (see Bill Lee: 1998: 43).

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 other factors. Groups of people are defined and separated by social, economic and occupational strata in which they find themselves (Bishop in Lee 1998: 2). In this case, empowerment involves restructuring societal relations (Bishop in Lee 1998). Societal inclusion is not a neutral intervention; change agents take sides (Lotz in Lee 1998:2).

Bill Lee identifies three main interconnected elements which mediate the sense of efficacy: (1) The Instrumental Level, (2) The Structural Level, (3) The Personal Level (with further references, Lee 1995). 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 (Lee 1998:6). On the Personal Level, empowerment addresses relational aspects such as communication, language, etc. Emphasized is the personal ability to communicate and understand or to have the access for communication and understanding (Bill Lee 1998).

⁸⁶ Rothman describes a three model of community organizing and community development which is useful in involving the disadvantaged groups in gaining self-determination. It includes three dimensions locality development, social planning and social action (See Rothman 1995). It is essential for educationists to familiarize themselves with this model in light of the current challenges and increasing disempowerment of social groups and the gaps between the rich and the poor.

⁸⁷ For further reading on self-efficacy, see Bandura, A. (2006). Guide for Constructing Self-Efficacy Scales. In F. Pajares & T. Urdan (Eds.), *Adolescence and Education: Self-Efficacy Beliefs of Adolescents* (Vol. V, pp. 307-337). Greenwich: Information Age Publishing.



COMING UP THEMES

In what follows below, each of the levels of empowerment will be described in more detail using pictures, case studies and concrete tips for implementing and measuring empowerment.

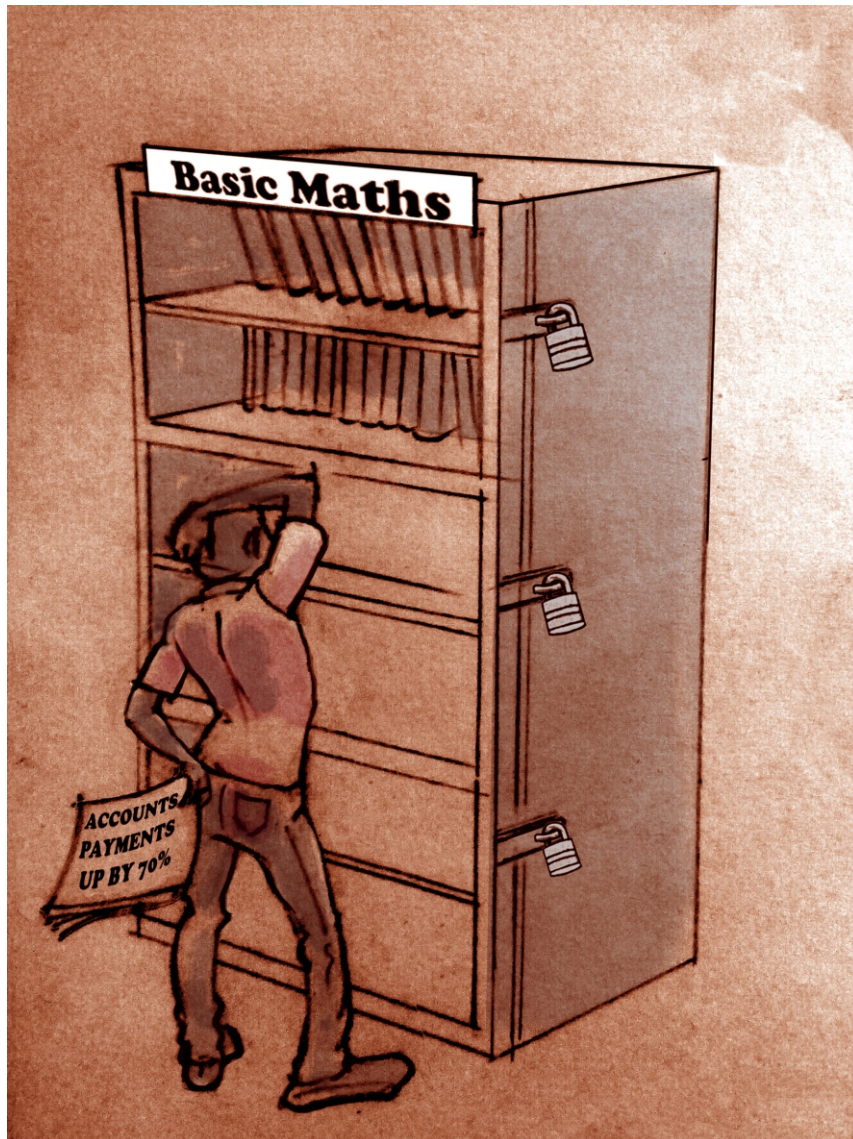


Figure 6: Simplifying and visualizing empowerment on the instrumental level which addresses concrete barriers like access to education.

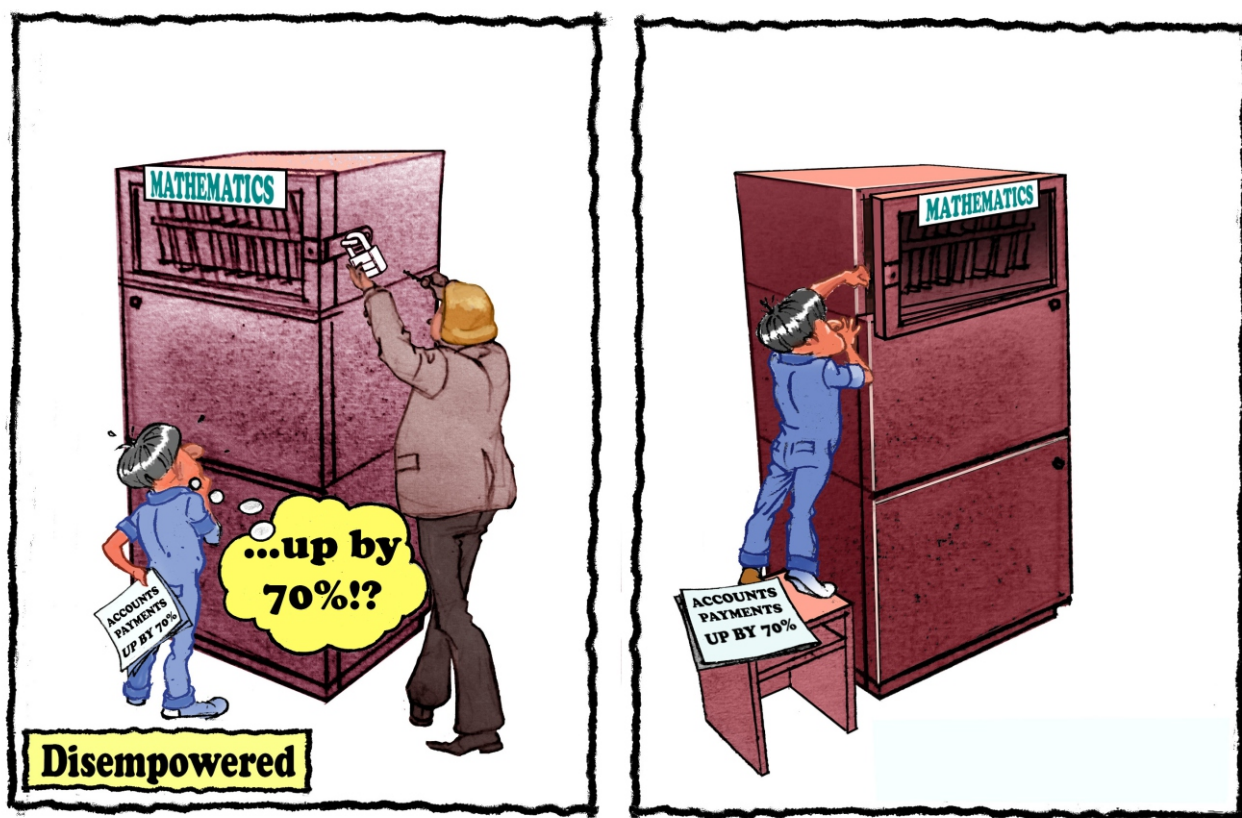



Figure 7: Simplifying and visualizing empowerment on the instrumental level which addresses concrete barriers like access to education.

Educationists can play key roles in fighting inequality and social disadvantage by unlocking doors, addressing barriers and creating access.



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.

DEMONSTRATING EMPOWERMENT ON THE PERSONAL LEVEL

In order to influence their environments, youngsters need the concepts that can help them to understand and adequately frame their social, economic and political problem contexts. According to Pittman, youngsters need a language and a process for identifying and using their strengths to address their problems, and find ways to change their communities. Similarly, adults frequently need a language and a process for helping (Pittman, K. 1999). According to PREDIS, on the personal level, empowerment should also address relational aspects of **IDENTITY** and **SUCCESSFUL LEARNING**.

As stated above, on the Personal Level, empowerment addresses relational aspects such as communication, language, etc. Emphasized is the personal ability to communicate and understand or to have the access for communication and understanding (Bill Lee 1998: 6). These issues will be concretized in this section. Examples of Concrete Empowerment Strategies

- **Communication Skills:** Strengthening language competences and imparting societal knowledge and political knowledge are important preconditions for enabling political articulation. Professionals should strengthen youngsters' political problem awareness and competences for political framing of societal issues or political self-articulation. Examples include inviting individuals from Unions to discuss them; strengthening voice of disadvantaged learners, their abilities for self-representation and equal participation; promoting youth's autonomous self-organization and supporting their social political participation in school governance activities and other organized activities; linking youngsters to school and community organizations that strengthen youth leadership skills; imparting knowledge about rights.
- **Self-Organizational Skills:** Imparting skills like chairing a meeting, writing a news release, dealing with a bureaucracy or researching for information, youth leadership, public speaking, driving licence, job search competences, fund raising competences (critically Lee 1998:48, with further references).⁸⁸
- **Tasks that build self-reliance:** sewing, repairing bicycles and cars, household items, painting skills, computer skills like word processing, emails, PowerPoint, environmental consciousness and ecologically sustainable action competences, etc.

⁸⁸ Compare Koopman, Klaus (2017): Politischen Bildung. Mündige Bürgerschaft und erfahrungsorientiertes Partizipationslernen. In: Sara Greep & Dirk Lange (hrsg.): Emanzipation zum Konzept der Mündigkeit, S. 221-235.

- Work-related Tasks: Strengthening vocational competences, employment training, entrepreneurship and apprenticeship amongst disadvantaged groups (Module 5).
- System Information: Imparting knowledge on public institutions and how they work. How do social systems such as social security, health care insurance function and are sustained through a pool of contributions from all? Learners should know what their rights and obligations are and understand as early as possible about the importance of participating in their pension regimes. Teachers can also transfer legal knowledge about how the broad range of institutions in destination societies work, migrants and minority rights and obligations regarding access and participation in institutions: governments, health-care system, banks, social services etc.⁸⁹
- Community Connection: Involves creating opportunities for developing positive connections with adults and for having access to prosocial environments (i.e. sports and extracurricular activities, etc.). This approach unites two empowerment goals: (1) Preventing adolescents from engaging in health compromising behaviors; (2) Building youngsters abilities and competences by increasing youngsters' exposure to supportive and empowering environments which consist of activities creating multiple opportunities for a range of skill-building and horizon-broadening experiences (Roth & Brooks-Gunn 2003).
- Key Competences: Involves strengthening competences identified in the European Framework of Key Competences. They are described in commencing subsections.



CULTURAL EDUCATION

According to the German Federal Ministry of Education and research, cultural education is an effective tool of empowerment and ESL prevention. On the personal level, self-efficacy can also be strengthened through active engagement with art and culture to support creativity, children and youngsters' personal development. Especially children and adolescents living in difficult circumstances benefit from the effects of extracurricular cultural education.

In the projects of "Culture makes strong", disadvantaged young people between the ages of three and 18 experience personal appreciation, the feeling of self-efficacy and discover new perspectives for themselves. The active engagement with theater, music, painting or literature strengthens their skills of perception, design, communication, self-expression and social interaction and thus creates the basis for personal growth and social participation.⁹⁰

⁸⁹ Compare: Rubin Friedmann: (No date): Why and How to Deal with Prejudice: A Guide for Newcomers: http://www.jfsottawa.com/antiprejudice/theprinciples_en.html

⁹⁰ <https://foerderung.buendnisse-fuer-bildung.de/>



Sport Transfers Competences that Strengthen Personal Efficacy and Ability to Influence Own Environments. Through sport, youngsters acquire competences like time management, social skills, team orientation, responsibility, discipline, hard work. Youngsters need critical media competences to balance entertainment and learning and to offset negative media influences.

REFLECTION AND CONCEPTUAL SUMMARY

To summarize in conceptual terms, it is possible to borrow from Klafiki's description of the role of education and draw linkages to the above discussed empowerment goals. While drawing on Pestalozzi, Klafiki identifies the importance of strengthening together cognitive abilities with craftwork and technological productivity (Pestalozzi in Klafki 1996: 41). Implied is vocational education. Klafiki adds that education must also strengthen the individual ability for social competences, building relations with others - and solidarity with other human beings whose self-determination has been undermined. Education must also strengthen aesthetic perception, ethical, political and economic decision making and action abilities (Klafiki 2007). This aspect will be handled again in Module 5.

7.1.2.1 Tips Measuring Empowerment

As earlier stated, empowerment should be measurable in order to be concretized. Measuring also enables evaluation as well as comparison of outcomes. To measure empowerment, educational professionals and other practitioners are encouraged to count the number of activities and programs which youngsters have attended. Where possible, youngsters can demonstrate their acquired skills through documentation, visualization, in-classroom presentations, role plays, etc.

7.1.2.2 Self-Empowerment and Supportive Empowerment

Self-empowerment is achieved through the disempowered persons' own doing. In this case, educationists and practitioners foster the individual efficacy or the self-empowerment of disadvantaged youngsters. However, in some cases such as those requiring changing structures of oppression, self-empowerment is not sufficient because of the politically weak and vulnerable context of the disadvantaged. There are also cases where disadvantaged groups have internalized their oppression and see themselves as inadequate. Here is where the supportive role of the professional comes in:

- Professionals act as mediators for the affected disadvantaged groups.
- Professionals change the affected individuals or groups' consciousness in order to reverse the process of self-disempowerment or internalized oppression. Concretely, professionals help disadvantaged groups to recognize and modify any ideas, attitudes and actions that contribute to their own oppressive situation (Moreau 1990:53-54).
- Professionals identify discrimination, racism and exclusion and other dominance structures and societal relations in the consciousness and actions of the broader society and seek to re-address them (Module I).
- Professionals intervene into changing disabling institutional processes and structural barriers and by strengthening youngsters' individual competences, ability to appreciate and complete education.

7.1.2.3 Understanding how Individual Efficacy is structured

Individual efficacy is not an intrinsic attribute. Our personal abilities such as intelligence are activated or blocked by our environments.⁹¹ Concretely for Bill Lee, individual efficacy is structured by the instrumental level (levels of unemployment, access to nutrition, social or educational services) and the structural level (degree to which classism structures a given society).

To clarify, the degree of empowerment is not determined by individual competences alone but also by the instrumental and structural dimensions, which condition the resources available as well as create the opportunity structures and hence also the extent to which acquired individual competences can be translated into outcomes (With further references, see Bill Lee 1998).⁹²

As such, empowerment is also a process through which people gain the competences and abilities to participate within, share in the control of societal resources and influence events and institutions affecting their lives (see critically, Torre: 18; Bourdieu, Lange & Malte 2016).

⁹¹ With further references, see Bill Lee 1998: 11; Bronfenbrenner 1979; Bourdieu 1995

⁹² Classism affects the degree to which an individual can access the necessities of life. This dynamic, in turn, affects how individuals perceive themselves and how they try to deal with own environments. The dynamic is depicted in figure 1-2. From Bill Lee above.

REFLECTION

According to Freire, participation and empowerment have to be combined. Participation refers to the active involvement of individuals and groups in social, economic or political activities, while empowerment refers to the strengthening of individuals and groups and their liberation from oppressive conditions which crush human dignity (Freire in Lohrenscheidt 2006).

The transfer of competences, instrumental and structural dimensions have to be handled together. It can be stated from Bourdieu's perspective, that considering Lee's three levels of empowerment in praxis (instrumental, structural, personal) promotes a focus on the individual in intersection with their environments (see Bourdieu 1995). Deficit approaches ignore this complexity (interaction of societal mechanisms and individuals) and thereby reinforce disempowerment.



IN A NUTSHELL ...

The three levels of empowerment are key to planning interventions and supporting learners who experience intersectional discriminations and inequalities. Empowerment must involve the creation of enabling structural conditions, the transfer and acquisition of particular skills, knowledge, competences and sufficient power to influence own life and lives of others.

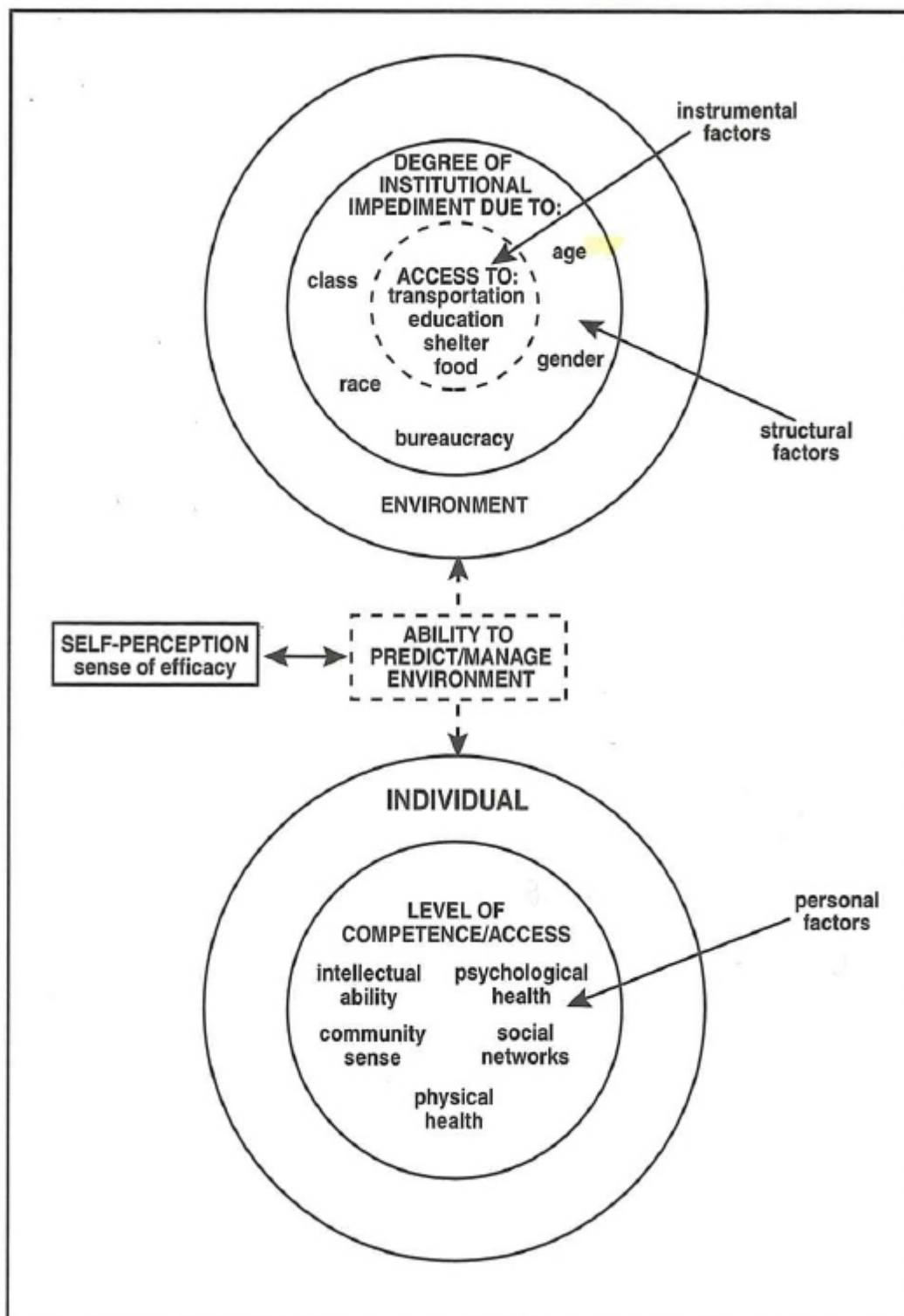


Figure 8: Structuring of Self-efficacy adopted from Bill Lee 1998.

ACTIVITIES AND TIPS FOR EMPOWERMENT

The case study below provides examples of empowerment. Educationists, practitioners and other professionals can intervene on the two levels illustrated below: The role of the school in providing a structure (predictable and manageable environments such as structured time for activities, lessons, tasks, leisure, resting, etc.) in the lives of all pupils irrespective of social background cannot be underestimated. The school can provide a structure as the basis for support, continuity and successful integration into vocational training and employment. Absenteeism is one of the primary causes of ESL. Particularly affected are students of a Roma background. Sometimes teachers and trainers cannot keep track of youngsters of a migration, Roma and refugee background because they could be relocated. Learners of a migration, Roma and flight background stay outside of the school environment without any other support programs for the long periods of the summer and other holidays. They forget what they have learnt at school. Continuous support and programs should be developed to foster continuity. Such issues should be concretely addressed through working closely with school leadership, collaborative team teaching and within partnerships with stakeholders. Schools and VET institutions may not be able to correct the whole system but they can reduce harm within the broader societal, institutional and legislative constraints in which they operate. Awareness of the political problem contexts enables educationists not to perpetuate or intensify this harm.

CREATING PREDICTABLE AND MANAGEABLE ENVIRONMENTS BY PROVIDING STRUCTURE FOR DISADVANTAGED YOUNGSTERS

Real Life Scenario: One of the main concerns observed by a participant in the PREDIS online Blended Learning Course is that migrant parents frequently lack opportunities for spending quality time with their children, mostly because of work issues. The children spend time elsewhere. The children watch TV limitless, go late to bed. The information they watch is not corresponding to their age, they go tired to school/kindergarten and just hope school will be over soon. These and many other issues are depriving children of a bright future right from the start. These issues should be considered in the inclusive trainings (Source: PREDIS).

Task: Educationists and practitioners in groups discuss the above scenario from the perspective of empowerment and come up with strategies of using the school to create predictable and manageable structures for improving social environments of disadvantaged children and youngsters. They think about reliable structures with predictable time tables including scheduled activities, fixed rituals, tasks, etc..

REFLEXIVE ACTIVITY

- Case Study I: Consider the following scenario of a youngster whose GPS navigator system breaks down while he cannot read a map although he may have one in the car. It is snowing heavily and the youngster cannot find directions to his desired destination.
- Case Study II: A youngster has a job interview. She is running out of time, her smart phone battery is low, and cannot show her directions to work or her smart phone accidentally drops in water and stops functioning. This youngster cannot read a map and as a consequence misses her job interview appointment.
- Implications: To effectively strengthen key competences, it is important to pay attention to the subtle influences of technology and digitalization on autonomy and efficacy.

7.1.2.4 (Dis)empowerment and the Role of Citizenship Awareness

Since disempowered populations frequently lack capacity to master their environments, themselves and others (White in Lee above), this means that within Lange's Citizenship awareness, empowerment can be conceived as a process of strengthening citizenship awareness. Political education aims at strengthening the self-determination of subjects. Subjects must be able to critically and independently orient themselves in the social, political and economic environments. They should be able to recognize encountered political and social problem contexts, evaluate them, act upon and profoundly change these realities. Self-determination prerequisites political judgment and the corresponding action abilities. Political judgement is the requirement for the functioning of democracies and for the effective participation of subjects in a complex modern world (Lange 2008). Concretely, the Lack of work orientation amongst disadvantaged youngsters undermines the goals of political education and preconditions for societal participation.⁹⁵ In the subsequent sections, we will make suggestions for using Lange's citizenship awareness to promote integrative learning.

⁹⁵ Compare Barongo_Muweke (2018).

7.1.2.5 The Role of Social Justice and Social Solidarity

SOCIAL JUSTICE

Social justice is a goal, which goes hand in hand with empowerment. However, there is analytical difference between the two. Empowerment describes the internal emotional and cognitive state and individual action abilities while social justice is located in the societal dimension and it is achieved through the recognition of equality and the amelioration of structural inequalities. Actively supporting youngsters succeed in education and training advances social and economic justice since education is key to societal participation (see critically, Bill Lee 1998).

SOCIAL SOLIDARITY

In short, change requires us to stand up for equality and involves identification with the excluded as well as working with others to jointly realize collective goals. Empowerment is realized through dialog learning with the disadvantaged and is also undertaken as a collective action whereby different societal actors are mobilized and politically involved (critically, Freire 1972). Solidarity can also be taken as a personal commitment and personal journey. As already stated in our discussion on intersectionality in module I, disadvantaged groups have a weak political context. Social justice cannot be achieved without our active social-political engagement. The public dispute and collective engagement in the political struggle for change is essential to diversity reflexive practice in general and tackling ESL in particular (Module I).

REFLEXIVE ACTIVITIES

Teachers, trainers and practitioners discuss social justice and empowerment with the help of the two pictures below. They discuss the differences in the pictures and identify ways of own participation in political and societal changes.

⁹⁶ Bill Lee (1998:52-54).



Figure 9: Reflecting about Social Justice, Equality and Own Role



Figure 10: Reflecting about Social Justice, Equality & Own Role

History provides concrete examples for the achievement of social justice through collective action: First, today's factory workers enjoy their benefits like safety standards and minimum wage legislation as a subsequent of the work of the organizers in the labour movement who assisted in the struggle for decent working conditions. Second, without the actions of organizers in feminist communities, women would not have the very important benefits like shelters, equal pay legislation and services that exist today. Third, cooperative movements for example housing and credit unions resulted from the local struggles waged by early organizers.⁹⁷



In praxis, the achievement of equity is not mechanical but frequently necessitates questioning, resisting and overcoming established norms. This might involve balancing the pursuit of personal interest with supporting others reach autonomy by undertaking individual responsibility for participating in changing oppressive structures (see critically Freire 1970).

7.1.2.6 The European Framework of Key Competences

This section, revisits the personal level of empowerment to identify further baseline competences which educationists and practitioners should transfer to disadvantaged youngsters in order to strengthen their Self-Efficacy. The EU has designed the European Framework of key competences in which it identifies eight key competences that each individual requires for lifelong learning, effective performance in life, work, social integration and successful employment integration. The key competences are transversal which means that they are transferrable and multifunctional. They can be applied for task achievement and problem solving in the wide variety of situations and contexts.⁹⁸


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)⁹⁹

⁹⁷ See Bill Lee (52 & 53).

⁹⁸ Snyder; Acker-Hocevar & Snyder (2008): Leaving on the edge of chaos, leading schools in the global age.

⁹⁹ Further references see Wolf in the IVET VENTURE Handbook published by AGORA Civic Education 2013



Curricular is increasingly defined not only in terms of knowledge attainment in different subjects, but also in terms of attitudes, skills, abilities, capacities, behaviour, values, competences. The EU distinguishes between the term competence and key competences from the term basic skills. Basic skills narrowly refers to basic literacy and numeracy. Competency describes a combination of skills, knowledge, aptitudes, attitudes and the disposition to learn, which is an important prerequisite for educational achievement and successful work integration. The disposition to learn must go hand in hand with to know-how (ibid.).

The multiple structural disadvantages encountered by migrant youth have hindered the acquisition of key competences. The European Framework of Key Competences should be discussed and applied not in a vacuum but in perspective of the intersectional discriminations and disproportionate burdens encountered by disadvantaged groups (see module I). The European Framework of Key Competences considers only the personal level of empowerment. However, the structural and instrumental levels or social preconditions of learning must be reflected and the material deprivations, which are societal must be addressed. Key competences are crucial for the vocational orientation of Roma and migrant youth and the lack thereof creates inequalities. Therefore, the European Framework of Key Competences ought to be thought together with Maslow's Hierarchy of Needs which states that the physiological, safety, belonging, self-esteem levels constitute the basic survival needs and individual motivation. Hence they must first be satisfied in order for the self-actualization levels to appear. Learning and educational achievement can be considered as the self-actualization level. Maslow's Hierarchy of Needs is crucial in addressing the interface of the individual and his environment, while the European Framework of Key Competences is crucial in transferring concrete skills for self-advancement. The figure of Maslow's Hierarchy of needs and the subsequent discussion of Maslow's theory of needs in module VI, demonstrate more details of how to integrate Maslow in educational practice with disadvantaged learners. Education is the key to acquiring key competences and hence education itself must first be inclusive.

7.1.2.7 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: learning through challenges, by action and reflection, by self-monitoring of a group; personality development, social learning, physical movement, helping others, occupational, social integration and look into the city. City-bound is widely applied in the context of youth work and job training where it aims at building qualifications for work and for everyday activities. Trainees also deal with every day vocational challenges. The focus is on communication skills, individual initiative, problem solving competences, organizational skills, empathy, teamwork, self-efficacy, etc. Accordingly, the activities of the City-Bound require participants to actively, interactively and communicatively participate. IVET-Venture while adopting City-Bound lays emphasis on the everyday requirements of the professional life of trainees during and after job training. In order to familiarize yourself with the approach and to undertake empowerment activities with your disadvantaged learners, see, the comprehensive descriptions of the CITY-Bound and Fenninger's approach in LLP-PROJECT IVET-VENTURE, AGORA Civic Education.¹⁰⁰

IMPLEMENTING THE CITY BOUND APPROACH

Access the IVET-VENTURE Handbook at: www.ivet-venture.org. Undertake three activities from the choices below and follow up with a reflection exercise as described in point 5:

- Activity 1: The Group Photo
- Activity 2: City Research
- Activity 3: Appointment with the Boss
- Activity 4: Internship
- Activity 5: Reflection Activities

7.2 UNIT II: INTEGRATIVE LEARNING THROUGH INCLUSIVE CIVIC EDUCATION IN CONTEXTS OF DIVERSITY REFLEXIVE EDUCATION & PREVENTION OF ESL

7.2.1 Exclusion of Groups with a Migration and Minority Background from Intercultural Competences and Social Awareness Training

Transversal skills like social and civic competences have been identified as more crucial to successful integration into employment than knowledge alone. Societal participation and work integration prerequisite social and intercultural competences.¹⁰⁰ However, intercultural training programs generally target only educationists and practitioners. Both learners of a native born European background and learners of a migration or minority background have not constituted main target groups of intercultural learning. Despite the heterogeneity and cultural differences between them, learners of a European background have been assumed as homogenous, therefore, it has been assumed that they do not need intercultural competences. Similarly, it has been assumed that the heterogeneity amongst learners of a migration and minority background has furnished them with intercultural competences.¹⁰² The latter are more impacted by this exclusion due to their manifold societal and institutional exclusions and the increasingly complex migration:

¹⁰⁰ See the IVET-VENTURE Handbook: www.ivet-venture.org

¹⁰¹ Compare Balzer, L. & Ruppert, J.J. (2014).

¹⁰² With further references, compare Castro Varella in Mescheril (2013: 17-18).

Currently, teachers confront a new type of heterogeneity linked to the social backgrounds of homogenous learners of a flight and migration background. In some countries, this heterogeneity is characterized by an overwhelming majority of students from one geographic area, who have experienced wars in which religion and political dimensions have become entangled. These new learners are not able to overcome this complexity alone and sometimes the challenges of resolving this conflict cause tensions in the classrooms. While heterogeneity as it relates to teaching learners of different learning levels and social backgrounds is not entirely new, this situation strongly contrasts the familiar case of teaching international students from different continents.¹⁰³ Lange has argued that, the ability to constructively handle diversity is a prerequisite for individual functioning and societal participation in democratic societies (see Lange 2008). In this unit, the social competences of learners are in the centre.


REFLEXIVE EXERCISE

Gaps in intercultural competences decisively impact employment integration. In addition to addressing the mechanisms of structural exclusion which disproportionately disadvantage learners of a migration and Roma background at the transition to vocational education and employment integration, intercultural competences must be transferred for this group. Intercultural competences are needed not only by teachers, but also by learners.

Based on the antidiscrimination educational guidelines for the Sachsen-Anhalt school policy for example, trainees and learners should gain competences that will enable them to:

- Promote the equality of men and women through the recognition of the contributions of women in history, science, economy, technology, culture and society.
- Build the relationship to different people based on respect, equality and equal treatment of all despite identity and social background.
- Develop abilities, knowledge and values which promote violent free encounter as well as enable all human beings to experience justice.
- Understand own culture as well as different cultures and people of different origins, religion, and worldview; acquire competences for peaceful co-existence of all cultures.
- Understand and acknowledge the right to life and dignity of all human beings and stand up for equality and justice.
- Transversal skills that promote critical media literacy.

¹⁰³ These real life challenges faced by learners and teachers were repeatedly presented to us by educationists on the ground during the consortium's face to face interactions with them in Multiplier Events, inclassroom training, workshops and symposia.



The goal of this unit is to strengthen citizenship awareness and to facilitate the transfer of knowledge, abilities and values to all youngsters with a prioritized focus on the most excluded youngsters' of a minority and migration background. Concepts promote understanding, respect for human rights, human dignity, and individual worth, peaceful co-existence, diversity, social justice, equality and wellbeing of all irrespective of gender, ethnicity, disability, ability, identity, homeland, social and linguistic background, beliefs, religious or political worldviews. Also promoted are critical media competences and intercultural competences.¹⁰⁴

7.2.2 Lange's Five Dimensional Competence Model of Citizenship Awareness: Introduction and Presentation of the Framework

Promoting integrative learning is increasingly gaining attention in the current educational debate. Integrative learning is crucial in the context of multiply risk factors of ESL. However, questions regarding approaches remain open. Lange presents solutions here. In this section, participants are introduced to Lange's framework of inclusive citizenship awareness. It provides multidimensional competence domains and a structured framework which is important for generating the relevant multidisciplinary knowledge and laying the foundation for integrative learning. The model can guide educationists and practitioners to systematically design integrative curricular and transfer competences.

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. As such, Lange designs five competence domains and five corresponding learning areas with their multidisciplinary contents all connected with moral bases. Emphasis is on the combination of individual social sciences and action competences. Together, these multidimensional competences foster the holistic development of the individual and strengthen competences for orientation in the interdependent social, political, economic and moral domains. The sub structuring of competence domains, learning areas and life worlds enables educationists to have a structured perspective and systematized approach to designing curricular. Questions for guiding the planning of curricular and research are also comprehensively developed, although not completely presented here. Educationists can use these guiding questions to establish the learners pre-concepts of citizenship awareness and to build on this understanding in order to expand the learners' scope of understanding and action abilities (Lange 2008). To effectively tackle ESL and foster participation, disadvantaged migrants, Roma and other youngsters should be particularly supported in the development of these competences. The competence dimensions and their corresponding learning areas are depicted in the table below:

¹⁰⁴ Compare with: <https://carleton.ca/socialwork/prospective-students/graduate-2/msw-program/>

LANGE'S COMPETENCE DOMAINS OF CITIZENSHIP AWARENESS AND LEARNING AREAS

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

ACTIVITY: LANGE'S MODEL OF CITIZENSHIP AWARENESS

Instructions and Guidelines: 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 competence domains and learning areas of Lange's citizenship awareness and on the other side contains instructions developed by the consortium from contents of the modules. It is necessary to combine Lange's multi-disciplinary template elaborated below together with tasks strengthening key competences in mathematics and language. Such citizenship awareness can provide the basis for societal participation, work orientation and educational achievement amongst youngsters.

| 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>

| | |
|---|--|
| | <ul style="list-style-type: none"> • 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 |
| <p>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.</p> <ul style="list-style-type: none"> • 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? | <p>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?</p> |
| <p>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.</p> | <p>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</p> |

- 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 1: 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>



ACTIVITY

Participants carefully study the contents for each of the competence domains in Lange's model in table 1. Afterwards, participants in groups or alone look at the next three pictures in figures 11, Figure 12 and Figure 13, which attempt to depict Lange's model of political consciousness. Participants consider the pictures and say what is missing from Lange's framework, what they like about the pictures and what they do not appreciate. For each of the answers, they explain why. Afterwards, participants compare their answers with the answers provided at the end of the pictures.



