RISE
Roma Inclusive
School Experiences

Comissão
Europeia

BUILDING A SCHOOL TOGETHER

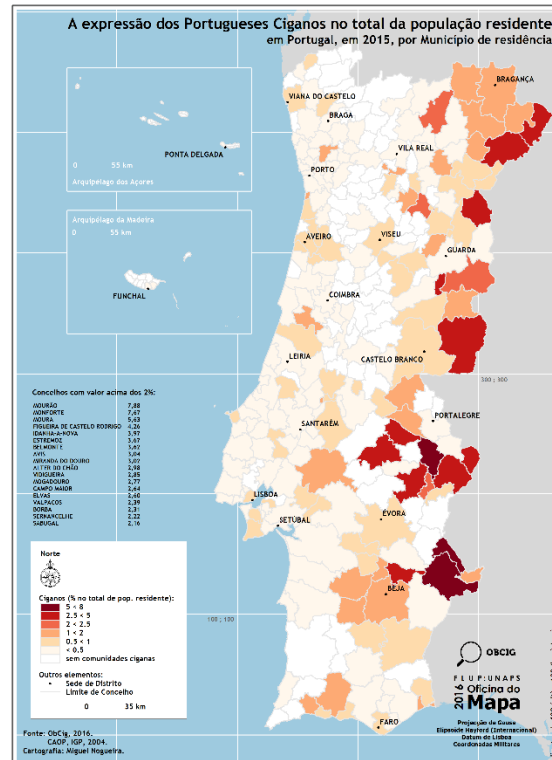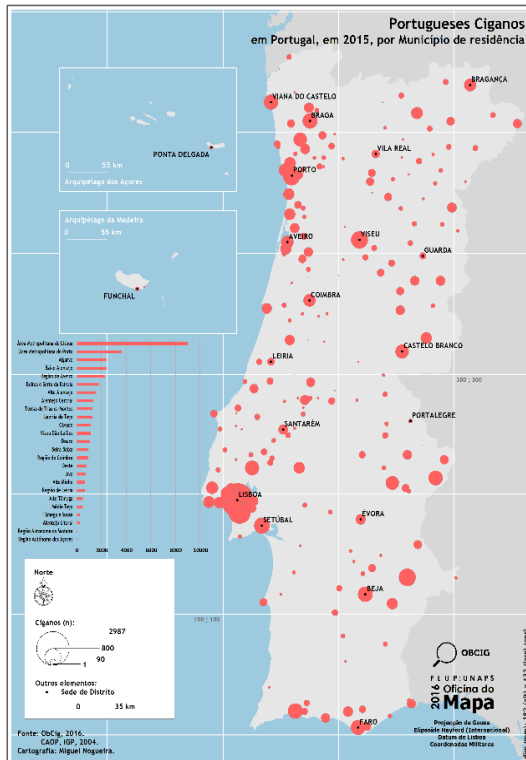INCLUSIVE EXPERIENCES FROM ROMA CHILDREN

The RISE Project in Portugal

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School cluster coordinator: Paula Martins

Roma in Portugal

- Portuguese Nationality (16th century)
- Circa 37,000 (ObCig + IHRU, 2016)
- Total and relative distribution (Lisbon & Porto / inland)
- 32% live in settlements
- Majority satisfied with health services

Roma children in Portuguese schools

	Basic Education			Secondary education (years 10-12)
	1st cycle (years 1-4)	2nd cycle (years 5-6)	3rd cycle (years 7-9)	
*Roma students enrolled 2016/17	5879	3078	1805	256 (46% girls)
Retention and dropout, 2017/18, All students in MP: 5,0%	2,6%	5,3%	7,6%	13,1%
*Retention and dropout, 2016/17, Roma students in MP: 48,1%	37,4%	64,0%	58,0%	31,2%

Source: Directorate-General of Statistics for the Ministry of Education and Science: http://www.dgeec.mec.pt/np4/home

Phases

Context analysis

Document analysis at national level

Analysis of retention and dropout rates for Roma students in mainland Portugal (MP)

Analysis of absenteeism, retention and dropout figures in the school cluster

Interviews to key actors

Intervention (action research)

