



# Pestalozzi

## Training Resources

Education for Linguistic and Cultural Diversity (DIV)  
Why is ICE so important for the happy and successful  
learning of all students in school?

by

**Author:** Arthur Ivatts- England  
**Editor:** Pascale Mompoin-Gaillard

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## Why is ICE so important for the happy and successful learning of all students in school?

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Last edition: **April 2012**

*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

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## Theme: Understanding the pedagogy of ICE

### Expected outcome

- To develop an understanding of the importance of history to an informed awareness of issues of oppression discrimination, racism, and genocide.
- To understand of the importance of Intercultural Education to the happy and successful learning of all children in school, including minorities;
- To understand the need for the curriculum to be affirmative of individual pupil and group identities and the need to be able to develop personalised learning;

### Target group

Type of training	School level	Subject area
Initial training	All levels	Civic education

### Brief description of the unit

The unit will include modules of 'knowledge' linked to the history of Roma/Gypsies, Sinti and Travellers within a pan European context; the current day cultural diversity and circumstances of these communities; patterns of prejudice and discrimination; and models of best practice in education within the context of educational inclusion. This training unit has the real potential for the most effective use of training time. Initial teacher training being highly pressurised in terms of curriculum balance and breath and time, learners will be made aware and given sustainable skills to incorporate ICE within their teaching practice. The activities staged are planned to contribute significantly to illustrating, for the learners, the links between the theoretical models and the experiential realities for children disadvantaged by negative responses (by peers and teachers) to cultural diversity. Participants will practice the skills learnt of exploring and managing sensitive issues surrounding stereotyping and curriculum inclusive development.

### Methods/techniques used

Discussion, think-pair-share, 4 stage model: presentation, modelling, practice and feedback

**Time** 120 minutes

Preparatory activity	▶	10 minutes
Activity 1	▶	40 minutes
Activity 2	▶	30 minutes
Activity 3	▶	30 minutes
Evaluation	▶	10 minutes

### Resources

Preparatory reading	Appendix 1
Activity 1	Appendix 2
Activity 2	Appendix 3
Activity 3	Appendix 4
Teaching activity	Appendix 5
Debriefing/reflecting	
Laptop computer and projector or Whiteboard for PowerPoint presentation;	
Two/three flipcharts and coloured pens;	
Books and examples of teaching materials and artefacts.	

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**Tips for trainers:**

**Important note of caution:** even while this unit focuses on the origin and the impact of prejudices and stereotypes concerning Roma/Gypsies, Sinti and Travellers, we must stress that by focusing on one group, one runs the risk of actually inducing increased reproduction of stigmatisation. We therefore engage trainers/learners to be aware of this risk and always keep at the forefront of their exchanges that pupils are not “specimens of a whole group” but should be respectfully viewed as individuals with their own identity: individuals are all different one from another.

- The unit closes with a whole class plenary that will assess the extent to which the learning outcomes have been achieved and the degree to which the 4 stage training model has been purposefully exercised. In the plenary, emphasis may be placed on the last two stages of the methodology (Feedback and Application).
- Trainers will need to keep good time management with this training module.

**Preparatory activity:** Participants are invited to read the following background reading from the annotated list before starting the unit training and to think about and reflect on the four questions posed. For participants with heavy workloads the title highlighted in yellow should be seen as the irreducible minimum in terms of pre-unit reading and preparation. (Appendix 1)

**Activity 1** A reflection on cultural and social stereotypes


40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To engage learners in a reflection on cultural and social stereotypes?</li> </ul> <p>▶ <b>Specific aim:</b></p> <ul style="list-style-type: none"> <li>➤ To raise awareness on how stereotypes lead to discrimination that can be perpetuated in the classroom.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Two flipcharts and pens</li> <li>➤ Research and news articles</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <p>❓ The room will be set up with proper presentational arrangements; three or four round tables (depending on numbers) that will facilitate small group/neighbour discussion and whole class participation.</p>	
<p>▶ <b>Procedures:</b></p> <ul style="list-style-type: none"> <li>➤ The trainer gives the individual learners a number from 1 to 10-20 depending on the total number in the group. Ask the learners to regroup themselves in the room into two main groups of 'odd' and 'even' numbers. The two groups will be known as the 'Odds' and 'Evens'.</li> <li>➤ Ask that each group appoints one of its members a secretary who writes the list on the flipchart.</li> <li>➤ The trainer introduces the activity by asking the 'Odds' to think for three minutes about all the <u>negative</u> 'stereotypes' that they can collectively recall about 'Roma/Gypsies/Travellers' and the 'Evens' to think for three minutes about all the <u>favourable stereotypes</u> that they can collectively recall about Roma/Gypsies/Travellers. (5 minutes)</li> </ul>	

<ul style="list-style-type: none"> <li>➤ The ‘Odds’ only are asked to list on their flipchart a list of all the negative points the group can think of; the ‘Evens’ only are asked to list on their flipchart a list of all the positive points the group can think of. (4 minutes)</li> <li>➤ With both group’s tasks now complete, the trainer will ask for any observations the learners may wish to make in relation to the two lists that stand before them. These comments might be in relation to a balance of negative and ‘favourable’; or an imbalance in favour of one list or the other; or the fact that some learners may have felt that they were in the wrong group etc. This part of the activity should be flexible but can be limited by the trainer. (5 minutes or more)</li> <li>➤ The participants are then handed out individually a set of research and news articles on and by Roma/Gypsies, Sinti and Travellers. (Examples are provided in appendix 2). They will now scan these and exchange comments with their neighbour(s). ( 10 minutes)</li> <li>➤ The activity concludes with of whole group discussion surrounding the nature of negative stereotypes with an emphasis how this negative context could have a dramatic impact on a child’s learning. (10 minutes)</li> </ul>	
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Activity 2 A historical perspective