Figure 11: Simplifying and Visualizing Lange's Political Consciousness



Figure 12: Simplifying and Visualizing Lange's Political Consciousness

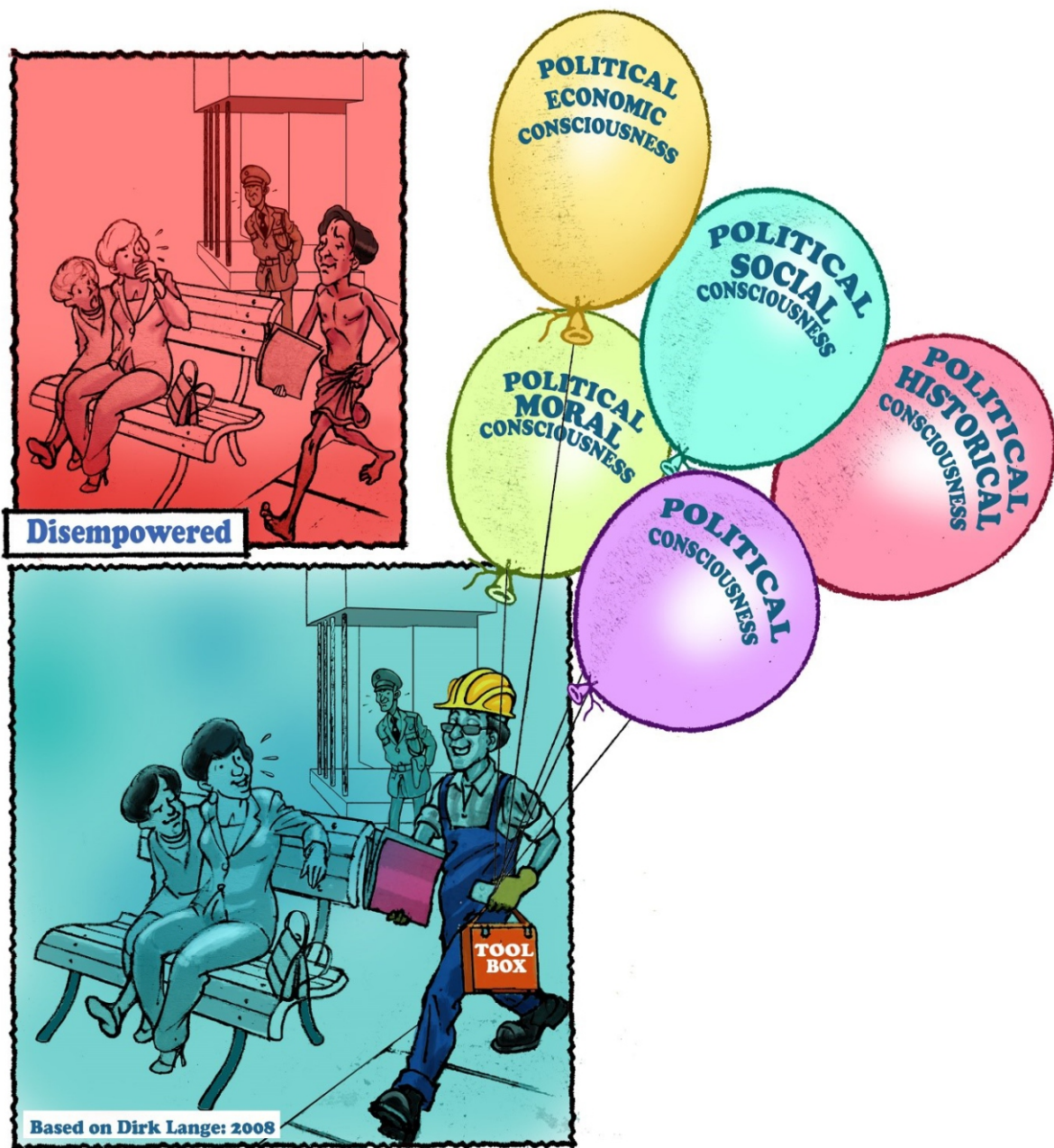


Figure 13: Simplifying and Visualizing Lange's Political Consciousness



SOME ANSWERS ON THE THEMES OF THE THREE PICTURES ABOVE WHICH ATTEMPT TO SIMPLIFY AND VISUALIZE LANGE'S POLITICAL CONSCIOUSNESS:

- The first two pictures show only four Competence Domains instead of five. Missing in both is the Competence Domain Political Moral Consciousness. The word Consciousness is misspelled.
- The second picture implicitly uses a deficit approach, social structures of disempowered are not analysed. Causes of disempowered are individualized in terms of cognitive deficits (individual limits in citizenship awareness). The fact that, it is limited societal citizenship awareness that leads to the disempowerment of individuals, is obscured. Moreover, the concept of Work-Based Learning (practical abilities), is ignored. Education is reduced to Cognitive Dimensions and White Collar Jobs.
- The third picture displays all five competence domains and includes the Concept of Work-based Learning. Mature citizenship of society is articulated in the way individuals are empowered and enabled to mature their individual citizenship awareness and action abilities. Vocational training and work orientation are crucial here. Disempowered individuals cannot influence their environments as discussed earlier drawing on White in Bill Lee and expressed in the inset picture.

7.2.3 Important Topics and Activities for Strengthening Integrative Learning

This is an activities based unit. Using Lange's Model of Integrative Learning which is elaborated above, educationists and practitioners consider how to teach the topics described below:

TOPIC I: COOPERATION LEARNING, OVERCOMING COMPETITIVE APPROACHES. STRENGTHENING SOCIAL LEARNING AS A DIMENSION OF CITIZENSHIP AWARENESS

- Competitive Learning, Reduces Learning to Competition for Better Notes: According to a collection of perspectives from different educationists which are compiled by Brügelmann: Competitive learning reduces learning to competition for better notes. Comparison of achievements undermines the sense of security, creates arrogance linked with best achievements and grades and negative self-image for learners with poorer notes. Chance equality is undermined, and the right to education for each child becomes illusionary. Learners should have sufficient opportunities and exercises supporting development of both technical and personality dimensions (see Antonovsky, Deci/Ryan, Largo cited in Brügelmann 2018).

- **Market Systems Infuse Individualism in Learning Environments:** Collins draws attention to the fact that in the dominant worldview, competition, differentiation and hierarchy are emphasized and reinforced subsequent to the way the market systems operate. These sets of meanings are often infused in our learning systems (See Hill Collins 2000). However, a learning environment full of competition has been identified as a risk factor for ESL (see Council of Europe 2007).
- **Groups Provide the Context for Heterogeneity and Inclusive Learning:**



ACTIVITY: STRENGTHENING SOCIAL LEARNING

It is crucial for educationists to create an inclusive learning environment in which all are recognized, supported and play equal roles. Each learner should feel valued as an individual, secure and should at the same time, have the sense of group belonging. Approaches to empowerment involve youngsters in the creation of collaborative learning environments where learners are responsible for each others learning (see Council of Europe 2007).

Individual support should occur through collective work, through task divisions and small projects in which each learner can contribute from their Nivea, interests and diverse competences which may not correspond with standardized ones. By learning democratically together, all learners learn to value their differences and accept them (Antonovsky, Deci/Ryan, Largo cited in Brügelmann 2018).

Through group work aimed at achieving common goals and through interaction with each other, learners strengthen competences of tolerance, acceptance, and reciprocity. As already stated, groups provide the

context for heterogeneity. They consist of students of a diversity of social, economic and cultural backgrounds, linguistic skills and other abilities. Conflicts arise and learners learn to solve controversies through experiential learning. As such, learners develop problem solving competences, cooperation and communication skills while also strengthening emotional intelligence. 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 (see Council of Europe 2007).

EXERCISE: INSTRUCTIONS AND PRACTICAL GUIDELINES

With the above challenges and suggested solutions in view, teachers, vocational trainers and practitioners draw on the following tips and exercises to develop ways to strengthen cooperation learning by taking concrete everyday challenges as contexts of learning. Tips:

PRACTICAL GUIDELINES FOR SMALL GROUP WORK ADOPTED FROM THE UNIVERSITY OF MANCHESTER

- Establish clear ground rules for group work and small group discussions at an early stage.
- Acknowledge that all members of a group have varying styles, preferences, traits, knowledge and skills, and that if managed effectively, have something valuable to bring to the work. This can also help raise diversity awareness.
- Establish simple protocols that encourage mutual respect and acceptance (e.g. speak one at a time and avoid overlapping conversations, everyone encouraged to contribute without applying undue pressure, apply tolerance and patience, avoid ridicule).
- Consider how group membership is determined and weigh up the merits of allowing self-selection (e.g. friendship groups may work more effectively, social links are already established) and de-merits (e.g. individuals can be excluded, friendship base remains static, students not exposed to different styles and aptitudes, limitations of the group strengths and weaknesses can be reinforced). Explore group membership selection based on psychometric profiles (e.g. Belbin team roles).
- Layout the physical environment to facilitate group working (e.g. chairs all facing into a circle or 'U' shape so that all members can see and hear each other).
- Encourage groups to assign roles, including a group leader or chair (Handout, II).

*Source: University of Manchester
<http://www.celt.mmu.ac.uk/inclusion/index.php>*



REFLECTION

Meet and support each learner at their individual starting points but do not forget about the group.

Wolfgang Fichten & Hlibert Meyer, Module I

ACTIVITY: 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, transferring social norms, providing quality social networks and stability in an increasingly complex, volatile and unpredictable society (see Module I on five components of power).

EXERCISE: INSTRUCTIONS AND PRACTICAL GUIDELINES

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 in orientation to democratic values and human rights. Learners should also gain inclusive competences and abilities for identifying common ground with other religions. Critical competences should enable learners to strengthen bridges, overcome hostility towards specific religions and Religionsphobia in general.



ACTIVITY: STRENGTHENING CRITICAL MEDIA COMPETENCES FOR PREVENTING ESL

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 buffer youngsters against ESL. Second, they are required to protect them against violence and strengthen social cohesion.

EXERCISE: INSTRUCTIONS AND PRACTICAL GUIDELINES

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 handouts to parents and stakeholders. For the accomplishment of the task, assign learners to different task groups.

ACTIVITY: CRITICAL MEDIA COMPETENCES FOR POSITIVE IDENTITY CONSTRUCTION

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 societally 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 strengthen self-esteem, build authentic identities and prioritize education and employment. Educationists should be aware of real life challenges and respond.

EXERCISE AND INSTRUCTIONS

Design a lesson for strengthening political consciousness as a dimension of citizenship awareness. What other steps can diversity reflexive educationists and practitioners undertake?

7.3 UNIT III: DESIGNING INTERNALLY DIFFERENTIATED CURRICULAR FOR HETEROGENOUS CLASSROOMS

7.3.1 Introduction & Theoretical Background

Migration and the current refugee movements are increasing the diversity of learning environments. Classes are shaped by cultural and linguistic heterogeneity. Learners are also characterized with differences in literacy skills. Many migrant learners are marked with multiple differences including low social status and they may struggle with stereotypes and face prejudices which force them to self-segregate themselves in groups of homogenous social, linguistic and cultural backgrounds.¹⁰⁵ Classes include learners with different learning needs, educational levels, professional background, skills sets, and professional experiences. Learners with a high proficiency in language will learn together with learners with low language proficiency in the language of instruction. Some learners who lack second language proficiency may have a high skills level or academic background. Such a class is frequently referred to as inclusive class. All are students of this general school.

In this module, the heterogeneity of learners and trainees refers to the differences in the educational, social, economic and cultural backgrounds, physical and cognitive dimensions, dispositions, learning styles, cultural dimensions of communication as well as individual social positioning and structural parameters.¹⁰⁶ All learners learn together in one class irrespective of the above identified differences. All learn within the framework of their possibilities, also at different paces and different levels. Usually, teachers of inclusive schools/classroom are supported by social pedagogics. Sometimes other supporting personnel are present (multidisciplinary).¹⁰⁷ In this regard, the concept of double occupation is described in commencing subsections in more details.

In this section we shall consider: (a) inclusive teaching (b) team teaching (c) engaging different learning styles and (d) cultural dimensions of learning.


7.3.2 Inclusive Teaching: Designing Contents and Methods of Assessments

According to UNESCO, curriculum differentiation refers to not a variety of activities but a way of planning, assessing and teaching heterogeneous groups of students in one classroom where all students are learning at optimal level. This means that as a teacher or VET trainer, you need to adapt and modify curriculum to ensure that it fits students' learning needs. In other words, curriculum is adapted according to the different subject specific competence levels of students in one class. Differentiating your curriculum will help you ensure that no learner is discriminated against and that not just a selected group of students are adequately taught (i.e only those students who are at or near, year grade or age level abilities in the prescribed curriculum). Rather differentiating curriculum helps you to offer students' a variety of learning experiences to meet their different learning needs.

¹⁰⁵ UNESCO (2004).

¹⁰⁶ This perspective was provided by educationists on the ground (during ME, Inclassroom trainings) who are increasingly working with heterogeneous classrooms

¹⁰⁷ Compare critically with Landesarbeitsgemeinschaft Baden-Württemberg (LAG) (2018: 5-6).



Two approaches are suggested by UNESCO to guide you differentiate curriculum in praxis. These are: (1) Changing contents and methods of teaching and learning contents (the process) and (2) Changing methods of assessment (the products) (UNESCO: 2004).

ACTIVITY: TECHNIQUES OF INCLUSIVE TEACHING

Teachers will review and implement practical techniques for realizing inclusive and diversity reflexive curricular with the help of comprehensive guidelines from the metropolitan university website by clicking the following link: <http://www.celt.mmu.ac.uk/inclusion/index.php>

ACTIVITY: IMPLEMENT DIFFERENTIATION OF CURRICULUM

Teachers and trainers will review practical guidelines on how to implement differentiation of curriculum, in the comprehensive description provided by UNESCO in the link below on inclusive teaching methods. The suggested reading from UNESCO will familiarize teachers with concrete examples of contexts (classroom scenarios), tools and ways of implementing the above methods.

STEPS

- Access Literature From UNESCO in the Link Below
- Review Unit I, Page 11 – 38
- Pay Close Attention to Case Studies I & II (UNESCO: 2004).

LINK FOR ACTIVITY

<http://unesdoc.unesco.org/images/0013/001365/136583e.pdf>

7.3.3 Inclusion Means more than Social Integration

Curricular differentiation emphasizes that learners of diverse backgrounds and needs should learn together instead of being separated due to these differences.

GUIDING THOUGHTS ON INTERNALLY DIFFERENTIATING CURRICULAR

- Particularities are not naturally given but are constructions.
- Inclusion is more than integration:
- Integration implies incorporating members of different special groups (people with migration & minority backgrounds, disabilities, low social economic status) into the group which is viewed as homogenous.
- Inclusion implies that everyone is seen as unique such that the differences in groups become meaningful - especially in groups of those perceived as normal:
- Everyone is different – even for themselves.
- Differences are not hindrances but the motor of learning and education.
- There is need for more room for individualization from below rather than strict specification of differentiation (learn standards and developmental milestones) from above. Educational standards should not lead to selection barriers, but maximize individual development of every learner:
- Individualization in joint lessons does not imply contents diet, social separation or external didactic drives. Democratic society needs spaces for unfolding individual potentials instead of the formulation of persons through standards.
- Individualization should be a democratic process which enables learners to participate in decisions regarding the contents and ways of education.
- Despite all differences, our commonalities include competence experiences, autonomy, belonging (Antonovsky, Deci/Ryan, Largo cited in Brügelmann 2018).
- Societal Perspective (Largo 2017): Every human being has a special profile of personal basic needs, technical and social competences. Their life role is to find the fit between the tasks and individual profile. Schools should help them thereby. (Backhaus cited in Brügelmann 2018; see also Backhaus a.o. 2008: 13; 56-60).¹⁰⁸

¹⁰⁸

The concepts and authors are based on Brügelmann powerpoint presented on the Conference on Bildung neu denken. His powerpoint is based on Backhaus a.o (2008)

7.3.3.1 *The Principle of Learning Together and not Separate and The Importance of Team Teaching and Double Occupation*

To realize the above mentioned goals of heterogeneous groups learning together, the concept of double occupation has emerged. The concept implies that as much as possible, in all lesson hours, two teaching staff are engaged. The subject teacher is supported by social pedagogics or staff for special needs education. However, inclusion should not be misunderstood as a main role of social pedagogics and special needs educationists. Schools must assume responsibility. In some cases double occupation is insufficient. Other multidisciplinary staff have to support learners. Differentiation can also be learnt and practised by subject teaching staff (LAG 2018: 8). The number of hours of support for special needs education depends on different factors including the type of identified needs of learners in question and the composition of the class.

Shared Responsibility: Inclusion, is successful only where the general school works with social pedagogics and multi-disciplinary staff to jointly develop and implement an inclusive school concept. Teaching staff develop a shared responsibility, plan curricular together and jointly undertake development of learning materials (KMK cited in *ibid.*).

REFLEXIVE SUMMARY

- The principles of curricular differentiation require learners of diverse backgrounds and needs to learn together as opposed to separation. In order for this to occur, double occupation must go hand in hand with curricular differentiation. This means that team teaching approaches are indispensable.
- Disadvantaged learners with a migration or Roma background frequently reside and study in segregated poor neighbourhoods. Curricular differentiation implies promoting equitable participation and fighting disadvantage through designing quality school environments and curricular.

7.3.3.2 Case Study I

As already stated, inclusion is a shared responsibility which requires the involvement of the general school, social pedagogics and other multi-disciplinary teams in the joint development and implementation of an inclusive school concept. On another level, teaching staff collaborate in planning curricular 'See KMK cited in LAG 2018'. This case study attempts to demonstrate what this means in practice:

Let us start by considering below two typical scenarios drawn to our attention through the educational representatives who participated in our Multiplier Events. Although these two case studies are separated here, it is important to note that the different contexts of heterogeneity frequently present themselves together. The second case study is combined with a reflexive exercise.

EXAMPLES OF TEAM TEACHING APPROACHES BASED ON REAL LIFE PRAXIS SCENARIOS

In one classroom, a student with a migration background was quickly identified as having higher grade level and competences in mathematics. The student lacked basic knowledge of the language of instruction. The language teacher linked the student to the mathematics teacher of a higher grade. The student started to study mathematics in this teacher's class. To address the language needs, the new student profited from translation support from students who spoke his background language in the mathematics teacher's class (peer tutoring). In addition, the student continued to learn the language of instruction in the separate class for learners lacking language fundamentals. Here the teacher also paired him with two students in another class who had first language skills. These students also supported him in familiarizing himself with the school system, schedules, rules and regulations.

Techniques Deployed:

Team teaching involves collaborative teaching in partnerships of teaching and non teaching staff at all levels of the school. Team teaching, peer tutoring (collaborative learning) and translated curriculum were deployed in the above case as innovative methods.

7.3.3.3 Case Study II

REFLEXIVE EXERCISE ON TEAM TEACHING IN THE CHANGING CONTEXTS OF DIVERSITY & CHALLENGES BASED ON REAL LIFE PRAXIS SCENARIOS

As already partly stated in the introduction to the foregoing section, the teachers and VET trainers in one school were already used to teaching diverse classrooms. This platform of diversity changed through the arrival of students from relatively monocultures and religions but whose religions had become entangled with political conflicts. This conflict was not worked on, therefore it brought tensions amongst these students and sometimes fights broke out in the school. In drawing on your knowledge of teaching intercultural competences for students in module III, what are some of the strategies that you could use for addressing the educational needs of these students? What else can you add from your experience?

7.3.4 Engaging Different Learning Styles

ACTIVITY

INSTRUCTIONS


Teachers, trainers and practitioners alone or in groups will review and discuss the different learning styles in the table below and the corresponding supports. Participants reflect the links to praxis and are invited to add perspectives on good practices from own practice.



TABLE: INTERNALLY DIFFERENTIATING CURRICULAR THROUGH ENGAGING THE DIFFERENT LEARNING STYLES

The heterogeneity of learners is reflected in their different learning styles. Inclusive teaching methods that are attentive to learning styles are part of differentiating curriculum. Addressing different learning styles is also important when organizing, delivering and evaluating workshops. Lack of awareness of different learning styles or failure to address these differences can reproduce a deficit approach and inequality in participation opportunities. In order to effectively support your learners and workshop participants, it is essential to deploy a multisensory approach by using a variety of methods to transfer information. The table below describes the different learning styles and some of the inclusive methods you can deploy to respond effectively. Source: www.seedsforchange.org.uk

| LEARNING STYLE | DESCRIPTION | SUPPORTS |
|------------------|--|--|
| VISUAL | Tend to lean towards visual assimilation and processing of information. | Pictures, charts, graphics, videos, slide, PowerPoints, flipcharts |
| AUDITORY | Lean more towards learning by listening. | Lectures, discussions, talking through points, reading aloud, voice projection. |
| TACTILE | Tend to lean on learning by doing and hands-on approach. | Movement based activities, games, role play, laboratory learning. |
| ACTIVISTS | Quick, creative, engage with exercise for a short while with enthusiasm and move on to a new experience; Learn through interaction and they like centre stage, often first to put up their hand. | Avoid passive or repetitive exercises. Precisely designed instructions restrict their creative thinking. They benefit from ideas storm and interactive learning. |



| LEARNING STYLE | DESCRIPTION | SUPPORTS |
|--------------------|--|--|
| PRAGMATISTS | Pragmatist thrive from testing workability of a theory. They are eager to implement acquired learning and bored by long-open ended discussions that seem to lack a practical point. If they don't see a practical reward of an idea they may disengage from it. They don't respond to abstract exercises where they don't see clear links to their life or work. | Explain at the beginning the purpose and application of the exercise. Provide opportunities to try out and experiment with an idea (i.e internships, simulated labs) Debrief exercises to enable them see how they can use the skill or knowledge. |
| REFLECTORS | Slow to make up their minds. They need time to think about an idea and include many points of view. They prefer sound analysis and thorough collection of information. They may observe discussion rather than engage in it. They may appear shy, passive or bored during workshops or training situations. However, it is their optimized way of learning. They engage by observing others. They don't like tight deadlines, insufficient information or being spontaneously engaged and being centre of information. | Provide more information. Include discussion for sharing ideas. Avoid mis-evaluating their engagement as passive. Provide opportunities for written feedback at own time. |
| THEORISTS | Logical learners who take information and develop it into step by step systems and theories. They like to methodically explore relationships between ideas and events. | Provide: Clearly structured activities; debriefs; background information; references factsheets, handouts, reading lists. |

GUIDELINES FOR FURTHER APPLICATION

Individual learning styles tend to constitute a mixture from all learning styles. Nonetheless, individuals tend to have dominant learning styles. Necessary is to construct internally differentiated methods by using materials and approaches that address all learning styles. Also necessary here is avoiding deficit evaluations based on workshop participants' and learners' forms of interaction. Instead of assumptions, reflect own methods and try to establish which learning styles make up your class or workshop.

7.3.5 Engaging Cultural Dimensions of Learning. Understanding how Cultures Embed Context in Communication and the Implications for Learning

7.3.5.1 Background, Relevance, Central Ideas and Premises

RELEVANCE

The analysis of cultural communication contexts builds an important foundation for individualization of learning and for promoting equal participation in heterogeneous and multicultural groups. Lack of an understanding of how contexts interact and (mis)communicate in communication and learning processes can lead to the miss-assessment of learners. It is impossible to overcome a deficit approach without this knowledge. Teachers, VET trainers and practitioners will communicate and assess learners better if they know about their individual communication styles. This section presents Edward Hall's framework of cultural communication styles and perception of time in relation to work and task achievement (see Hall 1976).

BUILD UP OF THE SECTION

First, a summary of some of Hall's elements of high-context and low context communication is presented. Second, a short story and accompanying pictures are presented as an activity which will help participants better grasp Hall's concepts and their implications for everyday communication as well as the importance of their application to teaching and learning environments. Third, Hall's concepts and implications for learning are described in more details in a table.

HIGH CONTEXT AND LOW CONTEXT COMMUNICATION: PRESENTATION OF SELECTED CENTRAL IDEAS

Edward Hall uses the concept of high context cultures and low context cultures to explain the difference between communication:

- **High Context Cultures:** Some languages embed high context in communication. Meanings are derived from the context but not from the words. People with this communication background, take it for granted that everyone knows the context in which they are speaking (context frequently consists of

background knowledge frequently gained based on shared experience and environments): Sometimes they use very few words to convey complex and multilayered meanings. Sometimes their meanings can be misleading for those who do not know the context. In addition, they primarily communicate to build relationships but not necessarily to exchange information. Saving face is crucial.

- Low Context Cultures: These languages are very specific. Meanings are derived from words and not from context. There are no ambiguities. Low context cultures tend to communicate in order to exchange information but not to build relationships (see Hall 1976).

INTRODUCTORY ACTIVITY

Educationists, practitioners and learners familiarize themselves with Hall's central ideas on how low context cultures and high context cultures differently embed context in communication by reading the story below which is based on a real life scenario. Afterwards, participants discuss the story with the help of the pictures presented at the end of the story. Participants become more aware of how cultures (mis)communicate and learn how to negotiate low context and high context communications.



STORY OF A BRITISH BOY AND HIS COUSINS FROM ASIA AND AFRICA

This story is based on a Real Life Scenario. Leila from Asia and Bunjo from Africa visited their cousin JJ and their grandmother on a farm in England. Soon three visitors dropped by. Grandma asked JJ, Leila and Bunjo to collect maize cobs from the garden. Grandma said, 'collect some three cobs of maize for quick roasting'. When the cousins reached the garden, Leila and Bunjo collected three cobs of maize and JJ picked up to 30 cobs. Leila and Bunjo argued with JJ about the fact that they were asked to pick only a few cobs of maize. When they all got home, JJ was correct with his 30 cobs. JJ knew the context in which Grandma was talking because JJ had grown up with Grandma on the farm. JJ read the event (context) and handled according to his grandma's common practices of organizing around such an event: The guests ate some roasted maize, the cousins and their grandma also ate some, the guests packed some to take home for their family members left behind. Leila and Bunjo had grown up in the city and had encountered this type of communication for the very first time.

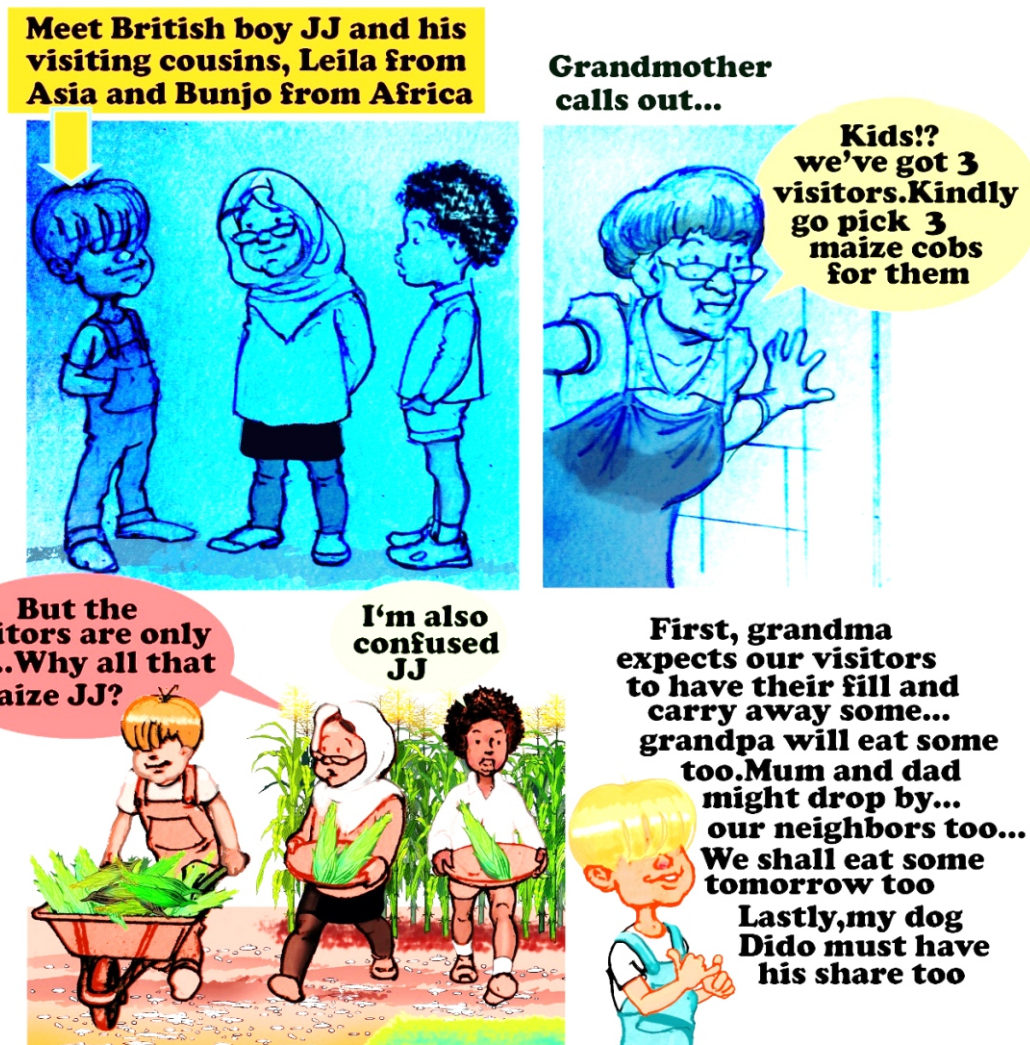


Figure 14: Simplifying and visualizing the above story to demonstrate how high context and low-context cultures (mis)communicate

When People from low context cultures (i.e. Europeans, North Americans, Australia) communicate with people from high context cultures (i.e. Africans, Chinese, Japanese, South American, Arabic, etc.) they can misunderstand each other if they do not know about these differences.

WHY IS IT ESSENTIAL FOR EDUCATIONISTS AND PRACTITIONERS TO KNOW ABOUT HALL'S CULTURAL CONTEXTS OF COMMUNICATION

Lack of knowledge of cultural communication contexts can produce inequality amongst learners. Educationists should know about these communication differences in order to better understand, avoid misevaluating and better support all learners. Locating yourself in your own cultural context of communication and being able to identify the communication contexts of your learners will have a profound impact on how you can internally differentiate curricular or design workshops and attend to individual learning needs. Learners can better communicate and better work with each other. Learners can better experience a welcoming schools culture.

PREMISES AND GUIDING PRINCIPLES

The following principles must be considered while applying Hall's cultural dimensions:

- Avoid devaluing or ranking of low and high context cultures along the inferior /superior asymmetry. The premise is to recognize equality and value in differences.
- Understand that all cultures have contexts, they are equal but only embed contexts differently during communication. The differences in how context is embedded are useful for understanding, recognizing and effectively responding to learners' learning processes and work interactions.
- Avoid cultural determinism and bear in mind the uniqueness of the individual and various levels of their location in culture and cultural transformation processes. The cultural communication styles stipulated below may not necessarily correspond with an individual's cultural background. Some individuals of low context cultural backgrounds may have high context communication styles while some individuals from high context background may communicate in low context communication styles. Nevertheless, knowledge of cultural communication styles can help professionals to locate themselves in their own cultural communication and their learners in their various communication cultures.
- Understand that culture is dynamic, not static and is in constant change.

7.3.5.2 *Application of Hall to own Teaching and Supporting Learners*

The table below has been designed to familiarize professionals with Hall's concepts. It illustrates some important implications for learning and provides concrete examples for application aimed at differentiation of teaching, training and learning contexts.

TABLE: INTERNALLY DIFFERENTIATING CURRICULAR THROUGH ADDRESSING EDWARD HALL'S CULTURAL DIMENSIONS OF COMMUNICATION

SOURCE

This table is based on Edward Hall's cultural dimensions of communication. The concepts are adopted from: Edward Hall (1976): *Beyond culture*. New York: Anchor.
The implications for learning are mainly based on UNESCO (2004): *Changing teaching practices using curriculum differentiation to respond to students*. UNESCO: France. Online available: <http://unesdoc.unesco.org/images/0013/001365/136583e.pdf>

INTRODUCTION

To recap the preceding discussion:
Edward Hall has developed guidelines for broadly clustering the different ways in which different cultures (mis)communicate information and interact with each other. The aim is to better appreciate their interaction. Hall's main focus is on how cultures differently embed context in communication. Hall also looks at how cultural interpretations of work and time can have decisive impacts in the educational and work place integration.
He identifies two main clusters: (1) high context cultures and (2) low context cultures. As stated above, this clustering does not imply a ranking of cultures. It provides guidelines for improving communication across cultures (see Hall 1976).

COMMUNICATION

High Context Communication is Implicit

- Meaning is usually inferred from the context but not necessarily from the contents of the message.
- People's communication is highly contextualized. Listeners are expected to possess background knowledge.
- Contextual knowledge is usually gained through shared experience and becomes intrinsic knowledge.
- Many contextual elements supply background meaning which helps people understand rules and messages being communicated.
- Complex meanings can be conveyed through few words.
- Much is taken for granted. Communication is characterized by high use of non-verbal elements rather than words: Communication tends to be implicit and use indirect messages. Ambiguity is frequently part and parcel of communication.
- High context cultures determine appropriate behaviour based on presenting situations
- These elements may be confusing for intercultural actors who are foreign to the specific high context-culture.

Low Context Communication is Explicit

- Meaning is usually inferred from content not from context.
- High use of verbal elements: Context is not paramount.
- Nothing is taken for granted, information tends to be spelled out. Subsequently low context communication relies on verbal elements, direct communication and written rules rather than indirect communication. Ambiguity is not embedded.

IMPLICATIONS

Educationists need to explore the context and multilayered meanings that may pose behind a high context learner's communication. Educationists should be attentive to the potential for miscommunication and ask learners more questions to clarify whether ambiguities arise or not. Educationists should try to ensure that learners' intended message is communicated, even where no ambiguities seem to exist. Paraphrasing and reflecting feedback can help. Educationists should always be aware that a strong potential for misunderstanding and devaluation of contents and forms of expression exists due to differences in low and high context communication. UNESCO suggests the following questions for further orientation:

- What roles do verbal and nonverbal language play in learning and teaching?
- What roles do conventions such as silence, questions, rhetorical questions, and discourse style play in communication? What rituals do students use to show respect? What types of literature (e.g., newspapers, books) are used in the home and in what language(s) are they written? How is writing used in the home (e.g., letters, lists, notes) and in what language(s)? (Vaugh a.o. in UNESCO 2004: 18).

High context communicators can appear as unknowledgeable in low context. Understand that without critical knowledge and response, key contents of messages will be missed in interactions due to different communication styles. Dominance structures can reproduce themselves, whereby by high context cultures can experience marginalization and subordination. The constant potential risks of not being understood and devalued and the challenges of negotiating these communication differences can produce unequal emotional labour which can result in hindering social integration due to the need to avoid unequal interactions.

