



GUIDE2

A BRIDGE BETWEEN CULTURES



**HOMO
HABILIS**

**HOMO
ERECTUS**

**HOMO
SAPIENS**

**HOMO
ERASMUS**

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SHORT INTRODUCTION

A project is like a way to be covered, it can be straight, winding, a slope, a descent or flat. Almost three years after the beginning of the Bridge, one can assert that this project has changed its physiognomy several times: but we already knew, at the beginning, that it was not easy to work with Roma children and adolescents and with their families. In outlining the project, we focused on children, all children, Roma and not-Roma, teachers, families, contexts, and so we delineated an innovative project in the panorama of the measures for our target. The context was the variable that mostly influenced the progress of the project. We stumbled on evictions and conflicts

between families that led to the departure of some children from the camp and consequently from the school they attended; on logistical difficulties that didn't allow the children to reach the schools (lack of school buses, flooded fields), on bureaucratic and administrative problems which didn't facilitate



the progress of the project (training for the cooperative learning was made at the end of the year and not at the beginning, and so on); in a structural shortage of information systems that are unaware of any data concerning Roma children with the risk of losing important information such as absenteeism rate but also the lack of registration in school, in a situation of economic crisis that makes Roma children the poorest of the poor and makes it difficult the satisfaction of basic needs (like having their copybooks not eaten by mice, clean clothes to go to school and so on), consolidating their lack of confidence in school, a feeling that already belongs to the Roma community.

We had to work on prejudices, belonging to us, to the operators, teachers, Heads of school, Roma families involved and to the other families.



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The strength was the one of the children and adolescents who participated in the project and that, in photographic documentation or video, show their joy and their commitment in carrying out the activities, but also the one of the operators who carried it out professionally and with commitment, in contexts not always easy or taking upon themselves organizational delays that in some cases also imposed additional voluntary work, or of the teachers and heads of school who believed in it. We can definitely say that the impact of the project has been significant and compelling: in general affects the unanimity expressed by teachers with a full promotion of the project and the enthusiasm for cooperative learning, even with the doubt that this was actually applied. A significant fact emerges from the evaluation: if we consider Romapupils in the first classes of first level of secondary schools included in the project, attendance rates are higher when compared with those of all the Roma pupils of the same class not involved in the project.

In addition, the documentation produced provides tangible evidence of the validity of the path taken: from the videos of the workshops held with children to those of the teachers and operators' training. From the photographic documentation of the parties, to the production of short films, to the billboards produced by a group working with the cooperative learning.

However, the results of the project are not just tangible data. The project produced benefits that cannot be strictly measured, such as relational effects emerged from the discussions of the Multidisciplinary Team, or from the accounts of operators and teachers. They will be part of the baggage that this project will bring back too: these are small steps towards social inclusion and education of Roma children, as it emerges from the reports that follow this introduction.

We should also be aware of the limits and unsolved difficulties of the project turning them into challenges for a new plan: a still long and demanding work.



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KNOWING THE ROMA PEOPLE

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The Gypsy culture comes to us from oral sources, from fairy tales, legends, from songs, it is still an ongoing research and we always discover some new and interesting aspects of this extremely varied world. That is why fairy tales are particularly important, the stories told all around the world by gypsies or by persons that have entered the gypsy culture and have somehow extrapolated its peculiar features. Before considering some stories that I personally think are meaningful to understand better the culture of these people, I would like to make a brief digression on the history of the Gypsy, a story that many people do not know or have never studied. It should be first noted that the term "gypsy", as commonly used, is not loved by the Gypsy Community as it has in itself a derogatory veil and a Nazi matrix. Gypsies come from north-western India and their language is similar to Sanskrit. Many people think, wrongly, that their place of origin is Egypt; this is perhaps due to



two legends. The first tells that they descended from Noah, as it is said that one day Noah got drunk and was mocked by one of his sons, CAAMO (Cham), Noah cursed and condemned him to slavery and it is for this reason that the population divided in two: one went to the Indies and the other one in the opposite direction. The other legend attributes their descent to

the twelfth tribes of Israel disappeared while crossing the desert after the exodus from Egypt, during the biblical exodus. Their real name is ROMA. According to the tradition, they are distinguished in SINTI, traveller gypsies from the Central Europe and Northern Italy (carnies, horsebreeders, basket weavers, who also working in the performing arts) and ROMA mainly living in the South. They are divided into subgroups, depending from the areas in which they mainly migrate: Piedmont, Estrekaria (South Tyrol), Havati (Croatia), Krassaria (Carso) and so on. The first exodus from India occurred between 1000 and 1027 with SINTI started the first migration, while the ROMA fled from India for the arrival of the Mongols led by



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Gengis Khan. They settled in Iran, Armenia, Greece and Turkey and arrived in Yugoslavia with the last migration of 1362. In Southern Italy, there are Yugoslav Roma since about 30 years. Roma, a term which in their language means "man" or less commonly "Husband", are divided into Roma Kalderasha (boilermakers and gilders), Roma Laudari (Hungary musicians), Roma Khorakhanè (Muslims, Koran readers), Xoraxané, Roma Kovacs (Hungary blacksmiths), Roma Rudari (wood carvers originating from Romania, sedentary Roma designated according to the place of residence. The Swiss gypsies are called Jennisch.

We do not know the exact number of the Roma population at present, but we know that there are several gypsy groups and the most numerous in Europe and America are the Vlach, the Romanichal, The Manouche Sinti and the Calè (Diane Tong, Stories and tales of the gypsies). Now gypsies live in different regions and states of Western

and Eastern Europe, in the Middle East, in North Africa, in the Soviet Union and so on. In the past gypsies in Western Europe dedicated to the working of iron, to music, to the processing of wicker baskets, to carpentry, now their activities are a little more differentiated.



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TRADITIONS

The Roma culture has no written heritage so traditions have always represented an important instrument for the preservation of ethnic identity. However it was difficult to identify their traditions for different reasons: the absence of written evidence of their cultural profile; the significant differences between the various Roma



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communities; the small size of the scattered Roma communities organized on employment criteria that have not allowed the development of domestic cultural life beyond the family; the difficulty of separating the traditional elements of the Roma culture from those of the other population; the relatively closed nature of the Roma community that does not allow the transmission of their traditions.



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Their traditions are conveyed orally from generation to generation and the place where they are shown more intensely has always been the family: the symbolism created around the gypsy tradition comes mainly from their way of working and life style, the jobs and the virtues. The typical jobs are those related to nomadism: trade, breeding and training of certain animals such as horses, bears, monkeys, wild beasts used in circus or rides, or bartered for food. Moreover, they are so skilful in metal working, both precious and not, that they were sought after and hosted by the nobles who, in return, they say, gave them their name of court or lineage (it is explained in this way, even the noble origin of many gypsiesurnames). Moreover, in the collective imagination, as everyone knows, music, above all, deeply embodies the gypsy spirit.

Many ancient writings tell of gypsymusicians or lutists called to court to cheer the royal evenings. Donald Kenrick in his book "Gypsies, from India to the Mediterranean," quotes some documents concerning the events of gypsy musicians occurred back in the fifth century A.D., he tells: "Bharam Gur, Shah of Persia in the years 420-438, led some musicians and dancers from India to Persia". In 950, five hundred years after, the Arab historian Hamza wrote: "Full of concern for his subjects, Bahram wanted them to devote half of each day to rest, parties, drinking and



having fun. One day he was surprised to see some subjects drinking without music. They explained to the king that there were very few musicians in the empire and that the prices for their services had increased exorbitantly. The generous Shah then wrote to the king of India, who sent him twelve thousand Zott musicians (an ancient gypsy tribe of India) and Baharam

Gur sent them to the cities of the empire".

Frescoes of the fourteenth century in the monastery of S. Nicola in the village of Gornjani in Montenegro, show them as players of tapan (drum) and zurla, a wind



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musical instrument made of maple and walnut, even half a meter long, that the Balkan gypsies still manufacture along with other musical instruments.

There is much to say about music, it is sufficient to mention the Flamenco, a Gypsy invention, to give an idea of how strongly melody and rhythm are infused in the gypsy culture. Beyond music, dance, circus, rides, there is one particular aspect that passed through the centuries without losing its emotional function: palmistry. The latter, a



pure gypsy tradition, since ancient times, accompanied harmoniously by the trip and the knowledge of the people, represents for the artists a real open field for the research, a pictorial genre that lives a long season of transformation and leaves during these five centuries an unforgettable sign and an aesthetic witness in

favour of the cult of clairvoyance.

It is natural to wonder whether the Roma people, at the beginning of their appearance dated 1400, as reported by different chronicles including the one of Bologna in 1422, in which they refer to their first certain presence in Italy, were accepted or not. Certainly, they have been welcomed more than rejected, even if there were already some problems due to their lifestyle and crafts, as well as to their tendency to steal, likewise motivated by job insecurity.

The first hostilities arose because of the processes of modernization and transformation of the economy from rural and artisan to a technological one. Therefore, the interest in the traditional gypsy occupations is gradually disappearing in a market, which tends to mechanisation and industrial development. What was meant a “sheet-anchor” in trouble, stealing (which was nothing but the bartering between the farmer and the Roma who was offering services such as working with animals, veterinary knowledge, supply of goods in exchange for food or for the right to “help himself” with the products of the land in difficult period) degenerated into infringement of other people’s rights.



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As result originated an adversarial love-hate relationship towards those who on one hand amuse with shows, dances, talent of all kind and on the other annoy with their robberies and improper way of life. Today the same feeling is still expressed, that on the other hand collects the equal and opposite reaction of the Roma people, sinking



into a vicious circle so as everyone remains confined in a defensive position.

The paintings also reveals the signal of the tolerance level of the socio-cultural context and how it changes over the centuries. The symbol changes over time. The symbolic dynamics not only invests already known elements as the cross, the olive tree, the lamb, the unicorn but it continues its "transitive"

activities, i.e. the transition of meanings related to the evolution of social meanings, for example the gypsy wagon wheel once denoted their lack of permanent dwelling, being awanderer, son of the wind, and so on .., as well as denoted the Romanticism, in the twentieth century the same symbol deeply changes its cognitive characteristics gaining a different communicative value: the case of Muller is paradigmatic. The symbol has a relatively short life, exhausts its charismatic, psychological, emotional action; it ceases to be current and changes into historical significance, as it cannot be any longer identified, as the object is not used anymore.



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The Hellenic mythology is substituted by the Christian one when, because of new events, the individual does not identify himself in such symbols any longer. No coincidence that the symbolic upheaval concerning the gypsy issue, coincides with the moment in which important anthropological discoveries identify the true linguistic and cultural identity of the Gypsies, in particular Pott's studies mark a new era and give strong contributions in terms of human rights laws that recognize the value of ethnic minority.

The symbol finally can be considered as an organized structure with the power to synthesize, in the selection of the elements, a huge amount of information suitable to be "sent" and stored by our unconscious; reason why the dream dimension uses it continuously. Otherwise the man could not create that magnificent museum "of the mind" to draw on the interpretation of those symbols and so affirm the identity of reason. The man is a "symbolic container", the image of the gypsy belongs to this container and leaves its presence, attractive, and disturbing, in the myths of freedom and transgression, it is certified in the cultural heritage. The more frequent and used symbol throughout a long period of time, which marks the arrival of gypsies in Europe, namely from 1300 to the present, is that of the Roma people poverty.

In addition, precisely pauperism, this form of poverty widespread among the Roma people, designated, in the collective imagination, a matter of deep ambivalence: on one hand commiseration where poorness and the living conditions are translated into synonyms with socio-cultural inferiority, and on the other with a romantic ideal able to be above things and material goods. The ideal that, at the beginning of the nineteenth century, created the stereotype of the so-called Bohemian, and the sacred subject of the gypsy motherhood.



