



GREEK DEMOCRACY
National and Kapodistrian
University of Athens

SCHOOL OF PHILOSOPHY
CENTRE FOR INTERCULTURAL STUDIES
PROGRAM: "EDUCATION OF ROMA CHILDREN"

**PROGRAM "EDUCATION OF ROMA
CHILDREN" 2010 – 2013:
INTERVENTION ACTIONS FOR
THE EDUCATIONAL INTEGRATION
OF ROMA CHILDREN**

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THE ACTIONS OF THE PROGRAM: “EDUCATION OF ROMA CHILDREN”

The following targets of the program were chosen since it was felt that they substantially contributed to its major goals. These were: a) the increase in the number of Roma students enrolling in school (mainly in pre-primary and primary school levels), b) the increase of the expected school attendance time (reduction of school dropout primarily during the first years of schooling; i.e. in primary school), c) the increase in the number of Roma origin students completing basic education, d) the increase in the number of Roma students moving on from Primary Education to Secondary Education, e) information and awareness of Roma parents convinced of the necessity to facilitate and support enrolment and continuation of school attendance of their children and f) the increase in acceptance level of Roma origin children by the educational administration, local government and local communities.

The above aims remain basically the same during the Program’s implementation. Therefore, attainment of Project targets and expected results should be envisaged through the elaboration of integrated and systematic intervention and actions’ plan. With regard to intervention at school units, planning involves actions related to improvement of enrollment among Roma children and their continuation. This is a pursuit we tried to implement by encouraging children of Roma origin and their families to be enrolled in school and continue attendance, advocating school enrollment and regular attendance in order to avoid drop-out rate, ensuring acceptance of children by the members of the educational community and elimination of their social exclusion.

We should not overlook though that the education of the specific social group is very much determined by strong predicaments in other basic sectors: housing, health, hygiene and linguistic diversity. Considering these factors and referring to the analysis of actions, it remains undeniable that there is a need to support this specific population group of Greek society, which successfully meets the Program.

Tables 1 and 2 below reflected the total number of school intervention and Roma students involved in the program, for the school years 2010-2013. The total, also, quantitative data of all intrusive measures are incorporated into the tables, parallel to the description of each program action. Their totals concern the accumulated amount from the three years of the program.

PROGRAM IMPLEMENTATION DATA

TABLE 1 – SCHOOL UNITS INVOLVED IN THE PROGRAM FOR THE SCHOOL YEARS 2010-2013

INTERVENTION SCHOOLS					
REGION CODE	REGION	PRESCHOOL EDUCATION	PRIMARY EDUCATION	SECONDARY EDUCATION	TOTALS
0	ATTICA	101	159	27	287
1	CENTRAL GREECE	53	84	23	160
2	SOUTHERN AEGEAN	8	46	1	55
3	PELOPONNESE	13	86	0	99
4	CRETE	18	23	0	41
5	NORTHERN AEGEAN	5	10	1	16
6	IONIAN ISLANDS	5	14	1	20
7	THESSALY	26	38	18	82
8	EPIRUS	3	17	4	24
9	WESTERN GREECE	42	229	6	277
TOTALS		274	706	81	1061

TABLE 2 – ROMA STUDENTS INVOLVED IN THE PROGRAM FOR THE SCHOOL YEARS 2010-2013

ROMA STUDENT POPULATION					
REGION CODE	REGION	PRESCHOOL EDUCATION STUDENTS	PRIMARY SCHOOL EDUCATION STUDENTS	SECONDARY EDUCATION STUDENTS	TOTALS
0	ATTICA	686	7420	1005	9111
1	CENTRAL GREECE	188	1538	144	1870
2	SOUTHERN AEGEAN	25	326	2	353
3	PELOPONNESE	68	1604	0	1672
4	CRETE	34	567	0	601
5	NORTHERN AEGEAN	13	50	4	67
6	IONIAN ISLANDS	35	181	26	242
7	THESSALY	709	4568	638	5915
8	EPIRUS	11	147	13	171
9	WESTERN GREECE	350	4781	52	5183
TOTALS		2119	21182	1884	25185

The program's nine actions are outlined below:

ACTION 1: STRENGTHENING ACCESS AND ATTENDANCE TO PRESCHOOL EDUCATION

This action concerns encouraging the access of Roma children and attendance to preschool education, the planning of related actions encouraging Roma parents as to the participation of their children in pre-primary school (nursery school), enrollment of toddlers and management of related issues, such as vaccination of young Roma students.