CONFRONTATION

High Context Differential Approach to Confrontation

- Confrontation tends to be avoided.
- Saving-face is crucial.
- Rejection or dissent is interpreted from nonverbal messages.

Low Context Differential Approach to Confrontation

- Communication tends to be open to confrontation.
- Disagreements are not personalized

IMPLICATIONS

Due to differences in perceptions of confrontational communication, encourage problem solving debates, project work, mini-workshops, etc. Understand that face-saving will motivate learners of collective backgrounds while the opposite could damage self-esteem and lead to avoidance and ESL. Pay attention to body language. Promote face saving, for example through ensuring confidentiality by providing a discreet environment for meetings to discuss supports and feedback on individual progress wherever possible. How else can you promote face saving- human dignity & respect?

EMBEDMENT OF HUMILITY

High Context Differential Embedment of Humility as a Component of Communication

- Cultures tend to value humility and embed it in communication.
- People may intentionally down play themselves.
- From this cultural perspective, self-promotion which involves showcasing own achievements and strengths in communication may be viewed as dominant and boastful.
- Learners may not easily promote own qualifications, competences and skills during job interviews.
- Achievements and abilities are typically inferred from contextual elements and knowledge of cultural communication (institutions attended, qualifications, certificates, biographies, societal value of humility, face saving).

Low Context Differential Embedment of Humility as a Component of Communication

- Because context is not paramount and words are taken on face value, self-promotion tends to be a central medium of communication

IMPLICATIONS

Be aware of differences in disposition, avoid assumptions and misevaluations and take disposition as a core element of inclusion rather than exclusion. Dispositions can include other dimensions such as shyness, quietness, etc. Include different forms of communication such as task-based. Explore learners' hidden strengths and their forms of expressions. Work intensively with learners on presentation skills during job readiness programs. Help learners and employers to work together towards effective cultural sensitive skills presentation.

Be aware that humility may be misperceived in low context intercultural communication as reflecting low self-esteem, while in high contexts communication, it is valued as cultural strength, social competence, orientation to others, solidarity and capacity to build social relationships

COLLECTIVISM / INDIVIDUALISM

High Context Collectivism

- Tends to emphasize community, group harmony and connectivity.
- Communication is not necessarily for exchanging information and ideas but to build relationships.
- This can send confusing messages and high context communicators be misevaluated as incompetent and disconnected in low context communications.

Low Context Individualism

- Communication is a way of exchanging information and ideas but not necessarily building relationships.

IMPLICATIONS

What roles do cooperation and competition play in learning? How are children expected to interact with teachers (Vaugh a.o. in UNESCO 2004: 18). Migrant and Roma learners of collective high context backgrounds may benefit and thrive better in group based or collaborative learning depending on other factors and individual characteristics. They may also thrive from more support. Learners of individualistic background may thrive through individualized learning formats. For both groups, strengthen collaborative learning principles which encourage learners to feel responsible for each other's learning and their own learning. Deploy different delivery methods and strengthen positive group dynamics.

TERRITORIALITY

High Context Territoriality

- High contexts have a communal sense of space and territoriality. People frequently share close spaces, working or standing close to one another.

Low Context Territoriality

- In low context, space tends to be compartmentalized. Distances are usually maintained, people do not frequently stand close to each other.

IMPLICATIONS

What personal distance do students use in interactions with other students and with adults? How does the culture determine the space allotted to boys and girls? (Vaugh a.o. in UNESCO (2004:18). Differences in territoriality and space identity may cause conflicts amongst learners and trainees who may conflict over sitting places, sharing books and resources. Understanding territory and personal space and transferring knowledge to learners and trainees can promote better team dynamics, conflict resolution and employment integration through strengthened self-awareness of learners and intercultural understanding.

TEMPORALITY

High Context Temporality

- In high contexts, time is open and flexible. Process is more important than product.
- Time belongs to all and nature, time is not tightly scheduled, multiple tasks are performed, goals accomplishment and the process of achievement i.e. inclusion or group participation are prioritized over deadlines.

Low Context Temporality

- In low contexts, time is highly organized, structured and tasks completion tightly scheduled. Product is more important than process.

IMPLICATIONS

How do students perceive time? How are timeliness regarded in their cultures? (Vaugh a.o. in UNESCO (2004:18). Learners and trainees from polychronic cultures may arrive late for training and classes without any intentions of being disrespectful and without awareness of the effects on their learning achievement. Integration of youngsters into school and training will require you to draw on your knowledge of cultural differences to enable them to strike a balance between individuality and society by explaining to them these cultural differences and the significance of schedules and time in work settings. When it comes to work and class assignments, incorporate some flexibility in learning activities and schedules.

Assist migrant and Roma learners and trainees with time management, organizational skills and learning techniques in relation to assessed work; use structured and progressive learning activities, with formative feedback at suitable interim milestones, present and demonstrate to learners how to use organizational materials and systems. Provide opportunities to practice developing the skills and knowledge necessary to complete a successful assignment. In addition, encourage learners to develop and use their own action plans for assignments.

In work environments, patient understanding, support, clarification of time concepts and supervision may help better orientation. Explore and support individual working styles. What else?

LEARNING

High Context Learning

- A circular logic which is connected with context tends to abound. Meanings and logic tend to be multi-layered and multidimensional and connected with nonverbal signs. Learners tend to derive learning from multiple information sources; link processes from general to specific, Learners can also learn through observations and practicing the observed.

Low Context Learning

- Lineal logic tends to abound. Thinking tends to proceed from specific to general.
- Learners tend to derive learning from singular information sources.
- Individual orientation is emphasized over collective orientation.

IMPLICATIONS

What methods for teaching and learning are used in the home (e.g., modelling and imitation, didactic stories and proverbs, direct verbal instruction)? (Vaugh a.o. in UNESCO (2004:18). Teach basic mind mapping tools such that high context learners can learn to communicate in cross-cultural learning by showing different relationships between ideas. Teach high context and low context learners to understand their own communication and learning styles. Understanding the bases of context in communication can help them to understand how to assimilate new learning and utilize their own cultural learning styles as strengths. Encourage presentations and questions to enable learners identify and address gaps in understanding during cross-cultural learning. Guide Learners where necessary.

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- The link below, has very useful examples and clarification on the thematic: <http://www.culture-at-work.com/highlow.html>

The PREDIS module developers have also contributed to some of the learning implications. Educationists are invited to find out more on what diversity reflexive supportive tools are needed.

7.3.5.3 Further Tips and Practical Implementation of Hall in Diversity Reflexive Praxis: Discipline and Authority

Our discussions and interactions with teachers and trainers during PREDIS inclassroom trainings who are currently supporting learners of a migration and flight background, show that for many background societies, a teacher was an authoritative person and had to reinforce expectations, tasks and roles of a pupil throughout their learning process. When teachers in European destination countries did not reinforce expectations regarding homework, the new learners did not do their homework, they simply thought it was not important. The opposite was accomplished when teachers drew on intercultural knowledge to reassert themselves as authority figures and followed up strictly. Parents also seemed to evaluate the importance of homework assignments through how it was communicated by teachers.

To concretize, these migration cultures are integrating into new structures. When teachers do not assert authority and expectations, they operate in a high context framework, where certain meanings and school practices have become common knowledge and expectations are taken for granted. However, the new migrant learners of a typically high context cultural communication background, now have a low context communication background in which they lack intrinsic knowledge and shared experiences.

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CHAPTER 8:

MODULE V -METHODS OF LABOUR MARKET INTEGRATION

8.1 INTRODUCTION

Migrants and Roma contribute strongly to the economic, social and cultural development of Europe as well as to strengthening the social security of European countries. Their contributions are frequently invisibilized. Migrants and Roma also encounter manifold barriers that hinder their full social participation and self-advancement, at a time when participation and the contributions of all is crucial in an aging Europe. School education, language and vocational training have been widely identified as the cornerstones for societal participation, leveraging labour shortages and responding to today's demographic transitions. Discrimination produces high social and economic costs. The preventable high levels of ESL demonstrate this. This module handles concrete methods of labour market integration for disadvantaged learners of a migration and Roma background. It defines labour market oriented curricular, discusses cooperation and its relationship to entrenching work-based learning as well as addressing the barriers hindering youngsters' participation. By the end of the module, participants will have theoretical and practical tools for supporting youngsters' transition to internships and into the labour market. The discussed strategies can also be applied to the situation of other disadvantaged learners and VET trainees. The module builds on the framework of the preceding modules and must be understood in connection with module I.

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



GETTING STARTED

So far, disadvantaged learners of a migration and Roma background disproportionately lack vocational skills! 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 they must accordingly aim to promote early vocational orientation (Compare Kremer 2009; Module I).

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). Concretely, learning should interweave three areas: (1) academic knowledge (2) vocational skills (3) moral and social awareness which includes individual competences for building human relationships and solidarity (Klafki 2007).



Figure 15: Simplifying and Visualizing Pestalozzi's, Head, Heart, and Hand approach to education (See Pestalozzi above).

8.1.2 Intervention Levels: Analysis, Didactics, Employment Advising and Addressing the Intersection

Successful methods of labour market integration result from carefully planned and well structured measures. Büchter & Christe provide a solution here. They describe a structured and systematic approach with guidelines for practical orientation in a very fragmented topic. They recommend that the professional level should be structured into three competence and intervention dimensions: (1) Analysis, (2) Didactics/ Curricular and (3) Employment advising. The three levels must be connected with the institutional level and the structural level of cooperation.

- Analysis level: Prevention and intervention should be addressed together whereby analysis plays a central role. First, analysis involves examining youngsters' potentials (including vocational skills, career choice and biographic career construction competences). Second, analysis involves examining educationists' potentials (work-based teaching concepts and career counselling competences which support youngsters' in their self-exploration). Third, analysis involves examining societal competences and the capacity of existing measures for problem amelioration. Hence analysis of the multi-dimensional preconditions 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). We add that, support on the curricular level should also include mentoring and coaching in core subjects like language and mathematics with individualized assessments and supports in subject specific areas of weaknesses, early identification and response to symptoms (see Module VI). Strengthening integrative citizenship awareness and key competences identified in the European Framework of Key Competences should also constitute central measures (Module I & 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 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.
- Institutional level: Includes training colleges, practice firms, companies, school-employment partnerships, professional information exchanges (Büchter & Christe 2014). According to CEDEFOP, 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).
- Intersection of person and the environment: Considering Bourdieu as already partly stated in module I and module IV, we suggest that it is essential to add a fifth 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 (Bourdieu 1995, Compare Lee Module IV). Bourdieu links the habitus directly to poor school achievement. His perspective is important in overcoming a deficit approach.

First, youngsters inherit social conditions of deprivation which influence learning outcomes. This implies that the structural and policy barriers, poverty, discrimination, racism and deprivation have to be acknowledged as risk factors and addressed. 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 exclusion for disadvantaged youngsters who do not possess the dominant cultural capital.

Taken together, these factors imply that 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.¹⁰⁹ To partly explain the habitus, Bourdieu argues that on one hand cultural capital which is crucial for educational success for example reading is transferred intergenerationally by families. On the other hand, cultural capital which is crucial for labour market participation is acquired through the institutionalized recognition of qualifications. Bourdieu also considers social capital and defines it as the form of social networks available to individuals (compare Bourdieu & Passeron 1990/1970; Bourdieu 1986). To concretize in part, the following actions are required: The social networks of disadvantaged youngsters must be strengthened. They should have access to industrial relations, unionizations, quality labour market information, networks of support to business, self-employment and other forms of employment integration, etc. To further consider the intersection of the person and the environment, assessments of subject specific preconditions of learning, social opportunities and legal constraints have to be undertaken during the various educational levels and employment integration. 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 holistically assess learners and intervene at all levels. An intersectional lens is essential here.¹¹⁰

8.1.3 How to Balance the Roles of Teaching, Social and Employment Integration Support



Figure 16: Educationists are challenged to balance the roles of teaching, social and employment support

¹⁰⁹ On symbolic violence and school achievement, compare Bourdieu & Passeron 1990/1970.

¹¹⁰ To read more about the intersectional lens, see module I.

8.2 ENTRENCHING VOCATIONAL ORIENTATION AND THE ROLE OF PARTNERHIPS

In this section participants are familiarized with the practical tools and processes of operationalizing change using a structural approach in the context of strengthening vocational orientation and employment integration of disadvantaged learners.

8.2.1 Stakeholder Engagement: Types

Büchter and Christie point out to the fact that, due to the complex demands of meeting the multiple tasks 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).

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

For the amelioration of intersecting inequalities, Nancy Edwards presents a practically tested concept of 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 like 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.¹¹¹ A streamlined, diversified and simplified architecture facilitating efficient and integrated services is required (Erasmus+ 2014).

¹¹¹ Edwards, Mill & Kothari in Barongo-Muweke (2018)

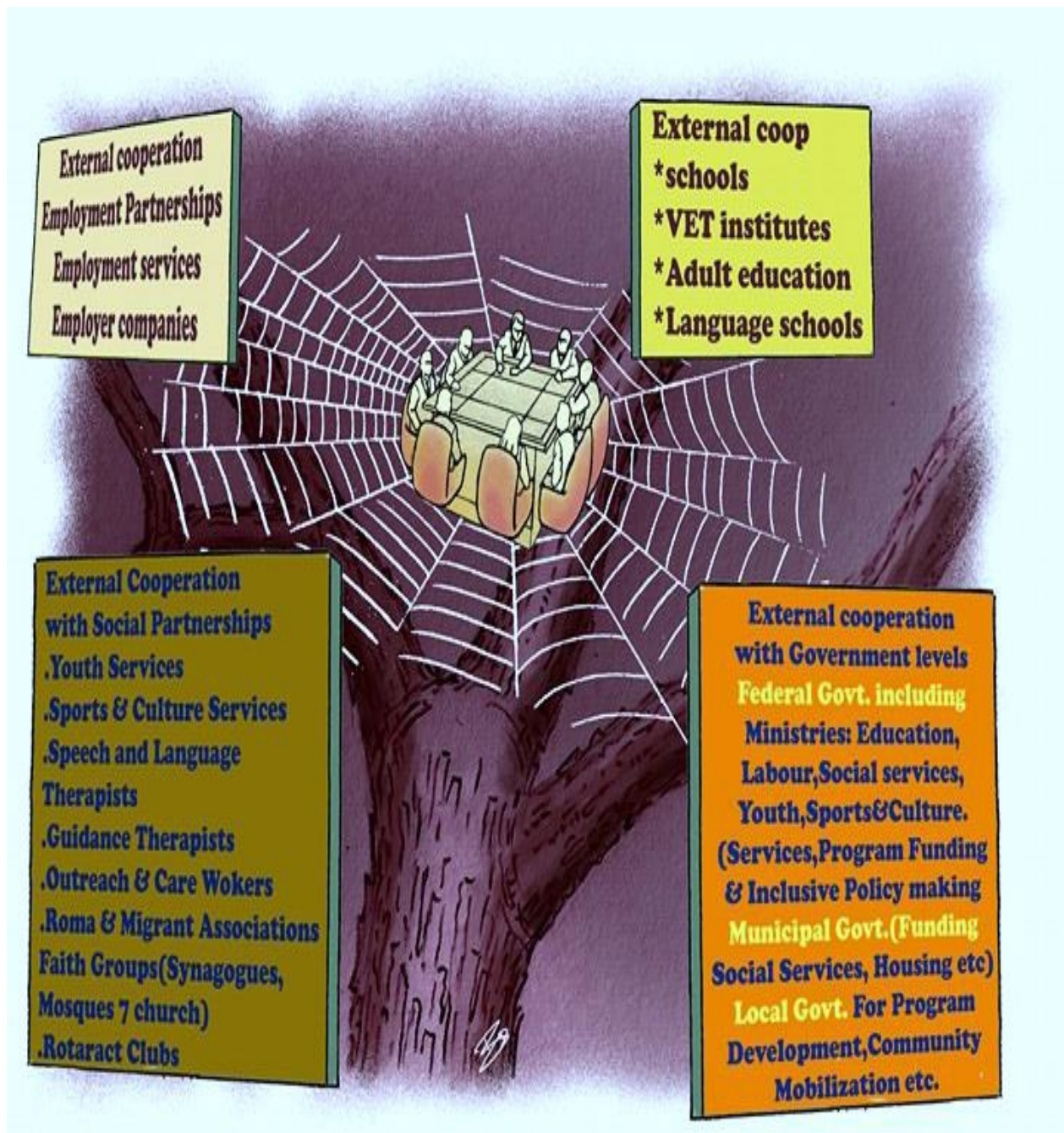


Figure 17: Simplifying and Visualizing Multiple and Multilevel Interventions in the Structural Context of ESL Prevention through Stakeholder Engagement (Ecological School Approach).

EXAMPLES OF KEY STAKEHOLDERS: EDUCATIONAL, EMPLOYMENT AND SOCIAL PARTNERSHIP.

- Educational Partnerships: On one hand, this involves internal cooperation (on the internal organizational levels) whereby schools and VET institutions cooperate internally with their multi-professional teams including school leaders, teaching and non-teaching staff, school social pedagogics, school health professionals, middle management, school administration, learners, parents, and families. On the other hand, this simultaneously involves external cooperation between Schools, VET and institutions of different types and levels such as (in)formal Institutions of Adult Education which are located in the same catchment area (See Erasmus, Module I).
- Employment Partnerships: This involves, schools and VET institutions working with external stakeholders on different levels and across different sectors to entrench work-based curricular, foster swifter access to internships, construct social-structural infrastructure for addressing discrimination and policy barriers to employment and societal participation (Stakeholders include employers, employment agencies etc.).
- Social Partnerships: This involves schools and VET institutions cooperating with federal, provincial and local government levels as external stakeholders to foster policy changes, integration of services such as social services, youth services, employment services, sport and cultural Services. Moreover, schools and VET cooperate with specialists such as outreach care workers, psychologists, nurses, speech and language therapists, guidance specialists. Social partnerships also involve schools and VET institutions working with community actors and community organization levels.

A wide range of stakeholders is essential in order to implement strategies to address poverty, housing, financial constraints, policy barriers, safety, welcoming communities and other environmental risk factors:

- Provincial, Federal and Local Government play key roles in program development, funding and policy development.
- Schools, teachers and VET as frontline actors have first-hand knowledge of issues on the ground and facilitate bottom-up problem understanding, rely of information on encountered challenges and play active roles in problem amelioration.
- The community level is engaged through a community mobilization strategy which brings together local actors such as Roma and migrants' associations, professional associations; youth workers; sports and cultural organizations; faith groups (Church, Mosques, Synagogues, etc); as well as community funders like Rotary clubs, etc.

ESSENTIAL PRACTICAL PROFESSIONAL COMPETENCES

Concretely, teachers, trainers and practitioners will need the following practical professional knowledge and abilities: Planning, networking, collaboration, coordination, social action, community participation and working with others to organize and implement remedies that tackle educational disadvantage and ESL risk factors on the community, local government, municipality and federal levels.

8.3 UNIT II: LABOUR MARKET ORIENTED CURRICULAR AND EARLY VOCATIONAL ORIENTATION PART I

8.3.1 Introduction and Relevance: Our Evolving Roles

To recap the preceding discussions, Büchter and Christie have pointed out to the complex challenges of meeting the multiple tasks of analysis of potentials, didactics, and employment advising for vocational teachers and their institutions, which make it necessary to involve multisectoral stakeholders in the sphere of education & training (Section 8.2.1). Brokerage of social support systems and policy participation of municipal, state and federal levels is a further important success factor. Also crucial are interfaces and transitions between schools & VET:

Labour Market Oriented Curricular/Work-based Learning is gaining central importance - not only for VET institutions but also for general schools. Engaging stakeholders is crucial but balancing your roles alone, is difficult. Teachers and VET trainers are key to employment integration as frontline workers and first step actors who facilitate preliminary entry into the labour market. They need to not only be able to support learners in the classroom but also be able to connect learners to the broad range of resources and actors in the sector. To realize these tasks, educationists need to work closely with school leadership and school multi-professional teams. At the same time, they need to work closely with external institutional and employment actors as well as social support systems. Through this, they can effectively support learners access internships, help alleviate poverty and other social barriers to educational achievement. Since they have knowledge of the real challenges on the ground, this means that, educationists are crucial transmitters of key information between different actors and levels of action. Working in educational, social and health partnerships necessitates professionals to develop organizational infrastructures for networking and stakeholder engagement. This section provides tips on how to do:



Figure 18: Reflective Summary of the Preceding Section: Teaching roles are evolving.

OBJECTIVES AND BUILD-UP OF THE UNIT

First, this section presents a warm-up activity that introduces participants to some of the practical ways of implementing work-based learning. Second it describes the types of work-based learning. This will be followed by a presentation of central ideas of the Educational Chains as a good practice orientational model. Here also, tools for practical implementation in own praxis are discussed. Fourth, the Work-Based Language Learning Model (WBLL) will be presented.

GETTING STARTED:

REFLECTION ON HOW TO DO

At the didactic level, integrating work-based oriented curricular concretely involves implementing:

- action-oriented teaching-learning arrangements with job-oriented references
- task-oriented vocational instruction;
- Job-oriented teaching and learning materials

(Büchter & Christie 2014)

WARM-UP-ACTIVITY: CRAZY JOB INTERVIEW

The activity below warms participants up to the topic of incorporating work-based learning on a didactic level with creative impulses for strengthening the labour market orientation of your learners. It illustrates some of the ways of how to implement point (a) above on a didactic level through action oriented learning arrangements with job references.

DESCRIPTION

This fun game is about strengthening awareness of transversal skills, which are required for the employment integration of youngsters. In the process, youngsters build job related competences.

DURATION

Approximately 30 minutes.

METHODOLOGY

Participants are grouped in 4-6 people and tasked as follows: Each player takes turns convincing the group that they are the best candidates for a specific job and describe their skills and explain why these skills make them the best fit for the job. The rest of the group participates by suggesting the types of occupations to be contested for. Volunteers from the group form an interview panel and take turns to ask the candidate the following questions:

- Tell us a little about yourself.
- Why are you interested in this job?
- What makes you think you are the best candidate for this job?
- Give us five examples of what constitutes teamwork skills?

FURTHER GUIDANCE

In response to question 1: »'Tell us a little about yourself», job interviewees frequently present their private selves instead of their professional self. The workshop trainers should help candidates summarize their professional profiles and relate them to the job they are being interviewed for.

REFLECTION

Participants in groups reflect links to praxis and share results with the class.

SOURCE

<http://www.icebreakers.ws/small-group/crazy-job-interview.html>

The last section handling the interview panel and questions has been added by the PREDIS Consortium.

8.3.2 Types of Work-Based Learning Models and their Objectives

Labour market oriented curricular aims at entrenching work-related concepts in school curricular with the view to strengthen vocational orientation. Two major types are described: (1) Work-based Learning (WBL) and (2) Work-based Language Learning (WBLL).

8.3.3 Work-Based Learning (WBL)

Work-Based Learning (WBL) is the most prominent example of labour market oriented curricular. The European Commission identifies three main types of WBL. They are frequently combined in most countries in Europe: (a) Alternance schemes or apprenticeships (b) School based VET (c) WBL integrated in a school based program. Alternance schemes or apprenticeships comprise of dual educational systems such as those usually practiced in Germany and Austria. They link companies as training providers with VET schools or other Education/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 regards transition of youngsters to the labour market (European Commission 2013).



Important Critique of the Austrian Model: The Austrian participants of the Online PREDIS Blended Learning Course wish to give the feedback that although the dual system (school & apprenticeship) is admired outside the country, within Austria it has very low prestige. The government has recently introduced an obligation to education until the age of 18 and wishes to enforce it with financial penalties. This is extremely counter-productive especially when pupils leave school early due to poverty. Depending on the career, apprenticeship is often paid very poorly and costs occur due to obligatory working gear, etc. This is a reason for ESL. In fact, in the case of the Austrian schools accompanying apprenticeship, normally ESL occur first in the apprenticeship and as a consequence in the schools (Austrian, PREDIS BLC Participants).

School-based VET consists of training on the job periods in companies typically in form of internships, work placement or traineeships. These 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).

8.3.4 Innovative Good Practice Examples for Implementing Labour Market Oriented Curricular and Reducing ESL: Educational Chains

Before introducing the Educational Chains, teachers, trainers and practitioners undertake the activity below which will familiarize them with some of the real complex challenges in the field, and some of the intervention strategies that are required for addressing these challenges. These challenges are in some cases comparable to those addressed by the Educational Chains.

8.3.4.1 *Introductory Activity: Wearing Many Huts for Many challenges*

INTRODUCTORY ACTIVITY: WEARING MANY HUTS FOR MANY CHALLENGES

DESCRIPTION

This activity is about building key competences of educationists, practitioners and other professionals for recognizing and responding to ESL risk factors which stem from systemic intrinsic barriers created by bottlenecks in the education, training and employment systems.

DURATION

Approximately 45 minutes.

MATERIALS

Pen, Bristle Boards for writing down and presenting measures.

REFLECTION

Participants in groups reflect links to praxis and share results with class.

DESCRIPTION

Workshop trainers split participants into three groups. Each group is tasked with a different role. One group represents school teachers, the second VET trainers and the third representatives from Employment Agencies. The workshop trainer reviews the following case study and asks the groups to come up with solutions for each of the three roles they play.

- **Teachers:** You are new in a remote neighbourhood. Suddenly the head of your institution tasks you with resolving the following challenges: There is a very high percentage of ESL in all schools and VET levels. The alumni youngsters of your school complain about task complexity in VET and say they cannot cope. At the same time, during internships, the youngsters find out that the employment world and their own expectations and interests diverge widely. Furthermore, many youngsters who made it through VET cannot find jobs because their qualification profiles and skills do not match what employers are looking for. But the labour market is full of jobs. What concrete steps will you take to resolve this issue?
- **VET Trainers:** Many youngsters coming to your VET institutions do not meet the expectations during the first year of training. For some, this results from language difficulties. For others, it is a case of poor academic performance due to insufficient preparation in school. When they go for in-company training, they fail to meet employers' expectations. Trainees who meet educational demands and employers' requirements leave VET because the training and employment world of their choice do not match their own expectations and interests. What concrete steps will you take to solve this problem?
- **Employment Representatives:** You have been consulted to support schools and VET training colleges to reduce ESL and foster smoother transition into employment. The major concern is that youngsters' qualifications do not match employers' requirements. Youngsters are underprepared for the training requirements when they enter VET training. The same applies to employment where they fail to meet employers' high demands or where their own interests, expectations and the realities of the employment world diverge. On top of that, youngsters of a Roma and migration background are discriminated against during entry to internships. They are not familiarized with the demands and responsibilities of the world of work, due to the lack of employment exposure. Employers have very little encounters with these youngsters who are sometimes stereotyped. Trainees of all social backgrounds are exiting in doves. What concrete steps will you take to resolve this problem?

SOURCE

PREDIS Consortium

REFLEXIVE EXERCISE ON OUR ROLES AS EDUCATIONISTS IN A CHANGING LABOUR MARKET ORIENTED SOCIALIZATION

Based on the contents of this module that have been reviewed so far, this section announces that work-based learning rests on four major pillars: Cooperation, Labour Market Oriented Curricular, Analysis of Youth Potential, Employment Counselling and Social Support. These issues will be concretized in this section through the example of the Educational Chains. Which of your roles is missing in the picture below?

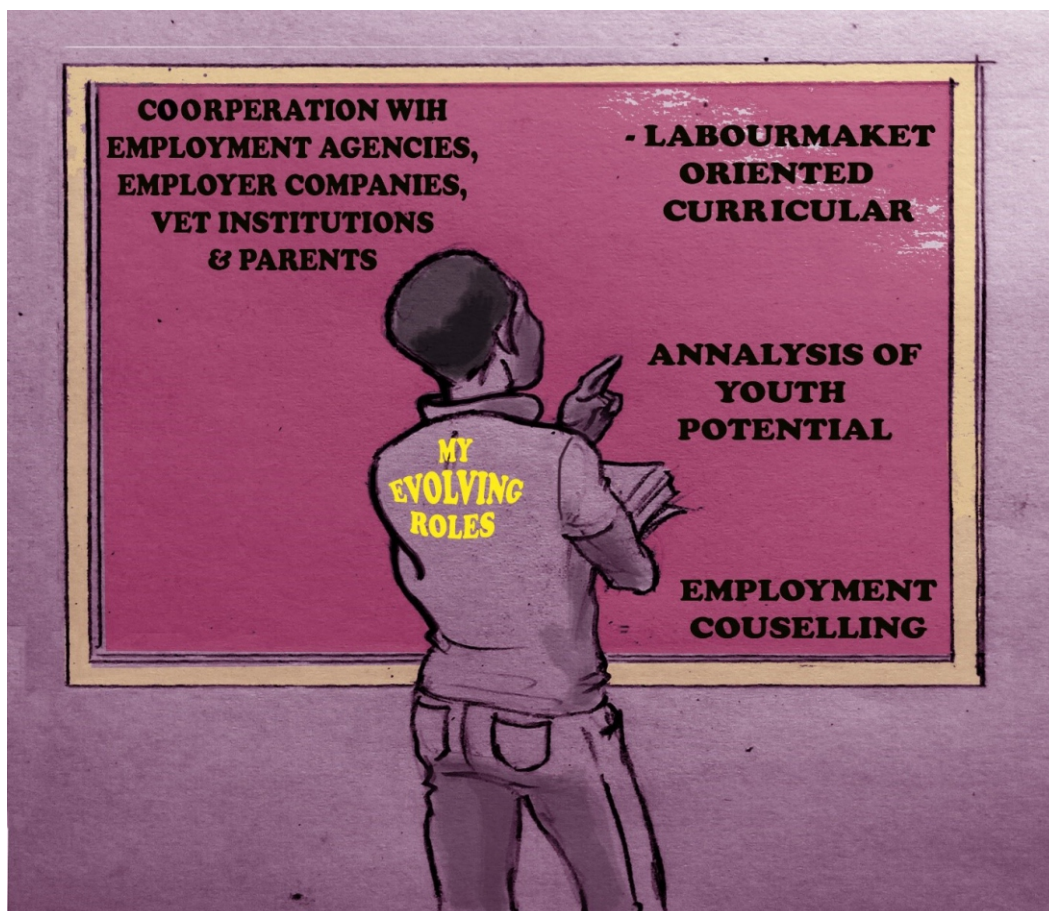


Figure 19: Simplifying and visualizing educationists' multiple roles in VET integration and tackling ESL.

8.3.4.2 Central Ideas, Relevance and Strategies Deployed by the Educational Chains

As Module I shows, the social context of migrants and Roma youngsters is widely invisible in current educational approaches and intervention measures. This has resulted in a wide lack of a prevention approach and in contradictory educational practice and policy making. Reasonable, practical and effective measures for tackling ESL have thus not been identified or implemented. Due to multiple discriminations, migrant and Roma youngsters disproportionately lack exposure to the world of work and opportunities for work-based learning through internships. Subsequently, future oriented diversity reflexive interventions against ESL must emphasize a fit between risk factors and interventions. So far there is a split between the two. Risk factors have been projected as singular and resulting from individual cognitive deficits. However, risk factors are multiple, societal and require multiple societal interventions. These limitations are unfortunate because ESL can be successfully tackled. This is where the Educational Chains comes in.



ESL should be tackled in accordance with the components of the Educational Chains. The Educational Chains¹¹² is a multiple intervention program deploying numerous components which can be adopted to address the ESL context of disadvantaged learners: (a) its vertical permeation of educational phases can effectively resolve the institutional lack of a prevention approach (b) its multi-sectoral collaboration structures and programs foster access to internships and can be adopted to address other structural parameters like policy barriers, poverty, discrimination and the multiple, overlapping and mutually reinforcing risk factors; (c) many of its components can be adopted by educationists in schools and VET to implement work-based curricular.

The main aim of the Educational Chains is to support youngsters finish school and successfully complete their vocational education and training. To do this, the Educational Chains works specifically to strengthen Early Career Orientation and to provide a continuum of support within the educational system and employment sector, which has previously missed and hampered the successful VET and labour market integration of youngsters. The Educational Chains (Bildungsketten) is an initiative of the Federal Ministry for Education and Research (BMBF).¹¹³

¹¹² Educational Chains is an Initiative of the Federal Ministry for Education and Research (BMBF):

- <https://www.bibb.de/veroeffentlichungen/en/publication/download/6208>
- <https://www.bibb.de/en/1222.php>

¹¹³ To review the Educational Chains, see following links:

- <https://www.bibb.de/veroeffentlichungen/en/publication/download/6208>
- <https://www.bibb.de/en/1222.php>
- <https://www.bibb.de/en/11355.php>

8.3.4.3 Concrete Intervention Strategies

Key Success Factors of the Educational Chains: (1) Early Career Orientation, (2) Vertical and Horizontal Permeation of Educational Phases and Employment and (3) Stakeholder Engagement.

EARLY CAREER ORIENTATION

As stated above, early vocational orientation is crucial and constitutes the key success factor for the Educational Chains. Early exposure to the world of work significantly reduces the number of Early School Leavers, improves the transition from school to an apprenticeship and later to professional life. Early Career Orientation is mainly implemented through entrenching labour market oriented curricular in schools whereby incorporating youngsters into apprenticeships with companies, plays a central role. The Summary of the Educational Chains' solutions below can help educationists profoundly improve their understanding and implementation of labour market oriented curricular.

MAIN INSTRUMENTS FOR ENTRENCHING LABOUR MARKET ORIENTED CURRICULAR

- Early analysis of individual areas of potentials. Early analysis starts in year 7.
- Implementing 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. (ibid.).
- 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.¹¹⁴
- Funding and support (Jobstarter, Program collaborating with KAUSA).
- Social & economic Partnerships (parents, teachers, social workers, guidance practitioners, VET School Leadership, teachers & trainers; companies, employment agencies, etc.).
- Connecting and integrating existing successful projects and tools that are vital to fostering smoother transition between educational levels.¹¹⁵

Each of these instruments is linked with a range of activities and instruments which are implemented together to form heterogeneous, interconnected and mutually reinforcing program components and multi-sectoral stakeholders.

¹¹⁴ <https://www.bibb.de/en/11355.php>

¹¹⁵ <https://www.bmbf.de/en/recognition-of-foreign-professional-qualifications-1413.html#n>

THE VERTICAL AND HORIZONTAL PERMEATION OF EDUCATIONAL PHASES: THE ROLE OF MULTI-SECTORAL COLLABORATION

In addition to entrenching labour market oriented curricular, the Educational Chains responds to the misalignments between education and labour market skills demands. These misalignments are system intrinsic and primarily arise from the fact that the different educational phases have operated separate from each other and from the employment agencies:

So far school curricular and youngsters' qualifications do not match labour market requirements. On the labour market, there are many openings but job searchers' qualifications do not fit. At the same time, many youngsters are not exposed to the realities of the world of work. Frequently, their interests are not aligned with their areas of vocational training and internships. Moreover, many youngsters cannot meet the high expectations of employers and the unarticulated workplace cultural practices. These are major reasons that demotivate youngsters and cause them to exit from VET early (Module I).

To address these gaps, the Educational Chains implements a unique multi-sectoral cooperation which is changing the way in which the above described complex problems are conceived and handled within Educational practice: It promotes the vertical and horizontal permeation of different phases of learning and employment. Within this framework, it promotes amongst stakeholders a better understanding of the interlocking educational phases which support lifelong learning in structural terms. The entrenchment of labour market oriented curricular discussed above, is mainly realized through stakeholder engagement. The Educational Chains strengthens better coordination, better linkage and use of regional educational provision and capacities (Manfred Kramer 2009).

