Balancing unity and diversity in a European context.

Has interculturalism favored the "others"?

Balancing unity and diversity in a European context:
The Question of Integration

1 The question that has often been posed, in more or less politically correct terms, is how much cultural diversity can be accommodated within liberal and secular democracies.

2 Have European societies become more or less tolerant during the past twenty years?

3 What does tolerance means in different countries and under different circumstances?

4 Do we really tolerate specific practices or specific minority groups or indeed specific individuals?

Diversity in a globalized setting: trends and challenges

As a consequence of the mass movement of people at a global level, host immigrant countries experience continuous changes to the demographic synthesis of their societies.

The question is

to what extent these societies can create new models of social relationships that would prevent conflict and foster the creative interaction of cultures.

Migration flows

Greece, due to its geographic position, is the main gateway of the migration streams heading towards Europe.

Did something go wrong?

Issues of national and political identity are presently being re-negotiated in many European countries.

New discussions concerning the shift from interculturalism policies to integration policies have arisen, which are targeted at national and a political community level.

Multiculturalism has utterly failed...

Late 2010, the Prime Minister of Germany:

"..efforts of a multicultural society in Germany ultimately failed. "

Former French Prime Minister Nikola Sarkozy:

".. a society where different communities merely coexist, are just not desirable.."

James Cameron, the Prime Minister of England:

".. government spending in favor of national minorities who do not accept British values should be discontinued"

The debate around interculturalism

But how did we finally come to the point of questioning the multicultural structure of Western societies themselves?

Why is it now clearly being discussed in the main European capitals and the European institutions the Imposition of restrictions on the free movement of person

Has interculturalism gone too far and therefore, failed, or has it never been incarnated through the right policies

What is the effect of the discussion on rights, developed in international and European institution and the broader scientific discourse in politics and daily practice?

Intercultural Education in Greece

The emergence of interculturalism in Greece is noted in the 1980's at the level of theoretical analysis and later in the 1990's at the level of
educational policy coinciding with the arrival of a large wave of immigrants from the former Soviet Union and the Balkans.

Despite differences in
the conceptualization of intercultural education,
there is consensus as regards its fundamental principle,
namely that its
scope extends to all the pupils within a school unit; as it
is commonly remarked:

**a good school is good for all its students,
while a bad school is bad for all its students**

The particularity of interculturalism in Greece

Intercultural education can only exist in a democratic school that addresses all students, irrespective of ethnicity, race, gender and religion, as political and social equals.

And as noted by **A. Gotovos**, intercultural education can not exist in a political vacuum, "It requires a model citizen and a model relationship of the citizen to the state in which the person is a citizen of."

Roma in Greece

- In Greece, the Roma population is estimated to be at least 150.000, although it is difficult to establish accurate numbers.

- Greek Roma are citizens with statutory civil rights and most of them embrace the same religion as that of the dominant cultural group.

- Roma are recognized as a group with distinct cultural characteristics, living in isolation.

- The Greek state has not implemented either assimilation or inclusion policies regarding the Roma population. The only exception is the implementation of university programs funded to a large extent by EU over the last 15 years, regarding the education of Roma, migrant and Muslim students.

TARGETS OF THE PROGRAMME

The targets of the Programme are:

A. the increase in the number of Roma students enrolling in

B. the increase of the expected school attendance time

C. the increase in the number of Roma origin students completing

D. the increase in the number of Roma students moving on from Primary to Secondary Education

E. reduction of school dropout

F. information and awareness of Roma parents

G. the increase in the acceptance level of Roma students by the educational administration, local government and local communities

The Programme «Education of Roma Children» The Monitoring of the Physical Object of the Programme for the school years 2010-2015

We have succeeded in digitalizing these tools and easing the work of the coordinators of the programme.

Those tables cover the following subject areas:

1. School units involved in the programme	2. Roma students involved in the programme	3. Number of teachers of preschool education intervention	4. Tutorial classes Host classed of primary and secondary education
5. Summer courses	6. Creative employment workshops, adult education centers	7. Second chance schools / 8. Parents schools	9. Schooling instruction
10. Number of instructors	11. Psychosocial support for schools	12. Settlements Roma camps	13. Moderators Roma mediators

In this way, the academic supervisor of the Programme can have access to the annual journals and the reports at any time in order to keep up to date.

