

Abstract on Marginalised Target Groups **Monika Thum-Kraft/Gabriele Stöger**

- **Who are marginalised target groups in your country (in respect of LLLearning processes)?**

Migrants, low qualified, older people, unemployed, Asylum Seekers, children from bi-cultural marriages, Roma, Sinti, Africans, Austrian women married to Africans.

According to statistical data and recent surveys the factors most frequently responsible for marginalisation are: *gender, age, lack of education and migrant background as well as disabilities. Migrants have an income which is only 85% of the Austrian average. An increasing problem are "working poor", risk of poverty is three-times higher for migrants than for Austrian citizens.*¹

*An average of 34% of persons with non-Austrian citizenship has only compulsory education (16% of Austrian citizens, but 76% of all Turkish and 9% of EU citizens). Unemployment rate of foreigners is 8% (Austria 5,8 %).*²

Migrants

35 years after Austria's guest workers policy, research on the situation of "guest workers" and their children show that their social status in this country is generally bad. Studies³ which had been carried out to find explanations for this situation reveal that in fact the Austrian school and labour market of today is ethnically divided. (...)

The current population of immigrants in Austria can be classified into three groups:

- The first group is the "middle class". Most of its members are refugees, i.e. from Poland, Hungary or Czech Republic. They are educated and represent a high "human capital" (Humankapital). Therefore they are "accepted and tolerated"⁴ by the majority of the population.

- The second group mainly came to Austria due to the "guest workers" policy from former Yugoslavia or Turkey, Rumania, Bulgaria and Ukraine. These people represent a low "human capital" and they are "not welcomed".

¹ Dimmel, Nikolaus/ Heitzmann, Karin/Schenk, Martin (Hrsg.): *Handbuch Armut in Österreich*. Innsbruck/Wien/Bozen: StudienVerlag, 2009

² See: 2. *Österr. Migrations- und Integrationsbericht, 2007* and publications by Statistik Austria

³ Herzog-Punzenberger, Barbara, *Schule und Arbeitsmarkt ethnisch segmentiert? Einige Bemerkungen zur 'Zweiten Generation' im österreichischen Bildungssystem*. See: <http://homepage.univie.ac.at/florian.walter/Frames/materialien/Handout%20Migrationspolitik.pdf>, 2006/2007

⁴ *ibid.*

- Thirdly, there is a group of people, who very quickly make their career compensating the lack of education with social capital. They come from Eastern European countries – see above – also Eastern countries, USA or Germany. But it is a little bit stereotypical to name countries.

The *ibw-öibf study*⁵ shows the distribution of pupils with foreign origin between different types of schools in Austria. It becomes evident that pupils whose parents come from Turkey and Serbian-Montenegrin are overrepresented in so-called *Sonderschulen* (special needs schools) and are under-represented in institutions for higher education, such as universities or technical colleges. As education and employment are related, the under-representation of children from i.e. Turkish immigrants in academic schools has implications on the Austria's labour market: 63% of Austrian citizens between 15 and 35 years with a Turkish family background are workers (*Arbeiter*), 13% are skilled workers (*Facharbeiter*).

The figures can be summarized as follows:

- There is a significant correlation between the selective school system and the labour market.
- The current educational system leaves certain ethnical groups with low qualifications hence they are condemned to work in the lower positions on the labour market.
- The self-image of the members of these groups corresponds with their career in education and employment. Furthermore, there is no positive and powerful political elite who could serve as role model for these young women and men.
- In the pupil's life plans diversity is missing.⁶

This underlines how necessary and urgent it would be to provide functioning educational counselling and career guidance precisely for youth with migrant background at school, because this is almost the only place in fact where all young people can be reached. Therefore it is frequently recommended to reorganise career guidance at school level, which is currently implemented on an integrative basis (i.e. not as a separate subject) in most cases and is hence often not put into practice at all.

The study additionally recommends a series of other measures to reduce this structural educational disadvantage of young people with a migration background and to increase the provision and degree of utilisation of educational counselling and career guidance, such as the extension of gender-sensitive counselling provision, the promotion of vocational guidance passports, multilingual counselling and guidance for parents, the promotion of apprenticeship schemes for immigrants etc.

- **Who are the marginalised target groups (in respect of intercultural dialogue), which you have to deal with or try to reach with your institution' work? Which your institution could work with or wishes to reach?**

ibw: Low qualified

Integration of Formally Low-qualified Workers into the Labour Market. Selected Results of an *ibw-öibf Study*, commissioned by the *Arbeitsmarktservice Österreich* (Public Employment Service).⁷

⁵ Wieser Regine, Dornmayr Helmut, Neubauer Barbara, Rothmüller Barbara (2008), *Bildungs- und Berufsberatung für Jugendliche mit Migrationshintergrund gegen Ende der Pflichtschule*. Download: <http://www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=3047&sid=765916364&look=0&stw=Jugendliche&gs=0&lng=0&vt=1&or=0&aktt=0&zz=30&mHId=0&mMId=0&sort=jahrab&Page=1>

⁶ From: ENAR SHADOW REPORT 2007; Racism in Austria. Dr. Di-Tutu Bukasa, "Die Bunten" - Forum for Dignity, Justice and Democracy

This topic is of such particular interest mainly because this group is confronted with certain challenges and disadvantages on the labour market: Their unemployment rate is at least two to three times higher than those who have completed secondary education (apprenticeships, lower and upper secondary schools, universities). Among those whose highest completed level of education is compulsory schooling, **women, and above all female foreign citizens**, are over-proportionately represented. It would certainly not be correct however, to view the issue of integration of formally low-qualified workers into the labour market exclusively from the aspect of their deficits, disadvantages and difficulties, but rather is it necessary to also raise awareness of the strengths and advantages that these people specifically have to offer to companies. In this respect companies named, above all, a lack of arrogance, the uncomplicated and direct nature of personal contact, as well as a willingness to work hard.

The following **suggestions** can be formulated for concrete measures for qualifying and generally promoting the integration of (unemployed and employed) people whose highest completed level of education is compulsory schooling into the labour market⁸:

- Greater **public subsidies and support for the further education/ qualification** of people whose highest completed level of education is compulsory schooling
- Still) **greater focus on the target group by the AMS** (Public Employment Service)
- (Financial) **support during a trial period and promotion of practical training**
- Greater enabling of **flowing transitions between unemployment and employment/work**
- Forced development and strengthened offer of **short- and job training within the apprenticeship training for unemployed adults** (e.g. machine operators, installation assistants, kitchen assistants etc.)
- Promotion of **modular upgrading of occupational qualifications**
- Recognition of the **driver's license** as a basis qualification worth promoting for unemployed 25 year-olds, whose highest completed level of education is compulsory schooling
- Expansion of **health promotion, coaching and anonymous consultation services**
- (Bureaucratic) **simplification and support in the employment of people who are not Austrian citizens**
- Optimized **pre-selection** of the applicants by the Public Employment Service

- **Who identifies them?**⁹

There is no central body which identifies them. They are identified by their special needs and by special programmes developed to address these needs (e.g. vocational training for disadvantaged youth)

⁷ See: Dornmayr, Helmut/Lachmayr, Norbert/Rothmüller, Barbara (2008): *Integration von formal Geringqualifizierten in den Arbeitsmarkt*. Download from the AMS research network <http://www.ams-forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=3996&sid=915182174&look=2&jahr=2008>

⁸ See Dornmayr, Helmut/Lachmayr, Norbert/Rothmüller, Barbara (2008): *Integration of Formal Low-skilled Workers into the Labour Market*, Vienna. The complete final report for this study is available for download from the AMS research network (<http://www.ams-Forschungsnetzwerk.at/deutsch/publikationen/BibShow.asp?id=3996&sid=915182174&look=2&jahr=2008>)

⁹ This new question was added in the course of the expert's discussion on Saturday 31st January 2009 at the weReurope partner meeting in Vienna.

- **Do you know any models of addressing or involving marginalised target groups in learning processes by new methods like using arts and culture or similar approaches (e.g. language learning for migrants in museums, art projects with apprentices, exhibitions or performances with migrants)?**

“Integrationshaus”

Based on the hypothesis, that education is a good method to prevent racism and discrimination, the persons responsible for the Integration House established a department, which focuses on the life of juveniles. The Integration House provides different measures to integrate young asylum seekers, who expect to get a positive answer to their application for asylum. They provide e.g. German language courses, EDV-courses, and carry out educational projects, like “MIGRATRAN”, “DYNAMO”, “Mama lernt Deutsch”.¹⁰

„Migrants in the Museum“

Vienna’s Österreichisches Museum für Volkskunde (The Austrian Museum of Folk Life and Folk Art, host of the 1st ICD-Conference in the course of the project weReurope in Vienna)) has developed two special programmes for trainers in courses of „German as Foreign Language“. The programme, which uses sensual perception for language learning, includes material for different learning levels and covers issues like housing, kitchen, folk art etc. Groups consist of max 8-12 participants to guarantee a maximum of interaction between learners. The programme wants to establish the museum as a place for learning and to promote networking with language schools.

The project was developed by Mag. Katharina Richter-Kovarik from the Museum für Volkskunde and nominated for the Austrian State Award for Adult Education 2008.¹¹

[lebens:bildungs:arbeits:welten] (living:educating:working:worlds)

Project series in the European year of intercultural dialogue initiated by KulturKontakt Austria and the Austrian Federal Ministry for Education, Arts and Culture: 10 inspiration-projects in 5 Austrian provinces (Vorarlberg, Tirol, Salzburg, Oberösterreich and Wien). Apprentices, cultural workers, artists, economic- and labour market experts, with or without migrant background worked together in teams with modern, action based methods of „arts and education“. The Special focus in the project series was on the development of the eight key competences for lifelong learning.¹²

Following the principle of “participation”, an exchange of experiences between trainees and cultural workers takes place on an equal level („everybody is an expert“ of her/his everyday life).

KulturKontakt Austria also coordinates the Programme K3 – cultural education with trainees /apprentices, a special project series based on 20 years of experience in more than 400 single projects on all kinds of artistic expression (music, theatre, painting, creating a website, a newsletter or a video and (everyday) cultural activities like visiting museums or cooking together.¹³

Example of good practice in the field of Educational Counselling and Career Guidance: “Multilingual BIC”

¹⁰ For further information see <http://www.integrationshaus.at/>

¹¹ See <http://www.volkskundemuseum.at/index.php?id=30>

¹² Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC).

¹³ See: KulturKontakt Austria, Department of Arts and Cultural Education: <http://www.kulturkontakt.or.at>

The *ibw* (Institute for Research on Qualifications and Training of the Austrian Economy), which has created, maintained and supported the Career Guidance Computer BIC (<http://www.bic.at>) for 10 years on behalf of the Austrian economic chambers, extended this provision in early April 2008 by **multilingual versions** (apart from German now also English, Croat, Serbian and Turkish) of the **interest profile** and **career choice** (tips on career choice and the job application process).