Working on the institutional and societal levels through educational, social and economic partnerships, the Educational Chains involves the different levels of federal, municipal and local governance. On the federal level, cooperation occurs between the German Federal Ministry for Labour and Social Affairs (BMAS) and the Federal Employment Agency. The objective is to achieve systematized, nationwide successful support instruments that link youngsters pathways of education and training into a coherent system until they find apprenticeships. On the municipal, local level and community levels, schools, companies, industrial actors, successful projects and other external stakeholders are brought together.¹¹⁶ The different participating stakeholders are incorporated into multiple programs and components which form a continuum of connected, coordinated and interlinked strategies and services. These target multiple levels (individual, community, political) and multiple sectors (employment, education and training).



The Austrian Model involves Industrial Actors in Curricular Design: The Austrian model is another particularly good practice example for orientation in addressing mismatches between youngsters educational qualifications and labour market requirements.

¹¹⁶ With further reading on Educational Chains see for example, Kremer (2009) & Thiele (2011); See also BMBF website: <https://www.bmbf.de/en/the-german-vocational-training-system-2129.html>

¹¹⁶ Educational Chains is an Initiative of the Federal Ministry for Education and Research (BMBF):

- <https://www.bibb.de/veroeffentlichungen/en/publication/download/6208>
- <https://www.bibb.de/en/1222.php>

Benefits of early career orientation for learners

Pre-vocational education, training and early work orientation measures before and during transition to high school and vocational education ensure better preparation of learners. Early career orientation is fostered through the implementation of practical measures which are action oriented and seek to enable young learners from the age of 8 years to test their knowledge in a work environment. Dispositions and talents are explored at an early age. The systematic identification of competences allows youngsters' and educationists to discover interests related to their career and future in a timely fashion.

- Learners combine learning with work exposure: Through targeted work placements or workshops, youngsters try out career preferences in practical ways. Work study experience exposes learners to production, service delivery and day-to-day challenges of work. The internships ensure a tight fit between curricular and labour market needs. Learners acquire cross-cutting core skills, practical experience in a variety of occupations and develop craftsmanship, expertise, discipline, team orientation and work place attitudes all of which, are essential for fostering a seamless transition from school to the world of work. Through vocational exposure as a component of career education, learners have the opportunity to develop a realistic idea of their abilities and interests - they can assess and evaluate their skills and abilities.
- The Multi-sectoral Organizational Structure Fosters Swift Access to Internships: Links are created between schools, VET providers and companies (employers) which facilitate direct access for learners, teachers and trainers into work place environments. Through links with companies, both educationists and learners are enabled to follow developments in the workplace practices, processes and test equipment and technology. Trainees can get exercises from trainers which they can complete in the work place and reflect with other trainees in the classroom. Trainees and parents gain insights into the value of the VET programs on the labour market.
- Social Networks and Destigmatization of VET: The positive image experienced is essential for motivating trainees. Internships not only provide youngsters with the opportunity for matching skills with labour market demands but also for building quality networks through establishing contacts with real companies and potential employers. Moreover, de-motivated learners and trainees at risk of early exit from school and training can be retained (Federal Ministry of Education and Research 2016 & Compare European Commission 2013).

ACTIVITY

As stated above, internships are crucial success components of the work oriented curricular and early career orientation. Using knowledge from the above discussion on risk factors, VET and labour market integration, trainers, teachers, practitioners and learners consider the picture below and discuss what ESL factors and teaching methods are being deployed?



Figure 20: Trainees insufficiently prepared in general school meeting trainers who expect certain fundamentals. What ESL factors and teaching methods are mirrored here?

VERA AND COACH@SCHOOL. THE EXPERT VOLUNTEER-BASED PROGRAM AND RELEVANCE FOR STRENGTHENING SOCIAL NETWORKS OF MIGRANT AND ROMA YOUNGSTERS

VerA and Coach@school as a program component of Educational Chains aims at the prevention of early exit from training. It thereby engages expert volunteers. It involves retired professionals with many years of experience in work and life who support youngsters overcome work related and daily life challenges throughout the course of vocational training.

BENEFITS AND RELEVANCE FOR DISADVANTAGED LEARNERS OF A MIGRATION AND ROMA BACKGROUND

Retired professionals present a potential for creating quality community connections and quality social networks. Adopting this component to the situation of Roma and Migrant youngsters, can help to overcome some of the barriers stemming from segregation. The scope of volunteer professionals should be expanded to include retired and non-retired professionals from Roma and migrant associations, youth leaders, university and college students, etc. They can work with schools, sports facilities, faith-based communities, libraries and other community organizations which youngsters can access.

JOBSTARTER: FUNDING AND SUPPORT PROGRAM FOCUSING ON MIGRANTS

Jobstarter incorporates a specific focus on migrants. The premise is that migrants move from familiar background societies and confront new societal, school and occupational structures which present challenges for adjusting. Working with the coordinating office for vocational training of migrants (KAUSA), Jobstarter provides funding and support for migrant youngsters in training (Federal Ministry of Education and Research 2015¹¹⁷). Funding plays a crucial structural approach to ameliorating societal barriers that create material deprivation and poverty.

¹¹⁷ Further reading on Jobstarter, see <https://www.jobstarter.de/de/kausa-servicestellen-100.php>

¹¹⁷ Further reading on Educational Chains: <https://www.bmbf.de/en/the-german-vocational-training-system-2129.html>

SOCIAL PARTNERSHIPS

Alongside the framework of closely coordinated programs, the Educational Chains also provides parents, teachers, social workers, guidance practitioners and VET teachers with professional networking, cooperation, source tools, practical guidelines and links.

BENEFITS AND RELEVANCE FOR DISADVANTAGED LEARNERS OF A MIGRATION AND ROMA BACKGROUND

Migrant parents frequently lack systemic knowledge and academic background necessary to support their youngsters. At the same time, they are important resource persons who need to be recognized and included as co-educators in order to address some of the factors arising from outside the school.

TASK:

How can you use social partnerships to strengthen parents' role in ESL prevention?

CAREER ENTRY SUPPORT

Youngsters are assisted during transition from school to training by full-time career entry support workers. Support typically starts from general school throughout the first year of VET training.¹¹⁸

SPORTS AND CULTURAL PROGRAMS, SUMMER EMPLOYMENT PROGRAMS

Sport and Cultural Programs are crucial for strengthening transversal competences required for successful labour market participation including time management, social skills and team orientation, responsibility, discipline, hard work, interpersonal communication (see module VI). They also contribute to social infrastructure development and alleviate disproportionate disadvantage. Kultur Macht Stark is a good practice example of cultural programs (<http://www.buendnisse-fuer-bildung.de/>). Summer Employment and Job Readiness Training Programs should also be included as integral components of Labour Market Oriented Curricular.

¹¹⁷ See: <https://www.bildungsketten.de/de/2805.php>

WORK ORIENTATION CRAFTS-MAKING «BASTELN» IN EARLY CHILDHOOD EDUCATION MONTESSORI PEDAGOGY SHOULD BE STRENGTHENED

The PREDIS consortium recommends that starting from early school years, approaches like Montessori pedagogy should be implemented which support independent learning in structured and organized environments.¹¹⁹ The learning environments should provide exposure to crafts-making («basteln») projects based learning like planting flowers, etc'. This enables learners to develop a basis for vocational competences and interests in later school years and life.

8.3.5 Practical Guidelines for Implementing Work-Based Learning using Success Factors of Educational Chains in Own Practice

REVIEW OF KEY POINTS FROM PREVIOUS SECTIONS

- As already stated above, due to the increased importance of early career orientation, the responsibility for the implementation of work-based learning is no longer limited to vocational trainers alone.
- Teachers and practitioners at all levels must also assume this responsibility.
- Internships are a crucial component of labour market oriented curricular and a crucial support measure for disadvantaged youngsters.
- Partnerships are crucial for realizing internships, but partnerships require cooperation, and cooperation needs an organization infrastructure in which it can be realized.

OBJECTIVES OF THE SECTION

This section presents practical tips on how to set up an organizational infrastructure which utilizes key success principles of the Educational Chains and in which educationists and practitioners can realize work-based Learning. It strengthens practical professional competences within the framework of perspectival change as described in Module I.

¹¹⁹ For a case study example see, <https://www.montessoripublic.org/2016/05/native-montessori-project>

PRACTICAL GUIDELINES FOR SETTING UP AN ORGANIZATIONAL STRUCTURE FOR IMPLEMENTING WORK-BASED LEARNING (WBL)

1. Social Assessments: Gain a coherent understanding of the structural context of disadvantaged learners in relation to vocational orientation, training, employment, legal status, discrimination, racism and life situation (see module I).
2. Familiarise yourself with the educational chains and other WBL models and identify or brainstorm on components that you can deliver alone into your curricular.
3. Identify or brainstorm on components which you can only deliver through cooperation.
4. Identify potential stakeholders for collaboration. From your understanding of perspective change as an activity that must be organized (module I), undertake the following:
 - Draw the attention of your VET/school leadership and colleagues and organize a task force (Steering Committee). With the task force:
 - Identify the goals, objectives and expected outcomes from the planned entrenchment of work-based learning and approaches for tackling ESL.
 - Develop a plan for internal and external collaboration clearly articulating names of possible key stakeholders, their possible roles and areas where support is needed.
 - Develop a communication and outreach strategy.
 - Jointly, brainstorm/articulate the potential roles of the members of the task force.
 - Use the communication strategy to contact the identified stakeholders.
5. Invite the stakeholders to a joint meeting to think about expanding the steering committee and developing an Action Plan for engaging educational, employment and social partnerships.
 - Working closely with identified stakeholders, develop clear strategies for replicating the Educational Chains Models in areas with a high proportion of youngsters at risk.
 - Ensure to broaden components of the Educational Chains by including a focus on how to impact changes on official policy and how to create structures for addressing discrimination.
 - Incorporate an evaluation strategy with quantitative success indicators (i. how many programs, how many youth completed school, etc).
 - Jointly articulate the different strengths, interests and tasks of each stakeholder and develop a calendar with fixed dates for your upcoming meetings (once a month?).
 - Follow-up with a next meeting to undertake tasks as described below.

Practical Tips for Developing and Implementing Action Plans for Supporting Labour Market Integration of Youngsters and Engaging Educational, Employment and Social Partnerships

Building on the above success of setting-up a steering committee, a communication structure and a collaborative framework, educationists review and undertake some of the tasks described in the tables in this section. The premise is that they will work with the steering committee that they have set up in the previous section, and with educational, economic and social partnerships. Organizing the activities and undertaking the tasks will enable educationists to directly change social environments of disadvantaged learners, engage in structural levels of intervention, improve curricular and educational outcomes through work-based curricular.

(1) TIPS FOR ADDRESSING GENDER AND AGE-BASED BARRIERS

1.2

- 1.1 Strengthen Diversity Reflexive Competences in Education, Vocational Training and Employment.

TASKS

- 1.1.1 In collaboration with employers and employment agencies, concretely sensitize employers about the effects of migration barriers on age and the lengthy years which migrant youngsters frequently endure before being eligible for participation in vocational training and employment.
- 1.1.2 Sensitize about and address age and gender related barriers. Target specific age selective sectors like nursing and dental care support in countries like Germany; Work towards removing age ceilings placed on access to vocational training.
- 1.1.3 Develop a clear plan for working with the media to ensure positive representation of migrants and their societal contributions.
- 1.1.4 Work with educational and employment partnerships to develop or strengthen an existing equal opportunities framework and implement a clear strategy for recognizing the value of diversity in education, vocational training, and companies.

- 1.1.5 Increase social advocacy - voice raising and social political engagement training and participation by VET, teachers, school leadership and decision makers in employment, educational and VET training.
- 1.1.6 Develop and increase public education strategies on discrimination, human rights, equality and EU protected characteristics – targeting civil society, employers and political debates.
- 1.1.7 Increase knowledge and workshops on diversity, biases, stereotypes and prejudices combined with entrenching concepts in curricular and professional development programs for teachers and vocational trainers.
- 1.1.8 Increase understanding of different cultures, cross-cultural communications.
- 1.1.9 Increase cultural events to facilitate intercultural learning.

(2) COUNTERACTING DISCRIMINATION IN EMPLOYMENT AND HIRING PRACTICES

2.1

- 2.1 Counteract discrimination in employment, internship access and hiring procedures by involving stakeholders. Working closely with key stakeholders, sensitize employers about the strengths and needs of Roma and Migrant youngsters at the transition in order to foster increased hiring practices and access to internships.

TASKS

- 2.1.1 Develop an online portal where profiles of Roma and migrant youngsters can be presented and promoted to help employers readily recruit disadvantaged youngsters.
- 2.1.2 Showcase and strengthen potentials and skills of migrants and Roma.
- 2.1.3 Ensure employers and company trainers understand the impacts of migration and exile on youngsters and their skills' development.
- 2.1.4 Closely work with employers to develop employment partnerships and networks for bridging migrant and Roma youngsters' into internships, occupational fields of interest

- 2.1.5 Clarify stereotypes about migrants' employment and develop simple and concise information products for targeting key hiring sectors.
- 2.1.6 Develop or strengthen a diversity management strategy at the work place.
- 2.1.7 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.
- 2.1.8 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.

2.2

- 2.2 Address disabling policies which condition structural parameters of migrants and entry into vocational training and the labour market.

TASKS

- 2.2.1 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.
- 2.2.2 Develop concise products to educate responsible ministries on the long-term counter-productive effects of marginalizing policies on society.
- 2.2.3 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.

(3) PRACTICAL TIPS FOR STRENGTHENING EARLY CAREER ORIENTATION OF YOUTH OF A MIGRATION AND ROMA BACKGROUND

3.1

- 3.1 Promote Work Based Learning (WBL) by Entrenching labour market oriented curricular and concepts of work-related Learning.

TASKS

Work with VET/school leadership and key stakeholders to increase access to internships and simulation labs:

- 3.1.1 Increase project-based learning where learners can work on projects from companies or experience other simulated work environments.
- 3.1.2. Increase school-based VET and increase focus on migrant and Roma youngsters; also increase links with companies.
- 3.1.3 Increase availability and access to school labs mirroring real life work conditions such as administrative and clerical platforms, kitchens, practice.
- 3.1.4 Ensure that youngsters of a Roma and migration background access meaningful work-related learning that transfers employability skills.
- 3.1.5 Work within your educational, social and employment partnerships to advocate for summer employment programs and job readiness training programs and thereby promote a diversity reflexive approach.



3.2

3.2 Strengthen Entrepreneurship Skills and Competences

TASKS

Work closely with school leadership and stakeholders to:

- 3.2.1 Increase knowledge on starting-up and running small business.
- 3.2.2 Strengthen competences of migrant and Roma youngsters in mathematics, accounting, book keeping, customer care, marketing, taxes, etc.
- 3.2.3 Increase knowledge on accessing capital and loans.
- 3.2.4 Increase strategies to link Roma and migrant young entrepreneurs to large businesses and their networks.
- 3.2.5 Entrench entrepreneurship concepts in language learning and online resources

EXPECTED OUTCOMES

- Increased exposure of migrant and disadvantaged Roma youngsters to the world of work and responsibilities, and opportunities for own skills development.
- Migrants and Roma demonstrate key competences, early career orientation social and civic competences obtained through access to meaningful and supervised internships.
- Decreased stigmatization of the vocational sector by target groups through experiential learning and encountering of benefits VET and pedagogical guidance.
- Increased social participation, economic inclusion and contributions of marginalized groups combined with decreased skills gap in an aging society.
- Increased coordination amongst agencies and key actors in vocational training and employment integration

(4) TIPS FOR UTILIZING RESEARCH AS A TOOL FOR PROMOTING INCLUSION AND SOCIAL VISIBILITY

INTRODUCTION

Working with internal and external stakeholders: conduct studies, collect, disseminate statistics and evaluate the ministries' funding metrics for disadvantaged schools; explore measures and strategies used in schools, companies and employment to facilitate internships for migrants and Roma students.

OUTCOMES

- Annual monitoring and reporting mechanism created.
- Increased institutional visibility and systemic integration of disadvantaged Roma and Migrants students.
- Research reports conducted on the overall and specific contexts of migrants and Roma students to reflect and address the specific inequalities amongst different groups.
- Increased societal knowledge of the achievement gaps amongst migrants, Roma and native born students and underlying causes.



(5) TIPS FOR MEASURING OUTCOMES AND PROGRAM DEVELOPMENT

MEASURABLE OUTCOMES

Because of implementing educational and employment partnerships:

- 5.1 Two or three Educational Chains equivalent programs exist in neighbourhoods and urban areas with large concentration of disadvantaged migrants and minority youngsters.
- 5.2 A coordinated structure of interconnecting programs and stakeholders exists for facilitating early career orientation for migrants and Roma and tackling multiple risk factors.
- 5.3 Coordinated measures and programs for tackling discrimination of migrants and Roma youngsters exist at the transition and access to apprenticeships. They are anchored at different levels of the educational systems through connecting schools with industrial actors, employment regimes, external stakeholders.
- 5.4 A coordinated structure exists for identifying and addressing unseen system intrinsic gaps that produce substantial inequalities and discriminatory effects for disadvantaged migrants and Roma learners (see Module I).
- 5.5 Increased awareness of the plight and potential of migrant and Roma learners exists and is combined with increased diversity reflexive focus within education and multi-sectoral cooperation.
- 5.6 Increased social and cultural capital, strengthened key competences amongst migrants and Roma are achieved through coordinated structure for developing quality cultural and sport extra curricular activities in poor neighbourhoods and schools.
- 5.7 A robust structure exists for tackling structural discrimination including policy and legislative processes that hinder participation in training and work.
- 5.8 A coordinated structure exists for developing public education about the contributions of migrants and fighting discrimination, racism and stereotypes.
- 5.9 A coordinated structure exists for working with the media to induce a positive representation of migrants and Roma in light of their societal and economic contributions.

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

8.4.1 Definitions, Rationale and Implementation

Just as curricular and labour market needs have not been aligned, conventional courses of second language teaching and learning have lacked a work-related focus. They have been linguistically oriented. 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 swifter integration into vocational training and the labour market. The importance of linking language learning for employment integration and language learning for inclassroom participation and basic daily life-communication is emphasized. The model of WBLL is based on the following central premises:

- The integration of migrants and Roma is essential for society.
- Work is central to their integration.
- Communication is central to modern work practices.
- The ability to communicate effectively at work is crucial for migrants, Roma, employers and wider society.
- Language competences are crucial for integration and societal participation as well as for classroom participation, vocational training and employment.
- Workers need to understand work, safety and quality issues, workplace rights and responsibilities.
- Workers need to participate in relevant social networks, access training, etc.¹²⁰

TIPS FOR IMPLEMENTING WORK-BASED LANGUAGE LEARNING IN YOUR CURRICULAR

- The first implementation method involves adjusting contents of language learning to fit the occupational requirements of different learners. This is done through incorporating basic occupational specific terminology on a theoretical and practical everyday level. The ESF-BAMBF work-based language learning model provides a solution here. It is a good practice example for in-classroom application. Here qualification modules are designed with a theoretical part that delivers the following:
 - Mathematical key competences.
 - Key competences in computer, text applications, internet, email, career orientation.
 - Training in job application documents and procedures.
 - Strengthening social, individual and workplace action competences. Learners are paired with social pedagogics and job coach assistants.
 - Teachers can also transfer system information or legal knowledge about how institutions in destination societies work, migrants and minority rights and obligations regarding access and participation in institutions: governments, health-care system, banks, social services (Module I).

¹²⁰ See: Language for Work. European Centre for Modern Languages. PREDIS added Roma to the discussion: <https://languageforwork.ecml.at/About/tabid/4035/language/en-GB/Default.aspx>

- In the second implementation method, the work place is changed into a learning place where migrants and minorities learn language on the job and acquire substantial language competences:
 - Learners absolve 3 company visits and 4 weeks internship.
 - 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. Sometimes workers have the technical know-how but lack verbalizing skills in a second language.¹²¹

8.4.2 Practical tips and guidelines for adapting the work-based language learning model to own praxis

ACTIVITY I: WORK RELATED LANGUAGE LEARNING

DESCRIPTION

Participants familiarize themselves with how to design work related concepts in curricular.

METHOD

Take some time to review and undertake following tasks: (1) Search the web for occupational specific language training videos. Split your learners into groups and ask each group to search for 3 different occupations and select the best videos as regards quality of pictures, clarity of words and links to praxis. (2) Participants copy links into word documents and email to trainers, themselves and other participants who volunteer email addresses. (3) 4. Trainers ensure to receive the emails and check out websites and copy links for modification of participants' further training.

¹²¹ See for example, Wilhelmine & Leineke (2014).

ACTIVITY II: WORK RELATED LANGUAGE LEARNING

TASKS

Familiarize yourself with the WBLL and incorporate concepts across curricular.

- Increase coordination with language teachers, VET trainers, employers and school leadership.
- Explore possibilities for using team teaching approaches with multidisciplinary staff to develop short videos with simple concise sector specific communication skills and terminology.
- Develop simple concise information for supporting on the job language learning.
- Assemble online work-based language learning resources and provide access to learners.
- Familiarize yourself with settlement information like housing, skills recognition bodies, training, prerequisites, etc.
- Assemble translation tools/resources. Where newcomers can access translation services.
- Undertake the sensitization of employers and company trainers about the evolving work-based learning model.
- Develop company networks for linking language students to internships.

OUTCOMES

Learners have acquired work related language competences, knowledge of basic sector-specific workplace communication and are linked to employers and online sector specific resources. Successful projects like the KIK online free course for nursing are explored and replicated. Online tools are known and can be accessed.

8.4.3 Job Search Skills as a component of work-related Language and Online Resources to Job Search Engines

This section aims to increase trainees' knowledge of the labour market and competences for effective job search. Teachers, trainers and other professionals develop and deliver 3 job search workshops in which learners and trainees learn about the job search strategies including how to navigate the complex web of resources for labour market search.

ACTIVITY I: WORK-RELATED LANGUAGE LEARNING THROUGH JOB-MONSTER ACTIVITY

TASKS

(1) Teacher, trainers and other professionals access one of the links below from Monster. They printout a job description of their choice which mirrors career interests of their learners. Learners are split into groups of four and asked to familiarize themselves with the contents of the job description and develop matching skill sets to present before a prospective employer in a job interview setting. The skills should meet the requirements of the job description. (2) In a second part, the different groups present before the class.

JOB SEARCH ENGINE: MONSTER

| Country | Online Links |
|----------|---|
| Austria | https://www.monster.com/jobs/q-austria-jobs.aspx? |
| Germany | https://www.monster.de/en/ |
| Italy | https://www.monster.com/jobs/q-italy-jobs.aspx? |
| Rumania | https://www.monster.com/jobs/q-romania-jobs.aspx? |
| Slovenia | https://www.monster.com/jobs/browse/q-slovenia-jobs.aspx |

ACTIVITY II: WORK RELATED LEARNING THROUGH SIGN-UP TO LINKEDIN

DESCRIPTION

Educationists or other practitioners organize a workshop in which they support learners, trainees and other newcomers to set-up a LinkedIn account.

METHOD

Trainers go onto the LinkedIn sign up page which is presented below and show the different sections, pointing out what is of crucial relevance. They demonstrate how to set up an account and explain data protection. They explain the benefits, and disadvantages, if any, and ask interested participants to setup an account during the session. Participants who do not wish to set up an account, demonstrate to the class how to setup an account. Participants write a basic resume and upload it. In a follow-up session, they improve their resumes and make short presentations that describe, what LinkedIn is, the benefits, disadvantages and the process of getting acquainted with LinkedIn.

TOOLS

<https://www.linkedin.com/company/sign-up-to/>

EVALUATION

Participants evaluate the exercise in groups.

SOURCE

LinkedIn

ACTIVITY III: WORK RELATED LANGUAGE LEARNING THROUGH JOB SEARCH ENGINES

TASKS

Participants are familiarized with the additional job search engines: Trainers go onto the job search engines presented below and show the different sections, pointing out what is of crucial relevance. They demonstrate how to apply for jobs under the different categories.

JOB SEARCH ENGINES


| Type | Online Links |
|---------------|---|
| Indeed | https://www.indeed.jobs/career/SearchJobs/ |
| CareerBuilder | https://www.careerbuilder.com/ |
| Simply Hired | https://www.simplyhired.com/ |
| Adecco | https://www.adeco.com/ |

8.4.4 How to Use Language as an Instrument for Enabling Equal Participation of All: The Plain Language

The perspectives and examples in this section are adopted and translated from the Video developed by the LpB under their series on diversity-E-learning Courses.



Language is a Central Instrument of Equality and Diversity: With regard to labour market integration, diversity is not only an approach that facilitates and actively supports inclusion through work time flexibility, childcare arrangements and barrier free environments, but also our language including what we say and how we say it constitutes an important diversity instrument. Sometimes important information may not be transmitted. Law texts, news, emails and letters can be formulated in complicated language, long sentences or abstract terms. Newcomers who are just learning the language may not understand. As a tip for overcoming this barrier use multiple languages. Through language you can improve the participation of different people and also simplify your own work.



Only those who clearly understand can
also handle effectively and only those
who know their rights can demand
their rights ...

Plain language is a very important instrument for enabling equal participation of all people and in the sense of the UN Convention for people with Disabilities. In response to the challenges posed by abstract language, plain language is gaining increased importance. It uses expression forms which are easy to understand and it makes texts easy to understand for all people, especially people who are just learning the language and people who have a language weakness.¹²² Some rules of plain language which will help you in practice:

- Only short sentences.
- Only one statement per sentence.
- Easy sentence constructions.
- No generative.

PRACTICAL TIPS

- Not accepting insults and offensive messages.
- Not accepting false or incongruent/inappropriate expressions.
- Using gender-justice oriented language. For example through use of gender neutral expressions, or naming both genders (dear ladies and gentlemen) or using solutions with stars, hyphen, or slash. This can be more easily illustrated in the German language (Die Bürger*innen, die Politiker/Innen; or instead of the statement 'signature of applicant' use only signature.
- It is important to pay attention to picture language since this can produce stereotypes. Picture language can also discriminate against specific people, evaluate or insult them. Ensure diversity in pictures which you work with in texts and even in flyers on websites.

¹²² See article II on inclusive Language : <https://www.lpb-bw.de/>



Structural Barriers can be changed through Changing Language: lpb emphasizes that language creates realities, our languages are constantly changing. The ways in which they change depends on our thinking and actions. According lpb Confucius postulates that changing official structures starts with changing language: A study conducted by the TU München found out that young women frequently do not feel addressed through job advertisements which are formulated for the male form such as in this example: «We are looking for a self-assertive, goal oriented, strong team player and independent worker»¹²³

8.5 UNIT IV CAREER GUIDANCE PART I

8.5.1 Activity for Strengthening Job Search Competences

ACTIVITY: JOB SEARCH SKILLS

DESCRIPTION

This activity is about strengthening jobs search skills, motivating and equipping learners with competences for navigating labour markets.

AIMS

Participants gain insights into how to entrench labour market oriented curricular through innovative creative methods.

DURATION

Approximately 30 minutes

¹²³ See Video titled 'Tips für die Richtige Sprache' delivered under the series on Diversity-E-Learning Kurse on the LpB website: <https://www.lpb-bw.de/>

METHODOLOGY

Participants work in groups of 4-6 partners. In the first part, they are tasked to develop and present effective job search strategies. Participants are asked to list six strategies, six online resources that provide information on jobs and training and 6 institutions that are key in supporting job search, career guidance and employment integration. Multi-coloured cards can be used for listing ideas. In the second part, participants volunteer to perform rap rhymes of their labour market research using what they have discussed as background knowledge.

REFLECTION

Reflect and Evaluate activity. Ask learners what 3 strategies they learnt and can apply.

SOURCE

<http://www.icebreakers.ws/small-group/crazy-job-interview.html>

8.5.2 Introduction to Career Guidance Competences

According to the BMBF, career guidance is the key to successful training and labour market integration.¹²⁴ Career guidance plays a paramount role in preventing early disengagement from education and training because it facilitates the early identification of potential risk situations and the early promotion of effective responses. Career guidance also plays a key role in 'supporting early school leavers' because it provides effective return engagement pathways which strengthens motivation for qualifications (Cedefop 2016). However, career guidance has been extensively ignored. As already discussed in the section on Work Based Learning, mismatches between labour market requirements and academic qualifications are common. These are understood here as manifesting gaps in career guidance of educationists. Many educationists who participated in trainings and Multiplier Events support this perspective because they said that they lacked career guidance tools. Through effective career guidance, learners and trainees can make educational and career choices that are better aligned with current and predictable future labour market opportunities. These issues will be concretized in this section.

¹²⁴ <https://www.bmbf.de/en/the-german-vocational-training-system-2129.html>

8.5.3 How to Support the Institutional Recognition of Skills and Qualifications

'Roma & migrant youngsters' 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 demotivates 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 in their occupational sectors. The non-recognition of qualifications and non-formal prior learning presents significant barriers to employment integration. Certificates which show proof of qualifications of migrants and refugees are often missing due to migration, displacement, flight and the destruction caused by wars. To overcome structural barriers and to achieve more social justice in the area of employment and social integration, it is imperative to provide equal opportunities for participation. Essential here is recognizing and validating formal and non-formally acquired competences of migrants and Roma. The mobility experience of migrants and refugees should also be utilized. By making visible these competences through qualifications or certification processes, the disproportionate inequalities encountered by migrants and Roma are addressed. Formal qualification can be fostered through developing programs for fast tracking those migrants and refugees who already display sufficient skills, knowledge and competences in respective areas. The fast tracking should enable them to meet the existing comparable standards. Quality assurance and standards should be maintained (Seukwa 2013, ERASMUS 2016).

8.5.3.1 *Implementing Validation in Everyday Teaching and Learning*

European Guidelines for Validating Non-formal and Informal Learning: The New Skills Agenda for Europe, June 2016, describes the increased importance of validation, and recognizes that individuals should be enabled to utilize their full range of knowledge, skills and competences for employment and further learning. This includes competences gained through formal, non-formal and informal ways. These skills should be made visible, recognized and attributed value which makes them fruitful for employment and increase their employability. CEDFOP has published a manual with guidelines for validation to orientate institutions, stakeholders and individuals wishing to implement validation.

WHAT TEACHERS AND VET TRAINERS CAN DO TO FOSTER VALIDATION

- **Concrete Steps:** Before explaining implementation, it is essential to describe the steps involved. According to CEDEFOP, four stages are typically involved: identification, documentation, assessment and certification. Educationists will most likely deal with the first three stages in their everyday practice. Certification is sometimes not possible because in some situations, institutions, especially in adult education, are not entitled to award formal certificates. In other cases like higher education, certification

is sometimes not performed where validation can lead to obtaining access to formal education. The four stages of validation are important because they make the process more flexible and adaptable to individual needs (CEDEFOP 2017).

- Implementation: One way to implement validation in everyday teaching and learning is to provide trainees and learners with opportunities to demonstrate what they already know and can do (Validation). Educationists are then able to document, assess, recognize and place learners in relevant learn and training levels. Do learners need additional training in a certain area? Are they more advanced in a specific area and require exemption from specific classes? Do they need credits for existing competences? Where certification is needed, educationists can better link learners to their institution's processes for recognition and validation. In addition, educationists can support learners to identify their previous non-formal and informal learning and qualifications and organize their portfolios for institutional validation.



Figure 21: Validation. Giving youngsters the opportunities to demonstrate what they already know and can do, attributing value to it to increase youngsters' targeted training and or employability.

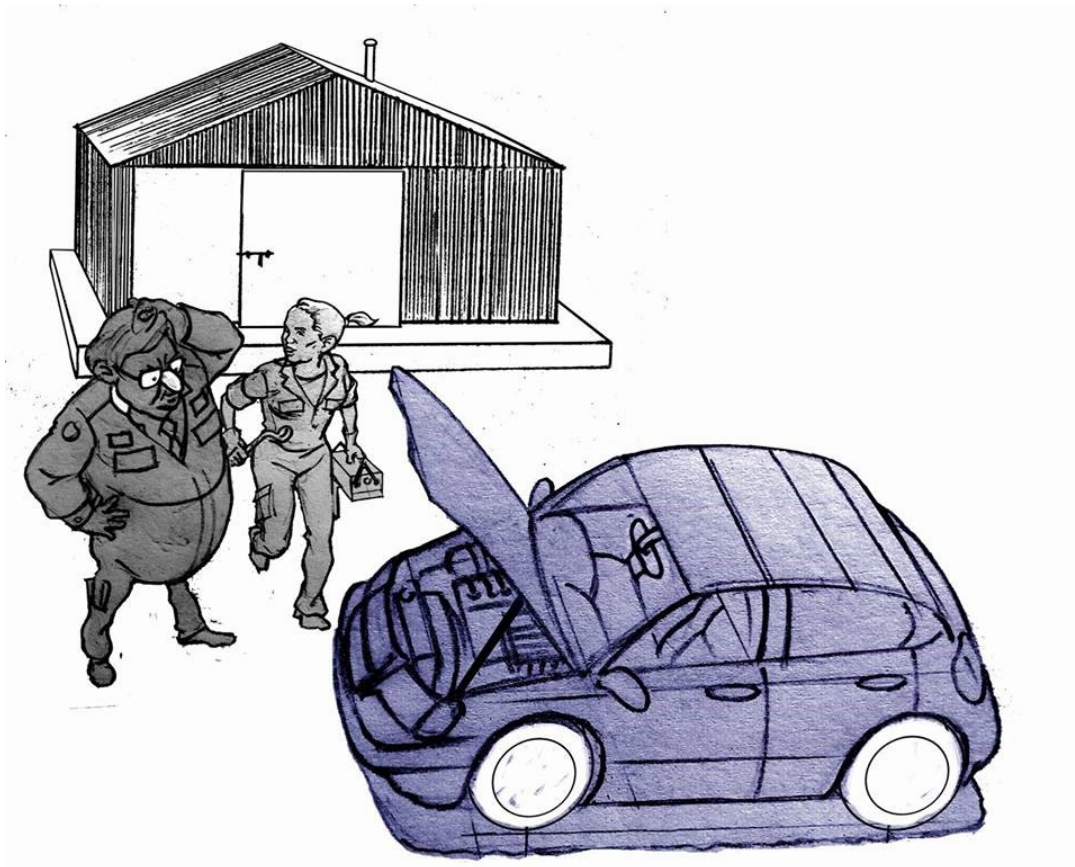


Figure 22: Validation in Everyday training and learning environments is giving youngsters the opportunities to demon-strate what they already can do, attributing value to it to increase targeted training and or employability.

BROKERING EXPERTISE

LINKING LEARNERS TO SUPPORTIVE SYSTEMS

As an educationist or practitioner, you may not always have the required expertise to support youngsters. But it is important to know where the expertise and the key resources are, where to find them and how to link youngsters to these support systems. You will play a key role in the brokering of expertise (see Module IV).



Figure 23: Demonstrating some of the ways of how to broker expertise.