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COSTUMES AND CUSTOMS OF THE ROMA

In the absence of a state or another form of organization, the basic unit of the Roma was the extended family: families together (about 30-40) constituted a kumpania. Usually the Roma have always lived in small communities with a strong solidarity among the members: the elders who are looked after by the younger generation,



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orphans who are adopted by relatives. The Roma culture has always encouraged a social distance between the Roma and non-Roma, so-called Gadje, and consequently they did not mixed with the local population. Belonging to the family gives the individual psychological and social confidence so everything moves around the family. First of all aRoma individual is a member of his family. Relations between individuals are fundamental as interactions between families. The relationship with the family is dual: a good thing done by a member of a family honours the whole family, as well as the failure of a single individual can damage the whole family.



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Roma families have a typical patriarchal organization: the man is the head of the family, he represents the family with the external world and he is responsible for the income. The woman deals with domestic issues caring for the growth and education of children. Marriage has a prevalent importance, even from a formal point of view, especially as costume. Apparently, traditional marriages are between gypsies, but sometimes it happens that a gagio (non-gypsy) marries a gypsy, even if it is more common that a gypsy marries a gagio woman. Of course, when it happens, the woman must adjust to their mentality. Weddings can be divided into marriages for

the purchase among the Roma, while among the Sinti there are marriages “for elopement”, necessary to amend, sometimes this marriage can also occur without the fulfilment of the sexual union. There are also marriages between cousins of second and third



degree. Few European countries recognize the gypsy wedding, that, as already stated, seems to be a very important rite in the tribe, but there is not a civil ceremony, so in effect there is no legal recognition. Marriage “for purchase” is agreed upon by the parents with a sum to be paid to the father of the bride. A kind of bargaining sometimes lasts several days. The agreement takes place when the girl agrees to drink the drink brought as a gift from the boy's father. Marriage “for elopement” was in use in more primitive populations. Usually it was settled with the completion of the sexual act and then the union had to be accepted. However, the girl could be repudiated if she was not a virgin. The marriage “for elopement” of our days without the completion of the sexual act is when the boys take refuge by relatives who act in this case as intermediaries. The marriage is indissoluble, while the Muslim Gypsies are polygamist. A fundamental value in this culture is virginity, and the woman



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becomes truly independent after the birth of her first son. Until that day she must respect the mother of her husband. As also expected, for a community that has at the centre of its existence the family, the birth of the first heir is received with great joy and is often followed by other numerous births all accepted with great happiness, that is why there is a high number of children within the Roma community.

Families travelling together had in common not so much kinship links as a common profession. Consequently, inside the Roma people we can still distinguish various subgroups depending on the occupation they share.

- A first well-known subgroup is the one of the Caldarari (Kalderas / Kotlar in Romanian “caldare” copper container) dealing with the processing of copper, originating from the Balkans.
- Ursari, from the word “orso”(bear), those who wandered presenting shows with bears
- Churara are the sharpeners of knives (in Roma language “curin”- knife-)
- Lovara (“lo” Hungarian –horse- “Geambas” in Romanian) are horse breeders
- Argintari (in Romanian: involved in the manufacture and trade of silver)
- Aurari (in Romanian: dealing with the processing and trade of gold)
- Lautari (in Romanian: musicians)
- Florari (in Romanian: florists)
- Pieptanari (in Romanian: dealing with the artisanal production of bone combs)
- Caramidari (in Romanian: involved in the production of bricks)
- Clopotari (in Romanian: dealing with the production of bells for the churches)
- Fierari (in Romanian: involved in the production of tools and weapons especially in the middle Ages)

The evolution of modern society caused the disappearance of the most of these groups.

There are no longer, or there are very few, Orsari, Pieptanari, Caramnidari, Clopotari, Fierari and so on.



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They live with the internal rules of the communities that are handed down from father to son. In case of violations of these rules, retaining a medieval tradition for the resolution of the conflicts, sanctions are always decided by an internal court called “Kris”. The court, “Kris”, which still exists today, is a form of administration of justice, held in public sessions, led by the heads of the families, chosen because of their reputation and fame within the community. It is a real court consisting of a



Council of Elders and one or more judges, all of whom are men. The judges, who sometimes come also from far away since the importance of their fame, cannot be exposed to any of the involved parties. Women rarely can speak within the courtroom, they can do it only when they are directly involved in the conflict. The oath plays a vital role as it has a probative value and the punishment for those

who lie is very strict, up to the exclusion from the community. The cases generally deal with problems that could endanger the internal cohesion of the community, respect for traditions and internal rules and the decision is taken with the consent of the heads of the families. Considering the strong sense of belonging to the family, the exclusion from the same family is the harshest sanction.



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Even the language lacks written documents and for a transnational minority, frequently subject of attempts at assimilation, it has been difficult, over the time, to maintain a homogeneous and invariable language. The language spoken by the Roma minority is Romanì, a language not yet standardized, a process that is extremely important for their ethnic identity. Today the Romanì language rather consists of different dialects influenced by the languages of the places in which they settled. The linguistic investigation pointed out that it belongs to the Indo-European group, closely related to the dialects that come from the north-west India (Sindi, Gujarathi, Hindi, Marathi, Kafir, Panjabi) place of origin of the Roma population. The basic words like numerals, names of the parts of the body and action verbs unquestionably



originated from India. Romanì language borrowed many words from the languages of the countries where the Roma live, mainly terms that do not exist in their language. However, most Roma speaks the official language of the country in which they live; some of them even lost the pure Romanì knowledge. This is the case of the Roma community in England, Portugal and Spain now speaking dialects called Angloromani and Calo.



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Several Roma communities and associations took actions, at European level, in order to carry out the process of standardization of the Romany language, considering the



important role of language in the preservation of their cultural identity. A further proof of integration and peaceful coexistence with local populations is also the adoption of the religion of the host countries. Even if their culture has peculiar elements, they have always embraced the local religion, becoming in most cases Christians.

For this reason, they are mainly Catholics (in Italy, Spain, France, Poland, Hungary, Croatia, Slovenia, Slovakia, Austria), but also Orthodox (Russia, Romania, Ukraine, Bulgaria, Greece, Serbia), Protestants (in northern European countries.) However, considering the presence of the Muslim religion in some countries such as Macedonia, Bosnia, Kosovo, there is also a small minority of Muslim Roma as well as also in Islamic countries, even in these areas there is a small number of Roma population. The Roma, originating in India, are still Hindu while in the American continent are generally Roman-Catholic and neo-protestant. Moreover, there are Romani Evangelical churches all over the world, especially in Spain and France. Specific concepts of their culture, that deal with a vision of the world divided by the forces of



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good and evil, mingle with the local religions. The good is represented by Devèl, the creator, while the evil is represented by Beng, the devil. The benevolent and evil forces are constantly in conflict. The supernatural is a fundamental concept and, according to their culture, the spirits are always present among us. Death is senseless and the separation from the person who dies is definitive. In addition, the Roma ethnic group has a strong belief related to the conviction that the spirit of the dead can reappear for example to take revenge.

CLOTHING

Clothes have an important role in the preservation of identity. Rather, women clothes preserve and pass on the traditional characteristics. Even as far as clothes are concerned, beliefs and old rules, passed on from one generation to another, regulate

the way of dressing: the belief that the lower part of the woman is impure led to the use of long skirts. Traditionally, the Roma woman wears long skirts, consisting of multiple layers with bright colours, long



hair, big earrings and, depending on their wealth, showy and expensive jewellery. To be distinguished from the others, married women must wear on their head a scarf. Men do not have traditional clothing, but often wear coloured clothes, hats and long moustaches. Men and women often wear red clothes, colour considered lucky, and talismans. Unfortunately, today, to be dressed in a traditional way increases the risk of being looked upon as too different and often discriminated. This kind of



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discrimination hurts more women than men, as Roma traditional female clothes attract much more attention than the common male ones.

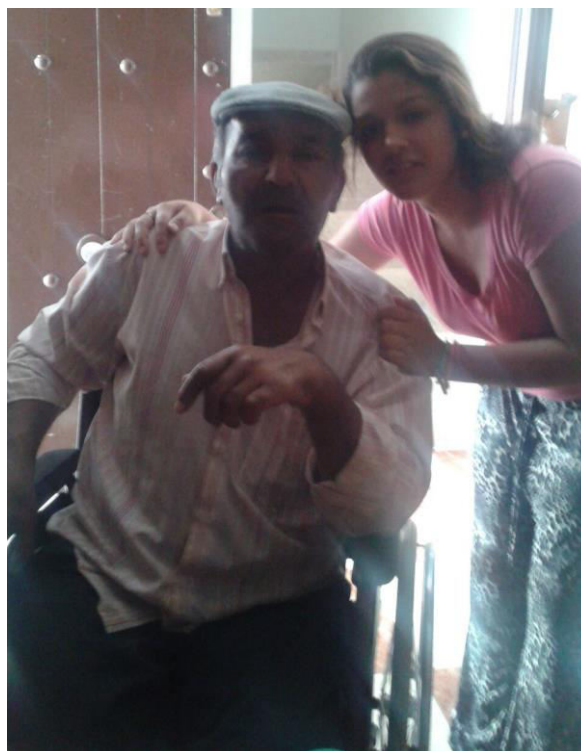
SPECIFIC ISSUES OF THE ROMA MINORITY

The Roma minority was declared the most poor and vulnerable in Europe. The problems concerning the Roma ethnic group are various and interlinked. Although, historically, it was one of the poorest populations of Europe, the further collapse of the quality of life of Roma people led to an unsustainable situation.

After the fall of the socialist regimes, the Roma living conditions have alarmingly deteriorated and their rights have been increasingly violated, attracting the attention of the European and international community.

Roma poverty, comparable to that of the populations of the Third World, is closely related to other difficulties they face: the gaps in education, unemployment, lack of housing and health care. The Roma have limited access to the labour market mainly due to a lack of training and to the geographical isolation and discrimination. Low education levels are also due to a high level of discrimination in schools and denial of their culture and identity. On the other hand, poor access to public services,

geographical marginalization and the inability to meet the school costs affect negatively the education of Roma. The vicious circle in which the Roma are trapped begins with poverty and discrimination and continues with poor education and unemployment, unfortunately always closing with poverty and discrimination.



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DIVERSITY

The diversity of the Roma has often been invoked to justify the failure of their integration. The fact that they have different traditions and a way of life that non-Roma do not share, has sometimes led to the conclusion that the Roma do not want to integrate or that cannot be integrated without giving up their identity.

When we talk of diversity, we must take into account the double aspect of the concept: the Roma are different from non-Roma but also among themselves. In this regard the description of Roma as a "kaleidoscope" or as a "mosaic" composed of various subgroups, divided by different criteria, is representative. The most



concentrated density of the various Roma groups is undoubtedly in Central and Southern Europe, where they are divided by religious, dialectical and employment affiliation. The percentage of Roma speaking dialects of the Romani language vary from one country to another as well as the percentage of Roma living in the cities, integrated peripheral communities or rural segregated

settlements.

Consequently, the difficulties of Roma vary even within the same country, each community, depending on the region it lives in, finds specific and different problems. Not only the use of the language distinguishes the various Roma communities but also the level of conservation of the traditions and customs. Not all the Roma populations fully maintained their costumes, accepting some degree of modernisation. On the occasion of the visits for the observation of Roma communities, it was possible to identify differences from this point of view. For example the use of long skirts to hide the lower part of the body, as it was considered impure by the Roma tradition, is much less widespread or almost uncommon among the new generations of Roma women in the communities of Bucharest (Ferentari



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district). This observation did not occur in the case of the Roma rural community of Bolintin near Bucharest. The cases of marriages combined by the parents Roma between children, denounced by the associations for the rights of the child, were identified in rural and less developed Roma communities as well as in modernized ones, which go on living according to the old rules, today even in contradiction with the laws in force. Religion is another element that differentiates the Roma among them. By adopting the religion of the people of the places where they settled down, the Roma are Catholic, Orthodox, Muslim and recently Protestant. The jobs, that frequently represent the common characteristic of a community, create different groups depending on the job shared by its members: horse breeders, musicians, bears trainers, dancers and acrobats, metal craftsmen (gold, silver, iron, bronze), traders (with different denominations: Kalderashi, Ursari, Kosnicari, Aurari, Lautari...).