The BIC's provision, which is being used by as many as about 220.000 users per year, is now increasingly accessible also to young people with a migration background. The concept on which the multilingual feature builds is that reflections about vocational and personal interests, wishes, objectives, skills etc. pose a considerable challenge even in one's own mother tongue. This reflection process should not be made more difficult by the fact that related suggestions need to be digested in a foreign language (German). In this sense, the multilingual "interest profile" and "career choice" versions must be seen as working tools aiming to facilitate access to the career choice process for young people with a migration background.

As the BIC is also very frequently applied within the framework of career guidance at schools, it additionally needs to be stressed that this provision does not aim at all to undermine the schools' efforts to teach these young people German skills. But career guidance must not be made dependent on sufficient command of foreign languages and should, in many cases, be offered in parallel to the acquisition of related language skills.

The multilingual BIC aims to meet the following expectations in particular:

- To provide useful support in career guidance measures to counselling institutions that also or especially focus on working with immigrants and to schools.
- To increasingly raise awareness of the varied and interesting opportunities in the world of work and education among immigrants and to motivate them to reflect on them more intensively.

Some more examples:

Vorschulkindergarten Jahr – Pre-school Kinder garden year

Sprachangebote in Schulen (Muttersprache) – mother language courses offered in schools

Lehrlingsausbildung für MigrantInnen – apprenticeship training for migrants

Bilinguale Schulen – Bilingual schools (Neustiftgasse, Vienna)

Direct and indirect work with marginalised groups

Kanaal 127 cvba. The section in our organisation that deals directly with marginalised groups is called "Gusto".

Kanaal 127 promotes sustainable entrepreneurship and seeks in various ways to engage the disadvantaged groups on the labour market. Therefore, we set up new (subsidized) companies which provide work for the disadvantaged groups; we prospect companies and promote subsidies for the employment of the disadvantaged groups; we guide people who are jobless in setting up their own company, thus becoming independent entrepreneurs, which is in fact what "Gusto" does.

Who identifies the 'marginalised groups'?

In our DIRECT work with marginalised groups, through "Gusto", these groups are for one part defined by the government, which also provides us with subsidies for this. The marginalised group concerned here are foreigners. Next to this, the direct work of Gusto also aims at any unemployed person (young, old), disabled person or mothers who are single or divorced.

Do you have any issues with how these groups are defined?

Since Gusto was able to expand the groups they work with to their likings and thus to the groups our general organisation (Kanaal127) focuses on, we don't have any problems with how these groups are defined.

Is funding for your work linked to reaching some or all of these marginalised groups?

Specifically for working with foreigners, Gusto receives subsidies.

Describe (simply) the different marginalised groups your organisation works with:

Unemployed people (older people, young people just from school, ...)

Disabled people

People living off welfare

Foreigners with or without a job

People who are single or divorced

State what DIRECT activities your organisation undertakes with each marginalised group

We guide each of these groups in setting up their own business (writing a business plan, marketing plan, financial plan, seeking the appropriate funds, ...) and we provide room for experimenting in the real-life market, where they can keep for a certain period of time their unemployment fee whilst they are conducting their business activities.

Explain what works successfully about this activity

Correctly defining the market and it's needs but also the financial funds necessary to set up their own business.

Say what evidence there is of this success

After a period of time, these persons are able to develop succesful their business activities.

Does this activity promote intercultural dialogue? If so how?

ICD dialogue is stimulated in various ways. Individually, between the coach and the wannabe-entrepreneur. In groups, through workshops where the wannabe-entrepreneurs can exchange their knowledge and experiences. And thirdly, betwee the candidate and society, where the candidate has to fulfill certain tasks and in this gets into contact with people from other cultures.

What evidence do you have of ICD success if any?

The formula Gusto works with is really a success story. The greatest evidence for this is the growing amount of people applying and the succes these people have once they start up their own business.

Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

Kanaal 127 as an organisation engages in a lot of activities which promote indirectly the employment of marginalised groups. We set up new (insert)companies/projects with various partners which provide jobs for the disadvantaged groups and promote the recruitment of the disadvantaged groups within the regular economy by promoting the available subsidies, mainly the "insert subsidy".

Gusto also does research to better know the needs of the groups they work it but also to be able to formulate an advice to the government.

If so, do you collect evidence of this INDIRECT work?

When a company decides to recruit a number of people from the disadvantaged groups, it's recognised by the authorities as an "insert company". The amount of companies which profit from these subsidies and the amount of people employed by these subsidies thus can be measured.

Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?

For example Gusto: a female person of african origing seeks to set up a business as a local hairdresser. To achieve this, she's guided step by step.

For example "insert" company through Kanaal127, own project: a boat is renovated which will function as a boat and breakfast and which will provide x jobs to people from the disadvantaged groups.

For example "insert" company through Kanaal 127, existing company from the regular economy: a nearby worldwide player in logistics will recruit over a periode of 4 years 40 persons from the disadvantaged groups to perform (easy) tasks that can be done by these people.

Nicolas Claus, Advisor
Kanaal 127



Nelfema Ltd. Bulgaria

How to motivate marginalised groups with various cultural backgrounds to LLL

Roma population in Bulgaria

Roma population is traditionally considered a marginalized group in Bulgaria when the discussion topic is LLL. While reasons can vary, they always refer to the characteristics of the Roma lifestyle that create obstacles to learning. The number of the Roma Population is also a discussion topic and when facts are missing estimates about the numbers are between 800 000 and over a million.

Motivation factors/ Personal experience

My experience with Roma people in various projects about lifelong learning show that the best way to inspire them for learning is through success stories / role models people from their groups. When they see the results in one they get interested to try themselves. The other important element is to see learning as adding value to their lives. Usually learning needs some learning habits that take some time to be established. So learning needs to be made easy at the beginning and with the aim to get people believe that they can do it. A project in this relation has been the so called Second Chance Schools - where adult Roma people were completing primary grades of the educational system and were following professional qualification courses. After completing the courses they were able to find jobs. The results of this project proved that Roma were getting motivated to learn when there was an immediate value.

Arts as a motivation factor

Roma people are famous for their dancing, singing and playing instruments. In this relation I have witnessed the performance of a Roma choir which was blending the natural talents of the singers and music players with some knowledge and an academic approach. There are also Roma groups in Bulgaria (e.i. Karandila) who have become very famous and successful in creating and selling CD albums. In this case learning is perhaps in the refining of the talent, in the polishing of the diamond but it does have a larger motivation for representatives of the Roma population.

General ideas

- Learning is considered to be a benefit in our knowledge based society and as such we value it. We have come to divide knowledge into formal, non-formal and informal, but even when informal learning is valued it is seen as complementing the formal or non-formal learning. One way to approach Roma populations with the LLL is exactly through the informal learning in which every member is involved. Perhaps that way Roma will see themselves as already included in the learning process in one of the aspects and this would entail a sense of belonging rather than a sense of uniquely different.
- In order for the formal or informal learning to be made appealing to Roma population it needs a justification in the value system that they have. The approach of learning as a way to get integrated into the society is in my opinion dangerous as it does not respect the need to be different and to keep close to ones roots. For example last year at a fair I have

seen a group of Roma women selling some hand made head scarves. When I asked them to teach me they were shocked, but happy to do so.

In this way we need to change the paradigm of our thinking: we do not want to teach them, but rather to see the learning process as a mutually enriching partnership where both sides will learn. I believe that motivation will come also through the wish to share ones knowledge and experience and learning will happen naturally as an exchange.

Abstract provided by: Emilia Ilieva, Nelfema Ltd. Bulgaria, www.emiliailieva.com



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Marginalized Groups

The common understanding for marginalization is when a group is being outsourced. In specific terms, groups which are forced to live aside the society are called marginalized. The process of human beings to form groups with common characteristics will finally define their status and their behaviour. In all societies different groups as HIV, gays, emigrants, victims of racism, ageing, can be defined as such. Basically are three levels of marginalization: the individual, the community, and the global dimension.

In Cyprus we can identify the following groups:

Illegal immigrants

1. The geographical position of Cyprus the accession to EU and the entrance into the Eurozone gave Cyprus the status of a wealth country with a prosperous economy this has let to increased the numbers of illegal immigrants and asylum seekers.

2. The states outside the EU borders are not covered by EU regulations and therefore Cyprus is confronted with a well "organized and uncontrolled influx of asylum seekers via Turkey to the occupied areas of Cyprus. From the Turkish occupied areas, the illegal immigrants cross over to the Cyprus government controlled areas, in the south, through the Green Line, where they can apply for asylum, according to EU regulations. Illegal immigrants manage to cross over through the so called Green Line, which is an imaginary line, dividing the Turkish occupied areas with the government controlled areas. They manage to do so with the help of the organized networks both in Turkey, as well as in Cyprus (the occupied areas and the government controlled areas). According to EUROSTAT, Cyprus ranks first in the EU regarding asylum applications in comparison to its population". (compare <http://www.state.gov/g/drl/rls/hrrpt/2009/eur/136026.htm>)

People with Aids

The first time HIV has been diagnostised in Cyprus was in 1986. The government regularly tests pregnant women, drug users, National Guard troops and blood donors. In a 2001 report to the United Nations, the government broadly mentioned various efforts it has undertaken to fight the disease. (see <http://www.thefreelibrary.com/Discrimination+is+biggest+killer+in+AIDS+battl e.-a0189938795>)

Lesbian, gay, bisexual, and transgender

A 2006 survey showed that 75% of Cypriots disapprove of homosexuality, and many still think that it can be 'cured', A 2006 EU poll revealed that only 14% of Cypriots would be in favour for same-sex marriage, 10% for authorizing for adoption.

In January of 2010 a citizen of Cyprus made a complaint to the ombudsman service that his Human Rights has been violated because the government does not legally recognize same-sex marriages. See this website <http://www.state.gov/g/drl/rls/hrrpt/2009/eur/136026.htm>

ACTIVITIES OF ALIENS AND IMMIGRATION UNIT

ACTIVITIES	2007	2008	2009	% change
1. Deportations	2892	3231	3673	14%
2. Control of aliens	43499	47239	54046	14%
3. Subject to an obligation to leave	395	435	1016	134%
4. Refused landing	1141	917	677	-26%
5. Illegal Immigrants	7770	7051	8037	14%
5.1 Apprehended	666	982	385	-61%
5.2 Overstayed	2027	1853	4246	129%
5.3 Asylum seekers	3560	2578	1505	-42%
5.4 Voluntarily departure	1517	1638	1901	16%
6. Employers who illegally employ immigrants	734	745	1208	62%
7. Immigrants employed without work permit	1126	1094	1617	48%
8. Overstayed	2027	1853	4246	129%
9. Registration of aliens	72180	43093	44394	3%
10. Asylum seekers	5163	3995	2795	-30%
10.1 From legal point of entry	1606	1450	1290	-11%
10.2 From occupied area	3557	2545	1505	-41%

Note: 5.2 is the same as 8

Trans - Border Crossings: Cypriot Women's 'Liberation' and the Margins

A research paper was published by M. Hadjipavlou (Dept of Social and Political Science, University of Cyprus), on women domestic workers in households of professional women in both communities, based on a qualitative research in

2007 - 2008. Despite the fact that professional women are economically independent and have taken on the role of second bread - winner in the household, the gender - based division of domestic labour and the value system that sustains the patriarchal structures have still remained intact. Cypriot women's 'liberation' is enabled through the migrant women's engagement in their households. The migrant women interviewed experienced exploitation, abuses, contracts violations, fear of expulsion, overwork, and violence, but they also developed agency, social networking and assertiveness. A joint struggle is proposed, based on gender consciousness, female solidarity and inter - dependence so that real liberation and social change.