Teacher/ technician professional development sessions

Pedagogical experiences

Monitoring group

Workshops with children:
https://www.projectrise.eu/documentation/stopmotion-video-realized-schools-portugal

Evaluation and dissemination

Analysis of absenteeism, retention and dropout figures in the school cluster

National conference (19th November 2019)

PT Booklet, children's video, (inter)national conferences and teacher training

Website: https://www.projectrise.eu/pt

Action Research

Training course for teachers and other professionals

- 17 (+ 3) teachers + 5 (+1) other professionals
- 25h face-to-face sessions (16th November 2018-6th June 2019)
- 25h autonomous work: **developing 4 collaborative pedagogical differentiation devices**

Workshops with children

- 32 children involved (16 Roma; 16 non-Roma)
- 8 sessions; 2 primary schools (April-June 2019)
- Themes: diversity, gender equality & discrimination

Monitoring group

- 1 member of the team, 1 member of the school management, 2 teachers (one from each primary school), 1 social worker, 1 psychologist, 1 president of the PTA and 1 Roma mother.
- 3 meetings (Jan/ May/ Nov 2019)

Developing and evaluating the pedagogical differentiation devices (PDD)

Quality criteria for designing and evaluating PDD

	The pedagogical approach promotes…
Cooperative, reflexive, experiential, and intercultural learning	… participated, cooperative, and negotiated processes among children and between children and their teacher?
	… 'learn by doing' tasks?
	… the integration of the lived experiences and cultural world of children?
	… the acceptance and valorisation of difference?
	… the articulation of curricular areas/ school subjects?
	… the integration of diverse interests, needs, rhythms, and styles?
	… children's reflection on learning?

Data collection on pedagogy

Evaluating action research	Interview/ **dialogue with children**
	Questionnaire to children
	Teacher's reflective notes
	Children's reflective notes
	Self/ peer-observation
	Process evaluation instruments
	Photos/ video/audio records
	Document analysis

Houses of the world

(1st cycle, 25 children/ 1 class / 4 teachers/ 1 psychologist)

I, you and the others

(1st cycle, 137 children; 6 classes / 6 teachers, 1 psychologist)

Equality in daily routines

(Pre-school, 52 children/ 4 classes/ 2 teachers, 2 educators, 1 social worker, 1 technician)

I, you, we

(2nd cycle, 26 children/ 1 class/ 8 teachers, 1 technician)

Inclusion Inter/multicultural education Curriculum integration Valuing diversity Pedagogical differentiation Collaboration & peer supervision

Results

Workshops with children

FINAL QUESTIONNAIRE (N=17)

■ More ■ More or Less ■ Little
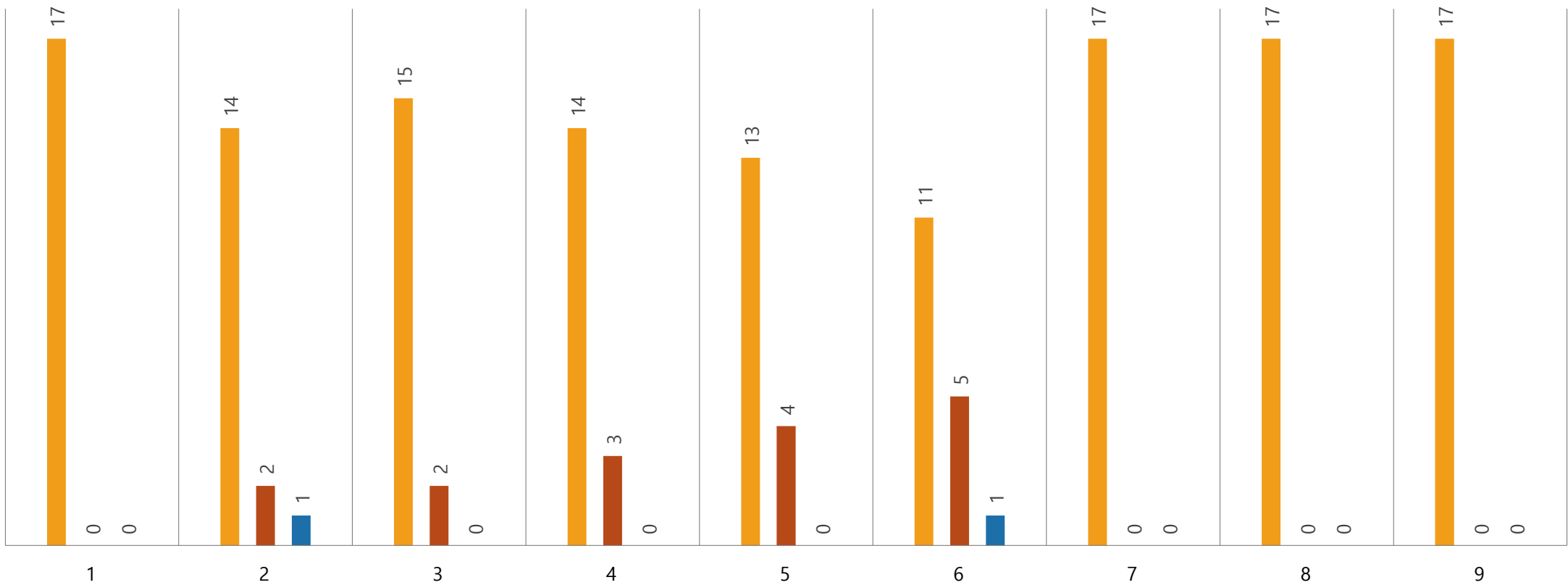
Workshops with children: final results