According to our records there has been an increase of Roma children, who were assessed both in the language and math skills. There was also cooperation between Roma children and other students through teamwork activities, intercultural orientation, organizing Departments of Early Edu-

TABLE 1.1. – DEPARTMENTS AND NUMBER OF TEACHERS OF PRESCHOOL EDUCATION INTERVENTION

DEPARTMENTS OF PRESCHOOL EDUCATION INTERVENTION			
REGION CODE	REGION	DEPARTMENTS OF INTERVENTION	TEACHERS
0	ATTICA	74	25
1	CENTRAL GREECE	28	8
2	SOUTHERN AEGEAN	2	3
3	PELOPONNESE	1	2
4	CRETE	10	10
5	NORTHERN AEGEAN	1	2
6	IONIAN ISLANDS	0	0
7	THESSALY	20	13
8	EPIRUS	0	0
9	WESTERN GREECE	30	16
TOTALS		166	79

cation and compliance portfolio. Finally, the program partners made sure that Roma children received the necessary vaccination, through the: “Health Promotion” program.

ACTION 2: INTRA-SCHOOL ACTIONS ON SCHOOL INTEGRATION AND SUPPORT OF REGULAR SCHOOLING

This action focuses on immediate and easy access to school through motivation and sensitization programs with parallel linguistic and learning support practices for Roma students within and beyond the school curriculum; implementing collaborative teaching program with reference to some schools, organizing summer schools for the smooth transition of children from elementary to high school, facilitating the transportation of children to schools and to other activities in the Roma camps.

This Action involves special support measures in order to cater to the needs of Roma students and to assist teachers to apply new teaching methods in mixed classes, thus establishing, the conditions for intercultural education and a positive learning environment at schools.

Individual sub-actions are implemented including the following:

SUB-ACTION 1: School Integration, associated with the facilitation of the access and the integration of the Roma camp children into the school community, through the utilization of moderators and Roma coordinators (mediators) and the support of school units with strategies and intervention measures that would encourage cross-cultural understanding, communication and cooperation. The program, after separating its action area into smaller regions, where population is Roma, developed a network of mediators and Roma mediators.

This Sub-Action is addressed to all stakeholders in the educational process and the cadre of education (students, parents, teachers, headmasters and advisors, administration staff, members of academic community) and the local community, ensuring acceptance of Roma children by the members of the educational community and elimination of their social exclusion.

Planning involves activities related to improvement of Roma children school enrollment and continuation. This is a pursuit we tried to implement by encouraging children of Roma origin and their families to be enrolled in school and continue attendance, advocating school enrollment and regular attendance in order to decrease the drop-out rate.

SUB-ACTION 2: Children support through educational intervention, concerning the operation of two very important support structures, Intra-School Host Classes and After-School Tutorial Classes, where students are offered customized teaching support services to cover their cognitive and cultural gaps as well as materials, teaching guidance and training of teachers. To achieve the best results with regard to the intervention at school units, planning involves the above practices related to the improvement of Roma children school enrollment and continuation: a) parallel support, b) implementation of cooperative teaching programs, c) very small groups - individualized teaching, d) portfolio per student, e) language tests, etc.

At the same time, specialized textbooks were sent to schools and school bags, pencil cases and other relative supplies distributed. Furthermore, transportation has been provided to serve the children of the Roma camps, so as to facilitate their transfer to school.

Also important for the continued support of Roma pupils was the institution of summer courses. More specifically, summer schools have had great success in terms of motivation and participation of students. The completion of summer courses in the summer of 2011 and 2012 had as its main purpose, to support the transition to Primary School, Junior High School and

Senior High School. At the end of school year, the results of Sub-Action 2 revealed that certain endeavors had been attained.

