Abstract

The centre for International Projects in Education (IPE) has been working on implementation projects, research activities and educational initiatives for improving education for all children in transition and development countries since 2006. The subject of this paper is the introduction of a new teaching and learning programme to promote self-competences and life skills for Roma children as well as the function and impact of the programme on the development of their self-concept and life skills. The programme Families and Children in Education (FACE) is presented in its key elements on a pedagogical and didactical level. The accompanying research study is presented wherefrom factors for a successful implementation of projects and programmes focussing on inclusion of minorities are identified.

Keywords: International project, self-competences, life skills, research, Roma, vulnerable groups

1 THE SITUATION OF ROMA CHILDREN IN THE ROMANIAN EDUCATIONAL SYSTEM

The integration and education of Roma children and adolescents in Romania is still facing big challenges. The number of school drop-outs in certain regions is high; children and adolescents are occupied with household tasks or have to take small jobs in order to contribute to the family’s life. Apart from the economic situation of Roma, Roma children and adolescents show a rather low self-concept and belief in their own self-competences and life skills. Due to the low attendance of school and the difficulties Roma students face in class, the belief in own competences as well as in education as a value is decreased furthermore. The situation of Roma children in the educational system of Romania has been subject of research projects in the past ten years. In the framework of the Lifelong Learning Project of the European Union, the Institute for Sociological Research of the Hungarian Academy of Sciences has conducted a research study within a project called TERNO (Teachers’ Education for Roma New Opportunities in School) aiming at identifying the educational needs of Roma children [1]. The results for Romania are interesting: Concerning the integration of Roma children and adolescents into the school system a positive approach towards the social integration of Roma children could be observed [1]. Teachers and representatives of the school system wish for additional school personnel such as social workers, speech therapists, mediators etc. as well as multicultural and intercultural approaches for teaching and learning. Moreover, curricular adaptations and a focus also on teaching Romani language, culture and history are seen as missing and important measures for supporting the education of Roma children [1]. Raising the school attendance, especially at the entry point into the educational system – nursery, kindergarten and pre-school – is a further point for improvement for the situation of Roma children [2]. In the past decade various projects have been carried out in order to improve the situation. A collection of best-practice examples compiled by UNICEF delivers important information for further developing these initiatives [3]. Apart from systematic approaches and changes on a structural level, also some practical tools have been developed in order to guide and support mediators, teachers, social workers and educators [4], [5].

1.1 Self-competences and life skills of Roma children

Self-concept in the context of this project and research follows the general idea of self-concept as “the individuals’ knowledge and beliefs about themselves – their ideas, feelings, attitudes and expectations” [6]. Self-concept as understood in this context can be subdivided into self-concept categories. Or it can follow even more detailed subdivisions like non-academic areas (such as
physical appearance, popularity, trustworthiness, relations with parents, emotional stability) or academic areas (verbal, mathematics, problem solving, art etc.) [7], [8]. Self-concept therefore is strongly connected to achievement and to self-esteem. However, self-concept can be described as a cognitive structure, a belief about who you are. Self-esteem is more an overall, general feeling of self-worth that incorporates self-concepts in all areas of life. In the context of the FACE programme we use the term and the model of self-concept [9]. Self-esteem is also very much influenced by the culture around a person and by how this culture values the particular characteristics of the person [10], [11]. This cultural influence is reinforced when children grow up in poor socio-economic circumstances that force families and also children to fight for their own survival. In other words: Self-concept means the way we feel towards ourselves. For a child or an adolescent this can mean how and to what extent he/she feels valued by his/her family, how he/she feels as a student, how he/she feels teachers and fellow students perceive him/her, how he/she views himself/herself as a friend etc. Self-concept also includes the extent to which children feel that they are accepted by their friends and whether they believe in their own competences to master their lives. A positive self-concept is decisive for the satisfaction of children and adolescents and their social and emotional well-being, as well as their academic achievement. Children and adolescents with negative feelings towards themselves tend to also have negative feelings towards others [12], [13].