<ul style="list-style-type: none"> <li>▶ <b>General aim:</b> <ul style="list-style-type: none"> <li>➤ To develop an understanding of the importance of history to an informed awareness of issues oppression discrimination, racism, and genocide- helping to avoid ‘blaming the victim’.</li> </ul> </li> <li>▶ <b>Specific aims:</b> <ul style="list-style-type: none"> <li>➤ To learn how negative stereotypes are formed and perpetuated.</li> <li>➤ To be aware of how discrimination may be manifest in the school situation as racist bullying and a lack of curriculum inclusion.</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Notes</b></p>
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<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Texts in appendix 2</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Guided discussion, reading</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ To room should be set up for individual work.</li> </ul>	
<p>▶ <b>Procedures:</b></p> <ul style="list-style-type: none"> <li>➤ The participants are asked to return to their original places in the room.</li> <li>➤ They are asked to read the 'Historical perspectives on the basis of prejudice and stereotypes'. (appendix 3) (time depends on learners reading speed, +/- 15 minutes)</li> <li>➤ The activity ends with the whole group commenting on and discussing the issues arising from the personalised reading task. The trainer should steer the discussion towards the relevant areas of the historical roots of cultural stereotypes; the lack of informed knowledge that they are based on; an appreciation of the consequences for minority groups who receive and suffer racist abuse, social exclusion and discrimination over centuries; feelings of guilt, injustice and inequality; and the part played by the mass media. (10 minutes)</li> </ul>	
<p>▶ <b>Tips to trainers:</b></p> <ul style="list-style-type: none"> <li>➤ Trainers should steer conversation with participants so as to emphasise, all along this unit, that one must be aware of the individual student we have in front of us in order to look at which concrete needs he/she has as an individual and not make conclusions automatically only because he/she belongs to a certain culture, group, community or socio-economic category.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Ask learners the following questions; <ul style="list-style-type: none"> <li>○ How did you feel while doing these activities?</li> <li>○ Would they be useful in the classroom?</li> <li>○ How would you adapt them to use with your students?</li> </ul> </li> </ul>	





40 minutes

### Activity 3 Examples of curriculum inclusion

	Notes
<p>▶ <b>General aims</b></p> <ul style="list-style-type: none"> <li>➤ To understand of the importance of Intercultural Education to the happy and successful learning of all children in school, including minorities;</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To help participants understand the importance of children's dynamic cultural identities and first language to successful learning;</li> <li>➤ To understand the need for the curriculum to be affirmative of individual pupil and group identities and the need to be able to develop personalized learning;</li> </ul>	
<p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Think-pair-share</li> </ul>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Model materials of curriculum inclusion with draft scheme(s) of work and lesson plan formats. (appendix 4)</li> <li>➤ Pens and paper in the form of formatted pages in the learners' booklet.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ The room should be set up for individual work.</li> </ul>	
<p>▶ <b>Intructions/Procedure:</b></p> <ul style="list-style-type: none"> <li>➤ The trainer will ask the participants to look at a range of displayed teaching and learning materials (displayed on tables to one side of the room) as examples of best practice in the process of curriculum development that is for <u>all</u> children inclusive of culture, history and language(s). (see resources in appendix 4)</li> </ul>	

<ul style="list-style-type: none"> <li>➤ The participants will then be asked to work individually to list three reasons for ‘Intercultural Education’.</li> <li>➤ They will then be asked to share their three reasons with their immediate neighbour(s) in the context of mutual discussion and the sharing of thoughts and ideas.</li> <li>➤ They will then be asked to plan a possible lesson as an example of inclusive practice linked to the culture, history and language(s) of Roma/Gypsy, Sinti and Traveller communities. (the trainer can let them work free handed or distribute a worksheet in appendix 5.</li> </ul>	
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**Evaluation and assessment**

The unit closes with a whole class plenary that will assess the extent to which the learning outcomes have been achieved and the degree to which the five stage training model has been purposefully exercised. In the plenary an emphasis may be placed on the last two stages of the methodology (Feedback and Application).

You could use the questions below to help participants focus on the learning outcomes from this session.

Notes	
<p><b>1. What has been the key learning for you?</b></p> <p>Ask some participants to suggest one thing that has stimulated, interested or surprised them and that they will share with others;</p>	
<p><b>2. What aspect(s) of your teaching practice (when next scheduled ) will change as a result of studying this topic and modelling what you have learned?</b></p> <p>Ask participants to focus on changes in their knowledge, skills, and understanding related to ‘Intercultural Education’.</p>	

## Teaching activity

1. Knowledge boost and preparation;
2. Design a small scheme of work for implementing during your next teaching practice and relevant to the age group of pupils (if this is possible);
3. Write up three draft model lesson plans and implement in your next teaching practice (if this is possible).

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### Teaching Activity 1

**Title:** Knowledge boost and preparation

**Purpose:** The activity aims to boost the learners' knowledge of the history, culture (and its dynamic nature), situation and circumstances of Roma/Gyps, Sinti and Traveller communities in Europe and within their own country.

**Time needed:** Twelve hours, to research and plan

**Instructions:** Read selectively from the bibliography of useful books and other published learning resources specifically related to the focus group. (appendix 5).

### Teaching Activity 2

**Title:** Scheme of work

**Purpose:** Design a small scheme of work for implementing during your next teaching practice and relevant to the age group of pupils (if this is possible);

**Time needed:** 2 hours

**Instructions:** Prepare a scheme of work that would include the listed knowledge, skills and understanding that would be central to the aims of the three lessons planned. This scheme should also include any cross-curricular links and the planned contribution to the key competencies of literacy, numeracy, ICT and personal and social development. The scheme should also include the necessary details on content, class organisation, teaching strategies, differentiation, resources and assessment and evaluation criteria.

### Teaching Activity 3

**Title:** Lesson Plans.

**Purpose:** Write up three draft model lesson plans and implement in your next teaching practice (if this is possible).

**Working situation:** Pairs in preparation phase and later in school with structured feedback from pupils, other student teachers and professional colleagues/mentor/university tutor.

**Time needed:** 2 hours preparation time; 3x 40 minute lessons in school

**Instructions:** Participants should prepare three 40 minute lessons in accordance with their designed scheme of work. These will include: Title; Topic; Learning objectives; Class organisation; Teaching strategies to be used; Activities; Differentiation, Resources; Assessment and Lesson evaluation.

At the end of the activity they should meet colleagues to get feedback and assess the impact this activity has had within their teaching practice and the class.