Moreover the Roma communities are scattered all over the Europe, never or almost never coming into contact with one another, and in some cases it would be also difficult as they lack the resources and then the use of the language would represent a serious obstacle.

The diversity of the Roma has a big impact on the welfare status representing a real challenge for researchers and politicians, for governments and non-governmental organizations, and not least for the European Union. To analyse, to collect data, to monitor and train politicians for their integration is extremely difficult, as the Roma face difficulties very dissimilar from one community to another. To establish and implement a single policy would not solve the different problems of the Roma, but we should create different approaches for each community.



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EDUCATION

A number of indicators showing the remarkable opening of the Italian school system towards the problems raised by the new migratory flows could be enumerated. As an example, we can quote some indications in the National Collective Agreement of the school sector years 1998-2001 signed on 08.31.1999. The supplementary agreement aims to "encourage, support and pay" the specific personal involvement in the schools located in areas at risk of social deviance, juvenile delinquency and early school leaving. Article 5 states: "with the aim to support the work of the school staff committed to fostering the full reception and the integration of pupils from other countries and / or nomadic and especially for teachers committed in the teaching of



Italian language, the provision is increased (...) given the need to accommodate the linguistic and cultural differences as values which help granting mutual respect, exchange among cultures and the culture of tolerance and to foster and promote initiatives for the reception and the protection of the culture and the native language..." Article 19 concerns the training of the teachers of the schools placed in areas with a strong migration process or

attended by travellers. We must organize a prompt linguistic intervention and the investigation of issues of intercultural education concern. The strong marginalisation that the Roma have always suffered did not allow them to benefit properly of all the opportunities offered by the public schools.

The experience of the Lacio Drom group aims to involve the Roma and Sinti in the emancipation process that was involving all the working classes.



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LINGUISTIC AND CULTURAL MEDIATORS

The topic of cultural mediation together with interculturalism are the problems that have characterized the new course of the Science of Education in Italy. The number of scientific publications based on empirical research and / or theoretical reflections of this new educational frontier, especially in the decade 1990-2000, is very significant. Nevertheless, it is in the social and health fields that the need of the cultural mediator is conceived. Many cases of health services provided to migrants had to organise and train cultural mediators. Two important cases are the NAGA in Milan and the San Gallicano Hospital in Rome.

The Naga, "Voluntary Association of Social and Health Care for Foreigners and Nomads", was founded in Milan in 1987 to respond to social and health needs of migrants, especially those who are unable to take advantage of the National Service because of problems related to the resident permit. The Naga, interested in the reception quality, has, on several occasions, organized training courses for cultural intermediary operators. Since the middle of 80s, also The Preventive Medicine of Migration Institute of San Gallicano in Rome assisted thousands of migrants relying on the help of many linguistic-cultural mediators.

The issue of linguistic and cultural mediation in schools is introduced for the first time with Art. 36 and 40 of Law 40 of 6 March 1998 "Discipline of immigration and legislation on the conditions of foreigners" and later transposed by articles 38 and 42 of the Legislative Decree 25/7/1998.



Article 36 "Education of foreigners. Intercultural Education" concerns the recognition of qualifications acquired in their home countries and the manner of communication with families of foreign students through the help of qualified mediators. The



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adjective "qualified", however, is not accompanied by adequate cultural specifications.

Article 40 "Measures of social integration" focuses precisely on the cultural mediator considered as an instrument for social integration of foreign minors, it advocates for the possibility of entering into agreements with associations of migrants (duly registered) to employ mediators "to facilitate relations between the administrations and foreigners belonging to different ethnic, national, linguistic, religious groups".

In 2000 Law n. 328, 11/08/2000, "Framework Law for the implementation of an integrated system of interventions and social services", included in Article 12 the profession of mediator among those classified as "social services to the person".

Nevertheless, the matter concerning the necessary qualifications is still not clarified and would require further specification to determine an official training curriculum.

As far as the school legislation is concerned, it specifically refers to this figure in the following provisions:

MC of 26 July 1990 No. 205, "The compulsory education and foreign students.



Intercultural education" in Article 6 the mother tongue mediators are described as useful to facilitate communication, foster family-school relations, enhance the heritage language and culture. MC of 21st January 2000 No. 21, "Initiatives for training and updating", in the priority lines of action stresses the need of training for linguistic mediators and for teachers who work in institutions in areas with a strong migratory process. MC dated 1st March 2006 No. 24, "Guidelines for the reception and integration of foreign students". The second part of this document and in particular point 3 refers to cultural and linguistic mediators. The document states that, "the ability of the schools to facilitate communication between the foreign student and his family is very important, also giving attention to the non-verbal



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aspects and, where possible, obtaining assistance and support from the interpreters or cultural mediators to facilitate the understanding of the educational choices of the schools".(p. 10)

Another document in which the role of the cultural mediators is expressly quoted is the one produced by the National Observatory for the Integration of Foreign Students and for Intercultural Education, "The Italian way for intercultural school and the integration of foreign students" in October 2007. Linguistic-cultural mediators are described as a resource for relations with foreign families and for the school guidance. At the end of this section, dedicated to cultural and linguistic mediators, we provide some additional information, which could be helpful to the sector professionals. Although this is not one of the topics covered by our research report, it has to be stressed that the linguistic and cultural mediation would be required in other important fields. For example, we realized, with serious delay, that a linguistic and cultural mediation was needed in other areas such as penitentiary institutions. A large proportion of the 60,000 people held in Italian prisons, consists of migrants, often awaiting trial and, therefore, with presumption of innocence according to our laws. However, school is always considered not one of the possible contexts for cultural mediation, but its privileged place.

ROMA AND SCHOOL: A DIFFICULT RELATIONSHIP

Today's school, a mirror of ethnic and cultural varieties in our cities, hosts a category of pupils to whom the activity of intercultural mediators gives a particular attention. It is represented by pupils of Rom's origin: children and boys in most cases born in our province, children of the migration of many young couples.

Why are Roma pupils followed with special attention? What would they distinguish from other pupils, who likewise lived with their families the experience of migration? Why are they surrounded by a targeted mediation service and sometimes by a social services network? Although fortunately teachers' attitudes have long overcome the stereotyped view of the "gypsy" why these pupils do often stand out in class because of their weaknesses, so much so that they have to resort to external educational interventions?



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As soon as you know the world behind every pupil, you should have accurate



information about his own group and that each person brings a story and a particular identity when we speak of Roma, emerge that most of the questions that concern them must be linked to the peculiarity of their position in our

society and to their (re) interpretation of our conventions. If we consider that the constituent element of a Sinti or a Roma, since his childhood, is the distinction built and perceived to the majority society in which he is living (independently in the Rom case, from their migration), it is evident that their presence in an institutional setting as the school may be characterized by peculiar attitudes, which in greater or lesser extent , highlight a certain contrast to the themes and rules imposed within this context. Rom identity, their way of being in their community, and within the majority society they live in, is strongly based on the distinction between Roma and non-Roma. Although this attitude often does not appear clearly to the institutional referent, all the activities of a community turn around and they are aimed to maintain the community itself. Only then the essence of a subject belonging to a community take shape and finds the meaning of identity, autonomy and freedom. School ,as a physical space in the city, is considered by the community as "not own": an environment designed and built by non-roms and considered "educational". We will have an environment that the institution thinks is "educational", for the institution itself it's the opportunity for a change, the officially recognized link between the world of childhood and adulthood. But despite the fact that the family may appear to be involved and interested in school life, so it is not for itself. Now, it is worth remembering that the school is only one, one of the contact and of the relationship environments between the Roma community and the majority of society.



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It should therefore stop thinking that the school may not always prepare the Roma pupils to be Roma adults, that is, to think first of all to a Roma educational model and to one belonging to the majority society. Here, the relationship between school subjects rather than the relationship between teaching and learning becomes fundamental to the learning and growth of a Roma pupil.

Relationship implies an almost intimate knowledge of the pupil, his family life, uncritical sharing of the values of the community, deconstruction of relationship power typical of the school institution. The school can certainly become an



educational environment for the Roma as well, but then we have to be careful and to try to see literally what goes from the family environment to another: what is going on between the environment

–the family and the school, that makes this educational physical space exactly where the child's presence also becomes for the community or the family significant for its growth.



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The school becomes an educational site for the family when certain conditions are met. For example, there are those children whom the family considers "too small" to manage their presence in a foreign, non-familiar, and perhaps even educational, place. For the family in these cases, it might be "educational" that the child is once

again in a family environment, full of stimuli and learning opportunities, and not compelled to attend school.

In the event that the school does not recognize Rom's family education, the "school success" for the pupil may be safeguarded in a foreign environment, that of the school, its only reference educational model, The familiar one. The individualized program or intercultural pedagogy activities can have an educational and didactic function when they give their students autonomy in learning, which in some cases can characterize formal and informal learning in their family environment . This does not mean that the school should become a "substitute" of the family (assuming the family educational model), but at least it recognizes the educational role of the family, shares this role and brings new elements where it needs. Only in this way the Roma pupil would feel enriched and not spoiled, in the values that his community exalted.

Encouraging this mutual recognition, helping to attribute the same weight to our values and to our fellow Roma community's values, is the task that the Caritas service of intercultural mediation in favor of the Roma . This mediation work takes place on several levels, one of the Which is also the dissemination of information to teachers about the little-known elements of this community (such as the introduction



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to this survey) and the invitation to reflection on "not very comfortable" topics. The whole work also seeks to highlight the peculiarities of a small minority who, in this land of large and recognized minorities, even in marginalization and discrimination, has not lost the strength to exist, to assert itself as it can, and To continue to be itself.

ROMA CHILDREN IN THE SCHOOLS OF REGGIO CALABRIA

The presence of Roma, Romanian citizenship, Macedonian, Kosovar, and Bosnian citizenship in our Province dates back to emigration from those areas, which occurred massively throughout the 1990s, and to a lesser degree in the last decade.

Initially they were welcomed as displaced by the civil conflict that in those years divided the former Yugoslavia, families became stabilized on our territory as non-EU citizens, who were regular residents for work, family or for humanitarian reasons.

The minors who attend the compulsory school are therefore almost entirely "second-generation immigrants", children and teenagers of non-Italian citizenship, born in our territory, coming from realities such as described and depicted below, and attending school Since early childhood.

These Roma minors, who may not have lived directly in emigration but have a clear awareness of the social and housing marginalization experienced by their own people. Thus, the difficulty of reporting makes the pupils' minor "problematic" pupils in terms of school attendance, performance and results, and in some cases also in terms of conduct and socialization. The intention of this small research is to investigate how these differences are felt by teachers as real problems, or how much they are seen as a normal part of a diverse, detailed and multicultural user in an



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attempt to deconstruct the relationship of each other Distrust and start from a new relationship of listening, knowledge, sharing of goals.

LABORATORY OF EXPRESSION AND CREATIVITY (ART THERAPY)

Art Therapy includes the set of techniques and methodologies that utilize visual arts (and with a wider meaning, including music, dance, theater, puppet, building and narration of stories and tales) as therapeutic means for recovery And the growth of the person in the emotional, affective and relational sphere.



The intervention tends to activate different modes of communication that increase self-esteem and the ability to recapture, by those who use it, as an individual capable of expressing and expressing, in a context of relationship with the group in which it is inserted. "Through art therapy we have the opportunity to activate resources that we all possess: the ability to process

one's own life, giving it a form, and transmitting it creatively to others. This is an educational process, where "educating" is about to educate, "bring out: to raise awareness and greater self-knowledge through expressive practice, observation and comparison" (from the Acts of the National Conference on the Arts Therapies in the School - Carpi, 7th and 8th September 2001 - Use Art to not be apart. Art Therapy and Good Educational Relationships).