Life skills as a key word used in this project and paper refers to the definition introduced by the World Health Organisation: "Life skills are abilities for adaptive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" [14]. WHO describes 10 core skills: decision-making, problem-solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, self-awareness, empathy, coping with emotions, coping with stress. Life skills therefore, can also be defined as the competences that an individual needs for sustaining and enriching his or her life. Materials that support the development of these life skills should therefore relate to these competences and contribute to making pre-existing levels of competence visible, transferring and making use of them for the support of life skills in the school context.

2 INTRODUCING A PROJECT APPROACH: FACE – FAMILIES AND CHILDREN IN EDUCATION

The project “Families and Children in Education” (FACE) aims at improving the self-competences and life skills for Roma children and adolescents as well as the quality of living and learning together in a multi-cultural and multi-ethnic environment. Through developing and introducing a series of teaching material focusing on self-regulated and co-operative learning in their schools, Roma children work together with their teachers and their parents on various topics related to issues of identity, skills, talents and interests, emotions and heritage. (The involvement of the parents into the children’s learning processes is a separate subject of research and not part of this paper.) The material consists of three booklets for students and teachers which are jointly developed with experts and teachers in Romania. The FACE booklets start at Kindergarten age of 4-6, follow up in primary for the ages 7-9 and 10-13. Apart from students and teachers also communities, authorities and parents are involved in the project trying to raise their awareness for this learning area and the future perspective of the children. Through a series of training sessions together with the teachers and local project coordinators the FACE programme and materials were tested through an accompanying research component in two regions of Romania using the first year as a pilot. By the end of the 4-year long project a total number of 1'675 students, 220 teachers, 1'675 parents and 40 communities will have been in direct contact with the material. All teaching and learning material will also be translated and prepared for (electronic) use in Kosovo and Macedonia. FACE is a follow-up project of the ME-programmes aiming at the same competences, only differing in the context of involving the families into the learning processes of the children. ME was developed and applied for street children, a vulnerable group in Ghana, Africa. Over a year three NGOs in Ghana worked with the ME programme. The research results presented hereafter are taken from the ME programme implementation but have been used and applied for the development of the FACE programme and materials.

2.1 Making pre-existing competences visible

Children and adolescents coming from minorities or vulnerable groups within a society are often not only disadvantaged because of their ethnic backgrounds and difference to the others but also because of a limited access and attendance to school [15], [2]. However, this does not mean that these children start school as a tabula rasa with no prior acquired competences and skills. On the contrary, children who grew up in socio-economically weak situations often have to contribute to the survival of the
family. Within the group of the Roma children this phenomenon is present when we observe the children in the schools. These children enter the schools with competences and skills that they have acquired in non-formal educational settings, in their families, in the peer-group, on the streets etc. It is the educational system – not only in the countries of South Eastern Europe but also in most countries in the West and North – that miss to perceive, measure and value these pre-existing competences. Schools do not offer opportunities where these pre-existing competences and skills can be applied, tested, further developed and transferred into a way that they become useful and accepted by the institution and its requirements. These pre-existing competences often encompass the described life skills, such as decision-making, problem-solving, creative thinking, effective communication, coping with emotions and stress etc. but they also include purely subject-related competences such as calculating, verbal communication skills (especially when children are in the roles of selling things), technical skills (repairing, agricultural work, handicrafts) as well as knowledge about their environment and its materials (agricultural work, weather forecasts etc.). In schools children with such pre-existing or pre-acquired competences cannot show and prove them as they are not asked for in school tasks, tests or other forms of summative assessment procedures. That is also the reason why Roma children – when placed in mixed groups with non-Roma children – quickly become stigmatised and remain the outsiders. Their perceived lack of cognitive skills becomes visible in the context of the classroom also to their colleagues. The FACE programme tries to make these competences and skills more visible to both groups: to the Roma children and families as well as to the non-Roma families and children in the classroom. Only when both groups and the school itself start to see and value skills and competences that have been acquired elsewhere, the potential of it can be used and learning opportunities can be created in class where these skills can be transferred into useful competences, skills and strategies for the specific learning context in school.