8.5.3.2 Online Tools with Key Information that Supports Career Guidance

Educationists and trainers as key players and the first contacts in the chain of employment processes need centralized access to key career guidance tools. Some solutions have been developed by the European institutions in form of online supportive tools, which will constitute an important part of your employment counselling skills. In addition, essential for career guidance is in-depth knowledge of local labour markets (key information, occupational profiles, trends and patterns regarding the growing and shrinking sectors). Equally important is knowledge of local educational providers, language providers, interpretation services, funding availability, diverse eligibility requirements, employment agencies, qualifications recognition, assessments and validation processes, etc. The section below presents a series of online resources with a host of relevant information and links to programs and measures that can support you to link trainees and learners to key support structures and resources. The tools for enhancing validation and qualifications' recognition are presented first, followed by the general tools for supporting labour market integration.

8.5.3.3 The European Credit System for Vocational Education and Training (ECVET)

European Credit system for Vocational Education and Training (ECVET) is a key tool. Its aim is to:

- make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries – such that they can count towards vocational qualifications;
- increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer;
- increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge;
- make it more attractive to move between different countries and learning environments.

The ECVET lists the phases of the validation process for non-formal and informal learning with regards to achieving a qualification. It fosters the following:

- Identification of knowledge, skills and competences developed by individuals during voluntary activities, in a family or work environment or during leisure.
- Documentation of these learning outcomes through the collection of evidence such as descriptions of previous working activities, development of a portfolio or assessment.
- Validation of these learning outcomes against standards, referential or list of expected learning outcomes.¹²⁵
- Award of a qualification or part of a qualification (recognition of learning outcomes).

ECVET facilitates this process because it:

- Describes the knowledge, skills and competences required for a qualification and the associated units, which makes it easier for the competent institution to identify what learners' have already achieved in comparison to what is required in view of a qualification.
- Enables learners to achieve some units through validation of non-formal and informal learning and others through formal learning.
- Facilitates the documentation of learning outcomes achieved through the use of tools such as personal transcripts.
- Enables learners to achieve qualifications partly by having non-formal and informal learning validated and recognized.



Further reading on ECVET TOOLS Addressing VALIDATION Processes:

- <http://www.ecvet-secretariat.eu/en/faq-page#t6n984>

¹²⁵

For a description of learning outcomes see <http://www.ecvet-projects.eu>

8.5.3.4 CV Elaboration Tools: Europass

The EUROPASS aims at making non-formal and informal learning (such as personal abilities, qualifications and competences) visible and communicable to both the bearers (trainees and Learners) and to the employers in an effective way. Concretely, the online tool is designed to: (1) help job and training seekers present their skills and qualifications effectively and clearly and (2) help employers to understand and compare skills and qualifications of the work force. Trainers, teachers and practitioners can use resources from this link to teach CV elaboration and self-marketing skills to youngsters. In particular, they need to familiarize themselves with the five documents of the Europass. They can also familiarize learners with the resources by linking them to the website and the sections below. The five transparent documents of the Europass are: Curriculum vitae, Language Passport, Euro Pass Mobility, Certificate Supplement, Diploma Supplement:

- The Curriculum Vitae (CV) helps job and training seekers to present their skills and qualifications acquired through both formal and non-formal learning; Using the Europass online editor, examples and tutorials, users can create a cover letter online which can be attached to the CV and copies of qualifications, employment certificates, etc.
- The Language Passport provides a comprehensive description of language skills.
- The Europass Mobility is a record of knowledge and skills acquired during a placement or a training in another European country;
- The Certificate Supplement describes the content of training programs (knowledge and skills acquired, validation, certification level, legal framework). It complements the information included in official certificates;
- The Diploma Supplement issued to graduates of higher education, describes the nature, level, context, content and status of the studies.



Further Reading on Europass and on CV Elaboration Tools:

- <http://europass.cedefop.europa.eu/>
- <https://europass.cedefop.europa.eu/documents/curriculum-vitae>

8.5.3.5 European Qualifications Framework (Eqf)

The EqF is an important link to have in the career guidance portfolio. The EQF provides centralized information on institutions mandated for official recognition of qualifications and diplomas. A data base of regulated professions is also provided. Some basic requirements for recognizing qualifications and training in some regulated sectors are listed. Trainees and prospective employees can partly independently evaluate their eligibility based on this information. Educationists can link learners and trainees to these links. The framework also provides information on validation of non-formal and informal learning. The EQF mainly functions as a translation instrument which aims to make national qualifications systems and frameworks more readable and comparable across Europe. This should promote workers' and learners' mobility between countries and facilitate their lifelong learning. It is composed of eight reference levels described in terms of learning outcomes to allow any national qualifications systems, national qualifications frameworks (NQFs) and qualifications in Europe to relate to the EQF levels. For further information on recognition on international qualifications, see: <https://ec.europa.eu/ploteus/en>

8.5.3.6 European skills, Competences, Qualifications and Occupations (ESCO)

ESCO - European Skills, Competences, Qualifications and Occupations intends to strengthen career guidance and employment integration support skills. The development of the ESCO tool is still underway. This tool will enable educationists and trainers to understand and recognize the skills and qualifications requirements for different sectors. They will be enabled to assess learners' existing skills, knowledge and competences against labour market demands. They will also be able to identify further training needs, and hence increase learners' employability. Moreover, educationists will be able to read occupational trends and outlook regarding skills in demand and thereby provide more effective career choice guidance. The ESCO will list occupational profiles with corresponding occupational specific skills descriptions and occupational specific terminology. This will help educationists to more effectively design labour market oriented curricular and learners to effectively document and present their qualifications to employers. For the reflection of own role while the ESCO is still undergoing construction, you could work individually or in collaboration with other staff, employment and social agencies to assemble relevant key resources and links. You can make your map accessible online for other staff to use. The map of resources can continuously grow through input of multi-professional staff. Further reading: <https://ec.europa.eu/esco/>

THE MYKEY FOR LEARNERS

MyKey is a tool which has been developed by the NoN-For-Les project, University of Hannover. It can be used by youngsters themselves to identify, organize, document and evaluate their non-formal learning activities. Youngsters can familiarise themselves with their skills profiles and build confidence and motivation. The skills profile can also be made accessible to evaluation methods of the teachers and the schools. Hence it is a tool that teachers and VET trainers can directly use in the class-room and as part of career guidance and skills assessment.

ONLINE TOOLS FOR LINKING LEARNERS TO RECOGNITION AND VALIDATION BODIES

- EQF – Centralized Information for Official Recognition of Qualifications:
<https://ec.europa.eu/ploteus/en>
- ECVT, European Credit System for Vocational Education and Training (ECVET):
<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)
(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)
(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>

TOOLS ON INTERNSHIP, TRAINING OPPORTUNITIES, JOBS AND CV

EURES

EURES, provides information on internships and job market opportunities. Internship and job seekers can open an online job search account, where they can make and upload their CV and make it available to job seekers, they can also receive internship and job postings and access links to career advisers. Further reading: <https://ec.europa.eu/eures/public/homepage>

PLOTEUS

The Ploteus online link, provides information on training opportunities and qualification across Europe, which mirror European and national frameworks. The website enables direct comparison of national frameworks which support assessments of mobility for career guidance. Further reading: <https://ec.europa.eu/ploteus/>

EU SKILLS PANORAMA

The EU Skills Panorama, provides access to information on skills per sector. Further reading: <http://skillspanorama.cedefop.europa.eu/en>

8.5.5 BiWi- Berufsinformationszentrum Der Wiener Wirtschaft / Career Information Centre of The Viennese Economy

The BiWi- berufsinformationszentrum der Wiener Wirtschaft/ Career Information Centre of the Viennese Economy is a good practice example which can be adjusted and adapted for orientation. It brings together a broad range of skills deployed in career orientation counselling and employment integration workshops.¹²⁷

¹²⁷ CEDEFOP (2016a).

CAREER INFORMATION CENTRE OF THE VIENNESE ECONOMY (BIWI)

DESCRIPTION

The Biwi as a career guidance and information centre provides youngsters with an inside look at the working world with the aim of guiding them in finding the right vocation through the help and engagement of all interested stakeholders including parents, teachers, schools and businesses.

METHODOLOGY

Methods involve delivering practical career information and well-tailored services aimed at three main targets: (1) Individual clients (mainly youngsters), (2) Professional clients and (3) teachers, schools, parents of their students.

SERVICES FOR INDIVIDUAL CLIENTS/YOUNGSTERS

- Career Guidance Information: Clients of all ages obtain valuable information on potential education and career pathways based on their interests and needs. Clients are required to develop an interest profile through a computer-based Q & A tool (questions and answers). Clients find information on company profiles and job descriptions of more than 1600 professions on the extensive databases and well-stocked libraries.
- Individual Professional Briefing: Clients who have developed an interest profile meet with career counsellors to discuss educational interests and career opportunities and receive personalized advice and guidance.
- Application Training: Career counsellors talk with and provide hands-on support to students who are about to complete their compulsory schooling and want to join an apprenticeship. Topics include: preparing for a job interview, preparing and completing documents required for a proper application, how to find apprenticeships that match the interests of the client, how to behave in a job interview.
- Orientation Checks: Individual clients receive support in choosing the right training paths and in helping them identify their own interests, strengths and weakness using:

- Interest profiles: This computer-based O & A tool check is used for identification of the individual clients' vocational interests.
- Basic Startup Check: This industry independent check aims to determine the strengths and weaknesses of the individual client in terms of practical arithmetic and number skills, German, reading comprehension, concentration, power of observation, logic and English.
- Startup Check Modules: Customized Startup Check Modules are deployed in order to determine the strengths and weakness of the individual clients in fields different from those covered by the basic respective check (i.e. technology crafts, creative arts, office and organization, etc.)

SERVICES FOR TEACHERS AND SCHOOLS

- BiWi delivers career guidance by scheduling class visits to its premises. Class visits involve the teachers and students and BiWi counsellors. Criteria that students should employ while choosing a profession are introduced, followed by the co-development of suitable educational and career pathways with the students. After creating an interest profile with the support of teachers and BiWi counsellors, students have the opportunity to acquire valuable information on training paths and occupations of interest through the library and folders developed by BiWi professional clients.

OTHER SERVICES

- Parent-teacher Conferences: Conferences targeting parents and teachers are organized at the premises of the BiWi with the aim of presenting comprehensive career guidance and information services of the centre.
- Occupational Taste: Young individual BiWi clients have the opportunity to taste the real working conditions of their occupation of interest by participating in non-hazardous everyday activities. The duration for the work experience is limited to five days and students cannot exceed a total of 15 days per calendar year. The interests of the taster and the company are safe guarded through a written agreement.
- Industry Presentations: Events are organized where occupations are demonstrated by professionals in the form of living workshops. Students, parents and teachers, other participants such as politicians and professionals from the various occupational fields, etc., test themselves in various activities and professions while also interacting with a broad range of professionals ranging from apprentices to masters.

8.6 UNIT V: CAREER GUIDANCE (PART II)

8.6.1 How to Systematically Conduct Vocational Counselling

This practice-based section provides tips on how to do vocational counselling. It widens your scope of skills. The focus is on conducting employment assessments, identifying your learners hidden and explicit competences, supporting youngsters to showcase their skills and identifying training and career pathways.

Flow of the Section

The section will first present a brief theoretical introduction which concretizes what should constitute the learning outcomes of career counselling. Second, an activity follows in which professionals, practitioners and youngsters practice how to identify and present their skills and knowledge. The third part presents practical guidelines for career counselling. The fourth part presents Kübler Ross's model which enables professionals to effectively identify and effectively respond to the emotional phases of employment search. Youngsters and other job searchers should be able to identify own professional skills, non-formally and informally acquired competences, talents, and strengths on one hand and on the other hand the job requirements. The ability to combine both is important as this enables youngsters to sort out their personal suitability regarding the educational and vocational options available. Youngsters should be able to translate information about self, educational opportunities and the world of work into short-term and long-term career goals. This means that 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. What's more, one must develop career adaptability to be able to take advantage of opportunities as they occur; identify alternative occupations when current employment or employment goals are in jeopardy; overcome self-defeating behaviours, gain self-confidence and learn life skills.¹²⁸ In the Canadian model of employment counselling, the competence areas unfold into four dimensions which provide a systematized approach to career guidance (ibid). A presentation of the steps in employment counselling below is based on these dimensions.

8.6.2 Activity for Identifying Informally and Non-formally Acquired Competences

In employment counselling, it is important to differentiate between the knowledge and skills which are needed for task accomplishment in the various employment sectors. Knowledge can be constituted in terms of qualifications while practical skills can be demonstrated through practical training and work experience. As already stated, youngsters need to self-explore and recognize their formally, informally and non-formally acquired knowledge, competences and skills and link them to employers' requirements, training and internships (skills acquisition). Reflexive Example: Knowing how to drive a car (theory) is different from being able to drive (practical skills).

¹²⁸ International Association for Educational and Vocational Guidance (IAEVG) Strategies for vocational guidance in the twenty-first Century: (No date) Online available from UNESCO ORG: <http://www.unesco.org/education/educprog/tve/nseoul/docse/rstratve.html>

ACTIVITY: IDENTIFYING INFORMAL AND NON-FORMALLY ACQUIRED COMPETENCES, SKILLS AND KNOWLEDGE

AIMS

This activity helps learners and professionals to differentiate between skills, knowledge, competences and their functions using the EU's definition of Key competences within the lifelong learning framework (Module IV).

DESCRIPTION

Participants explore roles played in life and what skills they have acquired.

METHODS

- First, learners or professionals in groups consider and discuss answers to the following questions: What is the difference between skills and knowledge? Where do we obtain our skills from? What is the difference between a task and a skill?
- Second, after completing answers, learners or professionals in groups undertake the following two exercise: (1) Discuss 3 different roles you play in your life, the responsibilities and the tasks they require. (2) Imagine that you or your group has to sell woollen socks for a fundraising event of your institution. What tasks, responsibilities and skills will you use?

FURTHER GUIDANCE

- Knowledge is the information, facts and comprehension you have about things.
- A skill is what you can do or the ability you have to do something.
- Skills (technical know-how) are acquired through different life roles in the various formal and non-formal settings of our lives.

FURTHER GUIDANCE

- Some skills are transferrable such as communication, presentation skills, basic literacy and numeracy, care, organization, scheduling, time management, dealing with people, hands-on, etc. Participants should be enabled to identify their transferrable skills.
- Tasks for selling woollen socks at a fundraising event include planning tasks, resources and the strategy for acquiring them. This includes finance, accounting and production (knitting woollen socks or collecting them from donors). Furthermore, tasks include marketing, distribution and customer service.
- Your group uses a combination of their knowledge and skills to accomplish these tasks.
- Competences as defined by the EU framework refer to a combination of knowledge, skills and attitudes (see EU framework module IV). Attitudes are centrally involved in team work and customer care.

8.6.3 How to Systematically Conduct Vocational Counselling

The first step in supporting job search skills of job searchers is conducting skills assessments in order to understand the employable strengths and gaps of the job searcher and the areas where your support is needed. Four employment skills dimensions are identified: (1) Career Decision Making, (2) Skills Enhancement, (3) Job Search Skills and (4) Job Maintenance Skills.¹²⁹

- 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 the job searcher has a clear occupational goal and the results determine the required supports, measures and next steps in career guidance. For example, 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 own professional interests and list three occupational choices according to their priority. Of principle importance, job searchers must identify the long-term goal and the short term goal. The trainer may assist through interviewing or group activities. The purpose is to bridge the long-term and short term goals. Job searchers are enabled 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 short-term goals (occupational paths) they can pursue in the meanwhile in order to reach their ultimate goal. For support and guidance, learners in groups or as individuals are tasked with exploring different occupations through researching online

¹²⁹ Compare the Canadian Model for Assessing Employability Skills in CEDOFOP: 2016b, P. 10.

occupational classification platforms and group activities. They discover and compare occupational outlooks and statistics on different occupations and compare them with their interests and competences. Participants are also familiarized with occupational and training prerequisites as well as career pathways that can lead to an ultimate career goal.

PRACTICAL EXAMPLE OF OCCUPATIONAL BRIDGING: HOW TO LINK SHORT TERM AND LONG TERM OCCUPATIONAL GOALS

Let us take an example of a prospective trainee whose ultimate goal is to work in healthcare as a nurse. However acquiring the essential language competences and course prerequisites requires three years. The prospective trainee who finds this pathway too long and costly opts to work as a trained elderly caregiver in healthcare. This would constitute an occupational bridging pathway. It would enable them to acquire relevant nursing skills, familiarize themselves with clients' needs and the occupational culture while earning income. The qualifications and experience acquired formally and informally would be recognized in the nursing course. The trainee would experience a shorter and less expensive nursing course. The role of career guidance therefore is to present a variety of options and their benefits in order to help prospective trainees make informed choices.

- **Step II - Skills Enhancement:** Once the educationist or career counsellor establishes that the learner has an established career goal but lacks the necessary technical skills, or if their skills are not evaluated nor recognized, they are ready to attend specialized employment counselling or employment workshops which focus on skills, education and training. First, participants individually or in group activities learn to identify their own skills and abilities acquired through study, work and life experiences. This includes formal, non-formally acquired skills and transferrable skills. Afterwards, participants are tasked to develop their individualized skills profile and are provided with a generic list of occupations with a description of corresponding occupation specific terminology. Second, learners whose educational qualifications are not yet institutionally recognized are linked with assessment and validation bodies. All participants 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 could 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 job searchers' competences for navigating the complex terrain of the labour market information regarding available occupations, required qualifications, skills, etc. Job searchers are taught how to write resumes that correspond with employers' language and interests. During training, job searchers are also taught job interviews skills which they practice. Training focuses on strengthening their presentation skills and teaches about unarticulated labour market customs. Networking abilities are strengthened. Here, information sessions with representatives from business and industry are organized. Basic things such as personal grooming are also taught. Learners make their own contact/business cards using available Microsoft programs or online tools. Learners search the web for potential employers and make cold calls to find out more about companies and employment prospects. Teamwork and generic competences like reliability, personal initiative, time management, innovation are discussed in groups and demonstrated through examples and activities. Sometimes 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 grooming), and how to access the 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. Even basic things like hygiene are addressed as central components (see critically *ibid.*).

8.7 HOW TO ADDRESS THE EMOTIONAL DIMENSIONS OF EMPLOYMENT SEARCH

Two models are widely applied in supporting job search and employment integration – in a context of new settlement. These are respectively the Kübler Ross Grief Curve for Employment Counseling and the Settlement Adjustment Counseling Model.

8.7.1 Kübler Ross's Grief Curve for Employment Counselling

Educationists should familiarize themselves with Kubler Ross' grief curve. It was first developed in psychology and nursing with dying patients. The framework focuses on emotional aspects of loss, structures these in order to address them. Now, it is also applied to employment counselling in the context of unemployment. Kübler Ross identified five stages of grief which individuals experience in contexts of loss. These are Denial, Anger, Bargaining, Depression and Acceptance. In employment counselling, one encounters youngsters and clients dealing with job loss on a daily basis. Job loss takes an emotional toll on job seekers. Kübler Ross' grief stages enable employment counsellors to identify the different stages of grief and respond effectively during the different curves. The different stages are very crucial to the success of job search and

employment integration. It is important to be able to identify the stage when the job seeker is ready. Here you offer full support. This usually occurs during the Acceptance Phase. Timing is crucial in terms of interventions. The stage of acceptance is an important phase to recognize as prospective target groups are beginning to emotionally climb uphill. Apart from that, prospective trainees and job seekers are enabled to work through the different stages of emotions (job loss or job search). Structured group activities are implemented in which participants get to know other people in familiar situations and encounter social support and a different routine. Necessary is ingraining a positive outlook and opportunities for exchange of experiences with participants in similar situations who managed to succeed. Kübler Ross is even more crucial for migrants and minority disadvantaged groups who experience multiple losses, barriers and complex emotional transitions (To read about Kübler Ross Grief curve, see Kübler Ross: 1969).

8.7.2 Applying the Settlement Adjustment Counselling Model

To support educational, social and economic integration of new migrants, another model is helpful because the emotional stages are different. The Box below gives practical tips and guidelines.

STAGE ONE: PARTY

The Party: Newcomer is having a blast! Everything seems so interesting. They are meeting new friends and everything is going smoothly.

STAGE 2: SHOCK

The novelty has worn off and some problems are arising. Suddenly the new comer is having trouble with school, food, dress, language, money. All the simple daily tasks seem so complicated and different from back home. They start getting homesick and complaining about this new home.

STAGE 3: NEOGIATION

The new comer learns to start dealing with the unfamiliar ways of their new home. Their communication skills start improving. The customs and beliefs of their new home start becoming clearer. Finally, things are looking more optimistic as they begin to settle in.

STAGE 4: STABILITY

They have adjusted well to living in this new environment. They have accepted and understand the way of life and no longer feel out of place and unhappy.

8.8 UNIT VI SPECIAL MEASURES: GENDER AND ROMA SPECIFIC ASPECTS

8.8.1 Gender Differentiated Approaches

Gender roles and gender hierarchies may interact differently with minority and migration status. Female learners of a Roma and migration background are frequently constrained in performing care roles of the family's domestic sector in order to support their families lacking access to basic welfare or to facilitate family members' employment engagement. Female youngsters of a Roma & migration background typically, spend much more time in overcoming barriers to employment. However, some feminized occupations like nursing and dental care support, in some countries like Germany are age selective. This often marginalises female youngsters from sectors in which they are more inclined to best succeed. Whilst encountering barriers from feminized occupations, these female youngsters may also face marginalization in the male dominated sectors of employment.¹³⁰

It has been pointed out that male youngsters are today more impacted by early school leaving and that they tend to be outperformed by girls (OECD 2012). Male youngsters may encounter male specific stereotypes and forms of discriminations which differentially marginalize them. The feminization of the healthcare sectors with the associated stereotypes limits the occupational choices of youngsters struggling with occupational stereotypes, despite availability of job opportunity. Some implications for practice are that employment and educational partnerships will work towards:

- Developing pedagogical concepts for sensitizing trainers, teachers, learners, employers.
- Harmonizing family and work through part-time flexible training programs, childcare and work arrangements that allow for the participation of youngster parents of a Roma and migration background.

8.8.2 Tailored Labour Market Integration of Roma Youngsters

The consortium developed innovative approaches and programs for addressing specific risk factors underlying poor participation of 'Roma' youngsters. Examples which can be implemented with stakeholders include:

- Developing a step by step approach to vocational education and employment integration by developing work-based learning in early school years and linking this with outreach education/innovative home schooling. Australia provides a good example of outreach and home schooling approaches.
- The innovative concepts should include projects that transfer competences in entrepreneurial skills, crafts, cloth making, weaving, music, transversal skills. Necessary here is developing a marketing strategy that links the Roma youngsters' products to special business communities like FAIR TRADE. The expectation is that this will raise awareness of the plight of Roma people while at the same time, Roma communities will experience the rewards of skills acquisition and through this, change their perspective on employment, education and vocational training.

¹³⁰ For further references, see PREDIS Needs Analysis Report (2016).

- Furthermore, it is necessary to explore traditional ways of learning of Roma communities and build on this to develop innovative methods. At the university level, specific teacher training and social work programs should be developed with a Roma and outreach focus.
- It is also essential to work with Roma communities to identify incentives for parents that can compensate for absences of their children while they participate in school.
- It is essential to take schools to Roma communities as the example of school caravans in the past demonstrates.
- Finally, it is important to build relationships with key community leaders and other significant and socially acceptable community actors and create a framework of approaches that are culturally sensitive and effective.
- Also, it is necessary to undertake international comparative studies with regions like Africa where resistance to girl education was historically overcome.
- In addition, it is necessary to develop social infrastructures by working closely with Roma communities and their representatives to clarify goals and objectives of planned services and to allow for dialogue with broad based discussion, clarification and feedback loops.


Interviewed 'Roma trainers' added the following:

- Adapting and differentiating school curricular and providing intensive courses that help Roma students who left with their parents to work in other places retain their knowledge and utilize it when they return to school; Enable Roma students to attend school in their new and constantly changing areas of settlement. So far this is hindered.
- An efficient cooperation between teachers, parents and local authorities that are responsible of social inclusion ought to be created.

8.9 LITERATURE

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CHAPTER 9:

MODULE VI -

SUPPORTING DURING TRANSITION

9.1.1 Review of the Summary of Risk Factors

INTRODUCTORY REFLEXIVE ACTIVITY

Teachers, trainers and practitioners in groups or alone consider some of the challenges faced by disadvantaged learners of a migration and minority background with the help of the pictures below. They think about some of the measures they can develop to address the presented challenges and share their ideas.



Figure 24: Getting Started. Reflecting Concrete Challenges and Effective Measures.



The first year of VET is very difficult without any support systems because some of us live alone without schooled guardians unlike the lucky students. In order to make it, we need extra support in subjects like mathematics and language

Figure 25: Getting Started. Reflecting Concrete Challenges and Effective Measures.

I'm here for vocational training but so far it is just theories — hardly any practice. My aim is to find a job and work. I'm good with the practical work

I'm doing nursing which I practiced before migrating here. My VET course lays much emphasis on language, complicated as it is yet patients use basic communication. We need more work related concepts like greeting, description, prescription and body assessments



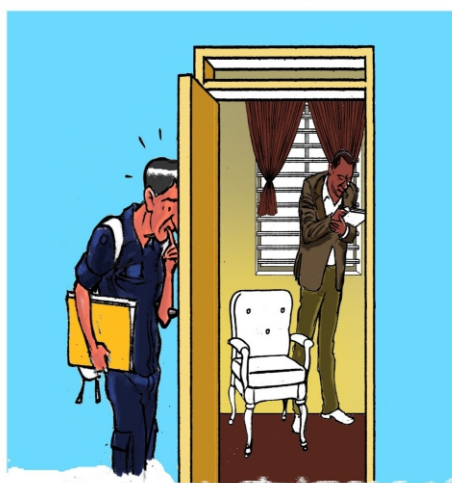
I've never had any internship before and I find everything new and difficult. Processes and routines are taken for granted and not explained. My inquiries are just rubbished

Figure 26: Getting Started. Reflecting Concrete Challenges and Effective Measures.




Knowledgeable and experienced as trainers may be, they sometimes use complex ways and difficult language to explain contents

Figure 27: Getting Started. Reflecting Concrete Challenges and Effective Measures.



**Trainees are supportive if help is sought and interest shown
Due to particular backgrounds however some pupils are shy or have issues with seeking help and are left behind.
Eventually the students lose interest.**

Figure 28: Getting Started. Reflecting Concrete Challenges and Effective Measures.



Amongst other things, this section handles what educationists can do in the classroom and in the school in order to support learners against ESL. This module presents risk factors with their corresponding interventions. So far there has been a disconnect between risk factors and interventions. Bullying is a major risk factor for ESL and a challenge in schools. Part 1 of this module will start by presenting the No Blame Approach and the Farsta Approach as practical methods which have been tested and have worked in effectively addressing bullying in schools. Part 2, presents practical methods for conducting educational needs assessments for disadvantaged learners as well as planning, designing, implementing and evaluating interventions. Amongst other things, Maslow's framework is presented and its application in educational assessments discussed. Part 3, will handle the risk factors of ESL and concrete ways of handling.

9.2 PRACTICAL METHODS FOR EFFECTIVELY ADDRESSING BULLYING AND PREVENTING VIOLENCE IN SCHOOLS AND VET INSTITUTIONS

9.2.1 Objectives

Bullying is a major risk factor for ESL. It must be addressed in order to create welcoming communities with safe school environments and prosocial factors that are conducive for school completion. How can professionals concretely handle? Some effective solutions have been developed here. This unit presents central ideas of tested, successful approaches and practical action strategies that teachers, social pedagogics, trainers and practitioners can easily implement. The unit consists of a theoretical and practical part.

9.2.2 Structure of the Unit

This Unit is divided into three sections. The first section presents the No Blame Approach. The second section presents the Farsta Method which can be applied in case the No Blame Approach has not succeeded. The third section presents tips on how to recognize bullying. Also presented are important remarks on terminologies.

9.2.3 The No Blame Approach to Bullying

This section handles the following themes:

- Background, origin and success of the No Blame Approach
- Definition of Bullying
- The System Approach and Bullying as a System
- Practical Implementation of the No Blame Approach- The three steps

9.2.3.1 Background, Description and Central Ideas of the Approach

The No Blame Approach was developed by Barbara Maines & George Robinson.¹³¹ It has a huge success rate in Europe. In Germany for example, the success rate is by 87.3%. This has widely promoted its application as a good practice in the variety of learning and training contexts.¹³² This presentation of the No Blame Approach is mainly based on the theoretical concepts and guidelines for implementation in educational practice as described by the No Blame Approach Organization and inspired by Heike Blum & Detlef Beck (2012).¹³³

The No Blame Approach does strictly not apportion blame. Instead, it uses problem-solving to stop the bullying.¹³⁴ The No Blame Approach aims at helping the actors of bullying (protagonists) develop empathy for those who experience the effects of their bullying. The protagonists voluntarily change their behavior as a result. They are encouraged to do this with the aid of a support group facilitated by a teacher.¹³⁵ A simple and constructive approach to change is implemented in which young people are supported and challenged to stop aggressive behaviour. Both the actors and the affected students are strengthened.¹³⁶

9.2.3.2 Definition of Bullying

Bullying among learners consists of the following:

- The aim to systematically humiliate, demotivate and harass another.
- Every form of violent action (non-verbal, verbal, physical, property damage).
- Attitudes and actions exercised constantly against one and the same person.
- Attitudes and actions that take place repeatedly and over a longer period.
- A group phenomenon.
- Extreme power imbalance.
- Attitudes, actions and social contexts that leave those affected little opportunity to free themselves from these situations.¹³⁷

¹³¹ Maines, B. & Robinson, G. (1991): Don't beat the bullies!. Educational psychology in practice, 7(3), 168-172.

See also Maines, B. & Robinson, G. (1992): The No Blame Approach. Bristol: Lucky Duck.

¹³² Heike Blum & Detlef Beck (2012: 58-59).

¹³³ See the No Blame Approach Website: <https://www.no-blame-approach.de/schritte.html>

¹³⁴ See *ibid.*

¹³⁵ See The Kids Matter Website: <https://www.kidsmatter.edu.au/primary/programs/no-blame-bullying-prevention>

¹³⁶ Heike Blum & Detlef Beck (2012: 56).

¹³⁷ Heike Blum & Detlef Beck (2012: 43-50): The No Blame Approach Website: <https://www.no-blame-approach.de/schritte.html>

9.2.3.3 *The System Approach and Bullying as a System*

- The Systemic Approach: Due to the complex factors and the multifaceted nature of dynamics involved, the frequently applied classic lineal interpretation scheme which focuses on culprits and the innocent has frequently not resolved bullying. Neither have the underlying blaming and punishment approaches succeeded. Instead, they have usually intensified the situation. Effective measures must involve the multiple actors and dynamics in a system: The No-Blame Approach adopts a systemic approach. This means that bullying is not viewed as a person dependent phenomenon but as an interplay between different factors and involved persons. The systemic perspective broadens the scope of understanding because it allows for a perspective on conditions under which bullying emerges and under which bullying develops its complex and dynamic structure. Subsequently within the systemic approach, the interventions aim at diffusing mobbing problematics (Heike Blum & Detlef Beck 2012: 43-50).
- Bullying as a System: Mobbing involves not only actors and co-actors. All students are affected including those who know about it but do not do anything about it, those who like to help, those who are afraid to be the next. Mobbing poisons the whole class atmosphere and negatively impacts each class community. Bullying is a crisis situation for the entire class and the school. Learners affected by bullying are in a situation where all their previous attempts to turn things around have been unsuccessful. Bullying cannot be attributed to the student who is affected. Equally important intervention measures cannot focus on the main actors alone.¹³⁸ Those who exert negative activities against one person are in interaction with each other. This interaction may either be subconscious or concluded from indirect observations. In any case, a fusion of mobbing dynamics occurs. One aim of interventions is to break the interaction of the mobbing group.¹³⁹ Besides actors, stabilizing factors are also involved which must be acknowledged and addressed. These include:
 - Threats.
 - Sanctions.
 - Trivializing/playing down ('they are just joking/they don't mean any harm/don't take it personally').
 - Blaming (she or he is to blame for the bullying).
 - Not knowing how to intervene or general lack of intervention competences (You can not do anything there any way).
 - Fear (you are the next if you do not confirm to our will).

¹³⁸ Ibid.

¹³⁹ Pikas (1975: 3).

9.2.3.4 Practical Implementation of the No Problem Approach – The Three Steps

In order to stop bullying, an intervention of educational specialists is necessary. The No Blame Approach is a clearly structured method which is realized in three phases involving three steps that build on each other.



**HURRAH!
IT TAKES ONLY THREE
EASY STEPS TO
ERADICATE BULLYING !!!**

This section will first describe the three phases/steps. Afterwards, the practical guidelines and steps for implementation will be presented. They are essential for developing core competences and they can be easily learnt and implemented.

PHASE I/STEP 1: TALKING WITH THE STUDENT EXPERIENCING BULLYING

- The first step in the approach is to talk to the student affected by bullying.
- The aim of the conversation is to gain the student's trust in the planned procedure and to convey confidence that the difficult situation can be ended.
- Insistent inquiries are avoided, and the student is not asked about the exact details of bullying. In the conversation, however, it must become clear which students contribute to the difficult situation and neutral students who are not involved. This information is essential in order to be able to consistently combat the bullying.
- The procedure that the teacher will undertake is outlined to the student and the student's consent is sought.

PHASE II/STEP 2: TALKING TO THE SUPPORT GROUP


The formation of a support group is at the heart of the approach.

- The teacher invites pupils to a joint meeting. It includes the main actors of bullying, fellow students who have not played an active role in bullying, but who can play a constructive role in solving the problematic situation. The ideal constitution of the group is 50% Actors of Bullying, Co-Actors and Idle Bystanders; 50 % Neutral Students who are not involved. Together, these learners form a support group.
- The support group is to be understood as a group of helpers for the teachers.
- They acquire the responsibility for the dissolution of the mobbing.
- Ideal is a group of six to eight students.
- The learner who is affected by the bullying is not part of the intervention or support system. The teacher talks on their behalf and mentions own observations and other factors as agreed upon with the affected learner.

PHASE III/ STEP 3: FOLLOW-UP INTERVIEWS (INDIVIDUALLY/ONE-ON-ONE)

- About one to two weeks later, the teacher discusses with each student individually - including the bullied student - how the situation has developed in the meantime.
- This third step ensures commitment and prevents those who have bullied from resuming their actions. During one-to-one interviews, individual students assume direct responsibility and sustainability of the approach is strengthened.

9.2.3.5 *Practical Tips for Carrying Out Conversations ('Structured Dialogue') with Learners Affected by Bullying and the Different Actors of Bullying*



How should I hold this conversation,
what questions should I raise, how
should I start the conversation?

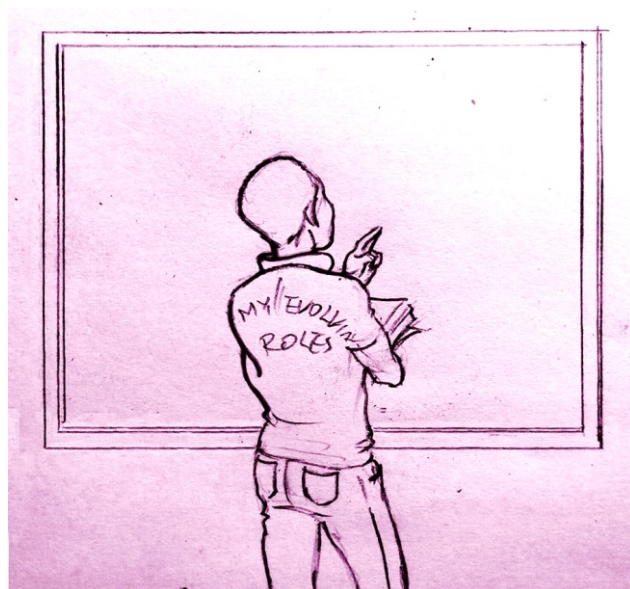


Figure 29: Preparing for a structured conversation

The subsections of this section will walk you through the process of how to conduct the different interviews, how to selected learners, how to respond to different interview situations, how to follow-up, evaluate outcomes and end the anti-bullying intervention.

