



### **TO DETERMINE WHAT INNOVATIVE PEDAGOGICAL METHODS AND TOOLS SHOULD BE DEVELOPED TO IMPROVE THE LEVEL OF VOCATIONAL TRAINING, PROFESSIONAL QUALIFICATION AND INTEGRATION OF TRAVELLING PEOPLE**

Here we will try to draw up a theoretical- practical reflection about what actions can be carried out by education authorities to get young and adult travelling people to develop all their abilities and skills completely in a comprehensive way, in order to achieve an appropriate vocational education leading them to their employment and social integration.

With this work, we offer ideas and clues about didactic, methodological and psychopedagogical strategies which can obtain good results in the educational attention of culturally heterogeneous students.

For this purpose, we will focus on those aspects attached to the educational and formative process and we will try to determine the weak points that affect travelling students and the way these aspects could be tackled to get positive results. These aspects are the following:

1. **SUPPORT STRUCTURES.**
2. **FAMILIES VALUES AND SOCIAL ENVIRONMENT.**
3. **EDUCATIONAL AND TRAINING SYSTEM.**
4. **PROFESSIONAL INTEGRATION.**

In order to develop the above mentioned aspects, we have focused on four key questions :

**WHAT goal? WHAT do we expect to achieve on the matter?**

**TARGET GROUP? WHO are the target group of the measures to be taken?**

**WHY? WHY are these measures necessary? WHAT is the state of affairs or real situation?**

**HOW? WHAT measures should be taken? WHAT can be done in this respect?**

**A major concern is the situation of Roma/Gypsy women. In most cases, their social and family environment reveals urgent need for specific measures to be taken, in order to improve their vocational training standards and labour market integration. This matter could be deeply dealt with in further research.**

## 1 - SUPPORT STRUCTURES

- For Social Workers:

WHAT goal ?	TARGET GROUP ?	WHY ?	HOW ?
Social inclusion of Travelling People	Social Workers.	Some travelling people are illiterate and don't have any opportunities to access important information. In most cases they need a <i>link</i> with majority society and an entrance way into it. Social workers may play a key role in this regard.	<ul style="list-style-type: none"> <li>- By providing high training standards as regards their new task, with specialized courses, mainly focused on travelling people's ways of life, their customs, culture and traditions.</li> <li>- By fostering the relationship between social workers, promoting meetings in which they can exchange information, programmes, activities ...</li> <li>- By creating more material and financial support and by increasing the social recognition of social worker's job (salary increase and category upgrade).</li> <li>- By working directly in contact with Travelling People.</li> <li>- By Psychological support to motivate to do their job</li> </ul>

- For Mediators:

WHAT goal ?	TARGET GROUP ?	WHY ?	HOW ?
To increase the positive results of their valuable work.	Mediators	Because they can gain the trust of the target group (Travelling People); since they sometimes live together with them; and, in many cases, they are members of the Roma/Gypsy community too, so they know very well their ways of life and play a key role.	<ul style="list-style-type: none"> <li>- By acting as an encouraging part in the educational process and the labour market integration.</li> <li>- By carrying out different activities to raise public awareness, as regards peaceful and respectful coexistence of majorities and ethnic minorities.</li> <li>- By monitoring the relationship and mediating in conflicts between beneficiaries and their classmates.</li> </ul>

## 2 - FAMILY VALUES AND SOCIAL ENVIRONMENT

WHAT goal ?	TARGET GROUP ?	WHY ?	HOW ?
To increase the level of integration among members of the Travelling People community and the majority in schools, companies, etc.	All the parts involved: Roma/Gypsy pupils, teachers, company managers.	Isolation and exclusion of Travelling People -- they live apart, they don't want to attend school, they have difficulties in finding a job -- , prejudice against and ignorance about them also on the part of majority society.	-By arranging meetings at school regularly: parents, teachers, pupils and employers in order to build mutual confidence and a respectful atmosphere in order to explain to Travelling People the possibilities available to them and the expectations of them.  -By arranging meetings at the Travelling People site to explain their way of life, customs, know-how, traditional skills,... to non-Traveller/Roma/Gypsy society so as to appreciate their idiosyncrasies and culture.
To improve their ability and competences to deal with their daily problems.	Travelling People	In many cases living conditions and hygiene conditions are not adequate enough, and schooling among travelling children is very low.	- By educating parents about the importance of encouraging their children — and themselves— to have the right hygiene habits and perceptions to adapt to school life, such as personal cleanliness, observing timetables... - By supplying Roma/Gypsy sites with water, sanitation and electricity (public authorities must become aware of this widespread problem)
To change their point of view about official education and appreciate its importance.	Travelling People.	If they have a poor perception of official education systems and they do not value it, they will not encourage their children to go on with and finish their education at school.	By enquiring about their images and perceptions with the help of questionnaires, interviews, visits, movies ... and providing them with good examples.