3 RESEARCH DESIGN AND RESULTS

The FACE programme including the trainings for teachers, the involvement of the families and the development of teaching materials are based on an applied research component on how self-concepts of children can be supported by these different elements and how the pre-existing competences of children coming from vulnerable groups can be made visible also in a school context. The research component of FACE includes a pre-post-test design and follows a mixed-method approach [16]. The presented results are derived from the pilot study of the prior teaching material “ME” as the prototype of the FACE materials in Ghana.

The FACE research component involves research activities on different levels:

- Self-concepts and their development of participating children (quantitative)
- Adoption of teaching and learning material (teachers and students) (qualitative)

3.1 Self-concept development

3.1.1 The Tennessee Self-Concept Scale (TSCS:2)

For the analysis of the present self-concept of the participating children the Tennessee Self-Concept Scale (TSCS:2) was applied [16]. The TSCS – an instrument originally developed by experts of the Tennessee Department of Mental Health to fill the need for a scale that would be simple for the respondent – is broadly applicable and multidimensional in its description of self-concept [17]. Since its development in the 1960s it has been updated and streamlined by a group of experts and tested, standardised and validated over the years. Why the TSCS:2 is used in this specific research is the fact that it has also been validated for different ethnic groups such as African-American, Hispanic, Native-American, Asian and White and for the different age groups. The TSCS:2 short form of 20 questions was applied with all participating children and adolescents from age 9 up to 13 (n = 98). The test was carried out with paper and pencil on a specially created form for the children, but showing the same questions like the original TSCS:2 form. The forms were scored through an excel table, calculating the total self-concept (TOT) and also giving some information about the sub categories of self-concept: physical, moral, personal, family, social and academic/work. The analysis of the self-concept of Roma children is based on the total self-concept scales given for the ages and compared to the post-test results of the same children. The TSCS:2 gives information about the range of the total self-concept scores (TOT). The TSCS:2 scores for most individuals tend to fall between 40 and 60. This indicates
that there is no disturbance or only mild disturbance in self-concept. High scores of the TSCS:2 between 60 and 70 indicate areas of particular strength. Children and adolescents with high TOT scores (> 60) tend to define themselves as generally competent and to like themselves. They feel that they are people of value and worth; they have self-confidence and they act accordingly [17]. Specific disturbances in self-concept are indicated by low scores below 40. These individuals are doubtful about their own worth. It does not necessarily mean that they are self-hating, but they may see themselves as undesirable and are cautious in their self-descriptions. Children who score below 40 are less likely to say positive things about themselves. They may be anxious, depressed, unhappy and exhibit little self-confidence. These may also be children or adolescents who have a self-concept that varies from one set of circumstances to another. What is the case for most children with a low self-concept score is the fact that their self-concept does not reflect good fit between their abilities and their goals. They are likely to think that they are competent in areas where they are not, and that they are not competent in areas where they are quite able. As a result, these children do not take any risks, they avoid situations where they might experience failure or rejection.

3.1.2 Results

The self-concepts of the participating children in the ME programme in Ghana as recorded by the TSCS:2 can be described as rather low. 60% of the tested children and adolescents show a total self-concept score that is lower than 40 before the beginning of the ME programme. 34% of the participating children and adolescents show a self-concept between 40 and 60. There is no child or adolescent who shows an extremely high score of over 60. One child shows a TOT score less than 30.