In the direction of Edith Kramer (artist and art therapist, who has been practicing this approach since the '30s and' 40s), art as therapy is conceived as a means of support for the ego and expression of the Self , In the city.hrough art therapy we have the opportunity to activate resources that we all have: the ability to work out our own life, giving it a form, and transmitting it creatively to others.

It uses the potential that each person possesses to creatively process all those sensations that can not be revealed in everyday words and contexts. By means of creative action, the inner image becomes external, visible and shared, and communicates to one another its own emotional and cognitive inner world.



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WHAT IS A ART THERAPY LAB?

The laboratory is a large, bright space and full of stimuli. There is everything: paper, pencils, colors, das, cloths, wool, wood, flour, cloth, puppets, musical instruments. You can also find an empty space, free from stimuli, to fill as you want.

In the laboratory, on the indications of the therapist (or art therapist), you can devote yourself to:

- visual arts. You can draw, color, shape das or clay, use photographs or movies;
- to music therapy. You can listen to music to encourage greater activation or relaxation;
- dancing therapy, with which no choreography is learned, but one learns to free the body by allowing him to express thoughts, emotions and feelings;
- Theatrical therapy that allows you to communicate with your body and voice, to observe the world with the eyes of another, and to play with what is fiction and what is truth;
- To the game. Children's games are proposed: rubbänder, hideout, throw the ball, and so on. The game trains the child (and even the adult) to life and allows the search for the self, a self corresponding to their own needs.

And it is always in the direction of the game that works in the art labs, so that Art Therapy is lived as a "playful and fun" activity that accompanies the individual in one of the most fascinating man's journeys: the discovery of himself Themselves.



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MUSIC AND DANCE IN ROMA TRADITION.

An essential component of Roma culture, which has brought more notoriety to members of this community than anything else, is the so-called gypsy music. Very symbolic of the gypsy spirit are undoubtedly the music and the dance. These two elements tend to compete in depicting an ideal of life that belongs to the adventurer and therefore to the nomad, to whom, then, lies outside the binding relationships of possession and sedentary. Ever since the Middle Ages, they were known as well-behaved singers looking for real court parties. Thanks to their mastery and music skills, they also gained privileges even in the areas of Transylvania where they were



in slavery.
The metaphor of the cicada and the ant, "of the furniture and of the building", here equally well represents, essentially,

the criterion of difference between different ways and patterns of life. Better described their indolence to the pleasures of rhythm and melody is given to us by a great musician, Liszt, the great philosopher of music, who wrote: "Of all the limbs the only music is capable of filtering the emotions ... Now, among all the languages that are given to man to understand and speak, the gypsies only love music."



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In fact, Gypsies have a deep sense of sound; deprived of literary culture, they succeed, however, to express themselves with extraordinary precision and elegance through musical language, a language



which, in truth, has no style of its own but it is often modelled on the rhythms of local music. The interpretation is gypsy style. Today the Roma continue to be highly appreciated and exhorted for parties and weddings, in restaurants and pubs, folk festivals, but their music is rather a set of traditional local songs. "Lauters" are perhaps the largest and most known group among the Roma. It is very difficult to find genuine gypsy music due to the diversity of the countries where the Roma have established, so the specificity of their music changes from one country to another. Travelling, the Roma, learned various types of music from the countries they crossed and then mixed them up creating a unique musical style. Music synthesized a lifestyle representing the Roma people, their history and culture.

As a characteristic feature, rom music is based on the absence of musical instruments or in the use of improvised instruments such as pots, vases, cups, beating hands or on various parts of the body. A kind of authentic music in the Roman language is nowadays played and sung by a few people who prefer to have fun with traditional local music. Their life is reflected in music: now slow and monotonous like their solitary days, now fast and syncopathic like their fiery love; nervous as their gestures, sound like their voice, bacchanas like their dances; the recurring motive, however, is



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lamenting and melancholy as their spirit, for centuries, of hate, contempt or indifference. The most talented composers of vocal music, short songs or stornelli, have always been Romanian Gypsies, who sing mostly in Romanian composing for their masters. Once alone, however, it is through the Gipsy language that they know how to sing their sorrow, their cheerfulness, their hatred.

The most successful verses are those in which the protagonist is always a brigand, Boujur, and end up with a moon's invocation ...

Among the many representations of this symbolism of dance and music, one must read some of the most significant works, such as: "Sleeping Gypsy" by Henri Rousseau 1897; "The violinist" by Marc Chagall 1912; "Dances" by Serge Poliakoff



1937; "The Bohemian" by Williams

Boucuereau 1980;

"The little dancer" of Tournai of the thirteenth century.

Still Fauletier tells us: "It is above all in central and eastern Europe that gypsy, vocal and instrumental music has gained and still gains the most

loyal and passionate listening in the most disparate social environments. At the end of the fifteenth century the court of King Mattia Corvino and Queen Beatrice d'Aragona, where they were called musicians from Germany, France and Italy, received gypsy lute players ... In the sixteenth century the gypsies played for the Turkish pasha who occupied much Of Hungary for the Hungarian lords who resisted the Muslim invader ... dance has always been one of the gypsy activities that offered the greatest attraction to aristocratic and popular spectators. In August 1459, in Yverdon, at the lake of Neuchatel, the Saracens (Gypsies) danced a "Moorish". The mayor of the city rewarded them by giving them wine and money ... The Gypsies not only gave performances but also dance lessons ... They stayed for some time in a village or town to teach their art.



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In Spain, gitana dance was often an element of religious solemnities, popular festivals and private entertainment. Thus in 1488 in the procession of the sacred Sacrament to Guada Lajara. In 1560 in Toledo in the festivities organized by the city on the occasion of the marriage of Philip II. Throughout the 17th century in Granada for the Corpus Domini .. "(ibidem).

Even today in southern Spain, the "Kalè" (Spanish Gypsies) hold the primacy of the flamenco tradition, setting up and directing prestigious schools.

It is not by chance that the artists represented this symbol, it is linked to those universal values in which identification coincides with the affirmation of a collective symbolic cosmology; In every people dance has become an indispensable rite.

In J. Chevalier's Dictionary of Dictionary, A. Gheerbrand, we read: "In all civilizations, the most intense moments of social or individual life are marked by manifestations in which music has a mediation role that extends communication to limits of the divine ... It presupposes an agreement between the soul and the body, ... a harmony of the faculty of the soul and the constituent elements of the body (J. Carpino) The cosmos is a magnificent concert ... The gestures were a language that started from the deepest part of the unconscious, abandoning the divine impulses: "enthusiasm" was the interior presence of God whose action the dance represented and recalled. Religious and cosmic dance is a rite of identification with creator and creation; it draws in the space the evolution of time, as if it associates with the energy that presides over the perpetual transformations of the world and to celebrate the forces that the ceremony wants to thank or capture (dances of war, weddings, funerals, etc ...) " .



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Singing and playing the music of the countries that have crossed the Roma have made an important contribution to the development and diffusion of traditional music by enriching Jewish music, flamenco, dance and jazz, and influencing the art and music of great artists such as Bizet, Verdi , Brahms, Dvorak.



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THE MODEL

DESCRIPTION

The European Union Agency for Fundamental Rights (FRA) finds that only one out of every two Roma children from the households interviewed goes to a school at nursery education age (0-6 years). During primary and secondary school age, 9 out of 10 Roma children between 7 and 15 years of age go to school, with the exception of Bulgaria, Greece and Romania. Participation in education drops considerably after primary and secondary (compulsory) education, with a noteworthy high dropout rate among Roma students at this educational age.

It is in this context that in the call for the 2014 Erasmus+ programme, the Valencia region's Department for Education, Research, Culture and Sport together with the Province of Reggio Calabria (IT) presented the project "OLTRE: social accompaniment and inclusion for active participation".

This European project was set up as a fund to integrate trans-national activities that foster the full application of the law in terms of education and information about equal opportunities in order to integrate Roma students and their families. With congresses, seminars and activities analysing the popular tales, folklore, myths and rituals of the Roma community, the project promotes and fosters the use of educational tools with the main aim of helping to socially and culturally revitalise Roma communities, while tackling prejudices towards minorities and social exclusion.

Analysing and comparing the Roma's precedents in Spain and Italy helps promote Roma culture and knowledge among the Italian and Spanish populations with the aim of overcoming prejudices, while fostering integration and mutual knowledge. At the same time, it shows the cultural differences and idiosyncrasies of the peoples of



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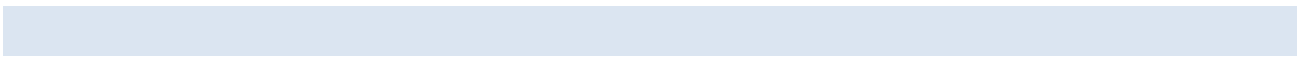


Europe, raising awareness of our common cultural heritage while enabling other cultures and peoples to be understood, appreciated and tolerated.

The project's activities concentrate on the areas of music, oral narrative, theatre and teacher training. The results of this project allow us to affirm that music is an element that helps integration in schools.

On creating this second guide we have used the results obtained from the OLTRE project as our basis, since its conclusions enable us to see that music may serve to integrate and motivate so as to improve Roma students' academic performance.

Furthermore, it is important to note that using musical language can also enable us to unify tools to work throughout Europe thanks to the typical universal characteristics of music that are common to all cultures.



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Many traditional Roma communities, especially in remote rural areas, maintain a vibrant cultural identity through oral transmission. Literacy, i.e. the ability to read and write, does not make immediate sense against the backdrop of such an oral culture. When there is no attempt at establishing intercultural dialogue to emphasise the extra potential a sound education may bring for the future of Roma children, what remains in place looks dissuasive: a lack of teaching facilities, roads to get the children to school, textbooks, properly trained staff sensitive to Roma culture, available lunch, etc. A combination of such adverse factors may explain why the degree of illiteracy is so high in many Roma communities in Central and Eastern Europe. It is therefore essential to concentrate educational efforts on the early years, by means of early childhood education and care, i.e. pre-schooling and primary education.

At this stage it is comparatively easier to teach children to read and write and, as the case may be, to let them acquire a sound basic knowledge of the language of instruction when it is not that which is spoken at home.

Language is another failure factor in education, which has gone unrecognised for many years: in Central and Eastern Europe, many Roma communities speak their own language, which may be a dialect of the national language or a truly specific language such as Romani. There are quite a few varieties of this language. In some Member States, the state's constitution guarantees Roma communities the right to learn through their own language, but this is very seldom the case in practice. Situations vary widely from one country to another, but it remains constant that a child entering school late that does not have an understanding of the language of instruction will have fewer chances of success. The same observation applies to children of migrant Roma families who have left their homes to find better living conditions elsewhere. Many do not speak the language of the host country. As long as their language barrier is not specifically addressed, the children of migrant Roma will not integrate smoothly into the host country's schools.

Mediation has proven to be one of the most effective tools for reaching out to Roma families. In many instances, mediators know Roma communities very well or are part of them themselves. This helps restore dialogue between worlds that are separated by accumulated misunderstandings and misconceptions. This is only a part of what remains to be done. Other measure include teachers' training and a more integrated



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approach to take into consideration children's health conditions.

Mediation refers to the work which people with a Roma background, belonging to local Roma communities, or with a good knowledge of Roma issues, may do to restore communication between such communities and the public institutions. In most cases, mediators speak the specific Roma language of the community with which they are working (that language, as the case may be could possibly be a dialect) facilitating intercultural dialogue and support efforts towards the greater social inclusion of Roma citizens in Europe. Moreover, Mediation works both ways, opening closely-knit Roma communities to a less anxious apprehension of European society while facilitating contacts from public institutions and services in their work to palliate and end all forms of discriminations and of social exclusion.