### 3 - EDUCATION AND TRAINING SYSTEM.

WHAT goal ?	TARGET GROUP	WHY ?	HOW ?
<p><b>1. Educational establishment</b> To make the establishment friendlier and more attractive to Roma/Gypsy people.</p>	Travelling People and non-Travelling population.	<ul style="list-style-type: none"> <li>As current educational establishments are generally designed for non-travelling population, these places seem strange and even hostile to Travelling People.</li> <li>In order to make Roma/Gypsy participants feel more comfortable and encourage their participation. The non-Roma/Gypsy population will indirectly learn about the Travellers' culture.</li> </ul>	<ul style="list-style-type: none"> <li>By setting up joint committees that imitate the hierarchy and structure of the Travelling People communities.</li> <li>Adapted rules / organization: flexible timetables and duration.</li> <li>By organising courses and extracurricular activities, such as excursions and trips, gymnastics, etc. to create open establishments for the Travelling People communities.</li> <li>Building: need for facilities that are less formal and which include references to the T.P. culture also</li> <li>By including child care facilities in the same place where parents -- especially mothers-- attend courses.</li> </ul>
<p><b>2.Trainers</b> To improve trainers attitudes and relationship with Travelling People</p>	Travelling People trainers.	Ignorance of Travelling People and prejudices of non-Roma/Gypsy society against them.	<ul style="list-style-type: none"> <li>By acquiring some knowledge of Travelling People's culture, traditions, history and values, and showing society that Roma/Gypsy communities <i>have</i> their own culture, rules and structures too.</li> <li>By training trainers in teaching methods for Travelling People.</li> </ul>
<p><b>3.Motivation</b> To increase the participation of Travelling People in courses.</p>	Travelling People.	Because of low school attendance rates.	<ul style="list-style-type: none"> <li>By inviting successful professionals from the Travelling People community, so as to show participants that they also have a chance to be successful.</li> <li>By creating phsycological support to motivate Travelling People By turning them into the teacher.</li> <li>By issuing official certificates, validation of experiences (<a href="#">see point 4,Professional Environment</a>).</li> <li>By providing them with paid on-the-job traning.</li> </ul>
<p><b>4. Work in the classroom</b> To increase</p>	Travelling People	In many cases, Travelling People are not interessted in the training courses that official education can offer them.	By making courses more attractive and adapted to Travelling People (see point 4.3)

WHAT goal ?	TARGET GROUP	WHY ?	HOW ?
attendance rates			
<b>4.1 Content of Courses</b> Adapted and attractive material	Travelling People	Existing material is just designed for the non-Roma/Gypsy people and ignores Travelling People.	<ul style="list-style-type: none"> <li>• By arousing Roma/Gypsy beneficiaries' curiosity on practical issues to encourage them to learn to read and write</li> <li>• By practical learning –neither too much theory, nor just written knowledge.</li> <li>• By applying audiovisual material and new technologies.</li> <li>• By teaching them job search techniques and skills</li> <li>•</li> </ul>
<b>4.2 Timing</b> To make courses accessible	Travelling People	Travelling People sometimes do not attend lessons or courses because of inadequate timing	<ul style="list-style-type: none"> <li>• By organizing shorter courses and lessons</li> <li>• By designing flexible timetables respecting their work schedule</li> </ul>
<b>4.3 Methodology</b> To achieve more efficient teaching	Trainers	Methodology is not always adapted to Travelling People	<ul style="list-style-type: none"> <li>• Meaningful and functional learning</li> <li>• By practical learning</li> <li>• By applying an intercultural approach and cooperative learning</li> <li>• Individual monitoring</li> <li>• Designing brief didactic units</li> <li>• Using familiar language</li> <li>• By adapted working pace</li> <li>• Organising extra-curricular activities</li> </ul>
<b>4.4 Teaching materials</b> More efficient teaching	Travelling People and trainers	Teaching materials adapted to Travelling People does not exist	<ul style="list-style-type: none"> <li>• By introducing materials that respect the intercultural reality of society and reflect the user's culture, so that they may relate to it.</li> <li>• Teaching materials should promote experimentation and put the contents into practice</li> <li>• By using new technologies with special software (picture&amp;voice), so that they can learn how to use them as a teaching aid</li> <li>• By using their own newspapers or creating a newspaper, a radio broadcast or even an Internet site</li> <li>• By creating an Internet site for teachers to share ideas and pedagogical suggestions.</li> </ul>