Prof Savvas Katsikides
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Abstract European strategies to motivate marginalized groups with various cultural backgrounds

Key words: *marginalized groups, long-term unemployment, disabilities, homeless, ethnic minorities*

Marginalized groups in Czech Republic

Exclusion of certain population groups from access to education is a phenomenon often linked with exclusion from society. Marginalization remains a problem in education as a global phenomenon: exclusion of entire social groups (classes) from the possibility of lifelong learning in relation to its financial performance. If the state keeps care area of continuing education only to the market principles of supply and demand, lifelong learning will become a social privilege and a means of deepening social disparities.

Marginalization on labour market affects specific population groups. Insufficient education and low skills, small work experiences, different forms of disability, older age and obligations of care are included among main causes of marginalization. The long-term unemployed people represent the most visible marginalized group. Marginalization is considered as the fundamental cause of creating of "new poverty" and social exclusion. It is very important to use all motivation means for reintegration of these persons to employment.

Long-term unemployment is associated with the marginalization and exclusion of certain groups of people. Providing a system of measures is mainly in the areas of employment, social protection, housing, education, health, infrastructure, security, culture, etc. CR is adopted two main documents to pursue policies of social inclusion. Joint Memorandum on Social Inclusion (2003) and the National Action Plan on Social Inclusion 2004 - 2006. Documents identified serious problems, vulnerable groups and priorities. For groups at risk of social exclusion refers to the National Action Plan on Social Inclusion, the following groups:

Persons with disabilities

People with disabilities seeking compensation opportunities and integrate these people into society.

Homeless

The key role of prevention and improving the living conditions of homeless people plays a network of social services. These services are the main tool that can help people without homes or jobs to reach to get and keep housing.

People who are leaving the facility for institutional or protective education and persons leaving prison

People leaving the mentioned facilities are not adequately prepared for independent life in normal society.

In relation to intercultural dialogue

Ethnic Minorities

The people at the highest risk of social exclusion are members of Roma communities. It is currently the main theme, which is supported by European money and is one of the main themes of social integration. The concept of integration of the Roma (Government of the Czech Republic was adopted on May 4 2005) suggests procedures and specific measures in the field of social inclusion of Roma communities.

Immigrants and refugees

In regard to the specifics of foreigners, as a group of people at risk of social exclusion, the policy of integration of foreigners in detail annually updated Concept of integration of foreigners.

Children, teenagers and young adults

Various forms of support: families with children in lower income categories, children from single-parent families and families with more children, Roma children and youth, children in the constitutional establishments and young adults leaving the constitutional education, unemployed school leavers and young people.

Unemployed

Our organization is dedicated to the most unemployed who want to further education. We realize educational programs for them which are aimed at strengthening their basic skills and continuing education. Also, we realize educational projects to increase the skills of staff in social services (who helps to marginalized groups) and especially as regards the implementation of quality standards of social services. These standards help organizations to create conditions for the provision of social services and establishing uniform rules for all providers of social services in the Czech Republic.

Inclusion Models

Our organization has experience in the implementation of the project "Mentoring, as a tool for personal development", we cooperated with the Austrian partners to transfer know-how. We knew that the mentoring is not much used in the Czech Republic, and so we created a qualifying course for mentors (they learned basic skills and methods of mentoring - forms of learning how to work with mentees and how to develop them). At the end of the project we created a retraining course, which is now used for the unemployed who wish to pass course mentoring.

Furthermore, in cooperation with the Bureau of Labour in Písek we are preparing an international project for the young unemployed to 26 years, who by the form the so-called Camp in foreign countries (Austria and Germany), they will acquire practical experience and skills for their future employment. Another aim will be to obtain information about the country where will to implement CAMP such as knowledge of the traditions, culture and historical heritage, language, etc. The participants of the Camp will use formal and informal forms of lifelong learning.



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Direct and indirect work with marginalised groups¹

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Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

Citizenship and cultural heritage in a globalized society

The tension between cultural unity and cultural complexity and how it is interpreted and practised in educational programmes for both teachers in formal education and for learners in formal education, but also in everyday informal learning

My institution works on several projects concerning language and citizenship. My research is about material culture, place and bodily experiences, in working processes and everyday activities. Everyone has such experiences and I develop pedagogical and didactic methods for integrating also the marginalized groups culture and experiences in the practice of as well the school, the home and in other institutions for lifelong learning as f. ex. museums.

I teach master students on DPU how to use the practical subjects in school – craft/material design, home economics and visual art in such learning processes

If so, do you collect evidence of this INDIRECT work?

Projects are designed to follow the processes of change in educational programs at different levels in the educational system, and in the pedagogy of the museums.

¹ In the 3rd ICD Conference in Stockholm invited experts from DK, EE, FI and LT were chairing workshops on “What is the ‘optimal learning environment’ for intercultural dialogue?” For the purpose, all experts had been asked to answer a number of questions beforehand concerning their work with marginalised target groups, which are collected in the paper on hand.

Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?

Participative pedagogical methods have the possibility to make visible both cultural, social and educational differences and to bring marginalized and more powerful groups of participants in dialogue.



Direct and indirect work with marginalised groups¹

Centre for Development of Public Administration, NGO

Riina Kütt (Member)

The NGO Centre for Development of Public Administration seeks to provide individuals and organisations professional knowledge and skills to efficiently respond to the challenges of the fast-changing economic and social environments. It follows new developments in Estonia and Europe, and provides innovative solutions in the field of organisation development and democratic governance.

Who identifies the 'marginalised groups'?

The Statistical Office of Estonia defines risk groups relative to the labour market:

55 years of age and older; 16-24 years; no proficient Estonian speakers; young long-term unemployed; long-term unemployed; disabled, released from prison.

The marginalised groups, in sociological research in Estonia, include people in the minority groups like ethnic minorities, people with different sexual orientations, disabled persons, also prostitutes, persons released from prison, i.e. people less visible in society and having fewer opportunities.

Do you have any issues with how these groups are defined?

If so, describe briefly what this means for how you conduct work

We accept the groups as such.

Is funding for your work linked to reaching some or all of these marginalised groups?

Yes, to a certain extent.

We apply funding from the Unemployment Fund (ESF money) to provide training for the unemployed.

Describe (simply) the different marginalised groups your organisation works with:

Ethnic minorities, unemployed, job-seekers.

¹ In the 3rd ICD Conference in Stockholm invited experts from DK, EE, FI and LT were chairing workshops on "What is the 'optimal learning environment' for intercultural dialogue?" For the purpose, all experts had been asked to answer a number of questions beforehand concerning their work with marginalised target groups, which are collected in the paper on hand.

State what DIRECT activities your organisation undertakes with each marginalised group

Ethnic minorities: Workshops for the minority groups, joint workshops and events with the representatives of the core nation.

Unemployed: Training for job seeking skills, reorientation and reintegration in the labour market.

Explain what works successfully about this activity

Dialogue between people from different ethnic backgrounds based on identification and promotion of common interests and values.

Ethnic minorities: Involvement of civil society to support integration processes.

Unemployed: Improvement of coping skills and reorientation to constructive solutions.

Say what evidence there is of this success

Ethnic minorities: Increased communication, increased understanding, breaking of stereotypes and myths about different nationalities; increased networking and participation in social events.

Unemployed: New careers, discovery of potential and talent.

Does this activity promote intercultural dialogue? If so how?

Ethnic minorities: *Yes, we have brought together people from different ethnic and cultural backgrounds to build bridges of understanding, develop respect for difference and diversity.*

Unemployed: *Intercultural dialogue is promoted by participation of people from diverse professional and cultural backgrounds.*

What evidence do you have of ICD success if any?

For example, we have provided a common space for people from different ethnic backgrounds to practice culture together.

Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

The trainers/consultants delivering training/consultations develop a broader understanding of the realities, problems and challenges faced by marginalised groups, which helps improve the quality of training/consultations.

Trainers/consultants working as teams engage in exchange of experience/expertise to design better ways to provide training/support to marginalised groups.

Joint seminars involving representatives of ethnic minority NGOs, NGOs representing the core nation, and mixed NGOs increase mutual understanding and help break stereotypes and myths about different ethnic groups.

Provision of learning opportunities and discussion fora support involvement, social inclusion and help avoid further marginalisation.

If so, do you collect evidence of this INDIRECT work?

We supported involvement of NGOs in promoting integration processes in Estonia, in particular in the capital city Tallinn where ethnic Estonians represents about 50% of the population. The initiative was taken under the City of Tallinn's Civic Peace Programme based on the premise that more active participation of minorities in social life is needed. (Integration Strategy 2008-2013).

Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?

Over the recent years, the Centre has been running projects for people from different social and cultural backgrounds, among them representatives of different ethnic groups living in Estonia. Doing so, the Centre has been instrumental in facilitating intercultural dialogue and mutual understanding between different ethnic groups living in Estonia; especially in Tallinn, a multicultural city where more than 120 nations are represented. Our focus has been on building mutual trust via joint learning and practicing culture, and involving the grassroots level in enhancing integration processes.

With the economic downturn in Estonia, we have increasingly started working with unemployed people, both old and young, to boost their job-seeking skills, support their re-entry into the labour market so as to mitigate the consequences of the crisis for them, to provide new orientation and guide them to constructive solutions.

How to motivate marginalized groups with various cultural backgrounds to LLL?

By Dr. Marios P. Efthymiopoulos

European educational policy of LLL, has as a necessary precondition the cohesion of all member-states citizens, but also those that are either understood as internal financial immigrants or external financial immigrants in their respective country. Marginalized groups in the countries of the EU, as are considered, are included in the section of cohesion amongst EU citizens, as by holding a national passport of Greece as an example, equally means that they are automatically entitled to all programs of the EU such as the LLL.