![Fig.1: TOT scores before and after the intervention](image)

After a year of working in the ME programme the picture changes in the positive way. Only 28% now show a total self-concept score below 40, and 68 % show a "normal" self-concept score between 40 and 60. 4% of the questioned participants now show an extremely high self-concept score of over 60. Looking at the self-concept of the participating children a year after they had started the programme, 74 % show an improvement in their self-concept and the perception of their person. 18 % show that their self-concept has not been improved, in some cases it decreased (8 %). What is evident when looking at the age groups, is the fact that the majority of strongly decreased self-concepts can be seen in older children. The reasons for this phenomenon could lie in the developmental stages of the children or adolescents and their changing view of themselves [18], [19]. As children mature, they become more realistic and may not be accurate judges of their own abilities [20]. Some adolescents suffer from "illusions of incompetence" – they seriously underestimate their own competence [21]. Looking at the special group of minority children this could also lie in the starting perception of future perspectives in a country where the chances are still limited like in Ghana. The dreams of 8 to 10 year olds are very different also in Ghana than the ones of 12 – 13 year olds. The same might account for Romania.
3.2 Adoption of trainings and teaching material

The method used for the analysis of the ME teaching and learning programme was traditional qualitative content analysis according to Mayring of the oral and written feedback given by the teachers and local co-ordinators [22]. All feedbacks were documented in personal portfolios by each teacher of the pilot collected by the pedagogical advisors in joint meetings and handed over during the follow-up workshops during the year. The analysis of the FACE teaching experiences and material was done along three major dimensions including four subcategories for coding. For computerised processing of the coded texts and documents the MAXQDA 11 tool was used [23]. The following table gives an overview of the coding dimensions and sub-categories:

<table>
<thead>
<tr>
<th>General dimension</th>
<th>Didactical dimension</th>
<th>Teaching material dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits</td>
<td>Self-directed learning</td>
<td>Complexity</td>
</tr>
<tr>
<td>Challenges</td>
<td>Creativity</td>
<td>Language and wording</td>
</tr>
<tr>
<td>Favourite tasks</td>
<td>Classroom organisation</td>
<td>Gender</td>
</tr>
<tr>
<td>Most difficult tasks</td>
<td>Time management</td>
<td>Graphics</td>
</tr>
</tbody>
</table>

![Fig. 2: Qualitative content analysis dimensions and sub-categories](image)

Feedback was given by all participating teachers who worked with the material and the students (n = 18). Feedback of the teachers was triggered by questions along the three major dimensions listed above. However, feedback was also given orally in group discussions during the workshops. The pedagogical advisors translated and recorded also this feedback in written form and it was the researcher’s task to code also this data for interpretation via qualitative content analysis.

The processed and interpreted feedback gave insights into how the trainings, the teaching in the ME programme and the materials were received. Out of the interpretation of the feedback along the two given dimensions several key factors were extracted for designing programmes like ME and FACE.

- General understanding and perspective of learning – pedagogical dimension
- Use of approaches and methods – didactical dimension

The following collection of key factors represents in short the main aspects which made ME a successful implementation programme in the context of a transition country and especially in the context of the Romanian educational system.

4 KEY FACTORS ON A PEDAGOGICAL AND DIDACTICAL DIMENSION

4.1 Pedagogical key factors: Perspectives towards teaching and learning

4.1.1 Learner centeredness

Teaching and learning in multi-cultural and multi-ethnic schools that want to support life skills and self-competences of students have to be learner-centred. It is based on the assumption that the structure, choice of content and organisation of all teaching must be tuned to the students’ needs. Student-centred teaching means that the focus of attention is on the learner’s individuality, i.e. students are recognized as individuals with an independent personality [24]. In student-centred education students are taken seriously and valued as personalities, regardless of their learning performance or success. Children are perceived as active subjects and not as mere objects of the teacher or of the educational programme. A key requirement of student-centred education is, therefore, to stimulate children and adolescents in a holistic way to become active. As a result, this educational concept does not foresee the teacher at the centre of teaching but the learners. Learner-centred teaching means planning and structuring a lesson from the learners’ point of view, in cooperation with them and geared to their needs [25]. Or, as Andreas Helmke [24] puts it: learner-centred education is characterized by a high degree of student participation and activity. As opposed to teacher-centred education, the variant experienced in most countries of South Eastern Europe, learner-centred education asks for a radically
4.1.2 Life-relevant learning