**Note to the trainer:** you should use this feedback to help you to refine any similar teaching either as practice or professional class teaching.

## References

- *“The Situation of the Roma in an Enlarged European Union”*, European Commission-Employment and Social Affairs, 2004
- Thelen, P. *Roma in Europe: from social exclusion to active participation*, Friedrich Ebert Stiftung, Skopje, 2005
- *Teaching kit for Roma, Sinti and traveler children at preschool level*, Council of Europe/ARPOMT Strasbourg, 2005, DGIV/EDU/ROM(2005)7 revised
- *“The Gypsies”*, Angus Fraser, Pub. Blackwells. Oxford 1992
- *“Romani – A Linguistic Introduction”*, Yaron Matras, Pub. Cambridge UP, 2002
- *“The Roma/Gypsies of Europe: a persecuted people”*, Margaret Brearley. Pub. jpr/Policy Paper, Institute for Jewish Policy Research, No.3, December 1996

- *“Denied a future?”*, Save the Children Fund, Pub. SCF, London 2001
- *“Roma and Travellers in Public Education”*, European Monitoring Centre on Racism and Xenophobia (EUMC), Vienna 2006
- *“Roma in and Expanding Europe – Breaking the poverty cycle”*, Dena Ringold, Mitchell A. Orenstein and Erika Wilkens. A World Bank Study, 2003
- *“At Risk: Roma and the Displaced in Southeast Europe”*, United Nations Development Programme (UNDP), Bratislava 2006
- *“Common Ground – Equality, good race relations and sites for Gypsies and Irish Travellers”*, Commission for Racial Equality (CRE), London 2006
- *“Aiming High: Raising the Achievement of Gypsy Traveller Pupils”*, Department for education and Skills (Ref|: DfES/0443/2003) London 2003
- *“Provision and support for Traveller pupils”*, Office for Standards in Education (OFSTED), HMI 455, London 2003

Other resources for articles on Roma/Sinti and travellers:

- On Romani language: <http://romani.kfunigraz.ac.at/romlex/whatisromani.xml>
- ERIO : news, research and fact sheets: <http://www.erionet.org/publications.html>
- Resources in French (Balval): <http://www.erionet.org/publications.html>
- Resources in Spanish: [http://www.unionromani.org/publicaciones\\_es.htm](http://www.unionromani.org/publicaciones_es.htm)
- Resources in German: <http://www.sintiundroma.de/>
- Networks: [http://www.arka.org.mk/Links\(EN\).htm](http://www.arka.org.mk/Links(EN).htm) ; <http://tandis.odihp.pl/index.php?p=ki-ro>;
- On the holocaust: <http://fcit.usf.edu/Holocaust/people/USHMMROM.HTM> , <http://fcit.usf.edu/Holocaust/people/victroma.htm> ; <http://www.holocaust-trc.org/sinti.htm> ; <http://www.preventgenocide.org/edu/pastgenocides/nazi/parajmos/resources/> (bibliography)

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## Appendix 1

### Preparatory Activity

#### English Pre-readings

Issued to students 3 weeks before the training module  
with the attached questions to guide thinking and reflection

- ***Commission for racial Equality, “Learning For All – Standards for Racial Equality in School”, CRE, London 2000***

This comprehensive audit manual for schools allows institutions to assess the quality of their policy, provision and practice in terms of securing equality in education including intercultural education. (See section on Curriculum, teaching and assessment p25-p30)

- *Wright, C., Weekes, D. & McGlaughlin. 2000. “Race”, Class and Gender in Exclusion from School. London : Falmer Press.*

The book explores the impact of “race”, class and gender on the interaction of pupils and their teachers in the school and classroom setting. It seeks to examine the extent to which these variables can account for differential rates of school exclusion between pupils from different ethnic/racial groups, socio-economic classes and gender. We highly recommend you to read chapter 6.

- *Stier, J. 2003. Internationalisation, Ethnic Diversity and the Acquisition of Intercultural Competencies. Intercultural Education Review, Vol. 14, No. 1, pp. 77-91*

This is a paper that wants to shed light on the pedagogical processes involved in intercultural study environments and their effects on students. It is stressed that universities have much to gain from approaching internationalisation and ethnic diversity in an integrated fashion. The situational role of teachers is also stressed. The discussion arrives at an interactive model of intercultural learning.

- *Singh, B.R. 2002. Problems and Possibilities of Dialogue Across Cultures. Intercultural Education Review, Vol. 13, No. 2, pp. 215-227*

This paper argues that, although the problems of inter-ethnic conflict, cultural or ethnic differences pose a challenge, they do not pose an insurmountable challenge to the possibilities of dialogue across cultures. Teachers and educators should be asking themselves what positive conditions, norms and principles make dialogue across cultures possible and what they can do to promote those conditions, norms and principles.

➤ **Global Commission on International Migration (GCIM) (2005). *Migration in an interconnected world: New directions for action.***

This report gives a global view about the importance of migration and a lot of back ground information for example in the fields of laws, labour market, society and diversity.

Text from the introduction to the preface

“International migration has risen to the top of the global policy agenda. As the scale, scope and complexity of the issue has grown, states and other stakeholders have become aware of the challenges and opportunities presented by international migration. In every part of the world, there is now an understanding that the economic, social and cultural benefits of international migration must be more effectively realized, and that the negative consequences of cross-border movement could be better addressed.

In response to this situation, and acting on the encouragement of UN Secretary-General Kofi Annan, in December 2003 a Core Group of States established the Global Commission on International Migration, with a mandate to provide the framework for the formulation of a coherent, comprehensive and global response to the issue of international migration.”

Freely available at the website:<http://www.gcim.org/attachements/gcim-complete-report-2005.pdf>

➤ ***Building Europe with New Citizens? An inquiry into the civic participation of naturalized citizens and foreign residents in 25 countries***

This publication results from an EU research programme on Social Science and Humanities called **POLITIS**. It gives a lot of information about ICE in different countries.