As such, the LLL program should also become more attractive to marginalized groups. This necessitates however, the creation of specific programs that will attract their attention. In essence it needs a proper marketing planning procedure with which marginalized groups can become attractive to them. One way is to fully finance the programs for which marginalized groups can be funded as to pay their movements and allocation to the specific programs involved. In a secondary level educational programs should become more interactive towards the way of passing the educational messages. All programs should be clarified to them on the necessity and the positive outcomes from which people should join the program. At the same time, I consider of essence, the further support (political and financial) of the National Ministry of Education while the periods of education, since their support provides a practical prestige to the program. The clarification on how important such a degree is also for their future, should also be clarified. As such the LLL should become the bridge of bringing closer also marginalized groups of Greece, as a case example, towards both the perspective of full and free public education of all Greek Citizens. At the same time, the program of LLL, should be accredited by the EU, as a joint European member-states initiative towards cohesion and sustainability. Lastly, what should be said is that cultural courses of diversity and information towards all citizens to the EU, should be also included as to win their respect and support for these programs not only for the short-term but for a longer-term period.

Direct and indirect work with marginalised groups¹

Aboa Vetus & Ars Nova Museum

Minna Hautio, Education officer (Person in charge of planning and executing activities targeted to audiences)

Who identifies the 'marginalised groups'?

Our museum is actively making contacts to the groups in question and seeks funding for both national and international projects. On the basis of this we already have a relatively large contact network with actors in the same field and target groups. Our networks encompass groups of handicapped, special needs people and immigrants.

Do you have any issues with how these groups are defined?

We have tried to proceed with a step-by-step programme, focusing on each group at the time, since we have a relatively small staff and cannot spread our activities too wide at any given time. We believe that in-depth pilot projects with a specific target group give us substantially more knowledge than working in a large, yet more superficial scale would. The information and experiences gained through this work can then be used to spread the activities to a wider audience. Since most of these pilot projects have been executed with outside funding and they have a certain time span, the problem always is: how to keep up with the work and how to maintain contacts after that. There is a lot of demand for continuation of the projects both from our side and from that of the target group, but unfortunately we don't have the possibility to carry out all of the projects beyond the actual project time span.

Is funding for your work linked to reaching some or all of these marginalised groups?

I have used outside funding (national and international) in order to be able to conduct most of the projects, but some of them have been carried out even without external funding.

For Example:

Grundtvig Learning Partnership, Nordic Cultural Fund, Nordic Council of Ministers, Finnish National Board of Antiquities, Finnish Arts Council, EU

Describe (simply) the different marginalised groups your organisation works with:

Handicapped (physically handicapped, deaf, visually impaired, blind)

¹ In the 3rd ICD Conference in Stockholm invited experts from DK, EE, FI and LT were chairing workshops on "What is the 'optimal learning environment' for intercultural dialogue?" For the purpose, all experts had been asked to answer a number of questions beforehand concerning their work with marginalised target groups, which are collected in the paper on hand.

Special needs children (dysphasia, autism-related symptoms, ADHD, dyslexia, a. s. o.)

Senior citizens

Immigrant women

Immigrant children

Immigrant youth

State what DIRECT activities your organisation undertakes with each marginalised group

With all of these groups: Workshops and projects carried out in the museum.

In case of schools: planning the projects carefully with the help of the teachers.

In case of refugee shelters: planning carefully with psychologists and the staff at the centre.

In case of the handicapped: consultancy and cooperation.

Explain what works successfully about this activity

“Hands on”: Tactile and creative activities in the museum surroundings and workshop

Presenting the outcomes in the museum exhibition hall

“Self on”: association, making connections with your own life and life in the past

Cooperation with schools

Mixed groups (for instance Finnish and immigrant youth, special needs children and the so called normal children, senior citizens and pre-school children)

Say what evidence there is of this success

All of the groups have wished for the cooperation to continue.

At least in one school there has even been some competition between pupils as to who gets to participate in the next project. There are also some pupils who have chosen to join projects on their own initiative (even on their free time) on a basis of their previous good experience.

Does this activity promote intercultural dialogue? If so how?

The best dialogue is done during the activities themselves, but the exhibitions and press conferences we hold at the opening of every exhibition are a part of a wider communication with the general audience and cultural sector, decision-makers, politicians and funders as a whole.

I prefer mixed groups with people who come from different cultural and linguistic backgrounds, which brings the intercultural dialogue to the very personal level.

What evidence do you have of ICD success if any?

On one occasion one of the groups (women from former Soviet Union) planned a musical evening on their own initiative. The meaning of this was to promote their own exhibition and make Russian culture visible – and audible – in the museum surroundings. I have also gotten feedback from them later on that they feel much more welcome in the museum now and enjoy its atmosphere.

We were chosen to be one of the institutes to get funding from the EU Year of the Intercultural Dialogue 2008 (Part of the Finnish contribution to the Europe-wide project) in order to make a seminar around these themes.

We have been awarded with the “Treshold prize” for the work we have done with the handicapped. The prize was given by the Association of Handicapped.

Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

We work mainly with children and the children bring their families to the museum at least to see their own exhibition and I encourage them to go to the whole museum, where the children can guide the parents around and explain things in their own mother tongue. This makes the situation mostly very rewarding and successful both for the child and the adult.

The same works for the adult project participants, too: they bring their next of kin to the museum to share their own experience. This makes the situation a peer-learning one, which is both a social occasion and a learning experience.

Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?

The work done at the museum is in itself informal learning and therefore it is ideal for activities conducted outside curriculum. That is why it is so versatile and includes everybody who is willing to participate. The problem is, though, that it is difficult to find persons belonging to your target group, to inform them and motivate them to come and join the activities. It is even harder when your target group are the typically non-museum-goers. Finding the key persons within the target group is difficult. I have had help from the already organised groups, but that does not help much if you are also looking for the non-organised people.

Museum education is also rather easy to integrate with school work, at least with groups who also otherwise have special programmes. These groups include for example immigrant groups and children with special needs. Much of their learning is based on visiting places, seeing, touching, self-expressing and being creative. Creativity and use of basic associations are key factors to the kind of working at the museum. Schools are a very easy target point, the problem is, that the parents are not often coming to see the children's works at the museum. This builds the gap between the museum and the home and maybe even the child and the parent. The role of a student is different than the role of a son or a daughter. In those cases where I have managed to get the parents to come to the opening event to see the children's works have based on the fact that I have found the right spokesperson, who works fluently in both worlds: the school and the home. Those persons are the teachers of the individual child's mother tongue. They understand the cultural differences and can mediate, persuade and motivate both the child and his/her parents. As to what extent they succeed in

that, is dependent on the individual person and what kind of status he/she has in the community in question.

Having worked with handicapped I have learned that there are far more definitions of being handicapped than I have ever realised before. It has been a true eye-opener for me. A handicapped person is first and foremost an individual; the handicap is secondary to that, even though the handicap can be a big part of the personality, too. All too often people are fixed to what they see first and which is obvious at the first glance, such as the wheelchair or the white cane and cannot look beyond that. The same goes for categorizing immigrants or any other persons with differing looks. We focus on the differences rather than the similarities, when, in fact, it should be the other way round.

Marginalised groups.

The term 'marginalised' groups indicates that there is at least a process of marginalisation involved.

A lot of programs and projects are focusing on 'how to motivate' marginalised people (or as the term in Flanders is used: people with lesser chances in life, mainly lesser chances in finding an proper job)

This programs often focuses on items as: personality, problems at school and quitting education before having obtained a diploma or suitable attest offering direct possibilities on the labour market.

Some are introducing other learning methods or try to work on 'work-attitudes', bringing structure in ones life.

Some try to motivate by working individually or in small groups on self-esteem, recognition of some acquired competences and skills in other situations out of the regular school system, ...etc

Europe has therefore introduced the term 'EVC': 'eerder of elders verworven competenties (earlier or elsewhere acquired competences) and agencies as the VDAB and the RVA, working in 'labour mediation' or helping (controlling) long term unemployed people, are trying now to work with this 'evc-scan'.

Lifelong learning is one of the key issues to offer possibilities to this people with lesser chances, very often marginalised in society for generations.

The adage, used by these efforts is paraphrased as:

"Plant one grain of corn and you are planning for only one year, if you want to plan for 10 years you better plant a tree, but if you want to change a life, you have to offer life learn education"

Although all this efforts have their merits, there is another proverb often used, and I'll make an adaptation to indicate a factor which is to my understanding still very underestimated in the process of 'marginalisation of people with lesser chances':

"Give a person a fish and he will have food for one day, learn him/her how to fish and he will eat his/her whole life."

I agree, but there has to be a sufficient amount of fish in the river. In other words: are there enough suitable jobs in our highly organised, functional societies for everybody? If we aren't working on this issue, motivating marginalised people is inefficient and almost indecent. The movement of poor people are indicating this issue for many years now and they are demanding much more participation of poor people and 'marginalised people' in decision making to really understand this factor of the process.

Direct and indirect work with marginalised groupsⁱ

University of Jena – Department of Intercultural Business Communication

Who identifies the 'marginalised groups'?

Do you have any issues with how these groups are defined?

Is funding for your work linked to reaching some or all of these marginalised groups?

Describe (simply) the different marginalised groups your organisation works with:

None. We work with students, which usually have a privileged position

State what DIRECT activities your organisation undertakes with each marginalised group

Explain what works successfully about this activity

Say what evidence there is of this success

Does this activity promote intercultural dialogue? If so how?

What we teach and the fact that our students are coming from different scientific and cultural backgrounds let us believe that yes, we promote intercultural dialogue.

What evidence do you have of ICD success if any?

"Success" is a complex concept, for us impossible to measure.

Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

Sure. As part of University we teach students the subjects of interculturality, intercultural dialogue etc. and of course the issues of marginalized groups. Students we teach take their competence and their sensibility for ICD into the "real world" and work as promoters of ICD. Moreover some of them are surely going to work with marginalised groups.

We also have seminars and workshops for people who work with marginalized groups.

If so, do you collect evidence of this INDIRECT work?

No, we don't.

Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?

Luisa Conti & Susann Juch
Scientific Officers

ⁱ During the 1st partner meeting in Vienna, partners started to identify “marginalised groups” and discuss “European pedagogical strategies to address marginalised target groups”. In consequence all partners, who have not been able to present their abstract during one of the conferences have been asked to answer a number of questions (matrix by Finbar Lillis, UK) concerning their work with marginalised target groups, which are collected in the paper on hand.



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How to motivate marginalised groups with various cultural backgrounds to LLL?