## 4 - PROFESSIONAL ENVIRONMENT.

WHAT goal ?	TARGET GROUP ?	WHY ?	HOW ?
To increase knowledge about Roma/Gypsy people's culture	<ul style="list-style-type: none"> <li>• Employers and managers</li> <li>• Human resources directors</li> <li>• Employees</li> <li>• In-Company Trainers (<a href="#">see point 3, Education and Training Systems</a>).</li> </ul>	No recruitment among Travelling People	<ul style="list-style-type: none"> <li>• By broadening knowledge of TP's way of life</li> <li>• By launching permanent campaigns (advertisement, press, radio, conferences, meetings, website) to eradicate any form of discrimination (about living conditions in special sites, about culture)</li> <li>• By maintaining regular contacts with mediators</li> </ul>
To create a link between training and job		Lack of appropriateness between training and job	<ul style="list-style-type: none"> <li>• By using reference people's competence from the training institution as a guarantee</li> <li>• By offering better information about social aids or tax exemption for companies and about specific contracts if they contract TP</li> <li>• By establishing free or remunerated training periods in companies for TP</li> </ul>

To arouse motivation	<b>Adult Travelling People</b>	Some of them are not used to having regular jobs and don't want to go to work in.	<ul style="list-style-type: none"> <li>• By the help of TP who already had a job. They can see this figure as a model.</li> <li>• By the knowledge of the evolution of traditional skills to improve their own abilities and be more efficient.</li> <li>• By compulsory and/or paid training period in companies if enterprises want to welcome them</li> </ul>
To show them how real life in enterprises is		So as to check if they are frightened or discouraged by real labour market	<ul style="list-style-type: none"> <li>• By the help of Travelling People (in-company tutor) who already had a job</li> <li>• By meeting the people who work in the company.</li> <li>• By compulsory and-or paid training period in companies if enterprises want to welcome them</li> <li>• By some informations through videos, meetings, mediators, training institutions.</li> </ul>
To give them the possibility to obtain a degree or diploma		In case they do not have any academic qualifications	<ul style="list-style-type: none"> <li>• By an adaptation of training periods ( longer and more flexible ) so that they can adapt to them.</li> <li>• By the validation of their knowledge and skills, so that they are provided with certificates that officially state their competencies</li> <li>• By creating practical adapted diploma to their abilities not focusing on reading and writing knowledge.</li> </ul>
To teach them to respect a timetable		They cannot adapt to timetables	<ul style="list-style-type: none"> <li>• By flexible working sessions to respect their mobility and their way of life.</li> <li>• By the help of the mediator and/or in-company tutor in the enterprise</li> <li>• By the help of other workers.</li> </ul>
To propose them an annual timetable		In case they are affected by the problem of mobility :they travel across and around the country, so they find difficulties to work always in the same place.	<ul style="list-style-type: none"> <li>• By using a mediator in order to help with bureaucracy and official rules</li> <li>• By showing them how to make use of temporary work agencies</li> <li>• By creating a specialized temporary work agency</li> </ul>
To show them which jobs are in demand within today's labour market		In order to make them aware of the needs of labour market	<ul style="list-style-type: none"> <li>• By working with and by mediator</li> <li>• By creating training courses on local labour market needs</li> <li>• By training periods in enterprises</li> <li>• By regular meetings with labour agencies</li> </ul>
To make them aware of their close environment		In case they are affected by the problem of mobility : most times they do not want or cannot move around their area.	<ul style="list-style-type: none"> <li>• By providing an access to public transports.</li> <li>• By promoting the use of public transports</li> </ul>