



RRME

Newsletter



APRIL 2021 NEWSLETTER PUBLICATION OF RESTORING RESPECT THROUGH MUSIC EDUCATION



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INTRODUCTION TO ►►

PROJECT

RRME

This newsletter marks the first edition for the project Restoring Respect through Music Education (RRME), which uses the underlying restorative justice values of respect and power sharing, as well as an innovative social action music programme called "El Sistema". As a partnership, we aim to develop, pilot and widely disseminate capacity-building tools and provide knowledge that will support teachers and other educators in their efforts to enhance the resilience of their pupils in contexts of diversity and community cohesion. We will also aim to tackle discrimination, segregation and racism in schools and other informal educational settings.

The programme focuses on integrating disadvantaged pupils and young people who are at risk of exclusion, paying particular attention to those with migrant and refugee backgrounds. The project itself aims to develop an ebook, an e-course as well as develop and test an innovative training programme that will teach professionals/volunteers in schools, and informal educational settings, how to support pupils and young people to become Young Music Mentors, with an overall focusing on addressing social marginalization.



◆◆ Findings from the early stages in the project ◆◆

IN order to develop an innovative training programme, initial desktop research was conducted by the project's partners to understand the context in their respective countries. This revealed some interesting findings which are presented on a country-by-country basis.

In order to form the basis of the innovative training programme, it was essential to first understand the legislative and social context of each partner's domestic nation. Each partner produced a report on the current provisions in their own country to tackle social discrimination in education, from both a legislative and social community standpoint. They also found examples of good practice and presented them as potential stakeholders for our project. A summary of the findings are provided below, with each report available on request:



ROMANIA

Restoring Respect through Music Education, is an ambitious Erasmus+ project, and its goals are in line with the Educational Institution Carmen Sylva” College of Art, since they teach music in all kinds of ways such as individual instruments, orchestras, choirs, traditional music ensembles, chamber music.

Carmen Sylva” College of Art, conducted research in order to better understand what gaps currently exist between what support already exists and what is needed, as well as to better understand the needs of educators. Throughout the research, we discovered that many of the educators in Romania would like to be supported by a professional psychologist, to help them work with children and young people with

migrant/immigrant background. The educators take students on extracurricular excursions in hope that they begin to interact more freely, in a non-formal setting. Although, in Carmen Sylva” College of Art, we do not many migrants /immigrants' pupils, we do have children from poor areas of the county, or Romani children, who also have similar issues integrating at school.

Aside from this, the results also revealed that most of the educators wish to build on school provisions and implement more governmental social music programs which will benefit the children. Many children from poor areas, are supported by the social scholarships, and an important fact is that they have a musical instrument to practice, given by the school until the end of their grades. According to teacher's responses from a questionnaire distributed to them, an artistic environment helped many children avoid abandoning their studies. Carmen Sylva” College of Art suggests that more social music programs must be implemented at a school level, with the help of the local authorities, National Ministry of Education and other relevant institutions.



TURKEY

Manisa Ozel Egitim Uygulama Okulu III. Kademe is an upper secondary special education school in a western city of Turkey that educates students (age 14-21) whom have mental disabilities. We present our research findings grouped in five macro areas which are 1) children under temporary protection, 2) children with special needs, 3) respect for diversity, 4) leaving education early and 5) national legislation context.

1. Children Under Temporary Protection

According to data from a report released by the Immigration Administration General Directorate in December 2020, the Syrian population under temporary protection in Turkey is 3,638,288 and approximately half of this number (46.8%) are children (0-18 years old). Looking at the distribution of children under temporary protection by age, there are 505,124 children in the 0-4 age group, 543,842 in the 5-9 age range, 389,848 in the 10-14 age range, and 262,362 in the 15-18 age range.

2. Children with Special Needs

The number of students benefiting from special education services in formal education reached 425,774, representing an increase of 6.8% in the 2019-20 academic year compared to the previous year. The number of students studying at the preschool level increased by 2.1% to 4,873, at primary school level increased by 3.9% to 159,542, at secondary school level increased by 8.1% to 179,877 and at secondary education level increased by 9.7% to 81,482.

3. Respect for Diversity

The multiculturalism in Turkey's educational environment has increased. This is influenced largely by the influx of refugee students in the education system. This has led to children being marginalised in schools by both their friends and teachers, meaning they do not receive sufficient support needed for academic success. Almost half of Turkish society do not want their children to be friends with Syrians. Teachers do not know how to support these students pedagogically and need support in this regard. Notwithstanding, LGBT students in Turkey schools suffer a lot of discrimination as well as children with disabilities, some schools don't admit students with disabilities in their schools. This means there is a lot of work to do to assist these students in the struggle against discrimination.

4. Leaving Education Early

One of the crucial indicators of the level of access to education is leaving school early. European Union (EU) countries have a target to have an early dropout rate of less than 10% by 2020. However, the decreasing trend observed since 2007 in the proportion of individuals aged 18-24 who left education before 12 years within the scope of compulsory education has continued. The ratio of 31.2% in 2018 to Turkey in 2019 was recorded as 28.9%. In EU countries, this rate was just 10.9%. The early dropout rate of boys from education in Turkey in 2018 was 30.6% and decreased only slightly to 29.0% in 2019. For girls, it was 31.8% in 2018 and then 28.8% in 2019.