- More active teaching methods based on action
- Applying methods which replace mechanical learning with useful and effective learning
- Problem solving learning methods, teamwork
- Discussions and debates
- Visualization of the subject and role playing
- Experience-oriented education by using image, sound, light and dramatic elements
- Constant motivation and encouragement: explaining the pros of learning
- Planning the class, the goals and evaluation together with the students
- Cross approval between student and teacher
- Cordial and personal communication style, avoiding autocratic behavior
- Democratic, loyal and cooperative relationship between student and teacher
- The teacher should know his/her students by their names as soon as possible to show them that he/she regards their personalities as important
- The appreciation of the teacher should be the result of his/her knowledge
- Using the best problem solving methods. The solutions should serve the students' interests
- Changing from orientated teaching to self orientated learning if the student has the following five skills:
 - self-determination and the ability of orientation
 - the ability of making choices and decisions
 - handling the learning material
 - learning skills
 - organization skills

- With a disadvantaged person one should use a formative, diagnostic evaluation instead of a summative exam-like one
- A flexible length of training in knowledge of the students' way of living

Éva Judit Kovács
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Motivating marginalised groups from various backgrounds-

The Art of Intercultural Dialogue

When someone enters a museum or gallery, possibly for the first time it can appear strange and exciting, or alien depending on to prior experience.

All artwork is created out of a context, both personal and social and has the potential to open up dialogue with its audience.

Artworks are metaphors, carriers of meaning, and repositories for ideas. They connect the artist to the world around her and connect that world to the artist. An encounter with an artwork may connect us to many states of being, and evoke a reservoir of meanings that connect us to our past, our present and allow us to imagine our future. Artworks can create spaces to grow.

Co constructive pedagogies¹ promote creating a 'shared' space for both learner and educator in order to establish what prior experience is being brought to the encounter with the artwork.

Engaging the learner in an 'open ended conversation' which explores his/hers responses to the artwork establishes the possibility for an exchange of knowledge between the educator and learner.

Asking 'open –ended' questions about the artwork provides a framework of references and establishes what the learner may feel about this encounter, what prior knowledge he/she brings to the dialogue and what information the educator may need to contribute to develop the field of knowledge. All experience and contributions are relevant in building up a 'shared' understanding of the artwork and opens up the potential for sharing of experience and intercultural dialogue. In the course of the dialogue, the role of educator is to facilitate a greater understanding of the context that the artwork has been made in, by adding to the 'co constructive learning framework' from his/her bank of knowledge.

*'the choices made by the artist may appear to be determined by recognisable social or cultural forces or knowledge of other artist's practices but the space in which the artist operates is often aimed at deliberately overturning, redeploying or placing in a new juxtaposition their chosen ideas and images. Where this is successful, they reveal a quite unexpected or different understanding of the world.'*²

Contemporary artwork is created to offer multiple readings, is often ambiguous and presents the possibility for metaphorical and allegorical readings. Many artists believe that the artwork is not 'complete' until another person engages with it and 'adds new meaning' to it. Therefore the response of the viewer/is valid and there is no 'right' or 'wrong' interpretation. This 'open-endedness' offers the potential to

¹ See HEIN, George E. & ALEXANDER, Mary (1998) Museums: Places of Learning, USA, American Association of Museums Education Committee and PRINGLE, Emily (2006) *Learning in the gallery: context, process, outcomes*, UK, Arts Council of England.

² Katy Deepwell; Dialogues with women artists, 2004

engage knowledge and experience in a flexible manner, creating 'shared understandings' therefore offering the potential for 'intercultural exchange'.

Helen O'Donoghue, October 2010



ABSTRACT ON MARGINALISED TARGET GROUPS

- Who are marginalised target groups in your country (in respect of LLLearning processes)?

Generally, we could say that people who have low or no access at all to lifelong learning opportunities are “culturally” marginalised. In Italy, the governmental policies are constantly cutting funds devoted to cultural and educational activities; of course, people who live in conditions of social and cultural unease are the most affected by this “disaster”: migrants, Roma people, asylum seekers and refugees, drop-out under-age youngsters, prisoners and ex-prisoners, mentally ill people, drug-addicted people, youngsters/aged people at risk of social and civic exclusion.

- Who are the marginalised target groups (in respect of intercultural dialogue), which you have to deal with or try to reach with your institution' work? Which your institution could work with or wishes to reach?

Migrants asking for assistance to reclaim their rights; Migrants in search of opportunities to improve their training, social and cultural inclusion, conditions of life; Roma people living in “nomad camps” in social- economical reinsertion through social cooperatives creation; Asylum seekers and refugees asking for assistance; Drop-out under-age youngsters who have left the school; Young artists at risk of unemployment; Mentally ill people exiting from Criminal Psychiatric Hospitals; Drug-addicted people in social reinsertion programs; Youngsters/aged people at risk of social and civic exclusion; Women.

- Who identifies them?

The marginalised groups are formally identified by our Government, the Public Authorities (at local level) and the EU. Besides the “institutional way”, there is the one derived from our practical work in the field of social exclusion.

- Do you know any models of addressing or involving marginalised target groups in learning processes by new methods like using arts and culture or similar approaches (e.g. language learning for migrants in museums, art projects with apprentices, exhibitions or performances with migrants)?

ARCI's centres and county/regional/national headquarters deliver a wide number of social inclusion and cultural activities/services, some of which only to its associated members, others (quite often partly funded by some public authorities, sometimes by foundations) open to all citizens or particularly devoted to marginalized people: more than 2000 ARCI's clubs are places where people can play, rehearse, produce, study and create music; such clubs host educational activities and courses for any artistic passion, from dancing to drama, from new languages to comics; they also manage areas for artistic activities, produce publications and promote cooperation among artists. That's to say that ARCI's global approach is based on the idea that artistic expression is able to act as training source for promoting inclusion, motivation to learn, self consciousness and self esteem.



COLLEGE OF SOCIAL SCIENCES

Direct and indirect work with marginalised groups¹

College of Social Science

Neringa Miniotiene (Head of Strategic development department).

The main responsibilities of the College of Social Science are: establishment of strategic guidelines for development of College activities; initiation and implementation of new projects; analysis of achievements and preparation of reports; coordination of the activities of Career Centre, Project development Centre, Business and Science Centre.

Who identifies the 'marginalised groups'?

Our marginalised group is *Third countries nationals (students)*. The marginalised group was identified by the EU.

The project has been supported by the European Fund for the Integration of Third-country nationals. The general objective of the Fund is to support the efforts made by the Member States in enabling third-country nationals of different economic, social, cultural, religious, linguistic and ethnic backgrounds to fulfil the conditions of residence and to facilitate their integration into European societies.

Do you have any issues with how these groups are defined?

The College is not expecting to work exclusively with the one marginalised group. The work on the better integration of incoming third countries students was selected according to their needs. The better understanding and communication among national and incoming students helps to make more suitable environment for studies and the life during the studies.

Is funding for your work linked to reaching some or all of these marginalised groups?

Yes. The College for the projects on the work with the third countries nationals received funding of EU.

Describe (simply) the different marginalised groups your organisation works with:

Third countries nationals (students)

¹ In the 3rd ICD Conference in Stockholm invited experts from DK, EE, FI and LT were chairing workshops on "What is the 'optimal learning environment' for intercultural dialogue?" For the purpose, all experts had been asked to answer a number of questions beforehand concerning their work with marginalised target groups, which are collected in the paper on hand.

State what DIRECT activities your organisation undertakes with each marginalised group

Developing intercultural communication skills during various forms of training (classroom sessions, camps, get-together) and using various methods and techniques.

Explain what works successfully about this activity

Development of intercultural communication skills helps to ensure suitable environment for successful studies.

Say what evidence there is of this success

Almost 80 per cent of trainings participants come back to other events.

Does this activity promote intercultural dialogue? If so how?

Yes – almost in all events are participating Lithuanian students too. They are working together in the groups, playing games, showing talents

What evidence do you have of ICD success if any?

The level of communication among Lithuanian and third countries students has increased; the participants of the events have created common community on "facebook" for exchange of information.

The evaluation of responses is not ready yet. But we are expecting of good results showing mutual understanding and tolerance both Lithuanian and third countries students

Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

At the same project we have planned to provide trainings for representatives of organisations that work with immigrant from third countries

If so, do you collect evidence of this INDIRECT work?

We have trained more than 100 people who are working in international relations units/centres/departments of the educational institutions, migration offices, Red Cross organisations and police.

Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?

The project is not finished yet. However one example working with third countries nationals would be useful to share with others. We have organised a camp in "Apple Island" for third countries and Lithuanian students. During five days young people were encouraging to discuss intercultural communication issues, to organise various actions to support tolerance and mutual understanding (such as "free hugs day" and others), to create intercultural teams for the games and competitions.



Direct and indirect work with marginalised groups¹

Latvian Adult Education Association (LAEA) is a non-governmental organization founded in 1993 with the aims-to promote the development of the effective Adult Education (AE) system in Latvia, to participate in Lifelong Learning (LLL) policy development, to promote the development of civic, democratic and open society.

At present LAEA unites 45 member organizations. It has established the network of AE providers and other stakeholders throughout Latvia. It is the member of Europe Adult Education Association (EAEA) and ESREA. It has considerable experience of work on local, national and transnational levels. Its key activities are advocacy work, elaboration of policy papers, consultations on AE policy, LLL policy development, implementation of national and transnational projects, organization of different events (discussions, conferences, Task force, etc).

Its main activities are directed towards developing effective AE system to open up education and training to the people in urban areas and in remote rural locations.

State what DIRECT activities your organisation undertakes with each marginalised group

-

Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

LAEA participates in development of national strategies for different areas. For example, State program Roma People in Latvia 2007-2009, National Development plan 2007-2013, Basic Guidelines of Lifelong Learning Policy for 2007-2013 and etc.

LAEA every year manages or participates in more as ten international and national level projects and elaborates many methodical materials for education institutions, municipalities and tutors to help them better understand and resolve marginalised groups problems. In that projects LAEA involves its member organizations.

Last years we participated in projects:

- Network for Intercultural Learning in Europe (NILE, GRUNDTVIG,)

¹ In the 3rd ICD Conference in Stockholm invited experts from DK, EE, FI and LT were chairing workshops on "What is the 'optimal learning environment' for intercultural dialogue?" For the purpose, all experts had been asked to answer a number of questions beforehand concerning their work with marginalised target groups, which are collected in the paper on hand.

- Integration of pre-pension people in the labour market (2006-2007)
- Social integration of parents from rural areas (2006-2007)
- Come, seek, participate! (2006-2007)
- Listen, Understand, Accept! (2007-2008)
- Money&Matters (2008-2010, GRUNDTVIG)
- Creativity and Entrepreneurship for Seeds Social Inclusion (2009-2011, GRUNDTVIG).

If so, do you collect evidence of this INDIRECT work?

(If you do have evidence, please describe this briefly)

LAEA has all projects reports including lists of participants, feedbacks from participants, need analyses, methodological materials etc.