Abstract:

Civic participation is of major importance for the democratic development of Europe. As European societies are highly affected by immigration, it is interesting to examine why immigrants are usually less active than natives. We explain our concentration on first generation immigrants and at the same time raise awareness of the different meanings and research implications of terms such as ‘immigrant’, ‘migrant’ and ‘foreigner’ both in statistics and in the public discourse of European societies. Active civic participation is defined as continuously investing time and energy to organise solidarity or give a voice to societal concerns in the receiving society. Although this definition is relatively broad and comprises both political and civil society activities, it does not include low-key types of participation such as voting or visiting events. Building predominantly on American literature on individual determinants of civic participation and on



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European literature to examine the influence of the societal opportunity structure on the participation of immigrants, we conceptualise our own model for researching the topic. We identify the activation process as the main research gap.

Freely available at the website <http://www.uni-oldenburg.de/politis-europe/index.html>

**Following your reading, you are invited to reflect on the following questions**

1. Is the rapid recent development in international migration the main reason for the need for the inclusion of 'Intercultural Education' within the school curriculum?
2. Is 'Intercultural Education' only necessary in societies with ethnic and cultural diversity?
3. Should all cultures and languages have equal status and if so how will this reality be accommodated within the normal school curriculum?
4. What has racism to do with 'Intercultural Education'?

## Appendix 2

### Challenging Coercive Sterilisations of Romani Women in the Czech Republic

(Last modified: 2005-04-06 13:17:17)



From the 1970s until 1990, the Czechoslovak government sterilised Romani women programmatically, as part of policies aimed at reducing the "high, unhealthy" birth rate of Romani women. This policy was decried by the Czechoslovak dissident initiative Charter 77, and documented extensively in the late 1980s by dissidents Zbynek Andrs and Ruben Pellar. Helsinki Watch (now Human Rights Watch) addressed the issue in a comprehensive report published in 1992 on the situation of Roma in Czechoslovakia, concluding that the practice had ended in mid-1990. A number of cases of coercive sterilisations taking place in 1990 or before then in the Czech part of the former Czechoslovakia have also been recently documented by the ERRC. Criminal complaints filed with Czech and Slovak prosecutors on behalf of sterilised Romani women in each republic were dismissed in 1992 and 1993. No Romani woman sterilised by Czechoslovak authorities has ever received justice or even public recognition of the injustices to which they were systematically subjected under Communism.

ERRC- European Roma Rights Center: [http://www.errc.org/Otherpub\\_index.php](http://www.errc.org/Otherpub_index.php)  
Website visited on 8 March 2008

### Traditional ways of life and contemporary challenges

The Roma, or the Gypsies, are Europe's largest and mostly ignored minority. Two thirds of today's around ten million European Roma live in Central and Eastern Europe - most of them in closed communities marked by extreme poverty and ancient social codes which compel women to be submissive.



They are expected to marry young, have many children and work hard in the household. While many Roma women abide by these traditional rules others question them, as Delia Radu finds out, in Poland, Romania and Albania.

[http://www.bbc.co.uk/radio4/womanshour/03/2007\\_28\\_wed.shtml](http://www.bbc.co.uk/radio4/womanshour/03/2007_28_wed.shtml)

BBC website on 8 march 2008

Stigmata: Segregated Schooling of Roma in Central and Eastern Europe, a survey of patterns of segregated education of Roma in Bulgaria, the Czech Republic, Hungary, Romania, and Slovakia.

(Last modified: 2004-08-12 12:46:43)



Racial segregation of Roma in education in Central and Eastern Europe has persisted if not worsened, causing irreparable harms to generations of Roma. Roma have been raised with the stigma of inferiority. Numerous Roma have been denied equal education and life opportunities. They have been prevented from enjoying the benefits of studying and living in a multicultural society. Segregated schooling of Roma is a complex phenomenon which has emerged as a result of the interplay of a number of factors such as deep-seated anti-Romani racism, the indifference of the educational systems to cultural diversity, and a lack of effective protections against discrimination and equal opportunity policies. In some places, segregated school facilities for Roma appeared as a result of patterns of residential segregation. Racial segregation has also arisen as a result of the exclusion of Roma by virtue of their specific language and culture. Finally, racial segregation has resulted from the conscious efforts of school and other officials to separate Romani children from non-Romani children for reasons ranging from their personal dislike of Roma to responding to pressure from non-Roma.

ERRC- European Roma Rights Center: [http://www.errc.org/Otherpub\\_index.php](http://www.errc.org/Otherpub_index.php)  
Website visited on 8 March 2008

Other resources for articles on/by Roma/Sinti and travelers:

- On Romani language: <http://romani.kfunigraz.ac.at/romlex/whatisromani.xml>
- ERIO : news, research and and fact sheets: <http://www.erionet.org/publications.html>
- Resouces in French (Balval): <http://www.erionet.org/publications.html>
- Resources in Spanish: [http://www.unionromani.org/publicaciones\\_es.htm](http://www.unionromani.org/publicaciones_es.htm)
- Resources in German: <http://www.sintiundroma.de/>
- Networks: [http://www.arka.org.mk/Links\(EN\).htm](http://www.arka.org.mk/Links(EN).htm) ; <http://tandis.odihr.pl/index.php?p=ki-ro>;
- On the holocaust: <http://fcit.usf.edu/Holocaust/people/USHMMROM.HTM> , <http://fcit.usf.edu/Holocaust/people/victroma.htm> ; <http://www.holocaust-trc.org/sinti.htm> ; <http://www.preventgenocide.org/edu/pastgenocides/nazi/parajmos/resources/> (bibliography)

A hate article from a British tabloid:



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## Travellers' tales

We need to know who our Gypsy pupils are

### “The Guardian”

**Janette Owen, Tuesday March 11, 2008**

In June, schools across the country will have the opportunity to take part in the first Gypsy, Roma and Traveller History Month, aimed at raising awareness and exploring the history, culture and languages of these communities. But the Department for Children, Schools and Families (DCSF) hopes that the themed lessons will have an additional impact.

According to the schools minister Lord Adonis, many Gypsy, Roma and Traveller pupils are among the lowest-achieving in our schools and the situation is not improving. Fear of prejudice and bullying has meant that many children and families are too scared to identify themselves, and without that knowledge schools are unable to apply for the extra support and funding that is available to help them.