TABLE 2.1. – TUTORIAL CLASSES - HOST CLASSES OF PRIMARY AND SECONDARY EDUCATION

TUTORIAL CLASSES - HOST CLASSES OF PRIMARY AND SECONDARY EDUCATION				
REGION CODE	REGION	TUTORIAL CLASSES	HOST CLASSES	TOTALS
0	ATTICA	110	22	132
1	CENTRAL GREECE	37	7	44
2	SOUTHERN AEGEAN	27	2	29
3	PELOPONNESE	6	0	6
4	CRETE	20	19	39
5	NORTHERN AEGEAN	10	0	10
6	IONIAN ISLANDS	2	0	2
7	THESSALY	83	0	83
8	EPIRUS	11	0	11
9	WESTERN GREECE	27	0	27
TOTALS		333	50	383

TABLE 2.2. – NUMBER OF TEACHERS IN PRIMARY AND SECONDARY EDUCATION

NUMBER OF TEACHERS IN PRIMARY AND SECONDARY EDUCATION				
REGION CODE	REGION	TEACHERS IN PRIMARY EDUCATION	TEACHERS IN SECONDARY EDUCATION	TOTALS
0	ATTICA	101	20	121
1	CENTRAL GREECE	48	3	51
2	SOUTHERN AEGEAN	22	1	23
3	PELOPONNESE	6	0	6
4	CRETE	31	0	31
5	NORTHERN AEGEAN	7	0	7
6	IONIAN ISLANDS	4	0	4
7	THESSALY	66	5	71
8	EPIRUS	10	0	10
9	WESTERN GREECE	26	1	27
TOTALS		321	30	351

SUB-ACTION 3: Expansion of school activities inside and outside school, through the operation of Creative Employment Workshops (EDAM in Greek). These workshops emphasize the design, organization and implementation of creative animation activities and other artistic intervention in order to enhance the interest of students in school, focusing on language data integration and cultural practices of Roma children in the educational process.

During the previous school years Creative Employment Workshops have operated across the country. At the end of each school year, events were organized within the school community, where the children presented their work, or showed that they had actively participated in educational and artistic school activities.

TABLE 2.3 – SUMMER COURSES

SUMMER COURSES		
REGION CODE	REGION	TOTALS
0	ATTICA	62
1	CENTRAL GREECE	4
2	SOUTHERN AEGEAN	9
3	PELOPONNESE	0
4	CRETE	7
5	NORTHERN AEGEAN	2
6	IONIAN ISLANDS	0
7	THESSALY	28
8	EPIRUS	3
9	WESTERN GREECE	2
TOTALS		117

TABLE 2.4 – CREATIVE EMPLOYMENT WORKSHOPS

CREATIVE EMPLOYMENT WORKSHOPS		
REGION CODE	REGION	CREATIVE EMPLOYMENT WORKSHOPS
0	ATTICA	20
1	CENTRAL GREECE	11
2	SOUTHERN AEGEAN	2
3	PELOPONNESE	0
4	CRETE	6
5	NORTHERN AEGEAN	0
6	IONIAN ISLANDS	2
7	THESSALY	9
8	EPIRUS	5
9	WESTERN GREECE	30
TOTALS		85

SUB-ACTION 4: Organization and enrichment of the school libraries, so that schools can get those books which cover the interests and experiences of Roma students. On the other hand, educational staff needs new learning materials in order to enhance the support of schools teaching in Preschool, Primary and Secondary Education.

ACTION 3. REINFORCING ACCESS TO ADULT EDUCATION CENTRES AND SECOND CHANCE SCHOOLS

This action refers to the contribution of social workers and mediators who are called upon to investigate and identify the educational needs of Roma students, their family members and

encourage their participation and attendance in Literacy Programs. Amongst the measures taken by the Program, the efforts of finding a job for Roma families were included. These efforts concern the following: reinforcement of adult access and schooling. A measure is to boost adult participation in literacy programs of Adult Education Centres, enrollment and attendance in Second Chance Schools and easy access thereafter. Moreover, the creation of Parent School classes is foreseen aimed at sensitizing and familiarizing parents with the school value and environment and at reading and writing skills learning by parents themselves.

Through this Action the educational needs of families of Roma pupils were identified, in order to achieve, finally, their participation in literacy programs of Adult Education Centres and receiving a public school certificate after exams and attendance at the Second Chance Schools. Finally, the parents of this type of schools (Parents Schools) held the required information and sensitization in Roma issues in school, education, rights of girls and current educational legislation.