The improvement of the mediator’s status will in the long run prove beneficial to his efficiency on the field and to his own working conditions. Module-based training can meet these requirements, making it easy to monitor acquisition of knowledge. Basic modules introduce trainees to the realities of the field, whilst specialised modules enable them to adjust their practice later. This generates a training profile for skills that match a work profile, allowing them to construct their own learning itinerary, and improve their qualifications and professional position in the medium or long term.

Training programme

The elaborated training programme highlights selected innovative teaching methods and it presents Teachers’ training course in modular system. The designed modules have similar structure: short description, aims and objectives; implementation (preparation activities, tools, variations); outcomes and recommendations; case study and materials (learning and supporting) with Roma cultural oriented content.

The program is prepared such way that teachers acquire these methods in “learning by doing”, i.e. trying and applying these methods themselves in the process of learning. The methods are illustrated by topics taken from Roma culture and background. These way teacher trainees will have the opportunity to improve their knowledge not only on innovative methods, but also on social and cultural issues related to Roma people. The topics covered are: beliefs, famous Roma people in the world, Roma history, story tales, songs and crafts.



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With the advised methods, teachers become able to introduce these topics to both Roma and non-Roma children after the teachers learned them by doing the activities themselves. Later on these methods can be used to work on other topics as well. Also the information elaborated via topics can enrich the knowledge of Roma children themselves about their own culture and thus help to achieve better self-esteem.

Module 1: Knowing. The first part includes a brief welcome by the trainers and an activity allowing participants to get to know each other and to learn some elements about their specific work contexts. The second part includes a presentation of the aims and objectives of the training, as well as some of the main elements behind the training approach. The third part focuses on more practical issues, including distribution of training support materials, on thematic approach as a method of teaching and learning in such a way that many areas of the curriculum are integrated and connected within a theme, e.g. a tale, a historical event, a concept/ ethical category, and allows learning to be less fragmented and more natural. The whole module includes Action Methods and Visual Tools that make this approach a really effective way of teaching which is to be used in mixed ability classes, classes with children from different ethnic background, reluctant learners who often fail state exams or draw the test scores down.

Module 2: Challenges in the interaction of Roma with public institutions. Participants are asked, based on their experience, to discuss and agree on five main challenges they consider associated with education, employment and access to health services of Roma. Each issue is written on a separate piece of paper as a statement as concise but also as clear as possible. To facilitate understanding of the task, the trainer shows an example, writing a common challenge with a marker on an A4 sheet of paper. All papers will be displayed on a wall in a random order, regardless of the group that produced them. Participants are given a few minutes to read all the statements. After a short common reflection on the similarities and differences between the issues identified they will be categorised in clusters. Challenges that are similar will be joined together. A trainer will ask for confirmation and comments from participants and will stimulate a joint reflection on the main categories identified.

Module 3: Strategies for building trust and consensus. Based on the exercise, the trainer asks participants to reflect on the communication process in order to understand the communication approach which can facilitate a successful



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implementation of the various phases of the work cycle. The module is focused on the development of communication skills adapted for a successful communication with Roma community members and with the staff of the public institutions.

Module 4: Interaction with members of the Roma communities and facilitation of intercultural communication. Mini Forum Theatre: Participants identify situations of miscommunication between Roma and non Roma community members. One situation is selected and participants assume roles related to the situation (including the two parties concerned, but also other relevant stakeholders). The other participants will be the audience. The “actors” act out the situation. After each major scene, the trainer asks the audience about what they think is the problem in the scene and invites them to try out and show, “on stage”, how they would behave to improve the communication. Afterwards the statements and behaviour of the specta(c)tors are analysed. For each of the attempts, actors and members of the audience will express their thoughts and the reasoning behind them.

Module 5: Motion. This module is aimed at giving a methodological support for teachers of young school children (including Roma or disadvantaged children) to include motion-focused methodology into their teaching methods. This is rather a methodological toolkit with examples than a guideline on concrete actions to be implemented in a classroom environment.

Module 6: Board Games in Education. This module supports the teachers how to use board games in formal and informal education as a good tool of the learning-by-playing method, and how to moderate such games, both building and playing, providing the children an enjoyable opportunity to learn. The module contains the concept and materials for a board game “The way of gypsies”, following the Roma history worldwide, including Roma famous people and traditional crafts, and words in Romani language.

Module 7: Music, Tales and Storytelling. This module suggests teachers how to use music and tales for valuing Roma culture and developing a positive cultural identity of the Roma children as well as attitudes based on respect and openness to cooperation among all children. It intends to make obvious cultural traits common in Roma communities, as well as the culture of each community and put them in value. It also seeks to display the cultural contributions of Roma communities in art,



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language and culture of the countries where they reside and, in general, the art and culture of mankind. The module offers practical solutions on how to adapt this context in which schools work and to incorporate this content into the curriculum, to overcome stereotypes and highlight the cultural contributions of the Roma.

Module 8: Visibility: art, crafts. The module intends to involve children, both Roma and non-Roma, in education via an innovative educative methodology based on the practice of the arts in school and non-school environments. The emphasis is on using art as the universal language, especially music, as this art form is already at the core of the Roma cultural heritage whose influence on European classical music is well known.

Module 9: Evaluation phase. The goal of the module is to check what has been achieved and to review the situation at the end of a work cycle, in order to set the basis for the start of a new cycle. The main objectives are to develop understanding of the benefits and challenges of using a participatory approach to evaluation; to develop skills for planning and conducting a participatory evaluation session. Participants, divided into groups, two groups looking at benefits and two looking at the challenges of a participatory evaluation approach. Groups share their key findings and a general discussion follows. It turns out that benefits are important but there are real challenges that should not be ignored. They can be overcome through good planning. The next activity is about planning a participatory evaluation session in small groups, following the sequence of questions in the handouts.



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SPAIN: MODULES AND ACTIONS RELATED TO MUSIC

A set of activities grouped into three fundamental lines of action are shown below:

ACTION 1: Awareness of music

ACTION 2: Participative education and learning

ACTION 3: Composing and playing

The main aim with all of these is to foster the arts in the school environment, especially music, singing, theatre, dance and the plastic arts, in order to foster children's social, educational and cultural integration, while at the same time preventing violence, racism and marginalisation while encouraging tolerance and understanding among different cultures via respect for diversity.

This involves providing resources for underprivileged children affected by problems of broken homes, social marginalisation and racial segregation, so that they may channel their energy, reinforce their possibilities for educational development and foster their artistic skills.

It is essential to underline the importance of dialogue and interaction between the different cultures, as well as developing creativity and imagination in carrying out artistic disciplines as the basis for education.

Workshops can be given by the teaching staff from the school itself, as well as by artists from outside. It is also advisable to have family members participating.

With particular regard to the latter point, as this is a model it is not possible to make any of the points prescriptive. Even so, the successful experiences in our educational communities show that family participation is not only advisable but should be the top aspiration. Furthermore, if we talk about learning communities, it has been shown that general activities that not only focus on music such as those described below, as well as interactive groups, dialogic readings, assemblies and education for families, all help our main objectives.

An attempt is therefore being made for the participating children to channel their creativity, bolster their self-esteem and improve their view of the school environment, with the necessary resources at their disposal to get involved in active social life with full rights.



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Depending on the activity, it may take place in the schools (mainly) in school hours and over the academic year. It may also take place in other places such as those below.

Most of the activities may be proposed for all student levels, taking into account that the level of abstraction and depth will increase with the students' level of maturity. Example: Auditions and performances with the chorus.



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ACCTION 1: Raising awareness about music

	Activity	AIMS	DESCRIPTION
NURSERY	The musical bell	<ul style="list-style-type: none"> - Appreciation of different styles of music - To learn content related to other subjects and educational values. - To create a feeling of belonging to a group and identify with it. 	<p>The bell at the start and end of school, as well as for playground time, is replaced with tunes. These tunes are chosen by the teachers with reasons for selecting the pieces: traditional music, film soundtracks, different styles, etc.</p> <p>The chosen music can be changed every week or last for the duration of a related project being worked on in the class or groups.</p>
PRIMARY		<ul style="list-style-type: none"> - Active participation in the school's life. - Greater self-esteem. - Improvement in the atmosphere and well-being. 	<p>At these levels (as of the 2nd half of primary schooling), it is the students who increase their level of participation by making proposals based on criteria established by the teachers to guide the learning of certain styles or content related to the projects worked on (history, natural sciences, etc).</p>
SECONDARY			



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<p>TEACHING STAFF / SCHOOL</p>		<ul style="list-style-type: none"> - To connect with the students' tastes. - To use the potential of music to improve motivation. 	<p>The teachers and staff responsible for the school's loudspeaker system guide and supervise the student's proposals. They establish the selection criteria and order of participation.</p> <p>Public recognition for the students responsible for each choice.</p>
<p>FAMILIES</p>		<ul style="list-style-type: none"> - The feeling of leaving one's children in a pleasant school. - Recognition of their children's satisfaction when their tune is played. 	<p>Families become aware of the proposals made by their children and understand that the school is working towards a sense of unity.</p>
<p>Other possibilities for raising awareness</p>	<p>Auditions, attending concerts, etc. (as the audience).</p>	<ul style="list-style-type: none"> - To know and appreciate other styles of music and forms of artistic expression. 	<p>All sections of the school participate as an audience in listening and appreciating other artistic specialisations.</p>



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ACTION 2: Participative education and learning

	Activity	AIMS	DESCRIPTION
NURSERY	A musician in our class	<ul style="list-style-type: none"> - To work in cooperation with peers to critically assess and reflect on their own and others' contributions. - To look for and select information about matters of interest following the instructions of an adult and carefully using different resources. 	Via project-based learning, a musician is chosen as a central theme, providing the student with a variety of styles: classical, rap, pop, flamenco, jazz, etc.
	Interactive concerts	<ul style="list-style-type: none"> - To discover and recognise the qualities of sounds from the immediate environment, experimenting with different 	Children, accompanied if possible by relatives, take part in a concert given by a group of musicians so that by hearing, playing and experimenting, the pupils can approach different musical rhythms such as jazz, swing,



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	<p>ways of representing them.</p> <ul style="list-style-type: none"> - To identify simple instruments by their timbre, actively listening to songs and short pieces. - To actively take part in musical auditions, having fun while they do so. - To express feelings verbally and via forms of plastic expression after listening. 	<p>reggae, Latin rhythms and flamenco.</p> <p>The number of sessions can be extended to suit the classroom's schedule.</p>
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PRIMARY	Master class in Flamenco	<ul style="list-style-type: none"> - To bring together the educational community, art and the culture of flamenco. - To identify different rhythms and styles by ear and represent them with the help of one's body. - To experiment with the possibilities of one's own body and the instruments to play simple pieces in a group, using features of the musical language appropriate to the level, actively participating and enjoying themselves 	<p>The programme includes a brief introduction to the origins of the history of flamenco, from its beginnings about which there is information, tracing its trajectory and evolution over the centuries.</p> <p>This focus is created using different forms (or palos) of flamenco, explaining their origins and characteristics in terms of rhythm and melody: metre for clapping, percussion (cajón box), guitar and singing.</p> <p>Theoretical explanations are combined with practical classes, requesting participation from the students and audience.</p>
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		while doing so.	
	Percussion workshop	<ul style="list-style-type: none"> - To encourage experimentation with sound and music, developing knowledge about the use of percussion instruments. - To work on different aspects related to musical expression using percussion, such as musical appreciation, reading and writing music, techniques with instruments, improvisation and creation with sounds, controlling rhythm with one's body, psychomotor education, ensemble of instruments, etc. 	In a group, the children can experiment, play and learn to make music with percussion instruments and their own body.