The DCSF has produced a document, called *The Inclusion of Gypsy, Roma and Traveller Children and Young People*, which aims to persuade schools and local authorities to stamp out prejudice and ensure that the children get the extra support they deserve.

What can governors do to boost this initiative? They need to support the head in identifying which families need help. The guide says: "Schools and local authorities cannot comply with their duties under the Race Relations (Amendment) Act 2000 unless they are aware of the ethnicity and cultural diversity of their school population."

It suggests schools try to recruit governors from Gypsy, Roma and Traveller backgrounds. Governors should devise strategies to encourage parents to volunteer, and not feel they lack the skills required.

The vulnerability of these pupils must be recognised in the school's behaviour and anti-bullying policies. According to the guide: "It is equally important for schools to have, within their anti-bullying policy, examples of racist terminology pertinent to Gypsy, Roma and Traveller communities."

Heads should provide governors with information on racist incidents at least annually and ideally once a term. Governing bodies are required to inform their local education authority annually of incidents.

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Adonis says: "Children from Gypsy, Roma and Traveller communities should feel safe and cherished in school, and therefore parents and pupils will be proud to identify themselves. Schools now have a duty to promote community cohesion, and this is a real issue for their attention."

· The Inclusion of Gypsy, Roma and Traveller Children and Young People can be downloaded from the online publications section of [teachernet.gov.uk](http://teachernet.gov.uk). [Education.governor@guardian.co.uk](mailto:Education.governor@guardian.co.uk)

EducationGuardian.co.uk © Guardian News and Media Limited 2008

## Appendix 3

### Activity 2

**Historical Perspective for inclusion into the student's booklet**  
(Taken from "The Situation of Roma in an Enlarged European Union"  
EU Commission publication 2004)

#### **Roma in Europe: A Brief History**

"2.01 For the purposes of this report, the terms "Roma" and "Roma and other groups perceived as 'Gypsies'" include persons describing themselves as Roma, Gypsies, Travellers, Manouches, Sinti, as well as other terms. Underpinning the approach of this research is, first of all, the well-documented fact that there is strong "anti-Gypsy" sentiment in Europe impacting a number of persons who may or may not identify as Romani, but are regarded as "Gypsies" or similar by members of the wider society. Secondly, EU and other definitions of discrimination (at the core of this study), which proceed from assessing differences of treatment based on the perception of others, have also informed the approach. It is to be noted throughout, however, that general use of the term Roma in no way is intended to downplay or ignore the great diversity within the many different Romani groups and related communities, nor is it intended to promote stereotypes. Diversity within the Romani communities is, as with all communities, complex and multi-dimensional and involves differences of language and dialect, history,

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culture, religion<sup>1</sup> and social class, and educational and occupational status. Some communities and individuals covered in this study are nomadic by culture, while others are sedentary.

2.02 This study uses the term "Roma" as the plural noun form, as well as to name the group as a whole, and "Romani" as the adjective, in line with emerging and converging uses. "Romani" is also used for the purposes of this report as the name of the Romani language. At a number of points in this study, the term "Roma" or "Romani" is used as shorthand for the broad umbrella of groups and individuals. In no way should this choice of terminology be taken as an endorsement of approaches aimed at homogenizing Roma and other groups perceived as "Gypsies" in Europe or at eliminating the rich diversity among Roma, Gypsies, Travellers and other groups perceived as "Gypsies".

2.03 The current situation of Roma in Europe cannot be fully understood without an understanding of the history of the treatment of Roma in Europe, a history which has included episodes of oppression, banishment, enslavement, and genocide. The history of Roma is not well documented, mainly due to the fact that Roma have left behind few written records related to their communal existence. Although the historical origins of Roma have at times been in dispute, it is now largely a matter of consensus -- particularly on the strength of linguistic evidence -- that the Romani people are descended from groups who left the Indian sub-continent towards the end of the first millennium C.E.. Romani groups were noted in the European part of the Byzantine Empire by the eleventh century and probably entered Spain from North Africa at around the same time. Areas located in what is today southern Greece were noted as centres of Romani settlement in the fourteenth and fifteenth centuries and it is thought that Roma lived throughout the Balkans by that time.

2.04 Following a period of relative tolerance in the late Middle Ages, Roma were subjected to the first of a series of episodes of persecution in Europe. In England for instance, a court in York convicted one hundred and six Romani men of living their chosen lifestyle and sentenced them to death – nine were executed – under an Act of Parliament adopted to ensure the “punishment of vagabonds calling themselves Egyptians”.<sup>2</sup> States in the German-speaking lands and throughout Central Europe at various points hung the corpses of executed Roma at borders, to discourage other Roma from arriving. There is some consensus among historians that, prior to its long decline and the episodes of repression accompanying it, the Ottoman Empire was a more tolerant realm than Christian pre-Enlightenment Europe generally,<sup>3</sup> and that this tolerance extended to Roma.<sup>4</sup> The relatively higher numbers of Roma in areas of Europe today which formerly

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<sup>1</sup> Roma in Europe tend to belong either to one of the Christian churches or (predominantly in the southern Balkans) to be Muslim.

<sup>2</sup> Fraser, Sir Angus, *The Gypsies*, Oxford, UK: Blackwell Publishing, 1992, pp. 132-134.

<sup>3</sup> Comparative study of tolerance in Ottoman and Christian rule has been particularly extensively examined with respect to Jews. On this subject, see especially, Cohen, Mark R. *Under Crescent and Cross: The Jews in the Middle Ages*. Princeton: Princeton University Press, 1994.



comprised Ottoman possessions would seem to bear out this contention, although Ottoman authorities as a matter of policy discriminated against non-Muslims, and even within the Muslim community, Roma appear to have had pariah status.<sup>5</sup> For example, Roma were often buried separately from non-Roma. Within the Ottoman Empire, Roma would seem to have fared worst in areas of the Empire considered relative backwaters, such as in areas today located in Romania, where Roma were enslaved by local landowners and clergy. Professor of Romani Studies Dr. Thomas Acton has commented of Romani history in Europe in the 16th and 17th centuries: "When Romani people from Eastern Europe meet Romani people from North-Western Europe today, it is the descendents of the survivors of slavery meeting the descendents of the survivors of genocide."

