Inclusive education and communication with Roma parents

INCLUSIVE EDUCATION FUNCTIONS

- Satisfying the educational needs of the entire community;
- Changing the attitudes, behaviors, content of educational processes by accepting the existing diversity within educational premises(different children, different teachers, different parents;)
- Applying non-discriminatory practices in educational processes;
- Preventing and combating exclusion and or segregation in education;
- Reforming the school and society in general towards fulfillment of educational needs of all society members, children, young adults, adults;
- Orienting the educational process towards children educational needs, children self-esteem development , team spirit and respecting the differences;
- Strategic guiding for adapting educational processes to the differences between pupils and not any longer on differences between schools/educational establishments

Inclusive and intercultural approach

Implies reflecting social, linguistic and cultural diversity in:

- All educational/teaching activities
- Educational environment;
- Relationships with family and community;

Respecting cultural diversities

To relate to children in kindergarten and school in the same way it doesn't mean implicitly that we "offer" an equal and equitable "treatment".

Every human being is unique through:

- Socio-cultural environment particularities;
- Individual history and her/his own rhythm of development;
- Specific needs, both those from individual level and from family/collective level;

Non-differentiated practices will underline:

- Socio-economic inequalities;
- Would generate a social coercive towards assimilation
- Rejection of the ethnic belonging
- Other frustration that might generate often self-isolation or aggressive behaviour.

Cultural differences within the Roma communities

➢ Imposing from outside the etnocultural belonging is unacceptable – self determination of the ethnic belonging is a personal decision that has to be respected

➢ Differences in the Ethno cultural traits are not implicitly carrying visible differences – Roma who are leaving in big urban areas are most exposed to this matter

➢ Ethno cultural traits are not necessarily synonym with homogeneity – Roma are diverse groups within the same community

➢ Not all the cultural differences are acceptable – boys and girls differences , early marriages, etc. When tradition is against resecting individual and collective human rights then it has to be overcome, even if they are claimed by elders as being traditions.

Comunicarea cu părinții romi

- conștientizarea propriei perspective asupra culturii și etnicității și reflectarea asupra modului în care această perspectivă afectează relațiile cu părinții de diferite etnii;

- identificarea la propria persoană a stereotipurilor și prejudecăților la adresa romilor;

- cunoașterea unor elemente concrete ale practicilor culturale din comunitatea respectivă.

- comunicare eficientă presupune deseori nu doar luarea în considerare a unor caracteristici generale ale comunității din care aceștia fac parte, ci și o abordare diferențiată, bazată pe cunoașterea situației specifice a fiecărei familii.

Interaction between Roma parents and school/kindergarden teachers/staff:

- **Self-control** (for avoiding decision and evaluations taken based on prejudices and stereotypes

- **Empathy** (for understanding as correct as possible the interlocutor point of view

Knowing Roma families

- Relationship with them based on mutual respect and trust;

- Knowing and understanding the specificities of the Roma families

- When Roma traditional families are on the spot, specifically those in a vulnerable economical situation – a visit in the community should be foreseen and also involvement of community leaders, school mediators and/or social workers;

- A more detailed knowing of the specificities of the Roma community is required for adapting the proper educational activities to the specific educational needs of Roma children

Managing intercultural conflicts

Cultural differences may generate difficulties and blockages, misunderstandings and even conflicts:

- Creating a general respectful attitude and openness towards the key traits of interculturality contributes to the diminishing of risks for uncertainties,
- Forecasting mechanisms and strategies for doing reactive work and emplacing mechanism and reactive strategies and also specific abilities developments: rules and restorative approach – to fix what was damaged
- Conflict analysis on two levels – behavioural and emotional