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SECONDARY	Music history	<p>- To identify and explain the different musical works analysed from music around the world, jazz, flamenco, contemporary trends and modern pop music in its sociocultural contexts, expressing reasoned opinions about them orally and in writing, and to take an interest in widening their musical preferences based on the styles worked on.</p> <p>- To create vocal, instrumental and choreographic compositions using the</p>	<p>A study on the history of musicals is carried out in order to have the necessary tools and knowledge to set up and stage a musical (action 3).</p>
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		<p>elements of musical language from the relevant level and to present their proposals confidently without inhibitions.</p>	
	<p>Music and new technology</p>	<ul style="list-style-type: none"> - To use different digital resources for auditive education and to create musical and audiovisual productions by applying different computer techniques for audio and video, sharing their own material via the social web services while observing the rules and licences for use and dissemination. - To create small musical 	<p>Using ICT, they will learn how to use tools that will enable them to record and edit their audiovisual productions.</p>



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		and audiovisual productions using different digital resources.	
TEACHING STAFF SCHOOL	<ul style="list-style-type: none"> - Teacher training - Involvement of the school staff - Participation 	<ul style="list-style-type: none"> - Educational quality. - Improvement in staff satisfaction. 	Training in content and methods in keeping with the pupils' level and the content planned for each activity.
FAMILIES	Participation	<ul style="list-style-type: none"> - Integration. - To improve academic performance and satisfaction. 	The school should encourage families to participate in the activities.
Other possibilities	Interactive concerts, percussion workshops and different styles and rhythms are flexible and can be adapted to the necessary environment and level.		



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ACTION 3: Composing and playing

	Activity	AIMS	DESCRIPTION
NURSERY	Chorus and/or group instrumental (*)	<ul style="list-style-type: none"> - To experiment with the possibilities of one's own body and the instruments to play simple pieces solo or in a group using the features of the musical language appropriate to the level, actively participating and enjoying themselves while doing so. - To take part in guided work teams, collaborating with the other group members to reach common goals. 	This is a music workshop given at times agreed with the families, in which to rehearse throughout the school year to give concerts and do musical activities.
	Painting and action	<ul style="list-style-type: none"> - To foster group cooperation, diversity and 	Education for musicians that progressively incorporates percussion, harmony and



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	<p>interculturality.</p> <ul style="list-style-type: none"> - To arouse artistic and cultural reflections. - To foster interest in art, appreciating it as a means of communicating emotions, desires and information. - To teach another way of understanding music and to explore its meanings, communicating through painting and music. - To arouse respect and curiosity as regards group creativity, discovering different ways of creating. 	<p>melody into the basic explanations and demonstrations of a painter. Thus, beginning by listening to music, live talks and explanations, the emotions that arise are channelled into painting. Each pupil will have an intimate space to channel the experience onto an individual medium, as well as creating a joint picture all together.</p>
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		<ul style="list-style-type: none"> - Arousing individual and group attention, improving concentration and stimulating memory and the faculties of association and imagination. - To involve the teachers to improve their relationship with pupils. 	
PRIMARY	Chorus and/or group instrumental (*)	- The same as at nursery level, progressing in the level of complexity and implication.	This is a music workshop given at times agreed with the families, in which to rehearse throughout the school year to give concerts and do musical activities.
	My school's anthem	- To act effectively in work teams, participating in planning common goals, taking reasoned decisions, being responsible for	All of the pupils create lyrics for the school anthem. Work can be done on different levels so that each individual can create a fragment and everybody takes part. At the same time, a contest phase can be put forward with a vote, with the winner adding



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		<p>their role and their task, making valuable proposals, recognising the work of others and encouraging other members of the group, and using egalitarian dialogue to solve conflicts and discrepancies.</p>	<p>their own contribution.</p>
SECONDARY	Chorus and/or group instrumental (*)	<p>- The same as in previous stages, progressing in the level of complexity and implication.</p>	<p>This is a music workshop given at times agreed with the families, in which to rehearse throughout the school year to give concerts and do musical activities.</p>
	Art therapy	<p>- To get to know, appreciate and respect the different cultures included in the class group via the aesthetic experience.</p> <p>- To help improve relationships between the different cultures present in the</p>	<p>With the aim of fostering integration, sessions are planned with the section of population at greatest risk of exclusion to improve their concept of themselves. The initial sessions are outside the class group and later with the class group to work more on the relationship side.</p> <p>The work will concentrate on foreign students with difficulties in adapting to the education system and/or with</p>



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	<p>classrooms with the aim of fostering integration.</p> <ul style="list-style-type: none"> - To improve aspects that may have been left unattended or deteriorated in the school context, including creating contexts for inclusion that help relationships of good manners and personal growth through creative and aesthetic expression. - To provide channels to express themselves using the knowledge of different artistic languages. To use these tools to express themselves. 	<p>a high risk of dropping out.</p> <p>The activities focus on two fundamental categories: receptive and creative ones (Improvisation, Re-Creation and Composition).</p>
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	<ul style="list-style-type: none"> - To get to know different ways of approaching emotion through art that enable it to be transformed. - To create spaces in which to encourage sociable behaviour and pro-social attitudes. - To develop intellectual capacities such as imagination, creativity, attention, memory, understanding of concepts, observation, concentration, mental agility, liveliness, fantasy and the ability to respond. 	
	My class' rap	- To create musical



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		productions, accompaniments and simple works of sound using freeware with electronic and mobile devices, and to share the results with other colleagues, using the resources provided by ICTs.	per group. The topic can be of any kind: a relevant personality, content on which they are working in other areas, etc.
TEACHING STAFF / SCHOOL FAMILIES	<p>These activities must involve as many levels as possible, such that they identify with the school as a whole:</p> <ul style="list-style-type: none"> - Chorus and/or group instrumental (*) - Auditions - Festivals - Recitals - Educational concerts - Exchanges with other schools 	<ul style="list-style-type: none"> - To participate in a creative, integrating project, encouraging a feeling for the school. - To perform choral and instrumental works and dances, individually create their own group choreographies, with the elements of musical language and various styles of music, in addition to researching 	<p>For all of the activities proposed, which can vary between academic years and topics, the management team and the teaching staff in general shall foster and/or attempt to achieve:</p> <ul style="list-style-type: none"> - Participation and implication from all educational levels, teaching staff in any area and families. - Organisational and financial support as far as possible. - Search for institutional backing. - The involvement of the educational community, local bodies, etc.

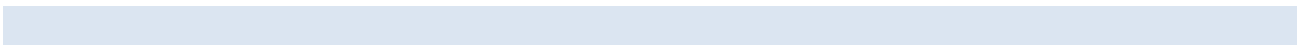


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	- Musical	local dances to assess their importance in continuity from one generation to the next.	
Observations/ Other possibilities	Chorus and/or instrumental group (*): All sectors of the educational community may participate, thereby fostering coexistence and a good atmosphere in the school via joint rehearsals, with all of the benefits that this entails.		



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ITALY: PRIMARY SCHOOL MUSIC MODULES

Finalities:

- to compensate the social environmental deficiencies considered as unsatisfied formative needs.
- to discover manual and cognitive skills(music production) both for competent pupils and not who are group leaders in order to live a successful experience.
- To overcome and to support formative needs(not realized by other agencies) in order to help Gypsy children to do experiences in order to know themselves, the group where they live, their environment for a first step to a critical thinking.

General aims:

- To get the rhythm in the doggerels and reproduce it with the voice and the body;
- To perceive and translate sounds and noise of the environment.



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MODULE N.1

Subject objectives	Knowledges	Skills	Activities, methods and Solutions
<ul style="list-style-type: none"> -to produce sound gestures with the body. - to perform songs in group by imitation. -to distinguish sounds, noise and silence. -to recognize and reproduce sounds and grasp the characteristics. -to experiment the musical potentials of objects and different materials. - to perform with sound gestures or with little instruments simple rhythmic sequences. - to perform movements and 	<ul style="list-style-type: none"> - use of sound gestures (hand-foot-knees-clapping, snap of the fingers). -execution of songs by imitation. -recreational activities to distinguish sound, noise and silence. - sound characteristics: height, tone, intensity, lasting. - Games with voice -games with the rhythm. -listening of simple and short musical texts. -performing of simple dances. 	<ul style="list-style-type: none"> -to use the voice, his body and different objects from musical, motor , natural patterns in games, situations, stories and activities for spoken, performed and sung expressions also reproducing and improvise sounds and noise of sonor landscape. -to discriminate and to interpretate sonor and musical events to simple daily sounds. 	<p>The activities are based on the direct involving of children in order to allow a direct and natural approach to music.</p>



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simple dances respecting time and rhythm.			
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MODULE N.2

Subject objectives	Knowledges	Skills	Activities, methods and Solutions
<p>-to listen, to analyze and to represent sound phenomena and musical languages.</p>	<ul style="list-style-type: none"> - to comprehend the characteristics of sound - to individuate and to produce rhythm -start to listen music tracks. -to use the voice to produce sung, performed and spoken expressions. - to memorize and to produce songs. 	<ul style="list-style-type: none"> -to recognize intensity and lasting. -to recognize and to represent orally and graphically some characteristics of sound. - to listen a music track ,to understand the message and to link it to other languages (iconic, verbal, gesture) 	<p>The activities are based on the direct involving of children in order to allow a direct and natural approach to music.</p>



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MODULE N. 3

Aims	Knowledges	Skills	Activities, methods, solutions
<p>-the student recognizes and classifies sound messages coming from the environment in order to know and to comprehend better the environment which surrounds him.</p> <p>-the student discovers and uses the expressive potentialities of his body and the sound potentiality of some objects.</p>	<p>-sound parameters: intensity, lasting, height, rhythm, melodic profile.</p> <p>-music games with the use of the body and of the voice.</p> <p>- music tracks of different repertoires (music, songs and doggerels) of the children' lives.</p>	<ul style="list-style-type: none"> • Production <p>To perform for imitation simple songs and tracks, individually or in group with the use of daily objects and with different sounds which the body can produce until the use of school instruments linked to the gesture and the movement of the body.</p> <ul style="list-style-type: none"> • Perception <p>To recognize, to describe ,, to classify, to analyze and to memorize sounds.</p>	<p>-group games of listening, guided discussion in order to stimulate the expression from different point of view.</p> <p>Use of a system of analysis of music tracks.</p> <p>Expressions of personal events linked to the listening.</p> <p>To build up tabs for recording.</p> <p>Music games with the use of the voice</p>



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Finalities:

- to compensate the social environmental deficiencies considered as unsatisfied formative needs.
- to contribute to form people which are psychologically and culturally autonomous, critical, peaceful able to orienting and available to accept and to compare with the multiplicity of culture and behaviors .
- to overcome and to support formative needs(not realized by other agencies) in order to help Gypsy children to do experiences in order to know themselves, the group where they live, their environment for a first step to a critical thinking.

General aims

- To help an approach to music in order to privilege the practical form : reproduction, improvisation, the composition and the interaction between sound and movement.
- To create together, inside a great process of vocality, use of instruments (traditional or Orff instruments), gesture and motor activities.
- To give to the Gypsy students curricular and extra curricular occasions , which are made in group, in order to stimulate the school productivity and the commitment and to stop the situations of emargination and of conditioning.