2.05 The Enlightenment brought with it a series of new approaches toward Roma. In the mid-18th century, the first in a series of efforts were undertaken aimed at attempting to compel Roma to conform to the norms of the wider society. Typical of this approach were orders issued by Habsburg emperors aimed at converting Roma to "new farmers" or similar. It is unclear to what extent these early orders were even obeyed at a local level, but in the subsequent two centuries, Roma have frequently been removed from their families by force and placed with non-Romani families, or placed in institutions, in an effort to rid them of what have been perceived as traits of deviance, as well as part of efforts to end the common existence of the ethnic group itself. Definitions of such deviance have frequently included the Romani language itself, which authorities in a number of European countries have made significant efforts to stamp out. The development of modern police practices brought with it the development of ideas of "Gypsy crime", and with it, comprehensive registries of Roma.<sup>6</sup>

2.06 Roma were targeted for race-based persecution during the Hitler regime in Germany, 1933-1945, and in Nazi-occupied countries. In a number of countries, the Romani Holocaust -- referred to by some as the "Porraimos" -- was implemented by both German authorities as well as by local officials. In some countries -- as in, for example, areas of Macedonia occupied by the Bulgarian army, it was implemented by the armies of governments collaborating with the German-led effort to reshape the demography of Europe through measures including genocide. In some countries, such as in Romania, the Romani Holocaust was implemented without German prompting. In a number of areas, such as on the territory of today's Czech Republic, most of the Romani community was killed during the war, either by being interned at German-run death camps, or by being incarcerated in domestically administered internment camps rife with disease and other degrading conditions.

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<sup>4</sup> In 1604 for instance, a decree from Istanbul referring to both Christian and Muslim Roma ordered officers of the Empire not to "let (anyone) harass the race in question."

<sup>5</sup> On Roma in the Ottoman Empire generally, see Marushiakova, Elena and Popov, Vesselin. *The Gypsies in the Ottoman Empire*. Hatfield: University of Hertfordshire Press, 2001.

<sup>6</sup> See for example Lucassen, Leo, *Zigeuner: Die Geschichte eines polizeilichen Ordnungsbegriffes in Deutschland 1700-1945*, Köln: Böhlau Verlag, 1996.

2.07 Under Communism, efforts to forcibly settle Roma and to end what were seen as anti-social traits were redoubled. The governments of Poland and Czechoslovakia, for example, undertook extensive efforts in the early post-war to end nomadism among Roma entirely, and to convert Roma to a homogenised "proletariat". Intense assimilation efforts under Communism produced both some of the first generations of Roma in the elite, as well as further high numbers of Roma in state institutions, removed from families. Its official discourse notwithstanding, Communism did not succeed in eradicating racism. Some Communist governments undertook policies of coercive sterilisation of Romani women, and schooling in many countries became segregated. A comprehensive history of Roma under Communism has yet to be written.

2.08 The early post-World War II history of Roma in Western Europe appears remarkably similar to that under Communism. In Norway, Sweden and Switzerland, for example, concerted efforts were undertaken to end the communal existence of Roma and related groups through measures including forced sterilisation of both men and women, as well as through the systemic removal of Romani children from families and placement in state care. In recent years, the Swedish and Swiss governments have undertaken and made public comprehensive studies of the issue and Sweden has made available compensation schemes for victims. The impact of these policies continue to be felt today, however, as these policies did have significant impact in preventing many Romani and Traveller men and women from having children, and the group as a whole to a great extent still suffers trauma inflicted by these state policies.

2.09 The post-1989 era in Europe has seen an outbreak of intense anti-Romani sentiment in both Eastern and Western Europe. In eastern Europe, in some countries in the years immediately following the end of Communism, Roma were collectively blamed for a breakdown in public order or fears that a breakdown in public order was imminent. Anti-Romani pogroms took place in countries including Albania, Bulgaria, Germany, Hungary, Poland, Romania, Russia, Slovakia, Ukraine and Yugoslavia. Racist vigilante movements have also arisen and targeted Roma for vigilante attack. In some countries, such as in the Czech Republic and Slovakia, violence against Roma remains at alarming levels. In general, criminal justice authorities have reacted inadequately to the dramatic rise in racially motivated violent crime and public officials have been slow to condemn anti-Romani violence or have not condemned it at all.

2.10 In Western Europe, anti-Romani sentiment has frequently broken out following the arrival of Roma from Eastern Europe. Belgium, Finland, France, Germany, Ireland, Italy, the Netherlands, Norway, Spain, Switzerland and the United Kingdom have all featured episodes in which public panic erupted, fuelled by alarmist media reports at "Gypsy invasions" and similar. These measures have frequently been followed by draconian and racially discriminatory measures by public authorities, often including collective expulsions.<sup>7</sup>

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<sup>7</sup> Belgium has recently been found in violation of the European Convention of Human Rights in connection with the collective expulsion of a group of Slovak Roma and Italy settled out of court when a similar finding appeared imminent, related to the collective expulsion of a group of Bosnian Roma. Legal complaints against a number of other governments in relation to abusive expulsions, racially discriminatory border policies, and other, similar issues are currently open against a number of governments. For practical reasons, it has not been possible to pursue legal complaints against all governments where abusive expulsions and similar issues have been reported.

2.11 In 1999, the Romani community of Europe suffered the worst catastrophe it has endured since World War II when, following the end of NATO military action in the Federal Republic of Yugoslavia and the withdrawal of Yugoslav forces from Kosovo, ethnic Albanians undertook a campaign of ethnic cleansing against Roma and other persons perceived to be "Gypsies". Despite four years of UN administration in Kosovo, violence including periodic grenade attacks and the regular destruction of property has continued. Today, an estimated four fifths of the pre-bombing Romani population of Kosovo (probably around 120,000 persons) is displaced in very serious material conditions in rump Serbia and Montenegro, is in exile in countries bordering Kosovo or in the West, or is displaced within Kosovo. According to international officials working in Kosovo, no one has been brought to justice for any racially-motivated attack on Roma or other persons regarded as "Gypsies" in Kosovo.<sup>8</sup>

2.12 In the face of a history of discrimination and persecution, Roma have maintained a distinct identity, despite centuries in Europe without any visible autochthonous institutions. Communal solidarity is frequently affirmed and reinforced by close extended family bonds. The traditional Romani family is frequently larger than a non-Romani family and often includes extended family. Family celebrations feature prominently in social priorities. Cultural traditions are respected and adhered to diligently and may include pollution taboos, and in some communities, autonomous systems of individual and community justice.