Any teaching must take students’ actual everyday lives and future conditions into account when choosing learning contents. This becomes even more necessary when dealing with children and adolescents coming from poor socio-economic situations or have a short and not successful school biography. This means that topics must be chosen so as to be life-relevant and actual for learners. 50 years ago, Wolfgang Klafki expressed this pointedly in the following question: “How relevant is the content or topic in question in the cognitive development of the children in my class? Or more precisely, what experience, ability or skill are they meant to acquire by its means? How relevant is the content from the pedagogical point of view?” [26]. However, not only the relevance of the content for the students’ present needs to be taken into account, but also for their future. Life-relevant learning means that the interests, the biography and background, the living conditions (life situation) and the specific needs of learners are perceived and respected – and represented also in the teaching material. This is also reflected by the feedback of the ME teachers: Overall, the children enjoyed working with the teaching and learning material. This was pointed out several times by the teachers. When grouping the tasks the children liked best it becomes evident that they lie in two different areas: a) tasks that are closely related to objects, people or experiences in their lives and b) tasks that are very closely related to the individual identity.

4.1.3 Competence orientation

Teaching and learning in multi-cultural and multi-ethnic classrooms has to be competence-based in order to leave behind a deficit-oriented pedagogy. Instructional science has produced various definitions of everything belonging to “competences”. The definition most commonly used in the German speaking countries is Franz E. Weinert’s: “Competences are the cognitive skills and abilities available to individuals or acquired by them to solve specific problems as well as the motivational, volitional [determined by the will] and social readiness and abilities associated therewith to apply problem-solving successfully and responsibly to variable situations.” [27]. It is not about factual knowledge but rather about the ability to solve problems and, finally, about the necessary attitude and motivation. Teaching methodology distinguishes two kinds of competences, namely subject-specific and transferable competences. Subject-specific competences are all the skills closely connected to one particular school subject. Transferable competences are all those skills and abilities necessary to be able to cope in life and not specifically linked to a school subject. These could be, for example, personal competences (self-reliance, reflection etc.), social (cooperation skills, conflict resolution skills etc.), but also methodical skills (communication skills, problem-solving skills etc.).

The developed teaching and learning resources of ME and FACE lead the children and young people to discover and become aware of their own pre-existing competences. Furthermore, the resources aim to further the self-concept and self-confidence of the students, their cooperative work with each other, the development of a healthy culture of learning from mistakes, the intrinsic motivation for self-directed learning, the evaluation competence of their own learning as well as the competence to be able to make decisions and carry the consequences for these decisions [12], [13]. In a more detailed description of furthering self-concept and life skills, the following competence areas are key:

- analytical competence of own strengths and weaknesses
- methodological competence to access information and to develop learning strategies
- conflict resolution competence
- communication competence and cooperation competence
- decision-making competence and taking responsibility

The interpreted data and feedback given by the teachers suggests a strong focus on conflict resolution, co-operation competence and taking responsibility. Leaving behind a deficit-oriented perspective means a huge shift also when it comes to assessment practice of teachers – especially when dealing with children from a vulnerable group.
4.1.4 Role of teachers and learners

For students competence-oriented teaching means being highly active. In order for this to happen, the teacher must plan suitable learning activities, supervise the students along the way and give them active support if needed. More and more, teachers take on the role of “learning coaches”, i.e. of initiator, supporter or evaluator of learning processes; they exert their role as a traditional lecturer less and less. The ME and FACE programmes and the teaching materials stress this shift in the teacher’s role. To be able to fulfill this new role, the teacher must be able to assess the learning needs and the prerequisites of each student. Other tasks entail planning challenging lessons with regard to content and methodology, developing learning paths, choosing exercises, observing and supervising the learning process and, if problems arise, intervening in an adequate way. During and at the end of a learning sequence it is also necessary to analyse the learning success. Another important aspect, is the ability to gain insights through the conversations with students, to reflect upon their learning and record the results. Within the ME and FACE programmes the teaching and learning materials are built up in a portfolio-oriented way and represent a yearlong learning journal for the students. This also means that the relationship and the cooperation between teachers and students is different, i.e. much more equal and intense than in a more traditional kind of education where the teachers mainly lectured and their authority was based on their official position. For some teachers from countries where more traditional role models exist, it can be a challenge to adapt to a different understanding of roles and cooperation. Nevertheless, they must realize that their students easily get used to this new teacher role.