TABLE 3.1. – ADULT EDUCATION CENTRES

ADULT EDUCATION CENTRES			
REGION CODE	REGION	ADULT EDUCATION CLASSES	TOTALS
0	ATTICA	4	4
1	CENTRAL GREECE	0	0
2	SOUTHERN AEGEAN	0	0
3	PELOPONNESE	0	0
4	CRETE	0	0
5	NORTHERN AEGEAN	0	0
6	IONIAN ISLANDS	0	0
7	THESSALY	16	16
8	EPIRUS	0	0
9	WESTERN GREECE	2	2
TOTALS		22	22

Number of Adults Roma participating in Adult Education Centres: 275 people

TABLE 3.2. – SECOND CHANCE SCHOOLS

SECOND CHANCE SCHOOLS			
REGION CODE	REGION	SECOND CHANCE SCHOOLS	TOTALS
0	ATTICA	3	3
1	CENTRAL GREECE	0	0
2	SOUTHERN AEGEAN	0	0
3	PELOPONNESE	1	1
4	CRETE	0	0
5	NORTHERN AEGEAN	0	0
6	IONIAN ISLANDS	1	1
7	THESSALY	10	10
8	EPIRUS	0	0
9	WESTERN GREECE	4	4
TOTALS		19	19

Number of Adults Roma participating in Second Chance Schools: 106 people

TABLE 3.3. – PARENTS SCHOOLS

PARENTS SCHOOLS			
REGION CODE	REGION	PARENTS SCHOOLS	TOTALS
0	ATTICA	13	13
1	CENTRAL GREECE	2	2
2	SOUTHERN AEGEAN	2	2
3	PELOPONNESE	0	0
4	CRETE	4	4
5	NORTHERN AEGEAN	1	1
6	IONIAN ISLANDS	0	0
7	THESSALY	13	13
8	EPIRUS	0	0
9	WESTERN GREECE	30	30
TOTALS		65	65

Number of Adults Roma participating in Parents Schools: 950 people

ACTION 4. IN-SERVICE TRAINING FOR TEACHERS

This action aims at supporting and providing in service systematic training for teachers and contributes to direct support to the entire educational community, in various pedagogical issues including interculturalism. There was subsequent training of education managers, directors, teachers and teaching staff associated with the program school units so that all stake holders (the cadre of education) attempt collectively to remove the negative stereotypes and the refusal of some managers to register Roma children as well as some teachers to accept Roma children in their classroom. The individual sub-actions concern:

SUB-ACTION 1: Intra-school teacher training practices which are distinguished in introductory and regular training practices.

SUB-ACTION 2: General training practices for Education Staff (Education Managers and Directors, School Masters and School Advisors, etc.) who have been involved with the Program's actions which are also shown in introductory and general ones.

As far as the two aforementioned sub-actions are concerned, the Program has basically focused on the support of schools by providing models of effective and diverse teaching and learning practices, using specialized teaching media, offering training and professional development opportunities to teachers and creating new teaching and learning materials.

TABLE 4.1. – TRAININGS 2010-2012

TRAININGS					
REGION CODE	REGION	INTRODUCTORY TRAININGS	GENERAL TRAININGS	REGULAR TRAININGS	TOTALS
0	ATTICA	64	48	45	157
1	CENTRAL GREECE	25	0	23	48
2	SOUTHERN AEGEAN	2	9	13	24
3	PELOPONNESE	3	0	0,5	3,5
4	CRETE	8	8	10	26
5	NORTHERN AEGEAN	0	0	1	1
6	IONIAN ISLANDS	4	0	1	5
7	THESSALY	14	14	11	39
8	EPIRUS	6	0	2	8
9	WESTERN GREECE	7	8	4,5	19,5
TOTALS		133	87	111	331

TABLE 4.2. – NUMBER OF TRAINEES 2010-2012

NUMBER OF TRAINEES					
REGION CODE	REGION	INTRODUCTORY TRAININGS	GENERAL TRAININGS	REGULAR TRAININGS	TOTALS
0	ATTICA	1134	605	2952	4691
1	CENTRAL GREECE	304	0	1188	1492
2	SOUTHERN AEGEAN	21	120	252	393
3	PELOPONNESE	28	0	13	41
4	CRETE	211	144	847	1202
5	NORTHERN AEGEAN	0	0	38	38
6	IONIAN ISLANDS	62	0	37	99
7	THESSALY	174	127	620	921
8	EPIRUS	81	0	92	173
9	WESTERN GREECE	69	91	123	283
TOTALS		2084	1087	6162	9333

The trainings, for the school year 2012-2013 are still ongoing. However at present, about 300 trainings have been done, with about 5000 trainees.