2.13 The Romani language is spoken by millions of Europeans. There are probably more native and other speakers of Romani in Europe than there are speakers of any other minority language. Romani is an Indic language, closely related to modern Hindi, which developed in the European diaspora from what is now referred to as para-Romani, under the influence of a number of other languages, most notably Byzantine Greek. There are many dialects of Romani<sup>9</sup> and although in the past there have been efforts to deny the legitimacy of Romani as a language, with some scholars classifying Romani as a form of jargon, there is now broad consensus among linguists as to the wealth and unity of the Romani language. In addition, some Romani groups speak other minority languages, some of which are particular to Roma and other groups perceived as "Gypsies". For example, a large number of Roma in Hungary are native speakers of Beash, an archaic form of Romanian. Many Travellers in the United Kingdom and Ireland speak Gammon, sometimes referred to as "Cant", a language with many Romani loan-words, but not thought to be a dialect of Romani itself. Other non-majority languages spoken by Roma in Europe include

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<sup>8</sup> For further information on the situation of Roma in Kosovo, please see: <http://www.errc.org/publications/indices/kosovo.shtml>

<sup>9</sup> On the Romani language, see especially Matras, Yaron, *Romani: A Linguistic Introduction*, Cambridge: Cambridge University Press, 2002, as well as, Bakker, Peter and Hristo Kyuchukov (ed), *What is the Romani language?* Hatfield: University of Hertfordshire Press, Interface Collection, 2000.

Jenisch and Kalo. Although considerable variation in cultural and linguistic background is to be found between the different communities and groups of Roma/Gypsies in Europe, there are some common and unifying characteristics.

2.14 The estimated Romani population today in Europe as a whole is estimated at eight to ten million people, although some observers put the figures even higher at twelve million. Precise demographic data is not, however, available due in large part to the stigma associated with the Romani identity and the reluctance of many Roma to identify themselves as such for official purposes, and the refusal of many governments to include Roma as a legitimate category for census purposes. Some public officials deny that certain groups are in fact Romani.<sup>10</sup> The total number of Roma in Europe is many times greater than the total population of a number of the Member States.

2.15 At present, anti-Romani sentiment is present in all European societies and is extremely high in some countries. According to one recent survey, 79% of Czechs would not want Roma as neighbours.<sup>11</sup> A poll conducted in 1992 by the Allensbach Demoscopic Institute indicated that 64% of Germans had an unfavourable opinion of Roma – a higher percentage than for any other racial, ethnic or religious group.<sup>12</sup> A survey conducted in 1994 by the EMNID Institute indicated that some 68 percent of Germans did not wish to have Sinti and Roma as neighbours.<sup>13</sup> In a report on the fears of children by the official regional institution *Instituto Ricerche Economico-Sociali del Piemonte*, a survey of 1521 children aged 8 and 9 revealed that 36% of respondents who fear open spaces (60% of all children), stated that they did so because of "drug addicts, Gypsies and Moroccans".<sup>14</sup> Eighty-two percent of respondents stated that their fears were based on information that they had received from their parents and teachers or otherwise indirectly.<sup>15</sup> Mr. Trevor Phillips, the Chair of the United

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<sup>10</sup> For example, the Irish government recently told the UN Committee on the Elimination of Racial Discrimination, "Roma in Ireland is a relatively recent phenomena and accurate official statistical data on the Roma community in Ireland does not currently exist. Roma are an ethnic minority and despite superficial similarities between Roma and Irish Travellers, the Irish Government's position is that these are separate issues and therefore does not assume an identity between them is appropriate."

<sup>11</sup> See *Respekt*, č. 1, Ročník XV, 29.12.2003-4.1.2004

<sup>12</sup> Seventeen percent had an unfavourable opinion of Muslims; of Indians, 14%; of guest workers, 12%; of dark-skinned persons, 8% and of Jews, 7%. Cited in G. Margalit, "Anti-Gypsyism in the Political Culture of the Federal Republic of Germany: A Parallel with Anti-Semitism?". Accessed on the web at <http://sicsa.huji.ac.il/9gilad.htm>.

<sup>13</sup> Cited in D. Strauss, "Anti-Gypsyism in German Society and Literature" in Tebbutt, Susan, ed., *Sinti and Roma: Gypsies in German-Speaking Society and Literature*, New York: Berghahn Books, 1998, p. 89.

<sup>14</sup> See Miceli, Renato, "Sicurezza e paura", Working Paper #127, October 1999, Torino: Instituto Ricerche Economico-Sociali del Piemonte, <http://www.ires.piemonte.it/EP04.htm>, p.54.

<sup>15</sup> *Ibid.*, p. 57.

Kingdom's Commission for Racial Equality (CRE), recently stated, "As a Briton, I am ashamed of the way we treat Gypsies and Travellers. Things need to change and they need to change now."<sup>16</sup>

2.16 The treatment of Roma both in the European Union and beyond its current borders has become a litmus test of a humane society. The treatment of Roma is today among the most pressing political, social and human rights issue facing Europe.”

## Appendix 4

### Activity 3

- Title:  
\_\_\_\_\_
  
- Topic  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- Learning outcomes:  
\_\_\_\_\_  
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<sup>16</sup> Traveller Times, Issue 19, Spring 2004, p.1.

➤ **Class organisation:**

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➤ **Teaching strategies to be used:**

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➤ **Activities:**

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➤ **Resources:**

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➤ **Assessment and Lesson evaluation:**

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*Inclusive learning approaches for literacy, language, numeracy and ICT, Lifelong learning UK, 2007*

To find examples of lesson plans:

<http://publications.teachernet.gov.uk/eOrderingDownload/LLUK-00680-2007.pdf>

website visited on 8 March 2008

*Extract:*

## 6 LEARNING AND TEACHING ACTIVITIES

Multilingual learners may have highly developed learning and study skills in other languages and scripts.