9.2.3.5.1 Phase I/Step I: Guidelines for Conversation with the Student affected by Bullying

TABLE I: CONVERSATION QUESTIONNAIRE WITH AFFECTED STUDENT

| Guidelines for the conversation | Undertaking the conversation with the learner affected by bullying |
|---------------------------------|--|
| Conversation Starter | <ul style="list-style-type: none"> • Small Talk • Build Relationship • Create Trust |

| | |
|---|--|
| Talk about observations | <ul style="list-style-type: none"> • I have noticed that you are often alone ... • I do not see you anymore (with the others, ...). • Your mother (class teacher, ...) is worried ... |
| Ask about feelings & wellbeing (but do not directly question about incidents) | <ul style="list-style-type: none"> • Do you like coming to school? • Do you feel well here? • How are you doing/getting along here? |
| Provide encouragement and seek consent to change the situation | <ul style="list-style-type: none"> • The situation is not nice. Do you want it to change? • I think I can help you. Do you want me to help you? |
| Describe the procedure | <ul style="list-style-type: none"> • Outline the planned procedure in a concise way |
| Inquire about potential members of the support group | <ul style="list-style-type: none"> • It is important to assure the learner who is affected by bullying that nobody will get into trouble. The support group consists of potential supporters and actors of mobbing. • Potential supporters: Who is your friend? / Who would you like as a friend? Who do you like in your class? (selecting socially competent students) • Actors of mobbing/bullying: Who makes it difficult for you? (Main protagonist. Who supports? Who else belongs? (Idle observers / standbys) |
| Clarify confidentiality issues / what cannot be told | <ul style="list-style-type: none"> • Before ending the talk, it is important to clarify with the learner experiencing mobbing what issues are to remain confidential (not to be told) and what issues can be told. |
| Establishing dates for a Follow-up Meeting | <ul style="list-style-type: none"> • The educationist with the learner establish the dates for the next meeting • The learner is assured that they can contact the teacher at any time. |

9.2.3.5.2 Phase II: How to do Conversations with the Support Group - In Cases of Mobbing

When do we start with the support group?

- The discussion with the members of the support group is organized promptly after the conversation with the student affected by bullying.

What Criteria do you Follow for Selecting the Support Group?

- The Support Group can consist of learners with the following roles:
- Students who have a strong influence on other students.
- Students who are seen as socially competent.
- Students who are not necessary seen as socially competent but who think they can contribute to bringing about positive change.
- Students who empathize with the student who is encountering mobbing.
- Students with stamina and courage.

The following guidelines and the questionnaire guide below give educationists and other professionals an idea of what to do when talking to the support group :The collaboration with the students is appreciative and educationists ensure that the group is made up of exactly those who can help to end the difficult situation for their classmate. The particular challenge in the conversation lies in consistently maintaining the appreciative and solution-oriented attitude. «It's not about finding out who did what, but just how we can help X get back to school»

TABLE II: CONVERSATION QUESTIONNAIRE WITH SUPPORT GROUP

| Guidelines for the conversation | Undertaking the conversation with the support group |
|---------------------------------|---|
| Greetings | <ul style="list-style-type: none">• Nice that you have come. Sit down. |
| Reconciliation | <ul style="list-style-type: none">• I'm sure you wondered why I invited you ...• ... I invited you because I need your help. |

| | |
|---|--|
| Problem Description | <ul style="list-style-type: none"> • X is not feeling well. • X did not come to school last week. • As you know, X has often been ill in the last few weeks. <p><i>Do not describe what concretely happened and who the actors were.</i></p> |
| Express Personal Concern For X | <ul style="list-style-type: none"> • I'm shocked that somebody cannot come to our school anymore because he or she has to worry about something happening to him or her. • I claim that the school is a safe place where anyone can go. I think we are all responsible for making it happen. Everyone can contribute to that. |
| Sharing Responsibility | <ul style="list-style-type: none"> • Address the group as expert helpers: «I have spoken to you because I am convinced that you are the right people who can help me.» / «I have the responsibility to ensure that the school is a safe place» / «Where everyone can come. I think we are all in favor of this and that we are responsible, that it also succeeds.» / «Each one of us can contribute to make this happen. That is why I have invited you to come so we can consider together what we can do to ensure that X can come back to school.» • When blaming amongst helpers occurs: The educationist responds that 'it's not about finding out who did what, but just how we can help X get back to school. That's important to me. That's why I invited you'. (This is part of the problem solution approach. The focus is shifted from blaming to the solution). |
| Collecting suggestions and ideas and visualizing them | <ul style="list-style-type: none"> • What idea do you have? / What do you think you can do (name and ask each student) to make it easier for X to get to school? (Ideas are recorded on flipchart to show who will participate.) |
| Final and follow-up appointments (after 8-14 days) | <ul style="list-style-type: none"> • Transfer Responsibility to the Group: Thank you for coming. I am sure that you will support me and I am sure that the many ideas we have put together will be a big step towards getting X back to school. Arrange for individual Follow-Up meetings: I'll talk to you again in about 14 days in order to hear how the situation has developed. |

9.2.3.5.3 Phase II: How to do Conversations with the Support Group - In Cases of Mobbing

The following guidelines give educationists an idea of what to do during the Follow-up phase.

- The follow-up phase occurs between 8 to 14 days after talking with the support group.
- The follow-up phase serves the purpose of establishing whether the situation has significantly improved or whether there is more that needs to be done.
- The attitude of the conversation is and remains appreciative.
- The Follow-Up Phase first takes place with the learner who is affected by Mobbing and afterwards with the Support Groups

TABLE III: CONVERSATION QUESTIONNAIRE (FOLLOW-UP WITH AFFECTED STUDENT)

| Guidelines for the conversation | Undertaking the Follow-Up Phase with the Student who is affected by Mobbing (5-10 Minutes) |
|---------------------------------|---|
| Conversation starter | <ul style="list-style-type: none">• Professionals connect with the first conversation |
| Ask about the current situation | <ul style="list-style-type: none">• How have you been in the last few days?• How has the situation changed for you?• How are you now?• What else can I do for you? |



TABLE IV: CONVERSATION QUESTIONNAIRE (FOLLOW-UP WITH SUPPORT GROUP)

| Guidelines for the conversation | Undertaking the Follow-Up Phase with the Support Group (5-10 Minutes for Individual/One-on-One Conversations) |
|---------------------------------|--|
| Conversation starter | <ul style="list-style-type: none"> Professionals connect with the first conversation |
| Ask about the current situation | <ul style="list-style-type: none"> What did you observe? What has changed / improved from your perspective on the situation? How do you think student X is doing now? |



WHAT DOES THE EDUCATIONIST OR OTHER PROFESSIONALS DO AFTER THE FOLLOW-UP PHASE IF THE INTERVENTION IS SUCCESSFUL OR NOT?

If the follow-up phase shows that the situation has significantly improved, the support group is thanked for their role but also encouraged to keep watching out and report any reoccurrences. If the situation has not improved, the above described three phases of the intervention process are repeated. Should this fail, educationists can try out the Farsta method which is described in the subsequent section. By contrast to the no-blaming approach, the Farsta Method directly confronts the actors of mobbing.

9.2.3.6 Summary of Practical Steps Involved in Addressing Bullying

The No Blame Approach integrates the perspective that bullying is an interaction which establishes group identity, dominance and status at the expense of another. As such, the development of higher values such as empathy, consideration, unselfishness, is necessary in order to change the behaviour of the protagonist and enable them function differently in social settings (Maines and Robinson, 1994).¹⁴¹

¹⁴¹ See HWDSB: <http://www.hwdsb.on.ca/wp-content/uploads/2015/07/No-Blame-Approach-to-Bullying-BLAM.pdf>

- Step One – Interview with the student affected by bullying: talk to victim about their feelings, but do not question them about the incidents directly.
- Step Two - Convene a meeting with the people involved: teacher arranges to meet with the people who were involved (minus the victim).
- Step Three – Explain the problem: teacher tells them about the way the student affected by bullying is feeling.
- Step Four - Share responsibility: the teacher does not attribute blame but states that they know the group is responsible and they can do something about it.
- Step Five – Ask the group for their ideas: each member of the group is encouraged to suggest a way in which the student affected by bullying could be helped to feel happier.
- Step Six - Leave it up to them: the teacher ends the meeting by passing on the responsibility to the group to solve the problem.
- Step Seven – Meet them again: about a week later the teacher discusses with each student, including the victim, how things have been going.¹⁴²

Further Reading:

- Blum, H. & Beck, D. (2012): No Blame Approach. Mobbing. Hinschauen Handeln. Köln: Fairaend
- Blum, H. & Beck, D. in Arbeitskreis: Jugendhilfe und Schule¹⁴³
- Maines, B. & Robinson, G. (1997). Crying for Help. The NO Blame Approach to Bullying. UK: Lucky Duck Publishing.

9.4.2 The Farsta Method

The section handles the following topics:

- Background and description of the approach
- Practical implementation – The four steps
- Practical tools for implementing a structured dialogue

9.4.2.1 Background and Description of the Approach

The Farsta method was developed by Karl Ljungsbroem who based the approach on a model outlined by Anatol Pikas in 1975. It was named after the district in which it was created in Stockholm. The presentation of the Farsta method in this section is mainly based on the theoretical concepts and guidelines for implementation in educational practice as described by the Arbeitskreis «Jugendhilfe und Schule».

¹⁴² See HWDSB: No Blame Approach to Bullying. Downloaded from the World Wide Web on 19.05.2018
<http://www.hwdsb.on.ca/wp-content/uploads/2015/07/No-Blame-Approach-to-Bullying-BLAM.pdf>

¹⁴³ Downloaded from the Website of the Präventionsrat Emden on 15.05.2018 from:
<https://www.praeventionsrat-emden.de/2014/08/07/wie-erkenne-ich-mobbing/>

9.2.4.2 *The Confrontation Approach*

By contrast to the No Blame Approach described above, the Farsta method uses a confrontational approach in which the protagonists of bullying are directly confronted. It is advisable to first implement the No Blame Approach and implement the Farsta method only if the very successful „No Blame Approach“ has not worked. The method is based on a structured dialogue with the protagonist (actor of bullying), in which the protagonist is questioned and whereby the "protagonist" must adhere to clear limits and in the event of a breach of rule must bear the consequences.

9.2.4.3 *Tips for Getting Started: Preparation and Requirements*

Prior to the implementation, a team of two to five colleagues are trained or train themselves in interviewing techniques which provide essential guidelines for conversations with students (protagonists of bullying, bystanders and learners experiencing bullying). Educationists can familiarize themselves with the guidelines and practice them together before implementing them. It is advisable that schools and VET institutions have an anti-bullying team. This typically includes school social pedagogics, teachers, trainers and other staff. There is a clear sequence of actions and responses, consisting of four steps that should be transparent to all involved:

Step 1:

- In a first conversation, the incident is carefully asked about and confidentiality and security conveyed.
- If the student experiencing bullying agrees, the teacher will consider whether and how the parents are involved. Farsta methods typically advise against including parents during this first phase. Particularly important would be a consultation, if there is repetition of bullying.

Step 2:

- Now the teacher can address a colleague from the anti-bullying team so that they can work together with the "protagonist". A protocol should be kept.
- After making an appointment, subject teachers from whose lessons the student (s) are to be called from should also be informed in advance.

Step 3:

- The protagonist or protagonists are taken out of the class unannounced.
- The conversation should be conducted objectively and calmly. The protagonist must be clear that his/her act is not tolerated by the school and he or she bears the consequences for their own behaviour. Justification attempts will not be considered.

- Ideally, in the course of the conversation, the "protagonist" is directed to reflect on behaviours that prevent further bullying. In this way, he or she becomes a cooperation partner in violence prevention and intervention work.
- Then the "protagonist" is granted a period of time for changing their behaviours.
- The protagonist(s) don't have to inform any one why they were invited for the conversation.

Step 4:

- After expiry of the time period for changing behaviours, a conversation is held with the learner affected by bullying and the "protagonist".
- As an example, the affected-actor compensation can be used to negotiate a reasonable apology from the point of view of the person concerned (payment of destroyed items, written apology, etc.).

Source:

- Arbeitskreis: Jugendhilfe und Schule¹⁴⁴
- <https://www.praeventionsrat-emden.de/2014/08/07/die-farsta-methode/>

9.2.4.4 Practical Tools for Implementing a Structured Dialogue with Protagonists of Bullying

● CONVERSATION SHEET FOR IMPLEMENTING

● THE FARSTA METHOD WITH THE

● PROTAGONISTS IN BULLYING CASES

●

● Step 1: Welcome

●

● Name of Respondent (Protagonist): _____

●

● Class: _____

●

● Date: _____

●

●

¹⁴⁴ The above presentation of the Farsta method is mainly based on the theoretical concepts and guidelines for implementation in educational practice as described by the Arbeitskreis, Jugendhilfe und Schule.

Step 2: Getting Started with the Actor(s) of Bullying

The name of the student who has difficulty. What do you know about it? What are you contributing to it? (Wait and do not let yourself be fooled, use small insecurities and drill, stay solution focused)

Step 3: Confrontation. Scroll through documents, then confront:

- We know you're involved. You did the following

- _____
- _____
- _____

Important tips for educationists: Do not allow discussion, do not accept justification strategies! Use the following sentences as further guidelines: "That sounds bad. This is not harmless anymore, that's MOBBING! Bullying is the intentional attack on the mental health! This must stop immediately!"

- If you notice any acknowledgement continue with Step 5.
- If stubborn conversation persists, proceed with Step 4.

Step 4: Aversion to the Will to Change.

This is not a legal process. We do not use witnesses or handle questions of evidence. We were not there. If you have not performed the listed actions, we expect you not to continue to do any of them!

Step 5: Formulate New Behavior

What can you do to help us realize that the actions listed are no longer occurring?

Step 6: Seek Cooperation

Ask: What can you do when watching others bullying? Write down and convey the attitude that you want to win over the protagonist as a cooperation partner.

Step 7: Introduce Re-integration

How will you encounter XY when you meet him / her for the first time?

Step 8: Handing Over Responsibility

Who should hear about this conversation? What do you say when you come back to class? (The protagonist does not have to tell in class why he / she was asked to talk)

Step 9: Outlook and Control

We will watch you (for a time-period). We will also talk to the other participants. Then we will once again have a conversation with you all. Do you agree with these suggestions?

Source and Further Reading:

Berlin-Brandenburg anti-bullying primer (Translated by the PREDIS Consortium). Downloaded from the World Wide Web on 26.05. 2018:
http://www.wienextra.at/fileadmin/web/jugendinfo/Beratung/Infobl%C3%A4tter/Gespraechsbogen_FARSTA.pdf

9.2.4.5 Tips on How to Recognize Bullying

9.2.4.5.1 Introduction – Elements that Make Bullying Difficult to Detect

The section provides a short description of the characteristics of the potential victims of bullying and the potential actors of bullying. It draws attention to the invisible elements, which make bullying difficult to detect. Experts have argued that recognizing bullying is not an easy task in teachers' and trainers' everyday lives. Hence it is necessary to become aware of factors that conceal mobbing from teachers and trainers' observation:

- Concealment of actions.
- Uncertainty about conflict situations.
- Incongruence with stereotypical images. Bullying is frequently not recognized, because both the students affected by bullying and the actors of bullying have certain characteristics that are not typical.

It should be noted here that there are also cases in which the actors of bullying and students affected by bullying correspond to the stereotypical images.

9.2.4.5.2 Characteristics of Learners Affected by Bullying

Characteristics can be described according to two clusters:

- Cluster I: Learners experiencing anxiety, passivity, awkwardness, feelings of inferiority, physical weakness, insecurity, other disturbing behaviours.
- Cluster II: learners affected by bullying who do not show these peculiarities, and who are therefore not seen as potential victims of bullying: "I never thought it would hit him / her!"

9.2.4.5.3 Characteristics of Learners Participating in Bullying

Characteristics of bullying actors have been grouped into two clusters:

- Cluster I: Mobbing actors with aggressiveness, physical strength, dominance struggles, empathy inability, low acceptance of rules, hidden self-worth gaps, poor school performance. These confirm to the stereotypical images.
- Cluster II: Mobbing actors with balanced self-esteem, above-average social skills, high peer-to-peer popularity, good school performance. These are just as frequent as the above category but they are outside the view field. "I would never have come to that!"

9.2.4.6 The Bullying Glasses: How to Increase Early Detection of Bullying

It is not easy to detect bullying in everyday school and training contexts. The following two questions are useful guidelines: (1) What makes it difficult to recognize mobbing/ what blocks my view? (2) How can I increase my potential to detect mobbing early?¹⁴⁵ The bullying lens has been developed to provide Practical Guidelines for checking everyday contexts of (non)bullying school interactions. The bullying lens is three dimensional and consists of three areas in which to detect bullying with corresponding questions that can guide educationists in the checking process.

**TABLE V:
AREAS IN WHICH TO DETECT
BULLYING AND GUIDING QUESTIONS**

| Dimensions to detect bullying | Guiding Questions |
|-------------------------------|--|
| Bullying Actions | <ul style="list-style-type: none">• What actions can I observe? |
| Bullying Signals | <ul style="list-style-type: none">• Which behavioural and body language can I observe?• Did I notice changes? |
| Information Sources | <ul style="list-style-type: none">• What information did I hear?• What other people could I ask? |

Source:

- Blum, H. & Beck, D. (2012): No Blame Approach. Mobbing. Hinschauen Handeln. Köln: fairaend
- Blum, H. & Beck, D. in Arbeitskreis: Jugendhilfe und Schule¹⁴⁶

¹⁴⁵ Heike Blum & Detlef Beck (2012: 19).

¹⁴⁶ Downloaded from the Website of the Präventionsrat Emden on 15.05.2018 from:
<https://www.praeventionsrat-emden.de/2014/08/07/wie-erkenne-ich-mobbing/>

9.2.4.7 Terminologies in Cases of Bullying

9.2.4.7.1 Stigmatizing Terms (To Be Avoided) It is

- Bully: The term bully should be avoided. It triggers a negative view of the actors which could interfere with their willingness to change. Students could become more aggressive which may intensify their behaviours. Students who participate in bullying frequently have a latent attitude against bullying. The interventionist aims to elicit constructive reactions and support part of the actor's personality which dislikes mobbing (see critically, Pikas 1975: 5-6).
- Perpetrators: This term has negative and stigmatizing effects. Also inherent is a criminalizing effect. Hence the term should be avoided.
- Victims of Bullying: This term should be avoided. It could be stigmatizing and inhibiting constructive reactions.

9.2.4.7.2 Pro-Social Terms

- Protagonist/Actors of Bullying: The term protagonist or actors of bullying are applied and understood as more prosocial with potential for triggering willingness for active participation in change.
- Student Affected by Bullying: This term is less stigmatizing than the term victims and it also takes away the blaming connotation.

Source:

- Anatol Pikas (1975): Treatment of mobbing in School: Principles for and the results of the work of an Anti-Mobbing Group, Scandinavian Journal of Educational Research, 19(1), 1-12. Downloaded from the World Wide Web on 15.05.2018 from: <https://www.no-blame-approach.de/media>
- Blum, H. & Beck, D. (2012): No Blame Approach. Mobbing. Hinschauen Handeln. Köln: fairaend

9.3 UNIT II: PRACTICAL TIPS FOR PLANNING AND IMPLEMENTING INTERVENTIONS

The practical methods of planning and implementing interventions are considered in this section. ESL causes are complex and require complex interventions. As stated in module I and module V, educationists need to not only be able to design interventions on the curricular and didactic levels but also to consider the social contexts of learners and the preconditions of learning. These multiple tasks require educationists to be well organized and structured. In this section, participants will be familiarized with practical tips of how to conduct educational assessments, identify disadvantaged learners at risk and their support needs, design measures, implement them, evaluate and document progress. The tips and examples in this section are inspired by the practical steps suggested by Sorrentino and scholars in her book (see Sorrentino 2003: 61-63). Their steps which provide a systematic approach are modified to fit the educational setting in the context of addressing the disadvantaged learners' educational and social needs. Three frameworks are suggested which should be used together: (1) Setting SMART Goals, (2) Planning the Intervention Process and (3) Maslow's Hierarchy of Needs.

9.3.1 How to set smart goals in diversity reflexive educational practice

SETTING SMART GOALS

According to Sorrentino's recommendations, setting goals for yourself is important to help you manage time and have a structure for guiding your support measures. Specifically, goals give you direction and guide you to take action. Setting a maximum of ten goals is necessary in order to not lose focus. To implement, start with no 1 priority and work down the list to number 10. Goals should be SMART: Specific; measurable; achievable; realistic and timely.¹⁴⁷

- **Specific:** Goals must be clear and specific: For example wanting to improve the performance of disadvantaged learners is not specific. However, the goal to enable a learner master the multiplication tables 1-3 over a period of six months (i.e. by June 2018) is specific. Another example of a specific goal is enabling a learner master reading skills for three different texts in a specified time period. Another specific goal can focus on improving attendance rates by 80 % by the end of July 2018 to curtail the risk factor absenteeism amongst specific learners.



¹⁴⁷ Source: Inspired by P.A. Pitter, A. Perry, J.C. Ross-Kerr and Millwood qtd. In: Sorrentino (2003: 82). The contents have been modified to fit the ESL context.

- **Measurable:** Measurable goals tell if you are making progress. The above stated goals are measurable in four ways: “competences for multiplication table 3”; “improvements in reading 3 specific texts”; “80 % improvements in attendance” and; “by the end of July (timeline)”.
- **Achievable:** Goals should be challenging but achievable. When setting goals, consider how much time and effort you can put into them. A goal may have two or more parts to be achievable. This may require structuring your goals around different prerequisites and learning milestones which build on each other. For example learners may first need to learn how to read the alphabet before reading a text efficiently.
- **Realistic:** A realistic goal accounts for time, resources and skills. For example , your first goal is to improve attendance rates and your second goal is to improve access to internships. In the first case, if the physical needs of disadvantaged learners are not met, the goal will be difficult to achieve. You may have to broker expertise by including school social pedagogics to ameliorate this barrier. Similarly in the second case, if you are not connected to employment regimes, it will be difficult to reach this goal. You will need to have your school connected with key stakeholders (see Module V).
- **Timely:** A target date for meeting goals increases commitment. Break goals into parts and set time schedules. As each part is achieved, you will gain confidence, experience and motivation to reach other goals (with further references and suggested readings see critically, Sorrentino 2003: 82).


9.3.2 The Intervention Process: Assessment, Support Statement, Planning, Implementation, Evaluation

As mentioned in the introduction, it is essential to structure the intervention process. Five steps suggested by Sorrentino above and sources cited in her book are considered and modified here to fit the educational context:



- **Assessment:** Involves identifying, defining and describing the educational context (academic and social preconditions of learning) and the corresponding support needs. Assessment involves collecting information about the learner, assessing and analysing it in order to determine what needs to be done. First, the educationist meets with the learners and conducts an academic and social assessment. This usually involves taking the learners' key competences, subject specific prerequisites for learning at each stage. Work orientation must become part and parcel of assessment of competences. Second, the educationist takes analysis of the social situation (structural context). Of principle importance, the educationist should assess for the learners' material, physical, social and emotional needs. The educationist also assesses for the legal constraints, if any. This enables the educationists to understand the opportunities of the learner and approach each learner as a unique individual. The Educationist can meet with members of the learners' family and multidisciplinary teams. For further guidance, see the discussion on Maslow's hierarchy of needs in the next section.

- **Support statement:** Describes the identified educational and social needs that are to be addressed by interventions. As will be demonstrated through Maslow's Hierarchy of needs, the material needs, physical health and the psychosocial health are as important as the cognitive state. Hence the assessment may be reading glasses, social isolation, low self-esteem or poor grades in core subjects like mathematics and language. A learner may not be allowed to work or participate in VET due to the weak legal status (refugee, Roma, migrant); the weak or social status could also make them vulnerable to frequent changing of schools and absenteeism. A learner may also be identified as at risk of ESL when multiple risk factors are identified.
- **Planning:** Involves establishing priorities, setting goals, determining and developing measures of actions to help the disadvantaged learner meet these goals. Last but not least, it involves conceiving a support plan. These components of planning are described below. Concretely, planning involves identifying what needs to be done, what can be done and how and when to achieve desired changes. Planning also involves identifying key actors like stakeholders, multi-professional teams, resources like funds and material support essential for the interventions to be implemented. Task description is undertaken to clarify which persons will carry out which specific tasks. A communication structure is developed clarifying how to communicate with various teams of actors, families and the learners in question (compare Module V). Planning is guided by SMART goals. Hence the plan must contain goals that are realistic and achievable with specific actions and timelines as already described above.
 - Establishing Priorities: The educationist, multidisciplinary teams, learners and where necessary the family discuss the learners' needs and then decide on the priorities. In leaning on Maslow below, establishing priorities implies recognizing that physical needs which are the survival needs have highest priority
 - Setting Goals: After the educationist, and learners and multidisciplinary teams agree on priorities, they discuss the goals for the learners' support measures. Goals are practical, achievable, measurable outcomes of the support measures. They contain specific actions and timelines (see Box 6-2). If the learner does not meet the goals in specified time range, the educationists and learner re-evaluate the goals and sometimes the family and relevant multi disciplinary teams are involved. Goals are holistic and focus on preventing ESL by improving or maintaining educational achievement, physical, emotional, social, spiritual and intellectual wellbeing.
 - Determining Interventions: After the educationist, learners and their multidisciplinary teams have set goals, they discuss interventions or support measures. An intervention is an action or measure taken by the team to help the learner meet the goal.
 - Establishing the Support Plan: The support plan is a document that details the educational support and other services that the learners should access. It contains the written assessments of the



learners' educational needs and social situation, goals and measures required to achieve each goal. The support plan has several important functions: (1) It lists the educational support measures and other services that an individual learner at risk of ESL accesses. (2) It ensures that the learners' support is consistent regardless of who delivers it amongst multidisciplinary staff or in case of changes in staff. (3) It enables educational and multidisciplinary teams to communicate details about support measures for example when learners change schools and training institutions. As already stated above, migrants, Roma and disadvantaged learners are at high risk of frequently changing places of residence. (4) The support document is a work in progress which is constantly reviewed and revised to mirror the changing context of the learners.

- **Implementation:** During the implementation process, the actions listed in the support plan are carried out or performed. As already mentioned, the educationist in charge of a specific learner's support needs, does not have to possess all required expertise. Important is to know what resources are needed and where to find them in order to link learners. The educationist can delegate tasks to members of multidisciplinary teams. The educationist plays a key role in brokering services. Four main functions have been identified for the implementation process:

- Providing the support.
- Observing the learners' response and performance during the support.
- Reporting and recording that the support has been completed.
- Reporting and recording observations made during the support (See Sorrentino 2003: 82).



- **Evaluation:** Refers to assessing and measuring. Evaluation involves determining if the goals in the support plan have been met. The educationist measures the progress that has been made. Goals may be met totally, partially or not at all. The educationist assesses the reasons why a learner may have only partially met or not met the goals. Revisions to the support plan are accordingly made to adjust it to the changing situations and needs. Evaluation is an ongoing process and may involve team meetings with multidisciplinary staff who will share ideas, information and experiences, that can flow in developing more effective support plans (see Sorrentino 2003: 61-63 & compare critically with Sheafor and Horejsi 2005: 192-193).

EXAMPLE OF A SUPPORT PLAN

| Education Need | Description | Date | Goal | Measures | Implementation | Time |
|----------------|-------------------------|-------|---|--|--|----------------|
| 1 | Poor Grades in Maths | 03/13 | To master the Multiplication Tables 2 & 3 by end of June | Conduct Assessments / Provide Extra Math Classes for 1 hour daily, Use the School Text Books 1&2 | Assessed / Enrolled in extra curricular math program | 03/20 |
| 2 | Poor Grades in Language | 03/13 | Improve reading and communication by end of June | Read 2 essays/ stories books / Write one job application / Make one class presentation | Assessed / Enrolled in reading and drama club / Finished essay/ book, made presentation and started with second book | 03/15 05/05 |
| 3 | Absenteeism | 03/10 | Achieve full attendance record by end of June | Monitor Absenteeism | Enrolled in monitoring program | 03/12 |
| 4 | Weak Migration Status | 03/10 | Reduce visits to migration authorities during school by end of June | Connect with School Social Pedagogic and VET/school leadership | Linked with school social pedagogic | 03/12 |

9.3.3 Maslow's Hierarchy of Needs: An Indispensable Framework for Considering the Structural Factors within Diversity Reflexive Educational Assessments and Practices Against ESL

9.3.3.1 Introduction and description of the framework

Abraham Maslow is a psychologist who debunked deficit theories and overcame the pathologizing approach to human behavior through his influential ideas about psycho social health and his theory of needs. Maslow's theory of needs, stipulates that certain basic needs have to be met in order for a person to survive, function or have motivation. Maslow arranges human needs in a five stage hierarchical model to demonstrate that low-level needs are crucial for survival and must be met before higher-level needs (Maslow 1954 & 1962). This section presents Maslow's framework as a practical tool for conducting educational assessments which consider structural parameters, that condition the educational performance of disadvantaged learners. In other words, educationists can incorporate a structural approach in assessing and responding to the structural risk factors. Using Maslow, the societal dimensions of ESL are made visible and addressed.¹⁴⁸ Below, Maslow's cluster of basic needs are described from the lowest level to the highest level:



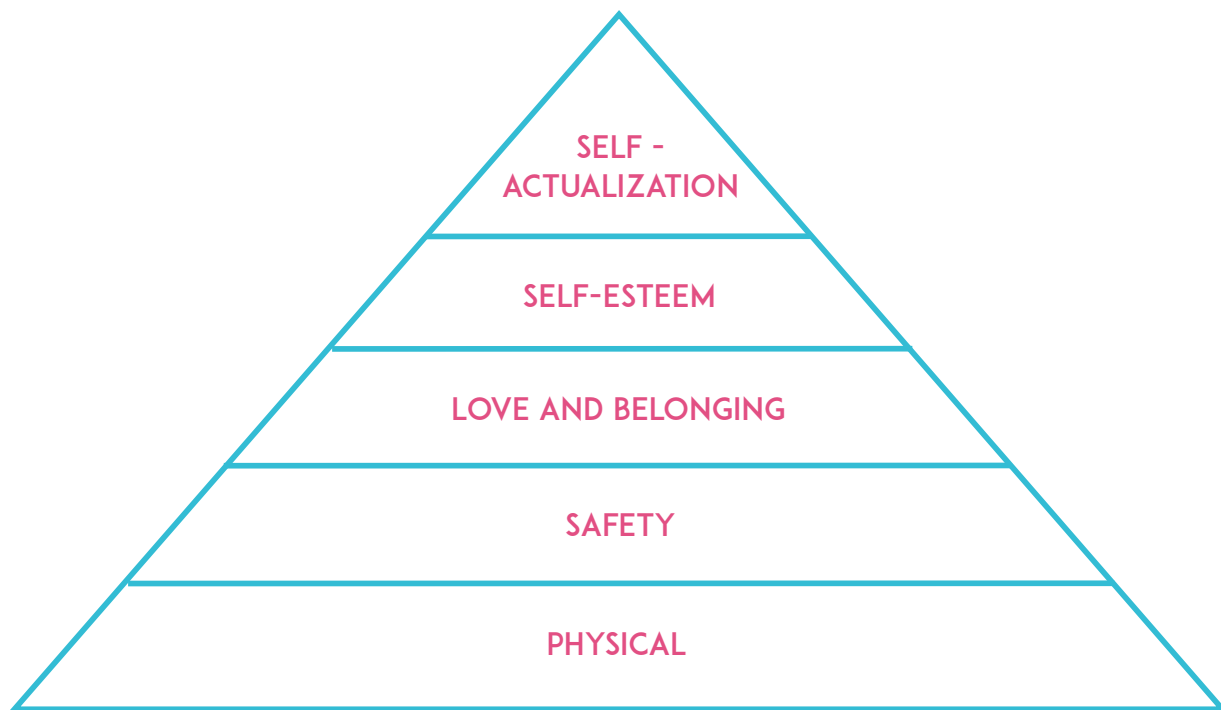


Figure 30: Maslow's Hierarchy of Needs: Source A: H Maslow (1954, 1962), See also Sorrentino (2003)

Maslow's classification of needs can be used for clustering risk factors and the corresponding intervention measures. Risk factors can be clustered into physical, social, emotional and intellectual dimensions. His framework enables a holistic approach and a focus on each learner's individual opportunities and uniqueness. The different starting points of the different learners can be made visible. The framework helps to structure and systematize assessments. In short, his framework can help educationists address the intersection of the person and the environment. As stated above, it promotes the incorporation of a structural approach as opposed to deficit approaches (Compare Bourdieu, Module V).



Review of Discussion Points So far and Praxis Relevance: Before student's cognitive needs can be met, their basic physiological needs must first be met. A hungry student may not be able to focus on learning. To progress and reach their own potential, learners need to feel emotionally and physically safe and accepted within the classroom. According to Maslow, students with a low self-esteem will be hindered from fully progressing academically until their self-esteem is strengthened. Learners must be shown that they are valued and respected in the classroom whereby educationists need to create supportive environments.

¹ To see the Needs Analysis Report, see PREDIS 2016 online Available: <https://www.predis.eu/>

WHAT IS A NEED?

A need relates to that which is necessary or desirable for maintaining life and psychosocial well-being (Maslow, in Sorrentino's 2003).

9.3.3.2 How to apply maslow's theory of needs in educational practice to foster holistic assessments

The further interpretation of Maslow in this section is based on Sorrentino (2003: 52-53) while the examples for adaptation to praxis are modified to fit the educational practice.