5. National Legislation Context

According to Article 42 of the Republic of Turkey's Constitution, about individuals deprived of education and training, primary education is compulsory for all young male and female citizens and is accessible at state schools. The national legislation in Turkey, especially when the education of children with disability in question, can be said to be parallel with international regulations. The Eleventh Development Plan is expressed states: *“By providing inclusive and qualified education and lifelong learning opportunities for all individuals, their thinking, perception and problem-solving skills are developed, self-*

confidence and entrepreneurship with a sense of responsibility. The main objective is to raise productive and happy individuals who have innovative and innovative features, who have absorbed democratic values and national culture, who are open to sharing and communication, have strong artistic and aesthetic feelings, and who are prone to use technology." It is difficult to get an idea of the extent to which the expression 'inclusive education' in this sentence includes the fight against discrimination because there seems to be no policy or cautionary decision that can be associated with it.



CYPRUS

The research conducted by the Center for Social Innovation Cyprus finds that various analyses and research studies confirm that certain students within the Cypriot Educational System face more difficulties than others. Policies for the integration of disadvantaged groups such as students with migrant backgrounds and special needs do exist in Cyprus. Yet, despite this, limited training is offered to educators in the public sector and unfortunately the capacity of these facilitators is often not enough to improve the situation much. Thus, it is necessary to strengthen educators' skills to adapt to a more diverse and inclusive environment. It is proven that artistic practices can stimulate both learning experience and social inclusion. For this reason, RRME aims to boost educators' skills towards social inclusion through music education training and material.

GERMANY

This summary follows the key findings of the study – Restoring Respect through Music Education project (RRME) national context in Germany conducted by Afridat UG, a research and data-based institution in Bonn. The study showed that disadvantaged pupils underperform in German schools and have a higher rate of dropping out of school than their German peers. Specific reasons for this occurrence include language barriers, cultural peculiarities, and an unfamiliar environment. However, in recent years, many policies and programmes such as Support for accessing Early Childhood Education & Care,



Good Daycare Facilities Act (Gute-KiTa-Gesetz), Sprach-Kitas, DaZ macht Schule, etc. have been designed and implemented to reduce the problems faced by disadvantaged pupils and their teachers with achievable results especially the area of language barriers and an unfamiliar environment. Despite this, to the best of our knowledge, the use of 'restorative justice' or the use of social music education program like “El Sistema” to tackle cultural differences in schools appears to remain non-existent: even if it might exist, it is probably known as something different. Hence, we recommend that more training in diversity for educators using the underlying values of 'restorative justice' and “El Sistema” as base should be done to help educators be open minded towards culture peculiarities, consequently helping the pupils to learn how to work together as team in order to reduce racial profiling, bias, prejudice, and discrimination.



Research has shown that Spain has the seventh highest rate of people at risk of poverty and exclusion among all EU countries. Thus, making inclusion an important topic in education especially. There are multiple online and offline programmes in Spain, aimed at strengthening inclusion, especially among children. Despite the apparent need for a change, all these programmes are extracurricular activities or optional classes, while addressing exclusion risks and how to engage with people at risk of exclusion is not part of the regular teaching education. Another issue is the differences in services and classes offered across Spain with all autonomous communities being able to determine most of their educative focus themselves while only orienting themselves according to the national framework. The research has clarified there is an apparent need for teaching materials to foster acceptance of diversity, conflict resolution and improving inclusion.

Most best practice examples, implemented in Spain, are conducted by community centres or are offered as optional classes in schools or by external organisations. The organisation Ayuda en Acción (Help in Action) established a programme called “Aquí también” (Here as well) which includes multiple projects across Spain, supporting children and adolescents at risk of poverty and social exclusion. The projects aim at reducing exclusion through creative arts and share various aspects with the RRME project. A non-profit association, Caminos, presented this finding suggests that the RRME project which also include Restorative Justice values will further enable children and adolescents to overcome differences and conflicts and reduce inequality.



UNITED KINGDOM

According to Abbey College, a value based Cambridgeshire secondary school, the biggest problem facing disadvantaged students currently in the UK is the impact of Covid 19

school closures. These issues include digital poverty, poor motivation, and a lack of parental support at home. Disadvantaged students have been adversely affected by the closures and therefore the divide between disadvantaged students and their peers have significantly increased over the past year.

The UK government has pledged £300 million to support the Covid catch up, but there is much debate about what this might look like in order to be effective. Longer school days and shorter holidays have been suggested, but this has problems of its own in terms of student well-being. Students are reported to be stressed by the pressure of the language of 'catch up'. There is a pressure for students to reach the expected standard in core subjects to enable them to move on to the next level, however it has been recognised that we need to also focus on the arts and sport so that young people don't feel overwhelmed.

There are initiatives in the UK, for example the Arts award and 'In Harmony' that are successful in building confidence, resilience and leadership among disadvantaged young people, but there are currently no training programmes for staff that specifically address the issues of restoring respect through music education.

Conclusion

Based on the findings from the national-context studies, the need of social inclusion in tackling early school leaving, supporting pupils with disabilities, empower migrant pupils is of paramount importance and cannot be over emphasized. Although, there are pedagogical practices, toolkits for educators, governmental funding and programmes in some countries, focusing on diversity and community cohesion, but more needs to be done in addressing this underlying issue. Hence the RRME project comes in handy as a toolbox to bridge the gap.

◆◆◆ Project Partners ◆◆◆



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www.abbeycollege.cambs.sch.uk



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