SUB-ACTION 3: Distance learning, supported both technically and operationally, which relates to the electronic distribution of materials and the organization of e-classes.



ACTION 5: PSYCHOSOCIAL SUPPORT

This action is provided by psychologists, social workers and school community members who offer learning and psychosocial support to students and Roma parents and support school teachers' training aimed at improving functionality of communication and cross-cultural understanding.

The psychologists who are involved in the program had had an important role in the training of teachers, raising the sensibility of Roma parents, recording the needs of teachers and students of schools, contacting the school managers and consultants. Furthermore, they gathered data from the learning and psychosocial profile of students, exerted individual and group counseling and supervised and coordinated programs of primary and secondary prevention.

TABLE 5.1. – PSYCHOSOCIAL SUPPORT FOR SCHOOLS

PSYCHOSOCIAL SUPPORT (NUMBER OF SCHOOLS)					
REGION CODE	REGION	PRESCHOOL EDUCATION	PRIMARY SCHOOL EDUCATION	SECONDARY EDUCATION	TOTALS
0	ATTICA	26	76	16	118
1	CENTRAL GREECE	0	0	0	0
2	SOUTHERN AEGEAN	4	36	0	40
3	PELOPONNESE	0	11	0	11
4	CRETE	4	8	0	12
5	NORTHERN AEGEAN	0	6	0	6
6	IONIAN ISLANDS	0	0	0	0
7	THESSALY	13	23	12	48
8	EPIRUS	0	0	0	0
9	WESTERN GREECE	12	36	1	49
TOTALS		59	196	29	284

ACTION 6. CONNECTION AMONG SCHOOL, FAMILY AND LOCAL COMMUNITY

This action refers to the efforts of ensuring communication and cooperation between school units where Roma students attend, their families and their local community. The distinct Program sub-actions accomplished the following: a) greater participation and active presence of the parents of Roma group - target at school, b) encouraging intervention school teachers, c) the organization of intervention in settlements and d) the transportation of Roma students.

In Action 6, moderators and Roma mediators of the program conducted the inventory of school-age students who do not go to school and recorded the Roma population of the settlements and Roma camps. There was also cooperation between Roma parents and children in school activities and events at the school that contributed to the gradual increase of cooperation between Roma parents and the educational system.

TABLE 6.1. – SETTLEMENTS – ROMA CAMPS

SETTLEMENTS – ROMA CAMPS				
REGION CODE	REGION	SETTLEMENTS	ROMA CAMPS	TOTALS
0	ATTICA	39	36	75
1	CENTRAL GREECE	45	20	65
2	SOUTHERN AEGEAN	14	12	26
3	PELOPONNESE	50	37	87
4	CRETE	12	4	16
5	NORTHERN AEGEAN	2	8	10
6	IONIAN ISLANDS	8	2	10
7	THESSALY	12	16	28
8	EPIRUS	4	8	12
9	WESTERN GREECE	79	44	123
TOTALS		265	187	452

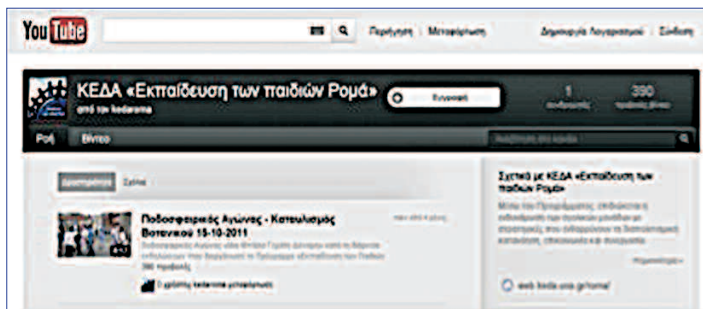
TABLE 6.2. – MODERATORS - ROMA MEDIATORS