Concepts	Examples of children's discourse
Equality	"Equality means boys and girls can play whatever game they want."
Human rights	"I have learned that we have the same human rights and I have respect for people."
Discrimination	"Children cannot discriminate other children because of their diversity."
Diversity	"I love the diversity in my school." "Diversity is being all different."
Respect	"Respect means we have to respect others equally."; "I respect my friends."
Difference	"We're all different, but we can all be friends."
Friendship	"Friendship is when a person makes me happy."; "Friendship is when children help each other."

Transforming pedagogy

- Curriculum integration:
  - Project work
  - Subjects: Portuguese, Maths, Social studies, Digital and technological skills, Citizenship education, English, Physical education, Visual & Performing arts

- Cultural bilingualism and academic literacy = inter/multicultural education

- Students' involvement and motivation

- Collaborative work (teacher/ teacher-students)

Children's perceptions

	☺ Yes	☹ No	😐 Somewhat
I learnt the names of solids, figures, lines	21	0	0
I learnt how to say the names of the rooms (Portuguese/ English)	21	0	0
I learnt how to communicate my ideas	21	0	0
I learnt how to work as a team	21	0	0
I liked the materials we used	21	0	0
These activities are more interesting	21	0	0
I would like to do more of these activities (...)	21	0	0

Transforming pedagogy

In the several activities of the experience, the curriculum was structured around students' personal and social questions. The process was participated, as teachers worked from students' data and life experiences. Thus students acquired the school culture without loosing their own, integrating the latter in the learning-teaching processes.

We managed to fully integrate curricular areas and school subjects. We also managed to "recruit" many teachers to get involved in the different activities, thus making the curriculum more accessible and meaningful, aiming at educational success. (Female teacher, EB 2,3)

(RISE National Conference, 19/11/2019)

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Transforming teachers' work: action research as a tool for emancipation

- Action research allowed me **a deeper understanding of the teaching and learning processes, as there was reflection on the achieved outcomes as well as on the new resources that were built**. Thus the construction of professional knowledge was favoured and the new knowledge served to foster the quality of my students' learning. (Male teacher, EB 2,3, Written reflection)

Transforming teachers' work: sociopolitical awareness through collaboration

- …with my colleagues I had the opportunity to develop (to plan, implement and evaluate) pedagogical devices grounded in principles of intercultural education and develop activities that involved other class teachers, which was very positive. (…) together with others, **I experienced several situations that promoted an enhanced awareness of structural inequalities that exist in society and in schools, thus deeply contributing to my empowerment as a social agent** and bringing to the surface my 'activist' side, as an advocate for Human Rights; in this case, **a defender of intercultural education that will facilitate the 'structuring' of a truly inclusive school that will guarantee all students, in particular to Roma students, the right to education and educational success, as well as fighting discrimination** (Female teacher, EB 2,3, Written reflection)