4.2 Didactical key factors: Approaches and methods

4.2.1 Task-based learning

In the ME and FACE programme students learn via task-based-learning. Task-based means that the students work on the task, it is not the teacher who works on them. The teaching and learning materials are designed in a way that students solve problems that lead to something useful and meaningful. In the process of solving these tasks they will explore many ways to the solution. This way the students will acquire the necessary competences and skills. Therefore, working on a task itself already means that the students learn something. It is the teacher’s task to make this possible. Therefore, it is recommended in the trainings also to try and give students the freedom for trying out different ways to solving the problem and limit the time of explanations given by the teacher to five minutes maximum. ME/FACE is based on focussing on the students and their activity during the lessons and on integrating their pre-existing competences as well as their family backgrounds into the given tasks. Task-based learning focuses on asking students to do meaningful tasks aiming for the competence the teacher wants them to acquire. Such tasks can include thinking of own ways of solving a certain problem, reflecting one’s own ways of solving conflicts, making short surveys, conducting interviews, exchanging opinions with others, creating a role play etc. Assessment is primarily based on task outcome (in other words the appropriate completion of tasks) rather than on accuracy of language forms. The basic approach of integrating thinking and doing has implications for the whole process of learning. It does not mean that active handling of learning objects is confined to the preliminary stages of “real” learning, which is then understood to involve only the minds of learners. Rather, integrating of learning and doing can give all learners a clear idea of why they are learning by doing: They have a task to do, and this requires many abilities and skills. In this kind of teaching, the learner must define his or her learning needs in each new situation that arises. Learners will then also require instruction by the teacher, which means that students set their teachers tasks, and not vice versa [28].

4.2.2 Co-operative learning

In the light of the described life skills and the different areas of self-competences individuals learn about themselves also by interacting with others. ME/FACE supports and encourages the concept of co-operative learning. Co-operative learning focuses on developing openness when working together, on communication and on discussion. When working together, task content can be understood in more depth and students can develop greater self-confidence. When working in groups, students
experience being accepted by others and valued as team members and can share their knowledge more freely. Cooperation can be encouraged by group games, group activities and group discussions. Teachers should take care to offer individual work periods and group work periods in a balanced ratio. Co-operative learning means that after the students engage in solving a task individually they will have the chance to discuss differences with a partner. Only then the discussion takes place in the plenary with the teacher. The teaching material of the ME/FACE programme uses variations spread over the different units. The trainings and the materials were generally received well when it comes to co-operative learning processes, but the dimension of social learning – getting into dialogue with others about my person – should be strengthened more. The analysis of the feedback shows that the co-operative learning approaches are the first elements that change when teaching ME/FACE: because of apparent discipline problems, fear of not reaching every child and difficult composition of groups (gender mixed versus gender separated).

4.2.3 Goal orientation

Every booklet, every day and every task in the ME/FACE programme includes descriptions of goals that should be reached by task-based learning. When explaining a task and giving oral instructions to the students it will still be very important to communicate the objectives [29]. Only then will students understand why they are doing what they are doing. Students tend to adopt the goal orientations that are stressed in their classrooms. Given that the research is clear that approach mastery goal orientations are related to better motivational and cognitive outcomes, the following suggestions should help to facilitate the adoption of mastery goals [30].