ACTION 1: Reinforcing Access and Attendance to Preschool Education

This action concerns:

1.encouraging the access of Roma children and the attendance to preschool education,

2.encouraging Roma parents for the participation of their children in primary school

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ACTION 1: Reinforcing Access and Attendance to Preschool Education

ACTION	INDEX	TOTALS
ACTION 1: Reinforcing Access and Attendance to Preschool Education	School Units (Preschool Education)	507
	Registered Preschool Education Roma Students	4.184
	Classes of Preschool Education	346 (The number refers to classes of preschool education supported by a teacher of the Programme)
	Teachers in Classes of Preschool Education	275
	Roma students participating in Classes of Preschool Education	2062
	Students' Portfolio (This tool addresses both Roma and non Roma students participating in the classes of Preschool education)	1.007

ACTION	SUB-ACTION	INDEX	TOTALS
ACTION 2: Intra-school actions on school integration and support of regular schooling	SUB-ACTION 1: School Integration	Primary Education Schools	1.157
		Registered Primary Education Roma Students	37.201
		Secondary Education Schools	204
		Registered Secondary Education Roma Students	4.639
	SUB-ACTION 2: Support of Children through educational intervention	Tutorial Classes - Host Classes of Primary and Secondary Education (Remedial Teaching Classes are divided into tutorial classes which operate at the end of the official school programme and host classes which operate during the official school programme)	885
		Roma Students of Primary and Secondary Education participating in Tutorial Classes - Host Classes	7.781
		Teachers of Primary and Secondary Education in Tutorial Classes - Host Classes	832
		Summer Courses for Roma Children	268
		Roma Children attending Summer Courses	5.111
		Communicative Competence Tools (tests)	1.870
		Lingual Tests	1.009
		Primary and Secondary Students Portfolio	4.341
	SUB-ACTION 3: Increase of school activities inside and outside school	Creative Employment Workshops	265
		Teachers in Creative Employment Workshops	265
		Roma Students participating in Creative Employment Workshops (The activities are related to the entire student population of Primary and Secondary Education Schools)	
	SUB-ACTION 4: Organization and enrichment of school libraries	School Libraries	88
		Books for the School Libraries (Except from the books for the enrichment of school libraries, educational material which was forged by the Centre for Intercultural Studies and certified by the Ministry of Education is also under use)	951

ACTION 3: Reinforcing Access to Adult Education Centres and Second Chance Schools

The primary goal of the Action is:
- **to detect the interest of adults and Roma parents for education**
- **the identification of their training needs**
- **the encouragement of their participation in Literacy Programmes (Adult Education Centres, Second Chance Schools and Parent Schools)**

Adults summer class- Ag. Varvara Byzantine music class

Adults summer class – Settlement in the region of Chalandri

ACTION 3: Reinforcing Access to Adult Education Centres and Second Chance Schools

ACTION	INDEX	TOTALS
ACTION 3: Reinforcing access to Adult Education Centers and Second Chance Schools	Parent Schools	174
	Roma Adults Participating in Parents Schools	2.222
	Second Chance Schools	52
	Roma Adults Participating in Second Chance Schools	276
	Adult Education Centres	29
	Roma Adults Participating in Adults Education Centres	394
	Summer Courses at Parent Schools	35
	Roma Adults Participating in Summer Courses	449

ACTION 4: Training for Teachers

Through this action, teachers of preschool, primary and secondary education benefit from:
- **specialized training**
- **sample teaching**
- **innovative teaching issues**

Region of Chalkida (24/2/2014)

