

# **Social Cohesion in the European Civil Society**

Access possibilities for  
hard-to-reach-learners, migrants  
and ethnic minorities

# Inputs

- Statements:
  - Andras Korvats, Hungary
  - Cheryl Turner, UK
- Models:
  - Manuele Guilherme, Portugal

# Hard-to-reach: a problematic concept

- Socially excluded
- Disadvantaged
- The concept is under discussion:  
nobody should be hard-to-reach if there are proper social intentions and proper investments
- 2 groups:
  - Those who want to be included
  - Those who do not want to be included
- The definition of hard-to-reach learners also encompasses the criticism of existing educational institutions and organisations:  
they are not always the best learning places (restrictive regulations – lack of well trained teachers – lack of outreach approach)

# Civic education

- Concept of active citizenship
- Use of new technologies (e-learning)
- Social exchange
- Civic action – civic education
- Community development
- Learner's risk reduction

# Tour through Europe

- Latvia: clear-cut divisions among teachers and parents that are rarely based on knowledge; two communities - Latvian and Russian
- Denmark: young dropouts
- UK: various approaches to education on the way to a national framework for citizenship
- Romania: social problems; Roma-population
- Portugal: young dropouts; Roma who are included and Roma & Gypsies who are excluded; Portuguese black people
- Netherlands: young dropouts; migrant housewives; creative teachers are punished by a restrictive system

# Tour through Europe (2)

- Germany: ethnic minorities
- Sweden: distance between rural and urban areas – need for new technologies
- Hungary: school system is discriminatory and exclusive

# Questions

- How can the participation of hard-to-reach-learners, migrants and (ethnic) minorities be promoted in societal and political processes?
- What conditions/provisions should be created?
- What forms of European cooperation/projects can be developed?
- How to integrate the issues of Civic Empowerment and Community Building into the European policies more effectively than before?

# Promotion of participation (questions 1 and 2)

Political level:

- Extention of the voting system to include the immigrants
- Preparation of candidates for local elections



# Promotion of the participation (question 1 and 2)

Educational level:

- Integrated approach – link between formal and non-formal education (including community centres)
- Interdisciplinary approach
- On-going training for teachers in integrated and interdisciplinary approaches
- New competencies and motivation of adult learners
- Including peers from the target group as helpers in learning processes

# Promotion of participation (questions 1 and 2)

## Educational level(2)

- Not only educational institutions and organisations, but appropriate learning places (learning environments)
- Not only educational policy but the involvement of employers - learning & working together
- Need for exchange of experiences

# Promotion of participation (questions 1 and 2)

- Policy level:
  - Integral and interconnected policy; inter-departmental approach; not exclusively educational policy
  - Participation from minority groups at different levels

# European actions (questions 3 and 4)

- Joint strategy for restructuring organisations with a view to:
  - modify educational reform agendas
  - make use of different EU programmes for exchange of good practice and policy development

# Together we can !