<table>
<thead>
<tr>
<th>Focus on meaningful aspects of learning activities.</th>
<th>Strive to make evaluation private, not public.</th>
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<tr>
<td>Design tasks for novelty, variety, diversity, and interest.</td>
<td>Help students see mistakes as opportunities for learning.</td>
</tr>
<tr>
<td>Design tasks that are challenging but reasonable in terms of students’ capabilities.</td>
<td>Recognize student effort.</td>
</tr>
<tr>
<td>Provide opportunities for students to have some choice and control over the activities in the classroom.</td>
<td>Use heterogeneous cooperative groups to foster peer interaction; use individual work to convey progress.</td>
</tr>
<tr>
<td>Focus on individual improvement, learning, progress, and mastery.</td>
<td>Adjust time on task requirements for students having trouble completing work; allow students to plan work schedules and time lines for progress.</td>
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Fig. 3: Suggestions for goal orientation

The ME/FACE programme does integrate these recommendations. The ME/FACE booklets for students consist of a clear description of goals, methods and group organisation information. Writing is reduced to its minimum. For the training sessions a teacher training booklet was developed that gives more detailed information about pedagogical and didactical aspects as well as assessment recommendations.

4.2.4 Differentiation

Differentiated instruction is simply providing instruction in a variety of ways to meet the needs of a variety of learners. In multi-cultural and multi-ethnic classes differentiation becomes an even more important issue as the levels of academic achievement often differ to a great extent. When working through the ME/FACE programme students receive tasks in the teaching and learning material. Often, they can choose how to solve these tasks, by choosing the way they want to work (alone, in pairs), the pace they want to work (how long) and which product they want to produce (drawing, writing). The experience shows that especially in groups with a very high percentage of children with low literacy skills not necessarily the seemingly easiest way of drawing is chosen [31]. The following principles
have been used for designing the ME/FACE programme and can be used as a guideline for differentiation in multi-cultural and multi-ethnic teaching and learning settings [32]:

- Differentiated instruction is student-centered
- Differentiated instruction is more qualitative than quantitative.
- Differentiated instruction provides multiple approaches to content, process, and product.
- Differentiated instruction is a blend of whole-class, group, and individual instruction.

5 CONCLUSION AND OUTLOOK

The research-based extraction of key factors on a pedagogical and didactical level delivered important information for the further planning, developing and realising of the ME/FACE programmes or similar inclusive education programmes. However, the first research results come from Ghana, an African country. The same has to be proved for Romania. The pedagogical and didactical key factors serve as the basis for future trainings and adapting the ME and FACE teaching and learning material for the use in the context of teaching vulnerable groups in a transition country. Following up the participating children and the development of their self-concepts showed that programmes like ME/FACE do have an impact on self-competences and life-skills when based on theoretical pedagogical and didactical ideas and concepts. The research study will continue in the coming years also involving kindergarten and lower primary school children. What will be dealt as a separate subject of research and development is the impact that programmes like ME/FACE have on the involved families. The research in this context revolves around the question how the view on education in general and the view on the learning processes of their own children can be influenced by the ME/FACE programme. It is one of the declared goals of FACE to raise the awareness for education among Roma families and to improve the relationship between school and home by making pre-existing competences of children visible in the school context.

For Romania: The FACE programme can be regarded as the first step in an already practised and integrated programme in Romania called “Job Orientation Training for Businesses and Schools” (JOBS) targeting students in their last year of compulsory education and preparing them in the area of transversal competences and life skills for their future profession. FACE has a similar function but starts already at the entry point of education as an inclusive education programme. Nevertheless, FACE has to be integrated into the Romanian curriculum and the school system as a solid element. Teacher training and self-reflection of teaching in a multi-ethnic and multi-cultural setting have to part of the standardised in-service training programme for teachers. Besides the ongoing implementation of the trainings and teaching and learning materials for kindergarten, primary school and upper primary school this will the major objective for FACE. Integrating it into the Romanian school system includes not only accredited trainings for teachers but also adopting the FACE material into the formal and official teaching and learning materials for Roma children (and ideally also others) as well as developing the commitment and taking over the responsibility by the educational authorities for doing so.

REFERENCES