TABLE VI: MASLOW'S HIERARCHY OF NEEDS. APPLICATION IN EDUCATION

| Description of Maslow's «Hierarchy of Needs» by Sorrentino | Examples for conducting holistic assessments and reflexive activities for strengthening diversity reflexive educational practice presented by the PREDIS module developers |
|---|--|
| Physical Needs: Physical needs constitute the most basic needs. Oxygen, food, water, shelter are needed for life and are the most important for survival. These needs must be met before other needs are met. For example, starving persons have no need except food. They cannot begin to feel the need for safety, self-esteem and love unless they have first satisfied their hunger (ibid.). | The first thing to do is to assess for physical needs like food, shelter, adequate clothing, health and engage in brokering services or actions for change (see Module I and Module IV). Due to power disparities and unjust social relations, marginalized groups frequently experience social exclusion and material deprivation. Poverty creates multiple, cumulative risk factors. Children living in persistent |

| | |
|--|--|
| | <p>poverty face major risks of exclusion from societal resources that are critical for their healthy growth and development. Poor housing conditions, lack of nutrition, medical care and adequate clothing strongly impact on the physical, mental health, motivation and school performance of children and youngsters. Absenteeism which is a major ESL risk factor can be a consequence and indicator of the above factors (compare European Union's Fundamental Rights Agency, 2014). Due to financial constraints some youngsters may be forced in work that traps them in unskilled and low paying employment activities. Lack of material resources can hinder some youngsters from finding employment (compare PREDIS NEEDS ANALYSIS 2016).</p> |
| <p>Safety Needs: Safety needs relate to protection from harm, danger, fear and pain.</p> | <p>Assess for safety: Bullying and violence in schools or social stigma can undermine the feeling of safety. Disadvantaged learners may also experience violence in families and frequently live in neighborhoods with high crime rates, alcohol and drug abuse. Working closely with multi professional teams and stakeholders can mobilize the required collective action and programs for improving safety.</p> |
| <p>Love and Belonging: The need for belonging includes the need for a rightful place in society, in a peer group and family. A peer group is a group of friends or acquaintances. Human beings are social beings. When love and belonging are unmet, youngsters can feel lonely and rejected (ibid.). Professionals can help youngsters meet their needs for love and belonging by being sensitive and responsive to their needs.</p> | <p>Assess for emotional preconditions of learning: So far we have learnt that disempowered groups are frequently alienated and disadvantaged youngsters experience segregation, lack quality social networks, social capital and quality community connections. Learning contexts of competition intensify alienation, hamper learning and outcomes. Learners also experience discrimination, racism and social isolation (see Module 1 & IV). Scrutinize group dynamics, quality of welcoming community, etc.</p> |

Self-Esteem Needs: Esteem relates to the worth, value, or opinion one has of a person. Self-esteem is thinking well of yourself and being well thought of by others. When self-esteem needs are fulfilled, a person feels confident, adequate and useful. Unmet self-esteem needs can result in feelings of inferiority, worthlessness and helplessness. You can help youngsters meet their self-esteem needs by being sensitive to their needs and supporting them to be as independent as possible.

Self-esteem can be understood as a precondition to learning motivation: Wiener has identified the primary determinate of learning motivation in terms of an individual's perception of their potential, possibilities and limits for achieving a specific goal. Therefore, learning motivation is decisively determined by learners' past experiential contexts, own assessment and perception of their opportunities to succeed in a specific task and context (Wiener 1985; Wiener in AGORA Civic Education: 2013a).¹⁵³

Social hierarchies impact youngsters' identity and self-conceptions who are at the bottom of social hierarchies (see Module I). Participants of the online BLC pointed out to the effects of the intersections of racialization, sexualization and societal conceptions of beauty in the media on female youngsters. A prominent example is skin whitening amongst Black women and girls. Media shows that this also profoundly impacts women from India, China and Asia. Roma youngsters experience prejudice due to Roma identity (Module 4).

Self-actualization Needs: Self-actualization means experiencing one's potential. It involves learning, understanding and creating to the limit of one's ability. It is the highest level need.

Self-actualization is understood here in terms of educational achievement and integration into the labour market. It is of prime importance to assess for concrete skills and legal status: language ability and other key competences, subject specific educational prerequisites, vocational orientation, access to internship, employment search skills, legal access to labour markets, other barriers to participation stemming from legal status, risks of changing residence. Outcomes are drawn on for the development of measures.

¹⁵³ Wiener has developed a theoretical framework for conceptualizing and addressing motivation drivers within learning contexts. The framework is extensively handled by the StepIn project. The project provides very good practical examples (AGORA CIVIC EDUCATION 2013a). This thematic is hence not re-discussed in this module. This module while emphasizing the importance of a theoretical framework will focus on the practical aspects of the structural context. Apart from this module, concrete strategies of empowerment come up again in module V and VI.

ACTIVITY: DESIGNING A SUPPORT PLAN

INSTRUCTIONS

Using knowledge of the Intervention Process and SMART Goals described in the foregoing sections, participants design a support plan for each domain described in Maslow. The support plan should outline an assessment which presents collected information about the learner, a support statement which describes the learners' material, physical, social and emotional needs, the legal constraints, if any and the educational needs. For each of the identified needs, the support statement should include 3 goals, 5 intervention strategies, 3 expected outcomes (objectives) with their timelines, implementation strategies and evaluation strategy. The template below can guide you. It can also be modified & applied to the context of VET trainees.

EXAMPLE: SUPPORT PLAN FOR PRIORITY LEVEL I: PHYSICAL NEEDS

| Need Category | Description | Date | Goal | Measures | Implementation | Date Resolved |
|---------------|---------------|------|---|--|---------------------------------------|---------------|
| Physical | Food Shortage | 5/18 | Immediately improve nutrition as a basic need and learning precondition | Connect with school Food Program | Enrolled in school Food Program | 5/18 |
| | Needs Glasses | 5/18 | Improve vision to help with reading | Connect with school health professionals | New prescriptions issued by Dr. Hills | 5/27 |

EXAMPLE: SUPPORT PLAN FOR PRIORITY LEVEL II: SAFETY

| Need Category | Description | Date | Goal | Measures | Implementation | Date |
|---------------|---------------------------|------|--|---|---|----------------------|
| Physical | High Crime Neighbourhood | 5/18 | Improve safety and social environments | Create quality social networks and positive environment. On practical Tips, see Vera in Educational Chains Module | Enrolled in Sports and cultural programs Enrolled in Whole Day School Program Informed school/VET leadership to engage parents & stakeholders in crime prevention | Resolved 5/27 |
| | Bullying in VET or School | 5/18 | Eliminate bullying | Anti-bullying awareness and social training for all learners / Strengthen trust and positive relationship with teachers, school/VET staff & peers | All learners involved in anti-bullying program (The No Blame Approach) Linked with VET/school peer support groups. Checked whether school/VET institution has anti-discrimination policy and informed learners | 5/22 |



EXAMPLE: SUPPORT PLAN FOR PRIORITY LEVEL III: LOVE AND BELONGING

| Need Category | Description | Date | Goal | Measures | Implementation | Date Resolved |
|--------------------|--|------|-------------------------------|---|---|---------------|
| Love and Belonging | Segregation | 5/18 | Foster social integration | No early tracking, strengthen language and key competences | Engaged school leadership to stop early tracking and promote Stakeholder engagement for awareness and material support for poor schools/ VET, hiring more staff, inclusive policy. | 6/22 |
| | Discrimination, racism, no access to internships | 5/18 | Actively fight discrimination | <p>Actively promote access to quality internships for VET and employment integration</p> <p>Deliver two lessons on discrimination and sensitize learners through three activities and role plays</p> <p>Strengthen sense of community</p> | <p>Youngsters and competences and profiles presented positively to employers</p> <p>Youngsters participated in intercultural training (Module activities III)</p> <p>Educationists reinforced or initiated anti-discrimination policies</p> <p>Students learnt about Human rights, UN Convention on people with disability etc.</p> | 6/22 |

EXAMPLE: SUPPORT PLAN FOR PRIORITY LEVEL IV: SELF-ESTEEM

| Need Category | Description | Date | Goal | Measures | Implementation | Date Resolved |
|---------------|--|------|--|---|---|---------------|
| Self-Esteem | Exclusion, Competitive Learning Contexts | 5/18 | Strengthen Group Learning Methods Encouragement Inclusion Empowerment | Implement methods of collaborative learning to promote social competences, mutual understanding and respect. Sensitize about value in differences, stereotypes, conflict management. Link with school/VET empowerment programs. | All students participated in collaborative learning. All students participated in inclusive activity using tips in module I Student participated in 2 empowerment programs To overcome negative perceptions' students participated in framing and counter-framing activity using tips in module I & 4. | 6/27 |



EXAMPLE: SUPPORT PLAN FOR PRIORITY LEVEL V: SELF-ACTUALIZATION

| Need Category | Description | Date | Goal | Measures | Implementation | Date Resolved |
|--------------------|----------------------------|------|--|--|---|---------------|
| Self-actualization | Poor grades in mathematics | 5/18 | To master the Multiplication Tables 2 & 3 by end of June | Assessment Extra Math Classes, 1 hour daily, School Text Book I. | Assessed Enrolled | 6/27 |
| | Poor Grades in Language | 5/18 | Improve reading and communication by end of June | Read 2 short stories books or two essays. Write one job application. Make one class presentation. Apply Language Sensitive Teaching Methods | Assessed Enrolled in reading, theatre, dance and drama club | 6/27 |
| | Lacks Career Orientation | 5/18 | Strengthen early career orientation starting from age 7 | Implement work-based concepts in curricular. Assess potential interests and support access to internships | Labour market oriented concepts entrenched in curricular and daily teaching. Actively enrolled disadvantaged students in quality internships | 6/27 |

Your critical reflection of power and your participation in strengthening the knowledge base of social justice and equality in the educational profession is crucial for successfully preventing ESL and achieving inclusion.

REFLEXIVE ACTIVITY ON EARLY CHILDHOOD POVERTY AS A CONDITION FOR EXERCISING COUNTERSTRATEGIES OF POWER

- **Power:** Given the widespread and growing child poverty in a context of abundance, reflect the question of what discourses of power and social practices make childhood poverty relevant. List 6 ways on how to eradicate the normalization of childhood poverty (see Foucault on implementing Counters Strategies of Power, Module I).
- **Innate Human Worth and Dignity:** Receiving social support or being identified as poor can lead to stigmatization of those children and youngsters suffering deprivation and receiving social support. Considering that innate human dignity and equality of the individual cannot be undermined by any material conditions and deprivation, what steps will you take to promote the dignity of the individual, prevent stigmatization and strengthen self-esteem? (See Biesteck on unconditional positive regard, Module I).
- **Perspective Change and Counter Framing:** How can you use the concept of perspectival change (as combining a change of attitude with taking action, organizing and implementing activities).

9.4 THEORETICAL BACKGROUND: EDUCATION CAN ADDRESS INTERSECTIONAL INEQUALITIES

Education has the potential for promoting equality. The report on the educational situation of Roma conducted by the European Union's Fundamental Rights Agency explains poor quality education in terms of earlier spells of exclusion and views poor educational achievement as a driver of future deprivations since poor educational achievement limits future opportunities. Conversely, a better education results into both higher qualifications and improved chances of gainful employment. It strengthens democratic competences and at the same time helps lift people out of poverty. Educational benefits extend well beyond improving labour market competitiveness. For groups encountering multiple inequalities, education contributes to addressing multiple deprivations that overlap and reinforce each other and condition the lives of youngsters. The report stresses that education has intrinsic value in preventing the waste of human talent by building better social skills, higher flexibility and adjustability to a dynamically changing world. High quality, inclusive

and mainstream education is central to the full development of the child and to overall societal development. Education equips children and young adults not only with the necessary skills to enter the labour market but also to contribute to general social cohesion. Accordingly, education is enshrined in international conventions and EU documents. Compulsory education is key to the acquisition of the eight key competences that represent a combination of knowledge, skills and attitudes, which EU Member States consider necessary for personal development and functioning in society.¹⁵⁴ Access to education must be emphasized in view of the fact that absenteeism is the single most determinate and risk factor of ESL. The starting point for designing interventions is the recognition that, although 'dropout' affects some native youngsters, migrant and Roma youth are disproportionately affected due to their inferior structural location, the subsequent intersectional inequalities and cumulative disadvantages which intensify the effects for this group. Nevertheless, our modules are applicable to situation of all disadvantaged learners.

9.5 UNIT I: MEASURES FOR TACKLING ESL

9.5.1 Prevention, Intervention and Compensation

Before handling the risk factors and the corresponding measures, this section will first present a definition of prevention, intervention and compensation measures. The European Commission identifies three comprehensive strategies for tackling ESL: Prevention, Intervention and Compensation: (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).

- 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 (EU 2013).
- Intervention measures: These address emerging difficulties at an early stage. Successful intervention 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 /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 is required to provide enabling environments. In addition, guidance and mentoring together with cultural and extra-curricular activities is essential in order to broaden their learning opportunities.

¹⁵⁴ European Union Fundamental Rights Agency (2014): Roma survey data in focus. Education. The situation of Roma in 11 EU Member States. Luxembourg: Publications Office of the European Union.


- Compensation measures: The Compensation measures aim 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. Most programs fall into the compensatory domain while a preventive approach which should constitute the core of activities for tackling ESL and which should occur during general school is widely missing (see EU 2013.).

Success factors for transversal measures: The following transversal principles are described as relevant in prevention, intervention and compensation measures:

- 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.
- Learners require welcoming, open and safe learning environments where pupils feel noticed, valued and part of a community. Schools should empower young people with a sense of ownership, belonging, self-fulfilment & knowledge that enables them to become active citizens & play a positive role in society. Opportunities should be provided to help learners build confidence and develop a desire for learning.
- 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 learning support they require.
- 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.
- Coordination of schools, local, regional and national levels is required to implement these measures and to prevent overlaps and gaps (EU 2013).

9.5.2 The wide lack of a prevention approach makes it necessary to focus on three phases of transition

Due to the lack of a prevention approach and continuum of support, the risk factors in the lower general school intensify during the upper school transition levels and interact with risk factors here. The effects are amplified during first year of vocational training. As stated in module 5, trainees are frequently insufficiently prepared, when they enter VET. Many can't cope with the VET training requirements. This impacts their motivation and frequently leads to ESL during the first year of VET. VET trainers expect learners to have certain fundamentals and may not be informed about the bottlenecks in general school. Conversely, teachers are likely unaware of the challenges learners face in VET as a result of these bottlenecks.



Teachers and VET trainers will have to work closely to understand how their interdependent roles influence each other. Educationists will need not only special expertise but also general knowledge of the context of ESL and what needs to be done on different levels of the education phases. In view of the above identified gaps, we consider interventions during three phases of transition.

- Transition from general school to VET training.
- Transition during the first year of training.
- Transition to the labour market (This was considered in module V).

The subsequent units will handle these phases, albeit, in their reverse order. Phase 3 will not be considered here since it was considered in module V.

9.6 UNIT III: RISK FACTORS AND INTERVENTIONS DURING THE FIRST YEAR OF TRAINING

As already mentioned, the highest ESL rates occur during the first year of training. Literature emphasizes that it is crucial to develop an intensive support system during this transition period. Literature summarises the causes of dropout at this level as follows:

- Non-recognition of qualifications and prior learning.
- Lack of motivation linked to task complexity.
- Lack of motivation linked to the complex theoretical contents, orientation of vocational education and formats of examination as well as lengthy training programs.
- Wrong occupational choices and occupational mismatches.
- Trainees don't see links between training and praxis requirements.
- Language barriers.
- Student Teacher Relationships are crucial.
- 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.
- Financial constraints (Compare Eurydice & Cedefop 2014).

9.6.1 How to address risk factors in own praxis

9.6.1.1 Risk Factor: Non-recognition of qualifications and prior learning.

Reforms are on the way in many European countries. But this barrier still impacts where there is lack of knowledge of policies, procedures and institutional bodies involved. For the reflection of own role, the following tasks are relevant:

- Familiarize yourself with institutional bodies that undertake recognition and validation of prior learning and connect learners to relevant individualized links. A practical centralized organization is the «European Credit System for Vocational Education and Training» which was reviewed in module V and available online at: <http://www.ecvet-secretariat.eu/en/faq-page#t6n984>
- Incorporate the topic and online links into cross-curricular.
- Provide opportunities for youngsters to demonstrate their prior learning (what they know and can do); assess and evaluate or connect to recognition bodies.

9.6.1.2 Lack of Motivation

Literature suggest that lack of motivation is frequently linked to task complexity and the complex theoretical contents, theoretical orientation of vocational education, complicated formats of examination as well as lengthy training programs. For the reflection of own role, the following tasks and factors are necessary:

Identify and Respond to the underlying Root Causes in General School

- Understand that 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. Lower your expectations, improve in-classroom teaching:
- Provide intensive academic and emotional support and supervision during the first year of training where 'dropout' occurs most:
- Provide or link trainees to individualized support such as extra classes, coaching and mentoring in core subjects like mathematics, language (with work-based focus) and theoretical knowledge.
- Support with learning strategies, examination preparation and practical tips for students' assignments.
- Develop diagnostic instruments to help with assessments or explore how to replicate and use existing instruments for identifying at risk trainees and facilitating early intervention. (See for example Frey, Balzer and Ruppert 2014).

Break-down complex concepts, and apply methods of inclusive teaching:

- Explain concepts and information in multiple ways such as PowerPoints, charts, activities, discussion groups, illustrations of spoken ideas with graphics, etc.
- Design well-structured goals and course objectives.
- Provide course and class outline.

- Articulate and frequently repeat key points, recap lessons of each day at the end 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, and at least 48h in advance to allow sufficient time for students to prepare.
- Make use of appropriate technology to enhance learning. Ensure that any technology used is inclusive and accessible.

Make didactic links between theory and Practice

- Provide instructions for practical tasks ahead of classes in order to enable students to familiarise themselves with procedures and requirements.
- 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.¹⁵⁵

Establish Educational Partnerships: To ensure that learners are sufficiently trained in schools, it is necessary to create bridges with general schools and VET in form of institutional networking. As a necessary task:

- Draw the attention of VET leadership in order to strengthen dialogue and cooperation with general schools and facilitate sufficient pre-vocational preparation of trainees.

9.6.1.3 Risk Factor: Wrong Occupational Choices and Occupational Mismatches

The general lack of a prevention approach has coincided with the lack of career counselling:

- Understand that migrant and Roma VET trainees extensively lack career orientation due to discrimination from access to internship at transition and due to discrimination and barriers placed on labour market participation of parents and other families.
- Strengthen labour market oriented curriculum: entrench labour market oriented concepts in curricular, see module V.
- Actively support access to internships: Link students to closely supervised internships and work place training during first year of training as part of the overall framework of labour market oriented curricular.
- Strengthen multi-professional collaboration with school leadership, employers, employment agencies, trade unions to foster access to internships (see Module V).

¹⁵⁵ Manchester Metropolitan University, CELT Website: <http://www.celt.mmu.ac.uk/inclusion/index.php>

- Strengthen career guidance skills: Familiarise yourself with labour market information, study and employment options; Visit career guidance workshops. Visit our online tools in module V.
- Recall from Module V, that occupational choice and competences for career biography construction are crucial for youngsters' integration into VET and the labour market.

9.6.1.4 *Risk Factor: Students do not see Links to Practice*

Due to complex theoretical concepts, some students may not see links to praxis and may therefore be demotivated and find themselves at risk of early exit from training.

- 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.
- As stated, strengthen links to supervised internships and simplify contents and examination formats.

9.6.1.5 *Risk Factor: Language Barriers*

Language is crucial for communication, in classroom participation and information processing.

- Understand that verbal skills do not always correspond with cognitive abilities or a high-level of second language proficiency, essential literacy or numeracy skills for understanding course material or participating in written assignments.
- Migrants' and Roma students 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 Roma' trainees 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.¹⁵⁶
- Connect learners to extra language support classes.
- Incorporate a work-based language learning model by including work-related concepts (Module V).

¹⁵⁶ See for example, Manchester Metropolitan University, CELT Website <http://www.celt.mmu.ac.uk/inclusion/index.php>

9.6.1.6 Student Teacher Relationships are crucial.

Disadvantaged trainees have encountered manifold forms of discrimination, rejection, put downs and devaluations of their abilities and personalities, for example through deficit approaches. Your support and the way you interact with them is decisive for trainees' success in VET, School and Employment. The trainees are sensitive to your patience or impatience. Key actions to support measures:

- Build a strong relationship and trust. Show congruence in your actions, words and attitudes towards your disadvantaged trainees (see Biesteck, Module I).
- Support and show patience, unconditional positive regard and non-judgmental support.
- Support youngsters identify their own competences, develop their formal and informal acquired skills profiles. You can use the ECVET online tools described in module V.

9.6.1.7 Risk Factor: Mismatches between training companies and trainees

Literature shows that frequently mismatches between training companies and trainees occur due to either high expectations from employers or workplace dynamics and tensions.

- Strengthen work based models discussed in module V.
- Familiarise yourself with various workplace specific training requirements in order to adequately prepare your trainees.
- Support trainees to develop structured goals and objectives; provide intensive supervision of internships and follow-up.
- In collaboration with VET leadership build educational partnerships with schools to ensure learners are sufficiently prepared through pre-vocational internships.

Address Tensions:

- Develop with employers' practical guidelines for fostering inclusion of trainees in the work place and concise material for strengthening intercultural competences and sensitizing employers and the workforce to the challenges and potentials of migrant youngsters.
- Provide opportunities for trainees to have open feedback loops from company trainers, change workplace supervisors, internship places or try out other internships.
- Strengthen trainees' intercultural communication by transferring knowledge of implicit and non articulated workplace expectations. Use Edwards Hall, knowledge of low context and high context communication (see Hall, module IV).

9.6.1.8 Risk Factor: Lack of Motivation by Trainees due to Perceived low Social Status of Vocational Education

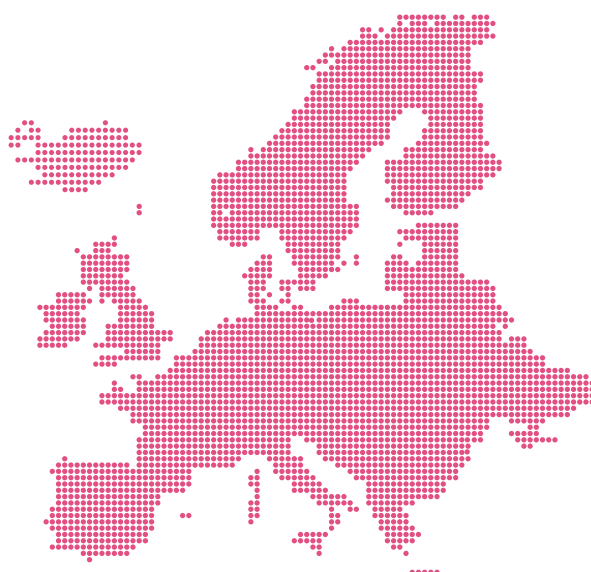
In many countries the social status of VET is perceived as inferior to University education. Migrants and Roma minorities who would particularly benefit from VET due to the multiple barriers faced are particularly vulnerable to such misconceptions and would suffer disproportionate effects. Teach about the benefits of the vocational sector such as providing key employability skills, 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 a migration and Roma background to give talks and demonstrate to peers the benefits of VET.
- 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. Engage stakeholders.

9.6.1.9 Risk Factor: Financial constraints

Some disadvantaged trainees may be at the risk of discontinuing training due the need for earning income to support themselves or their families. This may trap them in unskilled and low paying employment activities.

- Familiarise yourself with the broad range of financial and social resources available to support VET trainees as well as tailored resources for your target group and effectively link trainees.
- Know about compensatory programs and provide information where ever necessary.
- Deploy ongoing follow-up.



9.7 UNIT IV: TRANSITION FROM HIGH SCHOOL TO VET - EXAMPLES OF GOOD PRACTICE PROGRAMS AND MEASURES

This section presents some examples of good practice programs which have provided solutions at this level. These programs have demonstrated that prevention and intervention at this level can profoundly improve youngsters' competences, motivation and opportunities to successfully transition into VET.

INTERVENTION: THE PATHWAYS TO EDUCATION

DESCRIPTION

Pathways to Education utilizes a whole school approach or ecological model engaging multi-sectoral partnerships. Developed in Toronto, the program supports youth of a migration background who live in low-income neighborhoods.

METHODS

Starting from grade 9, the model rests on four pillars and comprehensive support targeting the concrete challenges facing youth: (1) Academic Support in core subjects four nights per week in a safe positive social learning environment. (2) Social Support encourages students to explore different activities and take advantage of opportunities. (3) Financial Support provides bus tickets and food vouchers for every day that students attend school and some students get scholarships. (4) Staff Support Work one-on-one and build stable relationships between youngsters, parents and school; monitor school attendance; provide problem solving support with school administration and advocacy where necessary. Pathways also addresses poor networks. The program strengthens community connections and offsets negative peer influences. It organizes leadership building programs and social activities which are delivered using innovative methods like dance, games, sports by qualified personnel like College, University students or graduates who also act as role models.

SOURCE

<https://www.pathwaystoeducation.ca>

INTERVENTION: THE JOBS PROJECT

DESCRIPTION

Project developed in Rumania. Guides students in the final years of compulsory schooling helping them to make the right choices regarding further education, training and career options.

METHODS

Introduces new project-based learning areas in the timetable for three hrs per week of the school year. Students get in touch with business, public institutions and companies offering jobs, students investigate employment opportunities and study economic conditions.

SOURCE

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/164EN.pdf

INTERVENTION: ROMANIAN CONSORTIUM PARTNERS

DESCRIPTION

Liceul Technologic Economic Elina Matei exemplifies the importance of quality schools & VET institutions in neighbourhoods with high percentage of at risk migrants & minority populations.

METHODS

A vocational training institution located right in the neighborhood of Roma disadvantaged youngsters. Roma students who graduate have acquire employable skills and find employment.

INTERVENTION: EDUCATIONAL CHAINS

DESCRIPTION

The Educational Chains provides qualification measures for students who did not qualify to attend VET. During this transition period, programs like the EQ focussing on work-orientation offer youngsters the opportunity for internships ranging from six to 12 months. Youngsters' competences are assessed through on-the-job training rather than in job interviews. Companies envision to offer the youngsters a training opportunity after satisfactory completion of the pre-training.

SOURCE

<https://www3.arbeitsagentur.de/web/content/DE/Unternehmen/Ausbildung/Ausbildungsvorbereitung/Einstiegsqualifizierung/index.htm>

INTERVENTION: OVERALL ITALIAN APPROACH

DESCRIPTION

The state provides financial assistance for immigrated families that have children in schools (subsidy food in schools for families with low incomes, cheaper public transport); regular primary and secondary education is free of charge; mediatori culturali.; School counsellors are employed in schools; students with special needs get extra support; State schools, Municipalities, and NGOs organize intensive courses of the local language for students and family members. Special preventive measures against VET ESL are widely lacking.

SOURCE

For further reading and literature, see the Italian Report on the national context of ESL, in PREDIS (2016).

INTERVENTION: OVERALL SLOVENIAN APPROACH

DESCRIPTION

The state provides official financial stimulations for families that have children in schools (child benefit, subsidy food in schools for families with low incomes, cheaper public transport, complimentary additional insurance); regular primary and secondary education is free of charge; secondary schools are paid according to the number of students; if someone does not finish the school year with positive grades, there is no problem to attend the same school year again; there is no age limitation for secondary school; school counsellors are employed in secondary schools; students with special needs get extra support; early leavers from upper secondary schools can finish this education at the departments for adults at those upper secondary schools, etc.

SOURCE

For further reading and literature, see the Slovenian Report on the national context of ESL, in PREDIS (2016).

9.8 UNIT V: TRANSITIONS INVOLVING ELEMENTARY SCHOOL, MIDDLE AND HIGH SCHOOL

The school domain is understood here as the primary intervention site. ESL is progressive, 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 education and promoting labour market oriented socialization as a transversal intervention. This section presents some of the risk factors in the school domain. Also presented for each risk factor are practical tips and key actions for counteraction.

9.9 UNIT VI: TRANSVERSAL MEASURES

9.9.1 Risk Factor: Discrimination

The box below presents some tips for action against discrimination. They are derived from a variety of sources, and have been slightly modified by PREDIS.

TIPS FOR ACTION AGAINST DISCRIMINATION

- Make it clear that you won't accept racial, ethnic, religious, sexual, or other offensive jokes, slurs, or behaviours. Explain that these attitudes and actions violate Human Rights and Values embedded therein.
- Involve and inform parents about your diversity and inclusion framework. This ensures that children do not receive mixed messages from school and home.
- Use classroom, schools and homepage posters, pictures, books, and other materials that are diverse and represent your learners' social identities and social backgrounds. Diverse representations will make minority and disadvantaged students feel included as well as teach students of mainstream populations about the diversity in social groups.
- Do not minimize or homogenize differences in race, religion, disability, or other attributes as if they do not exist. Acknowledge and value diversity.¹⁵⁸

Tips for antidiscrimination practices in inclusive curriculum:

- Design methods for internal differentiation of curricular.
- Use scientifically approved methods to divide learners into groups.
- Reorganize classroom activities and out of classroom activities if you observe segregation.
- Provide social training for learners.
- Include and avoid miss-evaluating students who are unable to express themselves or communicate issues well due to anxiety, low self-confidence, hidden disability or other invisible struggles.
- Avoid singling out minority students or asking them to represent their group. They may feel embarrassed because they may not self-identify as members of this cultural group or they may not be familiarised with knowledge and culture of this group.
- Use textbooks and literature that include a wide diversity of cultural and social perspectives.

¹⁵⁸ Further reading: <http://www.understandingprejudice.org/teach/elementips.htm>

Upholding Human Rights is central to tackling discrimination in schools. All learners should have a deep awareness of Human Rights and be able to implement them. Educationists should develop Human Rights oriented education. The following principles are embedded in Human Rights:

- Respect for differences and diversity
- Inclusion
- Equality of opportunity
- Respect for inherent dignity

Raise awareness of non-discrimination and equal treatment legal foundations, review the protected grounds against discrimination in Europe and individual obligations by the European Commission. Ensure that youngsters are aware of their rights to protection against racism, bullying, discrimination and where to seek help if they encounter discrimination. To find out more information, visit the European Commission Website on tackling discriminations.¹⁵⁹



Important tips for responding to instances of discrimination - Taking Sides: A clear message plays a key role in deterring or fuelling discrimination. When situations of discrimination arise, it is imperative to take up sides against discrimination. Silence corresponds with compliance. In learning contexts, silence sends mixed messages - that discrimination can be tolerated. This can expose disadvantaged students to more discrimination.

EXAMPLE

When violence at a demonstration by White Supremacists in Charlottesville in the US State of Virginia occurred in 2017, the USA President Trump was widely criticized for sending mixed messages by not specifically denouncing racism and failing to condemn racially-based violence.

¹⁵⁹ European Commission, Website: http://ec.europa.eu/justice/discrimination/index_en.htm



ACTIVITY: CREATING WELCOMING AND ACCEPTING SCHOOL CULTURE

DESCRIPTION

Participants reflect on what a sense of community means for each of them and practice skills for developing a welcoming culture,

METHODS

Participants split in groups of 3-4 and undertake tasks below:

- List three things that mirror to you a welcoming and inclusive community.
- List five things you liked about your school and five that would make you feel welcome and make you enjoy school, to the extent that you do not want to miss school.
- List five things you would like in a learning/work/organizational environment - which would make you feel comfortable and welcome.
- Now list 3 things you have been doing and 3 things you will do to improve a welcoming culture for all.
- Participants write answers on multi-colored cards and afterwards share with the class.
- Trainers collect all cards for further modification of welcoming communities.

EVALUATION

In the whole class, participants reflect on how useful the exercise is for praxis, one volunteer or facilitator writes answers on a flip chart.



Tips on key policy actions that will support your antidiscrimination measures: As already mentioned in Module I, Antidiscrimination and diversity require a policy framework. Reinforce your institutions policy framework. If the institution lacks one, ensure that school leadership develops one. For practical tips, see the example of a policy framework provided by the Metropolitan Manchester University in module I

9.9.2 Addressing Language Barriers

Language is key to participation in class, social interaction in society and labour market integration. Language barriers present huge challenges.

TIPS FOR SUPPORTING LANGUAGE LEARNING

Support Bilingualism:

- Strengthen first language and second language competences.
- Lexicon/ Bilingual text books.
- Translation supported curriculum.
- Well-developed technical equipment of classroom.
- Entrench Work-based Language Learning (see Module V).
- Team Teaching and Inclusive Curriculum (see Module IV).

9.9.3 Risk Factor: Absenteeism as Early Warning Sign

Absenteeism is the strongest indicator for ESL. Children and youngsters may miss school because of a fragile right of stay which might lead to being frequently moved in different locations. Roma youngsters particularly girls may frequently miss school because of helping at home with the tasks of taking care of children or running household chores. Some of them may experience early arranged marriages. All disadvantaged learners endure complex challenges and may lack parental supervision or just be overwhelmed. Sometimes these learners may encounter negative experiences in the school such as bullying and rejection by peers. Poverty and material deprivation also affect attendance.

Tips for Counteracting and Key Actions:

- Identify early warning signs and link learners where necessary to school pedagogics, financial and social support.

Working closely with school leadership and multi-professional teams:

- 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.
- Closely monitor absence and respond effectively.
- Develop positive and nurturing relationships between teachers and learners and peers: Understand that teacher-learner relationship is key to success and that you can profoundly help to change the situation and future of your disadvantaged learners.
- Work within the whole school approach of educational partnerships to explore the feasibility of introducing and reinforcing compulsory education. The suggestions are also applicable to supporting trainees.

9.9.4 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:

- Include home work as part of in classroom work such that disadvantaged learners and learners with difficult life conditions are not marginalized.
- Make creative learning exercises and enable learners to discover own learning strategies. According to Hilbert Meyer, it is necessary to help students identify their own learning strategies. This necessitates educationists spending much time in exercises and fantasies about exercises. Students who are aware of their learning strategies learn better.
- 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.
- Build links with the local communities, and with business and social stakeholders .
- Work closely with school leadership to build links with volunteer academic experts such as students in universities, or students in higher grades.

Outcomes:

- A system of support exists for all learners in all areas of learning and leisure - in quality supervised environments during school holidays.
- Continuous assessment and monitoring for changes takes place in learners' academic and social contexts.

9.9.5 Implementing a Whole School Approach in Own Praxis

So far we have discussed that the political context of disadvantaged learners is weak. Therefore, support cannot remain on the classroom level of the didactics and curricular. Instead it is essential for educationists and trainers to involve the multi-professional teams, decision making processes and community organizing activities in order to engage the different political actors and existing political structures in changing social environments (See Module I & Module V).

STRENGTHENING SOCIAL AND CULTURAL CAPITAL

Tasks and Outcomes:

- Coordinate with teachers for subjects like mathematics and languages, sports, music, dance, theatre and art to design homework support clubs and after school programs for disadvantaged learners.
- Strengthen educational partnerships with training colleges and university students in order to create academic support systems, social networks, and role models.
- Involve successful students, trainers and teachers of migration and Roma backgrounds in the pool of post-secondary volunteers/buddies.
- Link disadvantaged students to existing cultural and sports programs.
- Work with ministries of culture, sports and labour to replicate successful cultural programs in neighbourhoods with a high percentage of at risk youngsters.

Benefits of cultural Programs for Youngsters:

- Developing time management, discipline, team orientation, handwork, problem solving skills.
- Strengthening self-esteem and self-worth, artistic skills, communication and linguistic competences in a variety of areas through diverse activities promoting self-representation such as role plays and stage acting.
- Developing social competences by participating in group productions and painting and decoration activities.
- Experiencing success and thereby strengthening motivation for learning.
- Disadvantaged youngsters intensively encounter out of school activities in music, dance or theatre as well as mentoring.
- Developing core abilities for self-determined living.
- Encourage the formation of school clubs activities such as Debating Society, Animal and Environmental Society, Music and Drama Society, Human Rights Groups, Inclusion, Democracy and Political Participation Society, Literature and History Clubs, etc.



Tips for improving social infrastructure in poor neighborhoods: The amount of books a child reads can play a decisive role in their educational achievement. Access to books creates equal opportunities to participation. Children and youngsters who are segregated in poor neighbourhoods frequently lack this social infrastructure. Working with school leadership, ministries and other stakeholders (such as representative from business, Faithgroups, Rotaract clubs, etc.), it is possible to improve social infrastructure for example by creating mobile library vans and small long-term library stations, supervised parks and recreational activities.

9.9.6 Risk Factor: Early Tracking

Tips and key Actions for Counteracting: 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).

9.9.7 Risk Factor: Grade Repetition

- Eliminate grade repetition.
- Address learning gaps of students during the year: Limit repetition to one subject of modules failed and provide targeted support.
- Raise Awareness in order to change grade repetition practices (OECD 2012).