ACTION 4: Training for Teachers

ACTION	SUB-ACTION	INDEX	TOTALS
ACTION 4: Training for teachers		Trainees of Primary Education	18.123
		Trainees of Secondary Education	4.920
	SUB-ACTION 1: Intra-school teacher training	Introductory Training	214
		Regular Training	316
		Trainees of Introductory Training	3.112
		Trainees of Regular Training	18.274
	SUB-ACTION 2: General training	General Training	139
		Trainees of General Training	1.657
	SUB-ACTION 3: Distance learning	E-Courses (For further information see: http://www.keda.gr/eclass/)	2011-2012: 6 2012-2013: 12 2013-2014: 27
		Distance Learning Trainers	2011-2012: 24 2012-2013: 35 2013-2014: 41
		Distance Learning Trainees (Online courses were open to free access and material. For this reason the trainees cannot be counted)	

ACTION 5: Psychosocial Support

ACTION	INDEX	TOTALS
ACTION 5: Psychosocial Support	Preschool Education Schools	128
	Primary Education Schools	360
	Secondary Education Schools	84
	Psychologists	97
	Roma Students (Psychosocial Support benefited not only Roma students but also non-Roma students, teachers, Roma parents, non-Roma parents, etc.)	

ACTION 6: Connection among School, Family and Local Community

This Action refers to:

• the efforts to ensure communication and cooperation between school units, families and their local community

• interventions in settlements and Roma camps.

Settlement of Pyri in Thiva, Christmas 2014

Zefyri, Mother' s Day2014

ACTION 6: Connection among School, Family and Local Community

ACTION	INDEX	TOTALS
ACTION 6: Connection among school, family and local community	Roma Camps	2011-2012: 88 2012-2013: 99 2013-2014: 80 2014-2015: 82
	Settlements	2011-2012: 106 2012-2013: 159 2013-2014: 127 2014-2015: 118
Programme's Cooperation with Collective Organizations and Roma Organizations	Moderators (The moderators, Roma mediators, social workers, psychologists and other specialists were utilized horizontally in all actions of the Programme)	145
	Roma Mediators	223
	Social Workers	16
	Roma Students Transportation	29 (It concerms number of bus routes for Roma student's transportation)
For further information see: **www.keda.gr/roma**	Vaccination of Roma Children (0-18 years)	2.081
	Health Card Check and Medical Examination of Roma Children (0-18 years)	2.538
	New Health Certificates of Roma Children (Damaged or lost child health booklets that replaced)	540
	Personal Health Booklet for Roma Children (0-18 years)	927

ACTION 7: Networking of Schools

ACTION	INDEX	TOTALS
ACTION 7: Networking of schools	Networked Schools	1868
	Website	1. Programme's Main Site for all regions: http://www.keda.gr/roma/ 2. Blog for the region of Central Greece: http://educationroma.wordpress.com/ 3. Site for the region of Crete: http://roma.cretanguide.eu/ 4.Site for the regions of Southern and Northern Aegean: https://sites.google.com/site/romarodos/home 5. Site for the region of Western Greece: https://www.romaedu.upatras.gr
	Social Networking	Facebook: keda-roma Twitter: http://twitter.com/#!/kedaroma Youtube: http://www.youtube.com/kedaroma
	Platform's Electronic Address	http://www.keda.gr/synergasia/

MYTH

The Roma have no wish to be involved in school reality.

FACT

Roma enrolments for the school years 2010 to 2015 amount to a total of

MYTH

Roma students enroll, but not attend. Not only do we see irregular attendance, but also very high drop-out

FACT

During full implementation of the Programme actions, drop-out rates did not exceed the mark of **20%.**

MYTH

Roma parents do not care about learning and self-improvement.

FACT

Parent schools and adult education classes for the Roma came to be following their own request. There was not a single area in the Programme map without adult or parent classes. All in all, we established **174 Parent Schools**

MYTH

Following the decision of Schoolmasters and School Counsellors, school units resist the enrolment of

FACT

A total of **1868 schools** around Greece participate in the Programme for the Education of Roma Children

MYTH

The educational community opposes the educational integration of Roma children, on the grounds that it would multiply the existing problems of

FACT

Mass participation of educators in a series of training sessions on intercultural education and the management of a multicultural classroom proves the opposite to be true. **A total of 18.123 primary and 4.920 secondary school teachers received training within the**