- Network for Intercultural Learning in Europe (NILE, GRUNDTVIG,). (Network, methodological Guide, CD, Good practice Examples);
- Integration of pre-pension people in the labour market (2006-2007, trained 200 people, elaborated methodological material);
- Social integration of parents from rural areas (2006-2007, trained 200 parents who alone bring up children in families or long time stay out of labour market);
- Come, seek, participate! (2006-2007, trained 200 young people who stay out of school and labour market, elaborated methodological materials for municipalities' social workers);
- Listen, Understand, Accept! (2007-2008, prepared 20 multipliers, trained 200 people who everyday work with marginalised groups (municipality staff, employees in social area, policemen and etc), elaborated program and methodological material);
- Money&Matters (2008-2010, GRUNDTVIG, questionnaire, elaborated program, trained 20 people with low basic knowledge and skills);
- Creativity and Entrepreneurship for Seeds Social Inclusion (2009-2011, GRUNDTVIG).

Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?

LAEA has many examples, methods, brochures but mainly they are in Latvian and for dissemination in Europe net those need translation.

Ingrida Mikisko

Director of LAEA, main duties - planning, monitoring, administration, public relation, project managing etc. Chair of Latvian NGDO Platform (LAPAS), member of EAEA board.



Pedagogical Strategies that motivate marginalized groups with various cultural backgrounds and the relationship between culture and social and civic competencies, including motivation of the marginalized individual

In this presentation I will focus on a particular marginalised group who are situated within another marginalised group: foreign prisoners in prison. In general foreign prisoners in Malta tend to be a minority, of a different skin colour (black) and of a different religion (Muslim).

Prisoners, (similarly to illegal immigrants) at times do not even enjoy some of the basic human rights. I will argue that there is an important link between the European LLL competencies and Human Rights, such as the right to education and to social and cultural rights in a way that when one is promoting basic human rights for marginalised groups, one is also promoting, to a certain extent, Europe's LLL competencies. Both human rights as well as the mentioned competencies have to be promoted within such environments.

As an example to contextualise this presentation I will focus on practices in a Maltese prison, and give examples of initiatives being taken in order to promote cultural awareness and expression within this particular restrictive environment. The approach currently taking place is to promote the value of respect for the 'other', to empathise, understand and to make the 'strange' familiar. This is done by using everyday life experiences, such as food, religion and language.

I will also discuss how the LLL competencies are being dealt with in prison, particularly with regards to communication and interpersonal and civic competencies.

The pedagogical approaches to develop skills of appreciation and skills of self and cultural expression are discussed. These lead us to discuss also knowledge one considers necessary in order to relate to the 'other', as well, and most importantly, on the attitude of both the other and the one responsible for the other – in this case, the prison guard. It is within such an approach that the identity of both the foreign inmate as well as the 'local' guardian changes/adapts to new realities, in such a way that prison inmates; foreign or local, as well as immigrants (illegal or not) are considered and respected first and foremost as human beings with particular individual rights.



Permanent education: lifelong learning and marginalised groups

Lifelong learning as a policy concept

In the Netherlands the concept of lifelong learning has been warmly embraced by policymakers during the last decade. The Dutch Council for Education (Onderwijsraad) is an independent governmental advisory body which advises the Minister, Parliament and local authorities. The Council provides advice, both solicited and unsolicited, to the Minister of Education, Sciences and Cultural Affairs and the Minister of Agriculture, Nature Management and Food Quality.

In 2003 the Council published a report "Make lifelong learning work". This report caused a lot of debate within Dutch policy and educational circles. It coincided with the advent of the second centre-right coalition government led by Christian-democrat Jan Peter Balkenende. This government had an ambitious agenda aimed at making the Netherlands an economic hub of innovation and education driven economic development. "Nederland Kennisland (i.e. "The Netherlands, country of knowledge") was an important slogan in those years. In 2005 the Council for Education published a follow up report in which it advocates setting in motion policy mechanisms to reach the goal that half of the Dutch population has received some form of high education. The report is called "Higher education for half of the Dutch population".

Present situation: not dramatic but needs to be improved

The situation nowadays in the Netherlands is not dramatic if one looks at the general level of education of the Dutch population but leaves a lot of room for improvement. Roughly 24 percent of the population has enjoyed education at the highest level, meaning university, college or higher professional education. In the words of the Council for Education "this number "has to be increased dramatically".

Stages of education

In education one has to differentiate between *pre initial education*, aimed at young children at a very young age, before they enter the educational system, the *initial education* at school and college or university and *post initial education*, aimed at people of all ages who already have left the educational system with or without some form of qualification.

In this framework we will focus on the post initial education: lifelong learning with special attention for groups who have difficult access to the labour market such as migrants.

General trends

It is a well known fact, reported yearly in the extensive surveys of the Dutch Social and Cultural Planbureau (SCP) and in the research of scholars like Paul Jungbluth that there is a considerable gap in Dutch education between "ethnic" pupils and "white" pupils. The general trend is that ethnic children do not go on to study in higher education in the same percentages as white children. This translates itself into a general trend which is also annually reported in the surveys of the SCP: Dutch citizens of ethnic background, even when they enjoy the same educational background as similar groups of white Dutch still are at a disadvantage when it comes to access to the labour market. Let alone that their chances diminish dramatically when they have lower or no formal educational qualifications. Drop-out rates among students from ethnic backgrounds are currently very high and run in the tens of thousands annually. Thus a social time bomb is in the making in the larger cities of the Netherlands where large pools of young men without educational qualification and no or very difficult access to the labour market are condemned to lead their lives permanently on the margins of society.



How to motivate marginalized groups with various cultural backgrounds?

Abstract by

Zahra Moini, Director Norwegian Center for Multicultural Value Creation

This abstract provides an overview of a model implemented in Norway for mobilizing and guiding immigrants for business start-up. The model is based on the experience gained through the Norwegian Center for Multicultural Value Creation (NSFV). The center was established in the year 2005 with the vision of “*a value creating multicultural Norway*”. The aim was to facilitate and stimulate strong business start-ups and an entrepreneurial spirit among immigrants. The long-term goal was to create successful and competitive businesses that would contribute to regional value creation, growth and employment.

The background for the establishment of the center has roots on the increased level of immigration to Norway, and the challenges facing the immigrants entering the labor market. The challenge is especially noticeable among the highly-qualified immigrants that usually end-up in jobs with low-qualification requirements or are unemployed. The traditional view has been to look at immigration and immigrants as a “**problem**”.

NSFV was established to change this public attitude and rather focus on the “**opportunities**” created by immigration; on demonstrating the “*diversity assets*” – that is to focus on the values that the immigrants represent, rather than the problems of multicultural Norway. As means to this goal we have worked to nurture good role models among the immigrant entrepreneurs, making sure they are visible in business, political and public arenas - and using them as ambassadors and motivators for other immigrants. We have worked with highly-skilled immigrants that have fallen out of the job market. In this process, we have focused on matching the individuals’ skills, education, cultural background and motivation-level with the opportunities in the market. The aim has been to create a success recipe from the beginning.

The work has focused on

- *Resource mobilization, motivation and empowerment.* As part of this activity we identify the skills and qualifications of the immigrants through individual meetings, we help build up the person’s self-esteem and check the motivation and drive to become an entrepreneur.
- *Skills development on new business start-up and personal mastery.* The customized courses are module based and focus on the practical side of the business start-up as well as the process of understanding the issues of business culture and ethics in business life. We also focus on personal motivation and goals.
- *Business advisory services and coaching.* These are individual advisory services on understanding the business and market issues, and matching them to the market needs and opportunities. The users get help on building the idea to a business concept, and develop a business plan and budget.
- *Cooperation between the authorities, the industry and the minority groups.* The network of our cooperating partners is available as door openers, ambassadors, or experts on the way to business start-up.

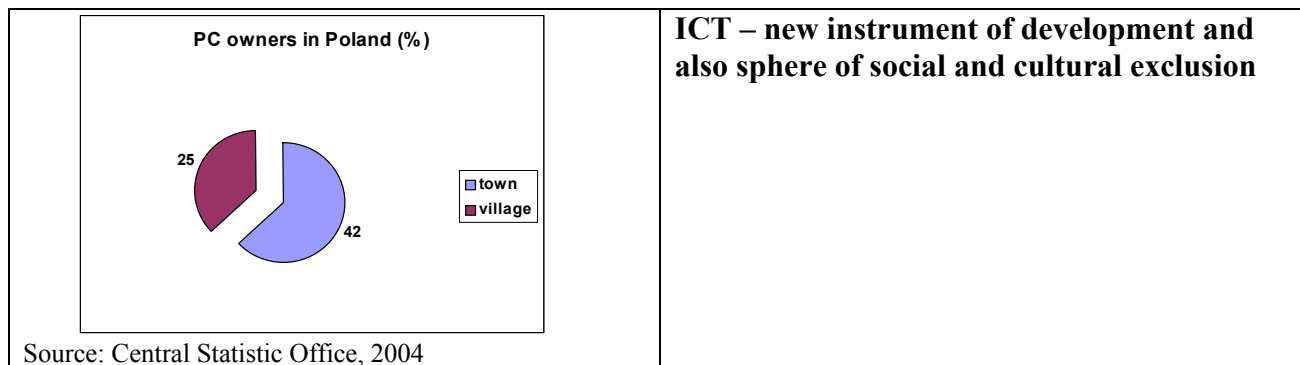
- *Network groups.* The power of networking is strong. We create arenas for the immigrant entrepreneurs to meet each other and other groups from business life.
- *Financing network.* The NSFV does not have capital to finance the new start-ups. However, we do help the entrepreneurs gain access to existing financing schemes (both governmental and private).

MARGINALISED TARGET GROUPS

1. Who are marginalised target groups in your country (in respect of LLL processes)?

The Marginalised Target Groups in Poland. Examples in respect of LLL processes:

- Women,
 - People 45 +,50+(60+ etc),
 - Inhabitants of rural area - rural population is marginalized in access to education, then the quality of life measured by this factor is lower than on urban areas,
 - People with disabilities,
 - Immigrants and ethnic minorities,
 - Homeless ,
 - (Ex-)prisoners,
 - Children and youth (at the age of 6 – 19) who cause serious disciplinary and up-bringing problems and are threatened with violence, crimes and addictions,
 - People with low skills,
 - Unskilled workers,
 - Inhabitants of post-state farms villages,
 - Unemployed and long-term unemployed,
 - Street children,
 - Elderly.
- **The new category of marginalisation – people without ICT / Internet connection**



2. Who are the marginalised target groups (in respect of intercultural dialogue), which you have to deal with or try to reach with your institution' work? Which your institution could work with or wishes to reach?

European Union projects realised by WSINF (WYZSZA SZKOLA INFORMATYKI), Lodz Poland within Lifelong Learning Programme -projects directed to marginalised target groups:

1) Grundtvig LP (Learning Partnership) **“EMPOWER: Lone parents building confidence and accessing learning”**. Period of the project: 2008-2010

Marginalised group touched: single parents

Description: project is directed to **single parents** who need training in the field of confidence building so to enrich the quality of their lives and their children. The international partnership includes institutions from UK-Northern Ireland, UK-Scotland, Germany, Lithuania and Poland. Experts from institutions involved (mainly professionals working with target group on regular basis

e.g. psychologists, social workers) exchange best practices so to develop effective methodology adjusted to target group needs, the representative of which are involved in the project development process.