9.9.8 Risk Factor: Early Pregnancies

Some factors specifically disproportionately impact Roma communities: These include, early marriages and early parenthood affecting not only girls who typically come from dysfunctional, poor families, but also others who get pregnant as a result of observing many peers doing the same thing. Gender roles sometimes constrain girls to work in the household and support their families. Some youngsters' education is constrained due to working in prostitution or begging. In some communities teachers are afraid to interact with parents because of the high crime rate and this lack of cooperation between teachers and parents can increase 'dropout' risks.¹⁶¹

Tips and key Actions for Counteracting: In collaboration with school leadership and ministry of education, develop a national sex education program for pupils in communities with a high risk of teenage pregnancy and where early marriage is still common (see UNICEF and the Educația 2000).

¹⁶¹ Report coordinated by Bogdan Voicu, part of the project Soluții eficiente pentru prevenirea abandonului școlar: costuri și mecanisme – Efficient solutions to prevent school dropout: costs and mechanisms, conducted by UNICEF and the Educația 2000+ Center (Project leaders: Anca Nedelcu and Sorin Coman).

9.9.9 Risk Factor: Motivation

Tips and key Actions for Counteracting

- Assess the social situation of your learners and broker services by linking them to support systems or school social pedagogics, health workers and other multidisciplinary teams.
- Promote a positive, non-violent school culture, values and norms of care, justice, fairness.
- Involve your learners in creating competition free environments through group-based cooperative learning (Module IV).
- Make classes creative: participatory project work, debates, music, dance, theatre, art, etc.
- Link learners to sports and cultural programs.
- Engage extra-curricular activities and counselling.
- Use the experiences of pupils who have already 'dropped out' to prevent the spreading of early abandonment. Organize school meetings where students who left school share experiences about their life after they left school with students at risk of abandonment. Include the presence of social workers here.
- Get proactively involved in fighting early school leaving.
- Strengthen communication with disadvantaged learners and learners at risk and with their parents.

Promote Social and Civic Engagement

- Encourage the local authorities and specialized NGOs to involve eighth graders and high-school students from communities with a high risk of school 'dropout' as volunteers in various support programmes such as for the elderly or for families in need (see UNICEF and the Educația 2000).¹⁶¹
- Support struggling families.

9.9.10 Risk Factor: Lack of Quality Teachers in Schools with High Proportion of Low Performing Learners

School leadership is the starting point for the transformation of low performing disadvantaged schools. Disadvantaged schools are not always well staffed with highest quality teachers or leadership with required specialization.

STRENGTHEN QUALITY TEACHING

- Increase quality professional development programs.
- Deliver specialized teacher education to ensure teachers acquire competences and knowledge they need to teach in schools with disadvantaged learners.
- Provide mentoring programs for novice teachers.
- Create supportive working conditions to improve teacher effectiveness.
- Develop adequate financial and career incentives to attract and retain high quality teachers (OECD 2012).

¹⁶¹ UNICEF Romania, Website: https://www.unicef.org/romania/media_14492.htm

9.10 UNIT VII: COMPENSATORY MEASURES

Most of the intervention measures are in the compensatory or remedial education. The Compensation measures aim to re-engage people in education and training. Second chance schemes mainly deploy 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 OECD report identifies the following components which should not miss in successful measures:

- **Accessibility and Relevance:** Measures should be institutionally integrated in various institutions and should be easily accessible to all interested target groups. They should be flexible and responsive to the diversity of youngsters and the labour market needs. Flexible study time should be offered to allow participation at different times of the day, term, week and year.
- **Recognition:** Qualifications should be of a high value and recognized on the labour market. This is essential in order to effectively create alternative ways of re-engaging youngsters with education and foster acquisition of qualifications. Qualifications should be able to provide access to other educational and training pathways. Learning acquired should also be able to be validated.
- **Personalized and Holistic Approach:** Emphasizes personal development support to help young people re-develop their relationship with learning, the world of work and society. Young people should be involved in their own learning and development plans and access opportunities to develop life skills and employability skills, specialized supports such as psychological or emotional support); career guidance and practical support such as financial support and help to secure housing; new pedagogical approaches that promote cooperative learning, peer learning, project work and more formative assessment.
- **Distinctive Learning Experience:** Fostering positive learning experience to help youngsters overcome past negative learning experiences. This involves building trust, motivation and self-confidence.
- **Teacher involvement and support:** Teachers play a broader role than in mainstream education which involves providing advice and guidance, mentoring students on academic and wider social issues, redeveloping positive relationships with adults and other young people (OECD 2012).

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CHAPTER 10:

REFLECTED SUMMARY OF THE BLC

10.1 STRUCTURE OF THE BLC

The structure, scope, modules, participants and developers of the PREDIS BLC have been described in the introduction of the toolkit¹⁶² and will not be re-discussed here. Only a reflected summary and evaluation of the BLC will be presented here. First, the implementation of the in-classroom phase, is briefly highlighted. Second, the online phase is described briefly. Third, the evaluation of contents by participants is presented. Fourth, the evaluation of the implementation process is presented.

10.2 IMPLEMENTATION AND EVALUATION OF THE IN-CLASSROOM TRAINING


The in-classroom training was implemented before the online training. It took place in the national contexts of the consortium partners. The original plan was to have between 7-10 participants from each national context and a total of 50. However, this number was exceeded in most cases. A total of 60 participants attended. The participants of the in-classroom training included mainly vocational educationists, teachers and other multipliers such as representatives of minority groups like Roma. The in-classroom training was incorporated as the social learning component which fostered the face to face learning encounters. Participants worked through the concepts, exercises and role plays developed by PREDIS. They elaborated contents that are useful for in-classroom teaching and pointed out areas for further modification. Their evaluative feedback was incorporated by the PREDIS consortium for the further modification of the modules.

Inclassroom Evaluations were conducted by participants. Consortium partners as trainers compiled a report and submitted it for further modification of the modules. A selection is presented here. As will be presented below, the evaluation feedback can be clustered under (1) Role Plays (2) Central Themes of the Modules.

Role Plays: Awareness of discrimination, causes of structural inequalities and racism and reflecting own privileges

Trainers in small groups worked on systematizing differences according to difference categories. They identified the groups in society which are discriminated against and groups which are not discriminated against. Participants also discussed concrete examples of discrimination. Participants took up different identities as groups that are discriminated against and groups that are not discriminated against in which they were asked to step forward by the trainers if they could afford access to certain societal resources. In

¹⁶² See scope of the program at the beginning of this toolkit.



the end, a hierarchy was visible with those who are able to afford the most privileges in the front, the least privileges at the back and in the middle, those who could afford certain privileges. Participants were able to visualize how power is unequally distributed in society based on the unequal distribution of the acted characters in space. Afterwards participants in groups discussed concrete examples of discrimination.

Evaluation of the Activity

Participants positively evaluated the activity. Participants could identify with the situation of disadvantaged learners and empathize with the excluded while becoming more aware of their privileges and the need to bridge social differences. The question of equal chances and equal opportunities was made tangible and concrete. Participants become more aware of the need to improve the situation of learners in particular and societal groups in general. Participants evaluated this activity as very effective and useful in fostering self-reflection and teaching the complex theme of discrimination. Participants can strengthen their own competences and the competences of their learners through adapting this activity.

Part III

Reflection of my "contribution" to discrimination experiences (group reflection of own unknowing contribution to discrimination and how to change it). Participants in groups discussed about:

- Stereotypes.
- Discrimination in social interaction contexts.
- Unconscious participation in reproducing discrimination and exclusion.

Part IV

This part focused on the application of the learnt anti-discrimination awareness in real life contexts of teaching. It included reflection of own class situation on the basis of the discrimination system identified by participants during part I. Following activities were implemented:

- Individual work / reflection which included participants' reflection and analysis of own teaching and school situation.
- Exchange in groups.
 - Selection / brief description of a "person" (a learner and the concrete contexts of discrimination, or stigma they encounter which could lead to exclusion in their educational achievement).
 - Development of potential action strategies at the level of teacher, teaching, school, society.
 - Presentation of results.
- Summary and reflection of the work results in the plenum.

Connecting point 1 and 2 and 3

Point 1: Individual work / reflection included reflection and analysis of own teaching and school situation. Upon this basis, point 2 was introduced which included:

- Group reflection in which each individual vocational trainer/teacher identified an individual persona in their classroom and a fiction name.
- Presentation and discussion of participants' selected persona and scenario of discrimination. This presented opportunities for sharing experiences and perspectives.
- The working group decided for one "person" out of the discussed multiple scenarios and developed a mindmap with possible action strategies: This included development of potential action strategies at the levels of teacher, teaching, school, society.
- Point 3 included joint reflection of results from all the group reflections.
- Feedback was incorporated into the modification of the toolkit.

MODULE I: PEDAGOGICAL BACKGROUND INFORMATION, REFLECTING DISCRIMINATION, STEREOTYPES, CULTURE AS A DYNAMIC CATEGORY, ETC.

The teachers became more aware of the stereotypes against migrants and Roma. They also became more aware about the importance of preventing discrimination in schools. They were acquainted with the roles of assistants for Romani students (who work in the Slovene schools) and coordinators for Roma (who assist adult Roma in adult education and their integration in the wider community).

The teachers stated that they became more acquainted with the concept of integration and that integration is a win-win situation for migrants and the receiving society. They received new knowledge about multiculturalism and intercultural competencies as well. They learnt about the importance of pedagogical agreement between the migrant or Roma student and the school and about the role of schools in integration processes.



MODULE II: INCLUSION OF ROMA

During the course we discussed about all the Modules:

- What they contain
- How they could be understood in our country context.

The participants were eager to find out new information about migrants and Roma people; they did not know almost anything about Roma people history during different periods of time, as well as about some aspects of their culture. We had power-point presentations containing specific information about migrants and Roma people and reflexive exercises. We discussed about the impact of what participants had learnt on educational strategies and on how they can apply the learnt during the teaching process. The participants were grouped in teams of 4-5 members, solved the reflexive exercises and were asked to discuss about them. They are expected to work on their own 4 hours a month, during 10 months together with their colleagues and students, and 1 hour a month, on the platform. Many participants wrote that the content of the BLC seminar was interesting and will be useful in their future work with the students. They became more aware of the contents of the Predis project and the possible structure of the blended learning course.

A document focusing about the situation of Roma only in Rumania does not make too much sense for the Austrian context. Most of the native Roma population was killed during WWII, and migration of Roma to Austria started in the 1960s from Former Yugoslavia. Roma from Rumania are a rather new phenomenon in Austria. The extreme deterioration of the situation of the Roma in Romania (as well as other countries of Eastern Europe) due to racism and legal exclusion are provoking the current migration. Roma counselling organizations report that they frequently come across cases where migrant Roma from Romania (and Hungary) older than 40 often 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 of the children.

MODULE III: INTERCULTURAL COMPETENCES AND CONFLICT

Among the different methods to be practiced at schools, participants recommend sociodrama and methods of conflict resolution. Multipliers and teachers should strengthen sensitivity towards intercultural topics as a life-long process. Teachers became more aware that it is important to take into consideration different levels in intercultural education: a student, a teacher, peers etc. They think that one of the reasons that some migrant and Roma students leave schools too early lies also in the fact that they do not feel accepted in schools, therefore we need methods to solve these problems.



MODULE IV: EMPOWERMENT


In this module Participants appreciated empowerment through a focus on addressing Social Deprivation in Schools and Entrenching Diversity using Team Teaching. When teachers deal with the students in the deprived situations, positive action is needed. More attention of teachers must be paid to the learning difficulties of the students. In order to manage diversity in classrooms, we need to cooperate with the teachers that have less experience with managing diversity in the classroom, we need to provide them enough new knowledge, so that we enable them to cope with the changes in societies and therefore also in learning environments.

MODULE V: CONCRETE METHODS OF LABOUR MARKET INTEGRATION

Participants handled the work related instruction. Participants think they need to encourage students to write their CVs and to plan the development of their competencies. Teachers became more aware of the importance to connect the students with future employers. The awareness of teachers was raised that they need some other competencies beside those that are needed for the teaching of their subject. The teachers became more aware that they need to become acquainted with some parts of the biography and culture of students. It was also important that multipliers need to raise more awareness among teachers that teachers need to upbringing children not only parents, who are primary caregivers, and that they need to provide students also with the knowledge that they need for life and not only for school success.

MODULE VI: SUPPORT AT THE TRANSITION TO VET

In this module, knowledge of the ESL risk factors, Good Practices and Practical Strategies for Implementing Diversity Policies in the Schools and VET training Environments were appreciated: One of the most important things was the exchange of the experience between the teachers and good practices of teaching migrants and Roma in both countries, as well as the presentations of case studies. The teachers learnt the main reasons for early school leaving of students. Related to that, they became more aware about the importance of creativity and individuality as important principles in school environment. The teachers also valued some solutions, which were presented in order to be implemented in schools for the management of the diversity in classrooms. In their future work, the teachers will be more aware of the individual identities and needs of the students, therefore, individualization is an important principle for teaching. One of the ways to achieve the individualization is to use individualized personal learning plans for the students. The



latter enable easier monitoring and planning of students' progress. Participants became more aware about the importance of motivating the students to progress and to plan their work. Nevertheless, the opinion of the teachers is that in schools there are not enough teachers for the implementation of the individualization and therefore, it will be difficult to find and implement all the solutions needed without additional financial means. The teachers became more aware of the importance of life-long learning. At the same time, they became more aware that each student possesses certain and different capabilities and faculties and that they need to discover this knowledge in students and to endeavour to make students aware of their knowledge and competencies. Teachers became more aware about the importance of providing migrant students the opportunities for learning the language of the new society, immediately when they enrol in schools and later on, in this way they enable them easier integration not only in schools, but also in society.

10.3 IMPLEMENTATION OF THE ONLINE BLC


The total of 52 participants included teachers, VET trainers and representatives of migrants and Roma associations. The online implementation was inspired by Fichten's tested orientational guidelines for online distance Learning Programmes.¹⁶³ During the first phase, participants were supported by consortium partners to individually familiarize themselves with the structures of the learning environments and to get acquainted with the study materials. They were also supported by the consortium partners to individually work on some exercises, in order to find out how and in which teaching contexts they could apply the conveyed knowledge. This phase of individual and independent learning lasted between 10 – 12 weeks (compare Fichten 2004). The second phase consisted of a mixture between self-instructional learning and online interactions. The online interactions aimed to enable participants to share perspectives, exchange local and international experiences, clarify content issues and action strategies. As will be explained later, the participants positively evaluated and widely applied contents. However, the online interactions were not as intensive as originally envisioned due to busy schedules of participants, combined with the need for intensive self-study of the comprehensive concepts as well as the need to focus on the transfer of contents. The consortium continued to support participants through group discussions and individual mentoring.

Testing, transfer, evaluation & modification of contents

The toolkit underwent multiple testing and feedback loops. The consortium evaluated the toolkit in different stages before the inclassroom training. During the BLC, evaluation was realized on two levels. First, during the online course, participants tested and evaluated the PREDIS course contents in light of their practical application relevance (links to practice). Course participants applied, modified and adjusted contents learnt during both the presence phase and the online phase to fit their different transfer settings. Second, course participants, provided evaluative feedback to the consortium, who incorporated it into the further modification of PREDIS modules.¹⁶⁴ At the beginning of the training, the modules were regularly

¹⁶³ Fichten is a leading educationist, See Fichten (2004).

¹⁶⁴ According to Fichten, in order to effectively improve professional competences, online learning courses for professional development must realize the integration of theory and practice (Fichten 2004).



revised in order to incorporate the reflections and evaluative feedback of participants. In addition, the platform was updated with supplementary reading materials. As training proceeded, the constant updating of texts interrupted the reading patterns of some participants. Subsequently, the revised contents were no longer uploaded on the training platform. Instead, the revisions were integrated in the handbook and in the toolkit which are the final products of the Blended Learning Course. Updates on supplementary reading materials were extensively reduced.

Structure of the modules

Each module consisted of a theoretical and practical part. The applied contents and methods extensively reflected the state of the Art. For the transfer of key learned contents into everyday teaching and learning environments, activities were designed, which educationists could implement with their learners. The modules offered participants a broad range of topics and in-depth coverage in order to:

- Meet the diverse professional development needs of the heterogeneous teachers, trainers and practitioners. For example, educationists and practitioners who are relatively new in the field typically need more background information on topics covered;
- Offer the participants the possibility for expanding professional development through self-instructional learning even after the online training has ended.

With regard to the structure, the modules combined: (a) self-instructional learning components (independent-study by participants during and after Online BLC), with (2) mentoring (support and guidance through consortium partners) and (3) transfer components (for educationists' application during in classroom teaching).

Multidisciplinary

The discourse on educational disadvantage, risk factors and employment integration of youngsters is currently very fragmented. The concepts of the modules were assembled together from different scientific disciplines (Pedagogy, Gender Studies and Migration Studies; Political Education). Educationists and practitioners have been spared from undertaking the complex research work and the associated heavy workload. In addition to the modules, supplementary materials with contents and activities for further reading on relevant topics were assembled and uploaded on the training platform.

Mentoring

As stated above, a mentoring component was incorporated. In line with Fichten, the consortium partners assumed the role of mentors. Their tasks involved working with participants on the particulars of contents of the BLC texts, explaining complex concepts and clarifying questions of participants. Naturally, sometimes the mentoring exceeded the course material by showing further perspectives and working out connections to practice and their concretization.¹⁶⁵ The scope of contents was sometimes widened such that mentoring sessions came up with more materials and resources, information on the topic, and key actors/ possible cooperation partners in the sector, etc. Thus, according to Fichten, mentors of online programs assumed the role of facilitator of competences (Fichten 2004).

10.4 EVALUATION OF THE ONLINE BLC

Evaluation results regarding contents and transfer

The online implementation of the BLC was challenging. However, the contents were very highly appreciated. Most of the participants (90%) applied the course contents in their professional practice. This section will first present the evaluation feedback on the transfer of contents before discussing the implementation challenges.

Practical relevance of contents and methods

Based on evaluative feedback from participants, it is possible to glider the concepts applied and evaluated by BLC participants during their teaching and learning environments into the following themes:

- Applying contents and exercises promoting anti-discrimination and anti-prejudice Awareness.
- Applying contents promoting awareness of structural parameters of disadvantaged youngsters.
- Applying contents promoting the employment integration of disadvantaged youngsters.
- Applying contents promoting safe and welcoming schools to actively prevent ESL.
- Applying general contents as mirrored in the summarized feedback.
- Identifying contents that need broadening (Gaps) and suggestions for improvement.

In what follows, the evaluative feedback under each clustered theme above is summarized and presented.


¹⁶⁵ Excluded and relevant topics were pointed out for example: resources for materials on Migrant and Roma associations, critique of current practice which excludes a focus on early childhood education as a primary site for ESL prevention and for diversity training during the most fertile social developmental phases for diversity, acceptance and tolerance learning; identity formation in social hierarchies and implications for ESL, etc.

Module I: Applying Concepts Promoting Anti-Discrimination and Anti-Prejudice Awareness in Teaching and Learning Contexts (Evaluative Feedback from the BLC Participants)

- I used the collection of comics 'What? Me? A racist?' in February in my English class at higher vocational college with a group of 11 students. The purpose of the activity was to discuss the stereotypes and prejudices that surround and permeate our lives on more or less subconscious levels. The 11 students received a copy of a comic each, read it and then shared their stories in groups of 3-4. As a follow up activity, they created a list of the most pervasive discriminations in our school (mental/physical disabilities, homophobia, prejudice against the overweight, foreigners, etc..) and a list of concrete suggestions on how to alleviate the problems. My opinion is the comics is a very useful collection, because it uses short and concise stories to illustrate a large number of various types of discriminations. As readers, reporters and listeners, students could easily relate their experience of being victims ("I didn't get the job because I'm a woman") and perpetrators stereotypes ("Albanian immigrants refuse to learn Slovene"). The wide array of discrimination cases helped students critically consider their environment and also their behaviour. Since this collection is available in a number of European languages, it can be used in a number of foreign language classes. Very nice and very useful.
- Particularly important for my practical work was that I realized that there are several types of discrimination. Today discrimination is less direct, more covered and sophisticated. We have to pay attention constantly on the perception of discriminatory behaviour. I discovered that sometimes with inadequate communication, we encourage prejudice unknowingly.
- Particularly difficult to implement in real life is fighting against prejudice. Discrimination bases on stereotypes and prejudices. They surround us everywhere, from home to the public. It is very difficult to break them, first we have to notice them and then we have to react properly. In order to point out stereotypes and prejudices, I used some pages from the collection of comics 'What? Me? A racist?' in my lessons during replacement of my colleague in the classroom (I am working as a teacher in a vocational and technical school) and in my library (I am also a school librarian). I placed some pages at my working desk in library, so visitors couldn't miss them. Everybody asked me, why those copies are laying around, so we began to talk about discrimination. I just want that students realise the existence of discrimination in our school and everyday life, so they could relate their experience with discriminatory behaviour.
- In the future I will try to point out every discriminatory behaviour. I prepared some questions about racism and discrimination cases in students life, I will try to find answers from students.

Module 5: Applying Contents of the Modules which Promote Employment Integration of Disadvantaged learners (Selected Comments from BLC Participants)

- I used Crazy Job Interview as a lesson activity in teaching and learned that employment workshops are very stimulating and motivating for students. The activity dealt with how to present yourself in a job interview. Students enjoyed the activity and took it very seriously, because the game was very similar to a real life situation. Students began to critically think about their skills, professional knowledge and career. This activity increases options for pupils at the labor market – (Module 5).
- Particularly important for my practical work is work-based learning and work-based language learning. I find the examples in the modules very useful. The ECVT Online tools for validation institutions and for recognizing youngsters' qualification are very useful. Many migrant youngsters I deal with are facing the problems and questions of how to have qualifications recognized and how to prove that they already have worked in some areas and do not have to repeat studies or training for many years. Youngster were particularly happy to find online information on how to develop application documents and elaborate their CVS through the EURES & EUROPASS. In future, I will try to use the career counselling exercises and the online resources like ECVT, EURES & EUROPASS to provide information to youngsters.
- Particularly important for my practical work is how to link youngsters to internships. I found information on the importance of this topic very important. I was not aware of youngsters' discrimination and the many challenges they face. The knowledge on structural parameters like intersectionality and the practical tips for helping youngsters are very useful for my everyday work. Particularly useful but difficult to implement in everyday teaching is stakeholder engagement. I appreciate the practical tips of working with VET leadership and school leadership to organize stakeholder engagement. In the future I will try to initiate and organize with my colleagues a stakeholder engagement approach. I will also try to incorporate work-related concepts in curricular.
- I had a lesson 'The job - a gold bracelet' during my counselling class at XI C grade, where there are 31 students and 5 of them are Roma students-girls. I gave them a survey related to discrimination (gender, origin, minority) in finding a job. This survey showed that 8 of the students answered that for certain jobs, some employers make a difference related to people's ethnicity. The next counselling class, I invited a representative of Buzau County Employment Agency who offered counselling to the students related to how they should behave in participating in a job interview, this way they improved their skills in writing a good CV and their communicative skills. Thus, they increased their chances in finding a job.
- Teacher 2 – teacher of technological subject: At one of my counselling lesson at XI A grade, made up of 28 students from whom 3 of them are Roma students - all of them girls, I invited a very successful woman of Roma origin who works at Buzau Prefecture, The European Business and International Relations Compartment, who shared from her experience accumulated during the years when she was a



high school girl and a student of Roma origin and then as an employee of Roma origin. She demonstrated, if you work hard, you can succeed.

Module 6: Applying Contents of the Modules which promote safe and welcoming schools to actively prevent ESL

Theme I: Tackling and preventing bullying in schools and training environments

- I think this strategy against bullying has all the characteristics to be effective. In particular I have appreciated the following aspects:
 - The fact that it is systematic, involving many actors and not only the learner affected or “the protagonist”
 - The use of an appreciative approach not only with the learner affected by bullying but also with “the protagonist”
 - The fact that everything starts from the attempt of establishing a trust relationship with the learner affected by bullying
 - The fact of giving the supportive group the responsibility of improving the situation within the class
 - have also appreciated the existence of a follow up phase, during which it is possible even to realize that a more strong approach is needed.
- Particularly important for my practical work are practical tools for handling bullying:
 - I introduced the No-blame Approach and the Farsta Methods to a group of migrants who work with youth and participate in self-organization activities. They liked these strategies very much and were very eager to apply them and to train other youth leaders and their migrants communities in how to use these approaches.

Theme II: Implementing the ecological school approach

- Particularly important for my practical work is the Whole School Approach I am a representative of a migration association. I used your whole school approach which seeks to engage parents in the schools. I explained it to a migrant parent whose child is now in kindergarten. In the Pre-kindergarten, the staff used to make all kids in her child's class count from 1-10 every morning. In Kindergarten, this stopped. After some time, the migrant parent noticed that her child started to forget how to count. The parent worked on this at home but I also encouraged her to bring it to the attention of the Kindergarten teachers that in pre-kindergarten, children were made to count and that Kindergarten kids could benefit from counting if it is continued in kindergarten. The kindergarten teachers picked up on the practice. It is really important to continue support from one school level to another.
- ESL causes can start in early childhood years. During kindergarten, a migrant parent's child liked to play


- building castles with wooden blocks. A younger child would frequently interrupt the game by destroying the castle her child built. The kindergarten mixes ages. The parent noticed that her child did not like to play castles anymore. After some time, she did not want to go to kindergarten. I encouraged the parent to talk with the kindergarten teachers about the situation. The kindergarten teachers intervened by always picking up the younger toddler before she could destroy the castle and encouraged the other child to play, which solved the whole problem.
- In future I will try to use the whole school approach more and encourage migrant parents to do the same.

Implementation Challenges

The BLC online implementation process was challenging and poorer rated than the BLC contents. The online course itself was related as 3 on a scale of 1-5 with 5 demonstrating the highest value. The reasons are mainly as follows:

- Challenge 1: The BLC originally aimed at developing comprehensive concepts. However in praxis this was challenging: At the beginning, many online participants considered the modules as too comprehensive. However, there were also some who considered the modules as not comprehensive enough. Most teachers and trainers preferred more concise information and more exercises i.e. basic texts and exercises due to the limited time. Problem Resolution Strategies: Consortium partners resolved the challenge by developing summaries and microsummaries of the modules which presented key concepts. As already mentioned, consortium partners assumed the role of mentors and worked with participants on particulars of contents of the texts, explained complex concepts and clarified questions of participants. In addition, consortium partners supported participants in navigating the information and working out contents for transfer as well as giving advice during the learning process.¹⁶⁶
- Challenge 2: Especially at the beginning, the platform functions were sometimes confusing. Problem Resolution Strategies: This barrier was leveraged through the PREDIS platform administration support. In addition, PREDIS consortium partners walked participants through the different steps of accessing the platform and using the different functions (emails, chats), identifying files and contents (Modules, Handouts, Texts, Extra Reading Material).
- Challenge 3: Due to the high working level of teachers, some participants found online interactions as increasing the burden of balancing daily work demands with online information (own work emails and the BLC chat communication). Problem Resolution Strategies: Periods of autonomous offline learning supported by consortium mentors were organized. This had the further advantage of ensuring that teachers could learn on their own pace. The need to respond to others comments especially during phases of familiarising with materials and exercises, was experienced by some participants as interrupting. Fichten supports this solution. Fichten has pointed out that the objectives of online training

¹⁶⁶ Compare Fichten (2004).



courses are mostly realized in situations, in which participants can organize in a relatively autonomous manner. It is essential to prevent difficulties in interaction which can accrue due to institutional obstacles like clinging to routines such as inflexible courses of work (Fichten 2004: 4). (see Bloh in Wolfgang Fichten & Olaf Zawacki-Richter: 2004)

Evaluative Feedback from BLC Participants Regarding the Implementation

The following comments from participants echo some of the difficulties described above and the impacts of some of the measures undertaken by the consortium to alleviate them:

- 'The platform was originally difficult to access and the user functions were not easy to recognize. We appreciate that the BLC organizers responded. We also appreciate the broad range of choice of materials for training and the fact that the BLC organizers supported us to navigate the documents on the platforms'.
- 'During my participation in the course, I learned a lot of new things about migrating, migrations, the whole process of migration. All materials was useful, but there was too much information. So I am very glad that our mentor from the consortium helped us with all modules and activities'.

Conclusive Summary

The contents were on the average very highly appreciated. Teachers have evaluated contents in BLC as useful, interesting and informative. Teachers have estimated that they gained new knowledge from both the course manual of the BLC modules and the lessons activities. They have stated that they will try to continue to use the acquired knowledge about early school leaving and diversity of identities in their work with students. Some of them have mentioned that they will also attempt to spread the belief that cultural, social and linguistic diversity can enrich school stuff and students. Most of them have noted they will also use more activities and workshops in the classroom which mirror and confront real life situations.

10.5 LITERATURE

- Wolfgang Fichten & Olaf Zawacki-Richter (2004): Learning communities in an online course on "psycho-social aspects in nursing" - a community of practice? In: U. Bernath & A. Szücs (Eds.). Supporting the Learner in Distance Education and E-Learning, Proceedings of the Third EDEN Research Workshop, Carl von Ossietzky University of Oldenburg, Germany, March 4 - 6, (pp. 231 - 239). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg.

10.6 UNIT VII: QUICK SKILLS SUMMARY

This unit provides you with a summary of skills for a very quick overview. The summary is thought in perspective of everyday praxis.

10.6.1 Structural Awareness

You should be able to:

- Understand that ESL is societal, avoid individualizing structural causes and know that a broad range of social factors may impact on individual learners' and trainees motivation (Module I).
- Use counter framing competences to reframe deficit meanings and replace them with diversity reflexive meanings which recognize and mirror the political basis of problems (ibid.).
- Understand the impact of racism, discrimination, migration and structural mechanisms on migrant youngsters. Know migration regulations, life situation of migrants and Roma, have knowledge of discrimination, racism, global interdependences (Compare Auernheimer 2008).
- Understand the impact of historical disadvantage on Roma youngsters.
- Demonstrate and apply empowerment, social justice awareness and social solidarity principles in all areas of practice with disadvantaged learners.
- Understand perceptive change as an activity not just an attitude and be able to work with internal multi-professional school teams and other political and social actors to address risk factors. Concretely this means working in educational, social, economic and health partnerships. In essence, educationists engage prevailing power structures to organize measures and strategies for ameliorating educational disadvantage.

10.6.2 Collaboration, System Knowledge, Labour Market Oriented Curricular

You should be able to:

- Be skilled at supporting youngsters access internships.
- Implement labour market oriented curricular and support early career orientation of migrant youngsters.
- Increase knowledge of the labour market, know about trends and occupations, training opportunities and strengthen your career guidance skills.
- Be skilled at linking or referencing learners and trainees to online tools, institutions and other resources that support social and labour market integration.
- Understand the importance of collaborative teaching and learning and be able to deploy team teaching techniques and involve culturally, academically and linguistically diverse learners in the training and educational processes.

- Conduct holistic assessments of social and subject specific learning prerequisites, identify risk factors and detect learners at risk at all levels of learning and training and respond promptly.
- Value and facilitate the exchange of information across different disciplines.

10.6.3 Self-Reflection

Our assumptions of gender, ethnicity, social class, religion, deficit, ability, physical appearance are culturally constructed. Our worldviews and understanding of social differences are learnt at a very early age and often operate at an unconscious level. However, they are shaped through power structures, institutions and social practices. In order to not reproduce relations of difference and inequality, it is important to first understand own culture, societal location and reflect upon how power and culture have influenced our worldviews, work, identity and course design. Conduct a cultural self-assessment to identify own culture and unconscious entanglements in power and its reproduction. In addition, learn more about different cultures and question assumptions regarding cultures, whenever you encounter them (Module I & see critically Milton Bennet Module 3).

10.6.4 Language

You should be able to:

- Embed a work-based learning model by entrenching work related concepts in curriculum.
- Understand that verbal skills do not always correspond with a high-level of second language proficiency, or prerequisites for subject specific understanding and task performance.
- Understand that youngsters expressing poor verbal skills may experience discrimination when language competences are taken for (dis)ability to meet educational expectations.
- Assess literacy skills and provide or link youngsters to essential language resources.
- Use plain language throughout.
- Explain any new terminology or concepts that you introduce. Ideally, present this information in a variety of ways (e.g. verbally, written, visual demonstrated).
- Encourage students to create their own glossaries, and to ask questions and seek clarification where needed.
- Repeat and/or paraphrase key discussion points and questions from students so that everyone in the group can hear what has been said.
- Provide additional explanations where needed, using alternative examples to facilitate understanding. This can be especially effective if these explanations draw on material that is familiar to students (e.g. cultural and social references), relevant (e.g. relates to career aspirations), and makes links with their wider academic context (e.g. to the wider unit material, their programme).

- Learners of similar language backgrounds may prefer working together. Account for a more diversity participation by assigning participants to different groups; involve learners and trainees to involve and reflect on diversity dynamics in team projects.
- Ensure classes and trainings are paced to provide time for listening, note-taking, processing, and responding (See Module V / Manchester Metropolitan University, CELT Website: www.celt.mmu.ac.uk).

10.6.5 Communication

You should be able to:

- Avoid making assumptions or judgements about individuals based on their communication styles.
- Know differences between high and low cultural contexts of communication and recognize their importance for internally differentiated curriculum.
- Be sensitive to and overcome potential barriers due to unquestioned assumptions and stereotypes, biases and prejudices.
- Be sensitive and responsive to verbal and non-verbal communication.

10.6.6 Cultural Understanding

You should be able to:

- Understand that culture is dynamic not fixed.
- Know that culture is socially constructed, shaped by power structures, institutions and social practices; identify and reflect on your constructed location in relation to others particularly disadvantaged migrants and Roma learners.
- Recognize power relations produced in the society and societal dimensions of migrants.
- Avoid culturalization by reducing differences and learning challenges and their social dimensions to learners' cultures.
- Know that individuals have multiple identities and that identity is subject to change.
- Understand that culture is individual and individual culture is multiple, cultural differences exist amongst people of similar backgrounds. Some migrants and Roma may self-identify as bicultural. Some may not identify with background culture.
- Avoid cultural determinism, identify and respond to individual needs.
- Gain better understanding of culture and cultural differences by experiencing, reading about and valuing other cultures.
- Conduct a cultural assessment to determine and accommodate different needs.
- Explore differences and similarities across cultures: value differences and different ways of doing things (Module I).

CHAPTER 11:

GLOASSARY

- **AGEISM:** Discrimination and prejudice by age which creates barriers to access to key areas of participation like work, education, etc.
- **ANTIZIGNISM:** 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” (Kremenyuk & 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 for 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 human needs, stipulates that certain basic needs have to be met in order for a person to survive or function. Maslow arranges needs in a five step hierarchy to demonstrate that low-level needs are crucial for survival and motivation and 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 as an assessment instrument in the educational context of disadvantaged learners.
- **PERSPECTIVE 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, and operationalizing change. The capacity to develop and implement action strategies of change is part and parcel of perspective 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 entails the ability to recognize and challenge structures of inequality in both the educational contexts and societal dimensions of migrants and minorities, identify and challenge oppressive cultural meanings, have capacity for power critical reflection, question own embedment in hierarchical structures, privilege and unknowing support of these hierarchies, combined with competences for understanding and responding to the individual conditions of learners which are grounded in unequal preconditions, albeit differentially. Such an approach should help to overcome the deficit approach and reductionism of 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).
- **RELIGIONPHOBIA (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.

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