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MODULE

Aims	Knowledges	Skills	Activities, methods , solutions
<p>-to sing melodies, one voice song, from different cultures with a good intonation and rhythm precision.</p> <p>-to use the conventional notes(rhythmic : figures and pauses) in order to set up musi scores with many voices.</p> <p>-To use he rhythmic abilities in order to enrich the tracks with percussion instruments or</p>	<p>• The sound</p> <p>Discrimination between sound and noise</p> <p>Natural and artificial sounds</p> <p>-sound parameters: intensity, lasting, height, rhythm, melodic profile.</p> <p>-Long,medium , short and very short sounds</p>	<p>-To discriminate the sound and the noise</p> <p>To recognize natural and artificial sounds</p> <p>-To recognize the characteristics of sound</p> <p>-to recognize and to name musical figures.</p> <p>-to recognize the position of the notes and their de nomination-</p> <p>-To explore the sound potentialities of</p>	<p>-Games and strategies in order to represent the main characteristics of the sounds.</p> <p>-through the discover of the knowledge of the notes the student can pass to the interpretation of musical combinations.</p> <p>-games with the voice foe the choral singing.</p> <p>-listening activities are organized to analize the characteristics</p>



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<p>simple melodic ones.</p> <p>- to perform with melodic instruments simple melodies.</p> <p>- to discriminate and to interpretate music event live or recorded.</p> <p>-to recognize the function of a track.</p>		<p>the body and of the voice.</p> <p>-To use knowingly his voice</p> <p>-to listen , to memorize and to sing a song</p> <p>-to listen to music to create a welfare sensation.</p> <p>-to recognize the musical instruments.</p> <p>-to be able to play the sweet flute</p> <p>-to listen a music track and to be able to comment it.</p>	<p>of the listened tracks, the author's intentions.</p> <p>- teaching of the accordion and the flute-</p>
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Instruments and means

- Piano and keyboard
- Flutes
- Hi fi and CD reader
- Orff instruments
- Lim and computer



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- Tablet
- Recorders
- CD reader

Documents

Documents will be the productions of photos, videos and records of all the activities.



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Finalities

- to make the students protagonist in order to acquire expressive creative skills.
- to help self and group experiences in order to develop creative and expressive aspect both on his own and in community.
- to give an adequate body of knowledge both gesture –vocal and instrumental , ensemble music, drama, listening, vocal practise in order to introduce music with competence in different groups.

General aims

- to give Gipsy students different curricular and extracurricular experiences, which leveraging on individual and group interests,can stimulate commitment and the school productivity and to stop situations of conditioning and of emargination.
- to give the students simple practical and methodological competences from the musical point of view.
- to improve in students: self-control,concentration,individual autonomy, the sociality, the sense of responsability, the esteem, the skill to work in group.



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MODULE

Aims	Skills	Activities
<p>-to use the voice in a creative way.</p> <p>-to study and to classify the characteristic aspect of the sound.</p> <p>-to listen and to evaluate the esthetical aspects of musi tracks of different genres.</p> <p>- to represent the basic elements of sound events through conventional symbols.</p>	<p>-traditional and Gipsy songs</p> <p>-lasting of the sound and its representation.</p> <p>-height of the sound and its conventional representation on the musical line.</p>	<p>-to sing by follwing the right intonation ensemble.</p> <p>-to perform individually and in group simple rhythm sequences.</p> <p>- to listen to music tracks and reproduce the meaning and the atmosphere by using other languages</p> <p>- to use an instrument</p>

Instruments and means

- Piano and keyboard
- Flutes
- Hi fi and CD reader
- Orff instruments
- Lim and computer
- Tablet
- Recorders
- CD reader

Documents

Documents will be the productions of photos,videos and records of all the activities.



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FINALITIES:

- To help the possibilities of exchanges and of comparisons among the families for their needs and the life experiences , by supporting parents competences and the relationship between children-parents.
- To offer some opportunities of condivision to the Gipsy families and not, through experiences of comparisons and moment to live together.

AIMS

- to sustain the competences of listening and of communication in the interaction children-parents.
- to create groups of comparison among parents on common themes.
- to offer occasions between parents and children in order to experience shared moments.
- to inform and to sensibilize parents on the importance on the sound expression and of the music practical in the growing up of the person intended in his globality.

CONTENTS:

The project foresees the realization of a laboratory for the parents and the students of different ages in order to give an occasion to meet play mates , involving themselves, interacting with other families, through music language , free to interact and to make experience in the physical and social enviroment. The interaction between students and parents will be through theatre games, individual and group exercises in order to



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improve the communication and the listening, the development of relation competences through verbal and no verbal language.

At the end of the laboratory a show concert will be performed for the Gipsy families with the chance to be immersed in a rich and stimulating atmosphere.

During the concert there will be interaction moments among musicians, pupils and parents in order to contribute to reinforce the links and to develop the expressive and creative potentialities of people.

The concert will be preceded by an event of introduction of the project and meeting of the families in order to share the finalities.

The parents will be involved in the preparation of spaces and in the organization and the documentation of the event.



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ROMANIA: MUSIC MODULES

ACTION 1	ACTION	OBJECTIVES	DESCRIPTION
PREPRIMARY	Make friends through music and dance	Develop artistic and mobility skills of preschoolers Understanding the rhythm and interpretation of simple songs	Using the game as a form of interaction in understanding songs and some simple dance steps Using the voice and body expression for learning the rhythm of the songs or simple dances
PRIMARY	Music is a language of communication	Understanding the role of the music as a social connection by young students Civic spirit and team development	Learning new songs using some musical instruments provided by school: castanets, tambourines, etc. Group interpretation of traditional songs from common repertoires
COMPULSORY	Musical auditions of traditional music	Knowing the specific traditions of the people among whom live Roma	Short history of Roma traditions.



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		communities but also of Roma people	
FAMILIES	Family counseling concerning the importance of studies in the social, economic and cultural integration	Awareness of the importance of involvement in children's education	Entrepreneurship courses for parents. Advising parents regarding educational and vocational guidance of children
TEACHERS	Training course regarding alternative teaching methods	Developing new training skills for integrated education	Knowledge of new teaching methods centered on student needs that lead to school success and prevent early school leaving
SCHOOL	Integration of optional courses of teaching and learning music and local traditions into the school curriculum	Promoting an open, alternative and individualized education	Individualization of school in the community through special, integrative education needs for all children <i>An example of an optional course: "Music and movement"- Titles may come from the world of songs and games, animals or favorite toys. Gradually will hear songs in which children learn to distinguish different timbres</i>



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			<p><i>of instruments by associating characters or moods such as: Violin - sweet, bright, full of tenderness; cello - warm, vigorous; trumpet - enthusiastic, noisy; bass - grumbling like the bear and so on.</i></p>
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ACTION 2	ACTION	OBJECTIVES	DESCRIPTION
PREPRIMARY	Learning to play(to sing) using favourite toys	Developing interpretation skills and paying attention to repeated rhythms	Learning and interpreting of short songs in groups or individually respecting the rhythms Learning through play
PRIMARY	We choose our models	Identifying a favourite performer and turning into a model that I would like to follow	Musical auditions and videos at choice
COMPULSORY	Dialogue with a star!	Understanding the role of education in choosing a career and for social integration	Meeting a music interpreter participating to a reality singing competition called „The Voice of Romania” ,former student of the school Students together with the guest learn



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			a song / a famous hit
FAMILIES	School –a hope for family	Improving the relationship between school and family	Parents participate to school activities, learn to interact with their own children, teachers and class masters.
TEACHERS	Advising parents, students	Promoting students' progress Encouraging students return to school and improving frequency	Encourages students and their families to participate to musical activities Mediation between school and civil society to support talented students
SCHOOL	Mediates meeting with former student of the school, performed in the musical field Provide logistics for setting up a traditional music school club	Improving school outcomes and dropping the number of school absences	Supports the results of current and former students as models of good practice in professional achievement and career choice



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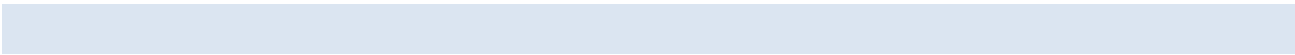
ACTION 3	ACTION	OBJECTIVES	DESCRIPTION
PREPRIMARY	My first celebration	Encouraging children to sing and dance	Making a short songs' programme for preschoolers
PRIMARY	Singing in the school choir / school band	Development of their interpretative, vocal and instrumental capacities	Students' participation in school choir / band. We learn to use tambourines in our songs
COMPULSORY	Playing(Singing) with a star!	Increasing self-esteem of pupils	Meetings with local celebrity. Rehearsals and preparation of an artistic moment
FAMILIES	I attend my child'celebration	Improving school-family relationship	Parents attend for the first time their child' celebration
TEACHERS	Coordinate the music and dance club	Stimulating students'creativity willing to learn traditional songs and dances	Encourages students and their families to participate to musical activities Mediation between school and civil



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			society to support talented students
SCHOOL	Meeting generations ...	Improving school outcomes and dropping the number of school absences	Supports the results of current and former students as models of good practice in professional achievement and career choice



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BULGARIA: MUSIC MODULES

ACTION 1	ACTION	OBJECTIVES	DESCRIPTION
<p>PREPRIMARY</p>	<p>The main module "Music in Action" includes structured activities that follow a certain sequence Learning how to impress through music and musical instruments.</p> <p>Develop language and literacy skills through experience with different instruments and types of music, children slowly become aware of differences in languages, timbre, tone, and volume.</p> <p>Individual development of the abilities of students</p>	<p>Music education affects emotional, motor, communicative speech, cognitive through which took place develop of roma pupils.</p> <p>In line with the global aim of music education has the following tasks:</p> <p>Giving available to their age and potential of student musical knowledge.</p> <p>Creating conditions for formation and education of interest to music.</p> <p>Stimulate the emotional experiences of</p>	<p>The "Music in Action" program is aimed at supporting early childhood development through positive social interaction, enabling every child to actively participate in and be noticed, appreciated and respected.</p> <p>The activities provide opportunities to engage children and adults in the world of dance and music in an exciting way. In this way, the program encourages parent-child- teacher</p>



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	<p>in the learning process.</p> <p>Develop musical - hearing ideas.</p> <p>Development of musical and choral singing skills and habits.</p> <p>Development of musical and vocal abilities.</p> <p>Development of communicative speech abilities by playing the songs.</p> <p>Roma folklore. Study of Roma songs.</p> <p>Bulgarian folklore. Study of Bulgarian folk songs. Roma folklore. Study of Roma dances.</p> <p>Bulgarian folklore. Studying Bulgarian</p>	<p>students when striking their music.</p> <p>Create, build and develop the practical skills to implement according to the ages and abilities of students to play and sing music (music theme, musical phrases, children's songs, including roma songs etc.).</p>	<p>relationship. The combination of music, movement and dance assisted child development, self-expression and psycho-emotional state.</p> <p>Music plays a powerful role in the lives of young children.</p> <p>Through music, children can come to better understanding themselves and their feelings, learn to decipher patterns and solve problems, and discover the world around them in rich, complex ways. Most important, sharing music experiences with the teacher they trust makes</p>
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	folk dances.		little children feel cherished and important and will allow to accept ethnic differences between each other and to feel comfortable with that. All activities are structured similarly in the following sequence: song Welcome, transitional tracks variety of activities and games, and song of goodbye. The music selection in each module is unique and provides the basis for a variety of activities.
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ACTION 2	ACTION	OBJECTIVES	DESCRIPTION
PRIMARY	To implement in school three	An important aspect of student's	In the module "Ethnic Folklore"



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	<p>activities named „Ethnic Folklore “, “See the world through music”. “Music and Dance”</p> <p>Music activities stimulate development in the best possible way - through rhythm, tone and melody. Throughout the module children will dynamically change activities: singing, dancing and playing music.</p> <p>Conducting the International Roma Day concert on April 8.</p> <p>Roma folklore. Study of Roma songs.</p> <p>Bulgarian folklore.</p>	<p>engagement with music—whether in listening to music or the actual production of music—is musical expressivity.</p> <p>Forms and activities aimed at overcoming the removal of the boundary between primary and lower secondary education between primary and secondary education. The purpose of these sessions is music to enrich the knowledge of ethnic groups and lead to better communication between both children and between children - parents - teachers, to help better utilization of literary language and retaining students in</p>	<p>will be used traditional folk music, while the second course "See the world through music" will use modern and popular music. To be successfully completed this module will be used tablets, DVD & CD players. The included students will learn Bulgarian and Roma songs, dances, legends and tales.</p> <p>Purpose of activity: Preserving and developing the cultural identity of children and students from ethnic minorities and their integration peers in a multicultural environment.</p>
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	<p>Study of Bulgarian folk songs. Roma folklore. Study of Roma dances.</p> <p>Bulgarian folklore. Studying Bulgarian folk dances.</p>	school.	
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ACTION 3	ACTION	OBJECTIVES	DESCRIPTION
<p>COMPULSORY</p>	<p>Activity: “Folklore, history and traditions of the Roma people” Objectives of activity: Preserving and developing the cultural identity of children and students from ethnic minorities and their integration peers in a multicultural environment. Musical instruments training module. The important tasks that are placed to the introduction of Roma culture in elementary</p>	<p>Model, which uses musical instruments. Obviously, the ability to play music is of utmost importance. Through this model will stimulate musical perception through active participation in the musical process. Providing an opportunity to learn a musical instrument Integration of Roma children in society. Specifically for the Roma community activity is focused on the one hand to create conditions</p>	<p>Motivating Roma children to continue their education in secondary schools is extremely important for graduates 7th and 8th grade, especially in rural schools or schools of small areas above. forming of ethnic tolerance, tolerance and solidarity among all children. The study of "Ethnic Folklore in Bulgaria - Roma folklore" will enable Bulgarian and Roma children to learn about the rich folk world of the Roma, to see similarities between Roma folklore and folklore of other ethnicities.</p>