2) Grundtvig LP (Learning Partnership) “**SENSORY 2– Counseling Centre for Training sensory disabled**”. Period of the project: 2007-2009

Marginalised group touched: hearing impaired persons (deaf persons and/or with hearing/sensory disorders)

Description: the project is aiming at promoting inclusion of disabled (with a special focus of hearing impaired persons) into the higher education system. Academic staff of universities along with sign language interpreters from Associations of Deaf from Italy, Hungary and Poland are developing a continuous educational paths for hearing impaired persons so to encourage them to study at tertiary level. Deaf persons from all countries involved participate actively in all project phases. During international meetings they conduct discussions with their counterparts on physical, mental, economical and formal barriers they encounter in every-day life and present solutions for coping with them.

3. Do you know any models of addressing or involving marginalized target groups in learning processes by new methods like using arts and culture or similar approaches (e.g. language learning for migrants in museums, art projects with apprentices, exhibitions or performances with migrants)?

Example: FOLK HIGH SCHOOL – Grundtvig 1 Project

Folk High School idea is still developed in Europe and has enjoyed a long tradition in Denmark, Sweden, Poland, German. Is addressed to individuals and groups of socially excluded/defavoured in the rural area. Holistic model of preparing unemployed people in the rural area was proposed for all groups in that programme. There were proposed 4 modules:

- I. Social and Personal Development.
- II. Health and Sustainability.
- **III. Arts and Handicraft**
- IV. Modern information technologies (ICT)

More information : see case in LLL abstract.

Link: www.ziarno.org.pl

4. Which your institution could work with or wishes to reach?

- Labour offices,
- NGOs – association, foundations, LAGs,
- Trade unions,
- Educational sector,
- Public administration, business and non - governmental organisations in creation and financing of social programs focused on these groups in various environments.

ABSTRACT 2



PEDAGOGICAL STRATEGIES FOR MARGINALIZED GROUPS: ARTISTIC EXPRESSION AS PEDAGOGICAL CONCEPT – A PORTUGUESE APPROACH

Clara Camacho

My view about the proposed subject derives from my personal experience, both at a local museum, Museu Municipal de Vila Franca de Xira, and at the national portuguese body for museums, the Institute of Museums and Conservation.

Portuguese museums tend to develop some educational projects to approach and reach some social groups that are not usual museum visitors, through lifelong learning and pedagogical strategies. The pedagogical strategies used by museums include different artistic expressions – music, dance, theatre, poetry, painting.

The involvement of the so called marginalized groups is crucial to the success of these strategies. The participation of mediators, members of these communities, is one of the key methods in the work developed by museums to motivate and truly involve these groups in order to establish some links between the museum and the communities.



How to motivate marginalised groups with various cultural backgrounds to LLL

I will briefly outline two examples which can inspire the reflection on what can be done and on what should be avoided when aiming at motivating people with disadvantaged background to engage in LLL.

1. About a decade ago, a big municipality in Romania initiated a local project which seemed appropriate for promoting both a clean environment and social inclusion: the project, implemented by the municipality in partnership with a public recycling company and a Roma NGO, planned the acquisition of a modern equipment for recycling of metals, the training of 20 young Roma on using the equipment and on some basic skills, followed by the employment of the young Roma on permanent positions at the recycling company to work with the respective equipment. The idea appeared as very good, taking into account the fact that one of the occupations of the Roma was actually metal recycling. 20 young Roma were identified by the Roma NGO, all without completed compulsory education and without job, but working unofficially on collecting metals for recycling. Since they were living rather far from the place of the training, they were provided with free access to public transportation and with a small daily allowance. Most of the young Roma attended the training courses regularly but, once the training was finished, none of them agreed to sign a work contract and get a permanent job at the recycling company. Asked why, some of them revealed that they prefer to be their own boss and earn more or less the same amount of money with their unregistered business, than to lose their freedom in exchange for a work contract, even though that would mean a stable and guaranteed income, access to healthcare, paid holidays, etc. Asked why they then attended the course, they confirmed that it was mainly in order to get the allowance and to have free public transportation.

2. A group of Roma women attended a variety of educational activities offered jointly by the local school, a local Roma NGO and regional healthcare authorities. The success was determined by several factors, including:

- the support provided by a local Roma women employed as mediator, who, among other things, explained to potential participants the goals and the contents of the courses, supported participants in finding replacement in the community for their domestic tasks and suggested to organizers appropriate scheduling of the courses;
- the selection of topics directly relevant to the needs and concerns of the participants;
- the creation of a positive atmosphere during the courses and the use of methods relying on concrete life experiences of the participants, building on their pre-existing knowledge and stimulating mutual exchange and interaction.

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Direct and indirect work with marginalised groups

Riksantikvarieämbetet, Swedish National Heritage board

Our organisation is the National Organisation for Cultural Heritage in Sweden. The Swedish National Heritage Board is the agency of the Swedish government that is responsible for heritage and historic environment issues. Our mission is to play a proactive, coordinating role in heritage promotion efforts and to ensure that the historic environment is preserved in the most effective possible manner.

Who identifies the 'marginalised groups'?

Do you have any issues with how these groups are defined?

Is funding for your work linked to reaching some or all of these marginalised groups?

Describe (simply) the different marginalised groups your organisation works with:

State what DIRECT activities your organisation undertakes with each marginalised group

Explain what works successfully about this activity

Say what evidence there is of this success

Does this activity promote intercultural dialogue? If so how?

What evidence do you have of ICD success if any?

Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

Indirectly funding is linked to reach marginalised groups as Swedish National Heritage Board is under the auspices of the Ministry of Culture and works for political issues like diversity and accessibility (towards a sustainable society).

We relate our work on UNESCO's universal declaration on cultural diversity is the starting point Our vision is a heritage that is accessible, useful and vital for people everywhere. Rather than defining "marginalized groups" we put efforts on

working with including people through “open communities”. The risk of defining “marginalized groups” is to exclude rather than include.

Therefore we also work towards a cultural diversity, which is representative and included, by supporting a diversity of interpretations of the history so they can be add to our common cultural heritage. E.g. by different research projects.

Government and the Ministry of Culture identified important groups, as for example Children and young people. Here specific efforts are made to increase the participation of ALL children and ALL young people in cultural life and their access to the cultural heritage. Gusto also does research to better know the needs of the groups they work it but also to be able to formulate an advice to the government.

If so, do you collect evidence of this INDIRECT work?

Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?

Lena Johansson, properties and Public Visitors Sites
Maria Sträng, Department of Sustainable Management
Anna Klint Habbe, Project manager of Properties and Public Visitors Sites

Main issues for the abstracts on Marginalised Target Groups

Identify the marginalised target groups in your country (in respect of LLL processes)

- the Erased
- Roma
- immigrants.

Identify the marginalised target groups (in respect of intercultural dialogue) who you have to deal with or try to reach with your institution's work. Which group could your institution work with or wishes to reach?

- immigrants from the former Yugoslavia.

Do you know any models of addressing or involving marginalised target groups in learning processes by new methods like using arts and culture or similar approaches (e.g. language learning for migrants in museums, art projects with apprentices, exhibitions or performances with migrants)?

- SRC SASA: conferences on Western Balkans, seminars, scholarships (Comparative Studies on Ideas and Cultures, SRC SASA, University of Nova Gorica)

TRACK RECORD (2004-2008) OF SRS SASA'S ACTIVITIES REGARDING MARGINALIZED GROUPS AND IMMIGRATION STUDIES

1. LUTHAR, Oto, LUTHAR, Breda, ŠUMI, Irena, PETROVIĆ, Tanja, STANČIČ, Zora. *Nemirna srca : priručnik za pouk državljske vzgoje. Zv. 1, Migracije = Restless hearts: workbook for the teaching of civic education. Book 1, Migrations*, (Zbirka Moj zvezek). Ljubljana: Založba ZRC, 2004. 63 str., ilustr. ISBN 961-6500-21-X. [COBISS.SI-ID [212925440](#)]

“Restless hearts” is a booklet containing five contributions and teaching accessories that deal with migration and its consequences in Slovenia after its independence. These reflections represent the period, which had brought many changes and totally new experiences to both the old and the new immigrants from the former Yugoslavia. The selected thematizations represent purely personal experiences of immigrants and thus also of the typical situations in which the immigrants found themselves. Especially notable is the finding that it is a decision of us all whether the immigrants will be emancipated or exposed to racism and chauvinism.

2. **Conference in the EU project MIMEX** (Grundtvig 1, Socrates 2002-2004) – alongside the book “Restless hearts”. Central results were scheduled as understanding between migrants and the

indigenous people in the partner countries and in other EU countries. The main means of improvement in reducing prejudice against migrants is promulgation of information about the history and the present situation of migrant workers in Europe. The aim of MIMEX was to better transfer the subject of research on "migration" to indigenous public, not solely to migrants.

3. "Srečanje raziskovalcev, ekspertov za romska vprašanja in predstavnikov romske skupnosti", Ljubljana, 29 November 2004, SRC SASA, **"Slovenska romologija in zamišljene podobe o Romih od 1960 do danes"**.

The conference attempted to initiate a comparative and interdisciplinary public debate concerning the most urgent issues in research of Roma life, culture and political participation in Slovenian national space. Additionally, we strived to engage critical debate on policies contained in the "Roma community" assistance programmes in Slovenia which regulate the particular questions concerning the Roma. The main goal, i.e. point of departure was to initiate also a critical debate on the state of Roma studies in Slovenia, particularly from the point of view of implementation of Roma community assistance programme.

Characteristic for Slovenian and other national spaces as well is the fact that interest in Roma studies, or 'romalogy' rises mostly at times of changing political climate: this, the roots of Slovenian 'romalogy' are supposed to originate in Fran Miklošič's philological studies, socio-medical, physical anthropological, sociological studies conducted by Štifter, in Pavle Štrukelj's project "Izolati Ciganov in Kalvinistov v Prekmurju" (1960-1962), and in research that primarily deals with ethnicity and is underway at institutions researching such and similar questions since Slovenian independence.

All these studies share political interest of local and, in the last decade, state authorities to 'solve concrete questions' which leads to conclusion that 'romalogy' is intervention oriented and applicative field of research. 'Romalogy' strives for "solving Roma problematic" and for formation of concrete Roma policies which should improve Roma quality of living and enhance the "integration into the so-called "dominant" society. Clearly, the 'romalogists' usually fail to react promptly to escalations of conflicts and problems of Roma and non-Roma populations living together, while at the same time they appear interested and in favour of state and local policies concerning the "Roma question". On the other hand there are studies that aim to thematise and selected questions, e.g. media discourse and critical 'romalogy' research, which follow the trends of critical social and humanistic studies. Notably, the Roma community representatives are only recently being voiced in a relatively limited scope.