As learners in the FE sector are very diverse, using an extensive variety of methods in the delivery of learning will engage and motivate learners and meet the wide range of learner needs. These methods can be used to support language, number and ICT skills development as well as learning in their area of specialism and may include:

- whole group teaching
- embedded learning
- problem solving and discovery learning
- workshop practice
- individual and pair work
- case studies, role play and simulation
- group work
- the use of different media including ICT and interactive resources
- independent and resource based learning
- learning through discussion
- individual coaching and tutorials
- peer working.

To maintain an inclusive environment, involving a literacy, language, numeracy or ICT specialist in the team will provide more targeted skills development for learners who need specialist help and support with their language, number and ICT skills.

## 6.1 Maintaining an inclusive learning environment

The delivery of learning should engage, motivate and enthuse individual learners and encourage their active participation, leading to learner autonomy. This means taking individual learner needs into account and the use of a wide range of strategies including those which take account of learners' levels of literacy, language and numeracy. Teachers should ensure that learners are taught in a purposeful learning environment where they feel safe, secure, valued and respected. Communication strategies should be used which are within learners' range of understanding. This will contribute to maintaining an inclusive learning environment. Learners' particular literacy, language, numeracy and ICT needs can be established through initial assessment, talking to learners, observing them completing activities or using simple self assessment tests. Recognising and using a variety of different teaching styles is particularly important to support literacy, language and number skills development. Learners working towards literacy, language, their strengths. The teaching styles which you adopt will have an impact on the type of language skills your learners will need to acquire. A didactic approach for example, may require listening and note taking skills predominantly, whereas a more learner centred approach may require higher level reading skills as learners are asked to interpret information for themselves. Even when we are trying to adapt to individual learning styles, the variety of activity used will have an impact on the language skills required within a particular programme of study. The language demands placed on learners are a direct result of teacher led mediation of learning. The needs of an individual learner may be related to cultural history and previous educational experience. Those who have been taught in a formal didactic way, for example, may be uncomfortable with methods where they are asked to discover or problem solve for more autonomous activities. It may be particularly important to make explicit the reasons for using a particular activity for those learners who are new to the system.

## 6.2 Differentiated learning

Planning and delivering sessions with differentiated outcomes and activities is particularly crucial for enabling learners with literacy, language, numeracy and ICT needs to achieve. The use of differentiated learning is key to making learning accessible and fostering the development of language, number and ICT skills. Differentiating schemes of work and lesson plans will meet the individual needs, aims and experiences of learners. There are many differences between our learners that affect their learning. So, the term 'differentiation' has been adopted, meaning to cope with such differences. 'Differentiation is . . . the process of identifying with each learner, the most effective strategies for achieving agreed targets.' Differentiation does not just mean adapting work for learners with support needs in language, literacy, numeracy or ICT, it also means ensuring work will stretch to enable ease of progression too. Differentiated learning needs to take into account that learners may differ in terms of their motivation, prior experience and knowledge, learning support needs, cultural expectations, literacy, language, numeracy and ICT level and learning preferences. Differentiating to meet this diverse range of needs can be challenging but will be necessary to ensure all learners can attain their goals. For example, learners may be familiar with some aspects of ICT, but the variety of technologies available can be bewildering.



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To meet learners' different needs a variety of interactive teaching and learning approaches need to be employed. Active learning engages and motivates learners to learn and achieve.

### **What is active learning and why does it work?**

We learn by doing. Research shows that active learning is much better recalled, enjoyed and understood. Active methods require us to 'make our own meaning', that is, develop our own conceptualisations of what we are learning.

Tasks can be differentiated by:

- learning outcomes
- teaching and learning resources
- learner groupings
- assessment
- learning support.

Teaching and learning activities may include:

- mixed ability group work where more advanced learners can provide peer support to fellow learners
- group work to facilitate use of learners' other languages in
- group tasks where some learners are more supported, for example, some learners could write a report independently while others complete a prepared format
- extension activities for strong learners
- discovery learning and personal research where learners can learn at their own pace
- additional learning support for individuals or small groups
- use of personal tutorials
- access to self study ICT materials and learning centres.

Where additional learning support is available, the success of that support will depend on the constructive and active collaboration between the area of specialist teachers and the Skills for Life or Key Skills team. In a work-related learning context, it may be more of a challenge to use the range of teaching and learning activities to differentiate learning, but meeting the literacy, language, numeracy and ICT needs of learners in this context is equally critical

## Appendix 5

### Teaching activity

*“The Situation of the Roma in an Enlarged European Union”*, European Commission-Employment and Social Affairs, 2004

*“The Gypsies”*, Angus Fraser, Pub. Blackwells. Oxford 1992

*“Romani – A Linguistic Introduction”*, Yaron Matras, Pub. Cambridge UP, 2002

*“The Roma/Gypsies of Europe: a persecuted people”*, Margaret Brearley. Pub. jpr/Policy Paper, Institute for Jewish Policy Research, No.3, December 1996

*“Denied a future?”*, Save the Children Fund, Pub. SCF, London 2001

*“Roma and Travellers in Public Education”*, European Monitoring Centre on Racism and Xenophobia (EUMC), Vienna 2006

*“Roma in and Expanding Europe – Breaking the poverty cycle”*, Dena Ringold, Mitchell A. Orenstein and Erika Wilkens. A World Bank Study, 2003

*“At Risk: Roma and the Displaced in Southeast Europe”*, United Nations Development Programme (UNDP), Bratislava 2006

*“Common Ground – Equality, good race relations and sites for Gypsies and Irish Travellers”*, Commission for Racial Equality (CRE), London 2006

*“Aiming High: Raising the Achievement of Gypsy Traveller Pupils”*, Department for education and Skills (Ref|: DfES/0443/2003) London 2003

*“Provision and support for Traveller pupils”*, Office for Standards in Education (OFSTED), HMI 455, London 2003

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