MODERATORS - ROMA MEDIATORS				
REGION CODE	REGION	MODERATORS	MEDIATORS	TOTALS
0	ATTICA	18	51	69
1	CENTRAL GREECE	10	6	16
2	SOUTHERN AEGEAN	6	6	12
3	PELOPONNESE	2	2	4
4	CRETE	4	4	8
5	NORTHERN AEGEAN	4	2	6
6	IONIAN ISLANDS	4	0	4
7	THESSALY	8	18	26
8	EPIRUS	6	0	6
9	WESTERN GREECE	6	5	11
TOTALS		68	94	162

ACTION 7. NETWORKING OF SCHOOLS

Networking of schools is about using Information and Communication Technologies in Education for the planning and elaboration of a website to present the Program's application data, create an interactive map to present Roma settlements-camps under the project intervention, to plan and set the parameters of social networking (Facebook site, YouTube channel, Twitter). This service assists to empower communication and cooperation, to upload digital educational material and give information on actions and events regarding the project and down load data on: notices, announcements, user groups, school networking units, network of associates, areas of discussion, positive practices and other related matters.

Social networking tools are now in use by the Program's collaborators and user groups which can at present be used as a useful tool for information, solutions, efficient and positive practices.



ACTION 8: PROJECT PUBLICITY

Action 8 concerns Project Publicity which aims at disseminating “project” action results in the broader society with the aim of informing and sensitizing society and public opinion as thoroughly as possible. Additionally, this dissemination addresses both at central and regional levels, concerning the purposes, guidelines, priorities and actions of the Program, through a selected range of communication and promotion actions. A uniform and integrated system of planned operations and actions has been therefore established; all recommended means and methods are utilized in order to ensure consensus by public opinion and citizens on an issue of utmost significance, such as the Roma people.

The record to date, includes a series of activities such as organizing workshops, artistic and sporting events in schools and camps, creation and publication of informational text on the social media program, press releases and announcements in newspapers and websites, issuing a fifteen-day form of actions of all regions, interviews with scientific officers and other executives of the program at stations and print media in all regions.

ACTION 9: EVALUATION OF THE PROGRAM’S OPERATION

This action has been designed to collect data from internal evaluation which has been conducted as detailed and clearly as possible in order to fully access current and future educational needs for students and teachers. Concurrently, via internal evaluation proper intervention methods for Roma families are identified in order to attract as many Roma children as possible to attend school in all grades of education. A central purpose of this action is to implement evaluation schemes through interim and final stages in order that the Ministry of Education provide all structural measures deemed necessary which will bring about improvements and changes.

Through the mid-term evaluation carried out to date and the final evaluations that will follow it is aimed to provide the necessary structural measures to be taken by the Ministry of Education in the future education of Roma children in Greece.

For further information, please contact the following email addresses:

- <http://www.keda.uoa.gr/roma>
- Facebook: keda-roma
- Twitter: <http://twitter.com/#!/kedaroma>
- Youtube : <http://www.youtube.com/kedaroma>

ΠΡΟΓΡΑΜΜΑΤΙΚΗ ΠΕΡΙΟΔΟΣ: ΕΘΝΙΚΟ ΣΤΡΑΤΗΓΙΚΟ ΠΛΑΙΣΙΟ ΑΝΑΦΟΡΑΣ ΕΣΠΑ 2007-2013

ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ: ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ

ΑΞΟΝΕΣ ΠΡΟΤΕΡΑΙΟΤΗΤΑΣ: 1. «Αναβάθμιση της ποιότητας της εκπαίδευσης και προώθηση της κοινωνικής ενσωμάτωσης στις 8 περιφέρειες Σύγκλισης», 2. «Αναβάθμιση της ποιότητας της εκπαίδευσης και προώθηση της κοινωνικής ενσωμάτωσης στις 3 περιφέρειες Σταδιακής Εξόδου» και 3. «Αναβάθμιση της ποιότητας της εκπαίδευσης και προώθηση της κοινωνικής ενσωμάτωσης στις 2 περιφέρειες Σταδιακής Εισόδου».

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