4. DRNOVŠEK-ZORKO, Helena (ur.), MULEJ, Lucija (ur.). *New paradigms, new models : culture in the EU external relations, Ljubljana, 13-14 May 2008*. Ljubljana: ZRC SAZU, ZRC Publishing, 2008. ISBN 978-961-254-064-7. CONFERENCE: "Parallel workshops to the International Conference "New Paradigms, New Models – Culture in the EU External Relations" **On The Crossroads Of Cultural Politics: Western Balkans**; workshop participants discussed the lessons learned so far regarding the instruments used for support of contemporary art producers and cultural operators active in the Western Balkans (WB). Having in mind the past experiences of the donors active in WB, participants stressed supporting instruments and the most urgent needs the cultural producers and operators in the region have. Furthermore, a new realm of independent cultural production as a consequence of transition and accession processes is questioning its positioning and re-positioning along old and new divisions, such as

national/European, national/international, traditional/contemporary etc. Workshop participants exchanged experiences, opinions and views on existing relations between these art/cultural practices and national cultural policies (of the WB countries), as well as on the possible EU foreign cultural politics. One of the outputs of the workshop was to develop proposals/recommendations on how to achieve more ambitious presentations of EU contemporary art practices in the WB, and vice versa, how to support stronger presence and visibility of WB contemporary art in EU.

Prepared and organized by: SRC SASA and The Peace Institute – Institute for Contemporary Social and Political Studies; Atrium of SRC SASA – The Scientific Research Center of the Slovenian Academy of Sciences and Arts

5. *Institute for emigration studies SRC SASA*

Institute for Slovenian Emigration Studies at the Scientific Research Centre of the Slovenian Academy of Arts and Sciences (ISES SRC SASA) is involved into the interdisciplinary research of migration processes in Slovenia and in international environment. Research focuses on emigration and immigration studies, analyses of return migration, ethnicity, migration policies and different methodological and theoretic research approaches to migration. Their disciplines span from humanities to social sciences – from historiography, literary history, ethnology, anthropology, cultural studies, political studies and art history. They are involved in international projects and strive to compare their own research with similar Slovenian and foreign researches. ISES SRC SASA is publisher of the international scientific journal [Dve domovini/Two Homelands](#) and the Monograph series Migracije (Migrations). ISES also organises international symposiums and consultations on the topic of emigration and immigration, culture and education. Researchers present their research results at public lectures, exhibitions, with films and other visual materials. Individual researchers cooperate with various educational institutions and are therefore actively included in education process on migrations issues. Together with the University of Nova Gorica and three other partner institutions from Norway, Portugal and Germany, the ISES SRC SASA researchers have developed an international MA study in Migration and Intercultural Relations.

Other fields of research include emigration (Slovenians around the world), immigration, return migrations and migration policy, culture and art (cultural heritage and its digitization, emigration and immigration literature, fine arts), history of emigration, spatial, ethnic, cultural, gender and professional identity, acculturation, socialisation, re-socialisation, multiculturalism, assimilation, re-integration, forced or political migrations, emigrant communities, descendants of emigrants, life stories, women studies, literature and return migration, contemporary labour migrations. Since September 2008 the Institute has been a recognised research institution of the [portal for Slovenians abroad](#).

The abstract on Marginalised Target Groups – Slovak Republic

Prepared by:

PhDr. Anna Okruhlicova, CSc.

Parliamentary Institute, Chancellery NC SR, Bratislava SK

- **Who are marginalised target groups in your country (in respect of LLLearning processes)?**

Marginalised groups are generally defined in the Act. Nr. 365/2004 Coll. on Equal Treatment and Combating discrimination known as „Antidiscrimination Act“. For purpose of LLL they are mainly disadvantaged job seekers who are in detail identified by the Act No. 5/2004 Coll. on Employment Services, paragraph 8(1) as follows:

1. A citizen below 25 years of age, who has completed his/her systematic vocational preparation in full-time study courses less than two years ago and failed to acquire his/her first regularly paid employment (hereinafter referred to as “graduate“);
2. A citizen older than 50 years;
3. A citizen maintained in the register of job seekers for at least 12 months in the last 16 months (hereinafter referred to as “long-term unemployed citizen”);
4. A citizen who did not perform gainful activity not even prepared for a profession in the framework of systematic vocational preparation or further education, due to inability of harmonizing duties at work with his/her parental obligations;
5. A citizen, who is a parent, or a person, pursuant to a special regulation, who cares for three or more children, or a lone citizen caring of a child;
6. A citizen who has lost the ability to carry out his/her current employment for health reasons and who is not a disabled citizen;
7. A citizen moving or moved within the territories of Member States of the European Union, or a citizen staying in the territory of a Member State of the European Union in order to carry out an employment;
8. A disabled citizen;
9. An alien who has been granted asylum.

- **Who are the marginalised target groups (in respect of intercultural dialogue), which you have to deal with or try to reach with your institution’ work?**

National minorities, Roma population and all vulnerable groups – homeless people, migrants, all in respect of equal opportunities.

More on in Slovak Language <http://www.culture.gov.sk/kultura-mensin/kultra-znevhodnench-skupn-obyvatestva>

- **Which your institution could work with or wishes to reach?**

In the Slovak Republic serious part of LLL is provided not only by state institutions, but as well as by private institutions and NGOs. Institutions for LLL are associated in the Association of Institutions for adult education <http://www.aivd.sk/> as well as SAAIC - [National Agency of the Lifelong Learning Programme](#) and [Academia Istropolitana](#) .

- **Do you know any models of addressing or involving marginalised target groups in learning processes by new methods like using arts and culture or similar approaches (e.g. language learning for migrants in museums, art projects with apprentices, exhibitions or performances with migrants)?**

In the frame of the European Year of Intercultural Dialogue 2008 there were many projects and initiatives served as good practice more on <http://www.medzikulturnydialog.gov.sk/>

Examples:

Project of the [National culture centre](#) aimed on the European citizenship in local culture

[Project](#) European Heritage Days had as priority LLL.

Popular [Universities of the third age](#) with students above 50 years of age e.g. at the Comenius University in capitol Bratislava, have curricula oriented on arts and culture.

Projects in [Grundtvig](#) are oriented on intercultural dialogue using new methods e.g. project 10 hand-crafts, its aim is to consult with partners typical regional crafts traditional and modern.

“How to motivate marginalised groups with various cultural backgrounds”

Various issues arise with regard to integration and inclusion of migrant/marginal/minority groups (including gays, lesbians and women) in the mainstream life of a country. The following points summarise the general issues:

- Equality and justice must form the main core of policies with regard to work permits, basic rights and entitlements for all groups. In the case of migrants, this must include not only the rights of the workers but also those of their families.
- In looking at international experiences, it is clear that it is a mistake to consider immigrant workers (and refugees) as temporal entities or guests who will leave and return to their country of origin as soon as demand ceases. The cases (e.g. Mexicans and Chinese in the US, Turks in Germany, Maghreb nations migrants in France) clearly show that the return migration does not happen on any large scale and thus the immigrants become a permanent part of the social landscape.
- This leads us to the issues of integration and inclusion of migrant/marginal communities into mainstream society. Kymlicka (1997(1995):14) highlights that the expectation in the US, Canada and Australia, prior to the 1960s, was the total assimilation of migrants into the existing cultural norms of these countries. Assimilation, in this respect, can be seen as ‘ethnocentric denigration of other cultures’ and as such does not work in most cases.
- As more and more marginal/minority communities claim group rights alongside and part of civic rights, it is necessary to review the notion of citizenship in regard to inclusiveness.
- More inclusive and liberal citizenship policies seem to be milestones on the way to a peaceful and integrated society, which thus handles and manages diversity in a positive manner.
- In Europe the notion of citizenship is undergoing great transformation. It is argued that political space, traditionally the nation-state, which manages and controls the tensions among collective identities, is changing. Establishing trust in the democratic institutions of the European Union will be a new challenge, which must consider growing immigrant communities and their inclusion into European democratic processes.
- Establishing intercultural dialogue and working towards intercultural society play an important role in the process of creating trust among immigrant communities. This is possible only if cultures are seen as dynamic and changing entities rather than as static and stable units.
- The establishment of trust and confidence, through inclusive policies, leads to cultural dialogue becoming part of daily life. This is about creating spaces where cultures can interact as equal partners and exist in harmony. It is difficult to create such an environment in a situation where some of the groups (some of the communities) do not develop equally in social and economic spheres. This leaves some communities as ‘minorities’ and “marginal”, unequal partners.

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Direct and indirect work with marginalised groups

Credit Works

Finbar Lillis

Director of Credit Works - Finbar works directly and practically on every Credit Works assignment to see how research evidence, theories and technical specifications can be used to bring about real benefits. Credit Works was established in 2004 to work with and seeks to influence the reform of learning and skills in the UK and beyond.

Who identifies the 'marginalised groups'?

Our organisation

Our clients; usually government agencies

Do you have any issues with how these groups are defined?

If so, describe briefly what this means for how you conduct work

Only when the boundaries between these groups is false – e.g. older workers are in a different group from prisoners for skills development – and this skews the research as well as how people are viewed.

Is funding for your work linked to reaching some or all of these marginalised groups?

No

Describe (simply) the different marginalised groups your organisation works with:

Research groups:

Older workers

Prisoners

Young NEETs (**N**ot in **E**ducation, **E**mployment or **T**raining)

Older NEETs

People without qualifications below level 2

State what DIRECT activities your organisation undertakes with each marginalised group

Research which looks at how their skills and knowledge can be developed and how the system can be improved to reach them and support their learning

Explain what works successfully about this activity

Government takes notice we have influenced policy in these areas

Say what evidence there is of this success

Research reports – but more importantly changes in policy

Does this activity promote intercultural dialogue? If so how?

Not really – there is dissatisfaction with multiculturalism but no moves to intercultural dialogue or learning yet.

What evidence do you have of ICD success if any?

None – only in our day to day practice where it is having an impact.

Do you undertake any activities which may have an INDIRECT benefit to marginalised groups?

Our research does have indirect benefits where it has changed how govt funds and operates LL for adults

If so, do you collect evidence of this INDIRECT work?

Yes see www.creditworks/publications

Do you have any examples of work (DIRECT or INDIRECT) with marginalised groups that may help to illustrate your work and any points about this work that you think are important to share?

See www.creditworks.org.uk/publications for these two reports. They summarise what we do well and have wider significance beyond the UK.

[Credit Works, Adult learning, skills and progression to level 2; a study of market failure. LSC February 2006](#)

[Credit Works, Characterising First Steps Learning LSC May 2006](#)