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	<p>school are a few:</p> <p>To introduce students their history and culture, and gain knowledge about pieces of Roma folklore.</p> <p>Through this training to integrate Roma children in order to step their cognitive social activity in school, and this lead to a change in educational values.</p> <p>Roma folklore. Study of Roma songs.</p> <p>Bulgarian folklore. Study of Bulgarian folk songs. Roma folklore. Study of Roma dances.</p>	<p>for the preservation of their identity and on the other hand - equal access to the cultural life of society.</p> <p>Educating students and children in a spirit of ethnic tolerance and respect for the culture and values of others.</p> <p>Formation of cognitive, communicative and practical skills.</p> <p>Promoting talented children to familiarize them with the traditional ethno - culture and preservation of cultural diversity in our country.</p> <p>Developing a sense of pride in belonging to a particular ethnic</p>	<p>Learning about Roma folklore in parallel with the Bulgarian will allow Roma children to learn about the heritage and to assess its value.</p> <p>Children to understand and appreciate the role of the Roma (folk and original) music in contemporary Bulgarian music.</p> <p>Acquisition of practical experience in teamwork.</p>
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	<p>Bulgarian folklore.</p> <p>Studying Bulgarian folk dances.</p>	<p>group and to the Bulgarian nation.</p>	
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ACTION 4	ACTION	OBJECTIVES	DESCRIPTION
FAMILIES	Activity: Work with parents.	<p>Working with parents who prevent their children from regularly attending school.</p> <p>Introducing Music modules will give a chance to the Roma child feel education in school interesting and understandable.</p> <p>Through the language of music will affect the number of borrowed at school Roma children. In this way, the program encourages parent-child relationship.</p> <p>The study of Roma folklore will help all people to realize the importance of common elements in the traditions and</p>	<p>Efforts should be aimed at inclusion of parents in the Music forms joint with the kids.</p> <p>Parents will actively participate in musical activities in school. They can participate in music lessons, and recreate the typical customs and traditions; They can help children to develop things related to their folklore. Attracting and retaining Roma children in school by working with parents. Attracting and keeping Roma children in school by working with parents. The introduction of Roma folklore in the school curriculum has the chance to change</p>



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		<p>culture of various ethnic groups in Bulgaria and will strengthen their sense of belonging to the Bulgarian nation.</p>	<p>that by showing the Roma children and Roma families that the school is truly a place for everyone. Seeing some of their traditions in the classroom and in textbooks, Roma child will start to feel like school less "foreign". The family is the most important role while school is far behind.</p>
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ACTION 5	ACTION	OBJECTIVES	DESCRIPTION
TEACHERS	Activity: Training of teachers	Additional training of pedagogical specialists related to methods of education and musical training in a multicultural environment. Build inclusive school and learning environment. Cooperation initiatives between family and school. Development of extracurricular activities in a multiethnic environment	Music teachers will Focused work on retention of students in class and motivating children and their parents to participate in the educational process through music and dances. The role of the teacher teaching Roma folklore and music is very important and related to: - Determining the positive attitude of mind in terms of ethnic diversity. - Good teaching competence in terms of requirements for working in such an environment. - Tolerance, patience and respect in the



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			<p>relationship between teacher-student and student-student - Manifested concern and interest to others.</p> <p>Overcome any prejudices regarding the ethnicity</p>
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TURKEY: SCHOOL MUSIC MODULES

MODULE TITLE	Music Activities
DESCRIPTION OF THE MODULE	It is a learning material which can be selected, prepared and applied according to cognitive development characteristics of children.
DURATION	40/24
COMPETENCY	Preparation of music activities.
PURPOSE OF THE MODULE	<p>To be able to choose music activities when appropriate environment is available.</p> <p>To be able to prepare and apply music activities when suitable environment is provided.</p> <p>To include parents in the education process.</p>



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<p>EDUCATION ENVIRONMENT AND EQUIPMENT</p>	<p>Environment: Classroom, School Garden, Private Education Institutions, Education Rooms of Private or Public Institutions and Organizations...</p> <p>Equipment: Source books, Computer, Projection, Photos, Cd, VCD, Computer hardware, Rhythm tools, costumes and accessories</p>
<p>ASSESSMENT AND EVALUATION</p>	<p>Various measurement tools can be applied at the end of the module by the teacher in order to evaluate the knowledge and the skills you have acquired.</p>



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Program Title : Music

Activity Name : People of Music

Education Stage : Secondary School

Activity Duration: 40 + 40 min

Activity Type : Indoor

Activity Format : Group

Outcomes: This activity will develop student's self-learning ability through research and contribute to their empathy skills. Besides the ability of understand different life styles and their different emotional states (prides, success, regrets, aims, worries etc.) and showing empathy, this activity is also important for them to learn critical thinking.

Tools:

- Pen
- Paper

Practice:

- Divide the students into group of three. Ask each group to choose important musicians from the list below. Remind them that the musicians should be chosen by agreed decision. Ask them to make research about the musicians with the help of their parents.

Fazıl Say



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- Tarkan
 - Zeki Müren
 - Julio José Iglesias de la Cueva
 - Maria Concepción Balboa Buika
 - Manuel García Escobar
 - Luciano Pavarotti
 - Al Bano Carrisi ve Romina Power
 - Mina Mazzini
 - Dinu Lipatti
 - George Enescu
 - Alexandra Stan
 - Valia Balkanska
 - Biser Hristov Kirov
 - Stoyan Yankulov
-
- Ask groups to go back to the times that the musicians were alive and write a diary as if musicians were talking. The subject of the diary might be the achievements, important concerts, happiness, sadness, regrets and ideals etc.
 - Encourage the students to get help from their parents while making research about the musician.
 - Each group should prepare the diaries as an agreed text of the group. Time can be between 15 to 20 minutes. Give them opportunity to read their texts after writing process.



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- At the final stage discuss with the groups about the reasons of why they chose those musicians. Apart from that with the help of creative questions include the whole class into the process.

Suggestions to Practitioners:

- You may guide the students who don't have internet access to the closest libraries or guide all the students to libraries in order to provide a life experience for them.
- You may let them to listen to the works of musicians if they want.
- You may let them to bring the photos of the musicians if they want.
- In order to inspire the students, you may give them opportunity to choose some of the expressions below:
 - ❖ My biggest success that I'm proud of....
 - ❖ My favorite work is.....
 - ❖ The best memory of my childhood...
 - ❖ If I had another chance I would like to live my childhood in a city.....
 - ❖ The most embarrassing moment of my life.....
 - ❖ My favorite person is.....



Program Title : Music

Activity Name : Do Play Perform Play

Education Stage : Secondary School

Education Duration : 40 + 40 min

Education Type : Indoor / Outdoor

Education Form : Individual / Group

100

Outcomes: The fact that the rhythmic instruments which are made by students will be used as part of the orchestra will make students a member of a group or become a part of the whole and this will lead to the development of a sense of belonging. In addition, showing performance will enable them to use effective listening skills and help them to understand the importance of acting together.

Tools:

- Plastic containers in different sizes (yoghurt, paint containers etc.)
- Different color and sizes of balloons
- Cotton
- Colorful papers
- Scissors
- Glue
- Wire saw
- Music Player
- Thin tree branches



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- Tyre
- Different color and patterns of tapes
- Crown cap
- Small size nail
- Copper wire

Practice:

- Find and record different types of music that can be accompanied by percussive and bell instruments before the activity.
- Divide the class equally into two groups. Tell your students that each group supposes to make different instruments.
- **First Group “Production of Percussion”:**
 - Remove the covers of the round plastic containers in various sizes and cover the outer parts with paper.
 - Decorate the outer surface of the covered container with colored tapes.
 - Choose an appropriate size of balloon, considering the width of the container which you’ll use.
 - Cut and throw the tip of the balloon and steer through the tip with the rest.
 - In order to prevent the balloon from moving, wrap the rubber band around the balloon and make sure you tighten the balloon.
 - Make sure that the balloon is stretched enough to make a proper sound when it is hit by a thin tree branch .
 - Wrap one end of the thin tree branch you prepared earlier with a pinch of cotton.



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- Spread a balloon with a suitable size for the end of the branch you wrapped with cotton and tightly wrap around the balloon with the rubber band.
- Perform the same operation for a second thin branch. So you'll get two mallets to use to make a sound.
- Test how you can make a sound by hitting the drum with both mallets.

Second Group “ Making Tambourine ”:

- Make a group of two with the same size covers which are not used in drum making
- Make five holes at equal intervals around each of the two covers by using hammer and nails. Make sure that the holes are wide enough to allow the copper wire to pass.
- Drill a hole into 10 crown caps by using hammer and nails. Make sure that the holes are wide enough to allow the copper wire to pass.
- Cut 5 pieces of copper wire 5 cm long by using wire cutting nippers.
- Bend one end of the copper wires through the holes around one of the plastic covers.
- Pass two pairs of crown caps to the other end of the copper wires and bend them through the holes around the other plastic cover. So that you will have the tambourine with the bells made from crown caps.
- Test the voices of tambourine by shaking it.

Performance Time: After the creation of rhythm instrument, organize students to take their drums and tambourines and make orchestral



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arrangements in the middle of the class. Open the background music from the music player and ask students to vamp the background music with their drums and tambourines.

Suggestions to the Practitioner:

- You may adjust this activity into a culture introduction format in order to point out the music culture of children from different cultures.
- You may use visuals and videos to show them how different cultures use drums and bells.
- You may exhibit the activity outcomes and share the videos in other classes.
- You may talk about their feelings about how they feel while they are making music instrument. Thanks to these sharing the main purpose of the activity shows itself. You may mention the ability to represent the characteristics of a group with a collaborative products and harmony of the class orchestra.



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Program Title : Music

Activity Name : What I heard?

Education Stage: Pre-school / Primary School

Activity Duration: 40 min

Activity Type : Indoor

Activity Format : Group

Outcomes: Students gain the awareness of distinguishing voices. It improves their ability to be more sensitive to the sounds they hear. They learn that sounds from nature are meaningful as whole and pleasant to the ears if they are in a certain order.

Tools:

- Music player or computer
- Different instrument sounds and visuals (sound of tomtom, drum, flute, violin, guitar saxophone, clarinet, drums, keyboard, accordion, piano, qanun etc.)
- Different nature sounds and visuals (sound of wind, thunder, rain, waterfall, wave, different animals, cars, flames etc.
- Paper, pen



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Practice:

- Divide the class into group of 4.
- First make students to listen some sounds and ask them to which instrument, living- or non-living thing they belong to.
- Ask them to decide the answers as a group and write them down the agreed decision on a paper. After sufficient time is given to listen, ask group representatives to show their answers.
- If they don't know the correct answer, help them by showing the visuals of the sound.

Suggestions to Practitioner:

- Before the practice you may ask students to prepare pictures of 5 different music instruments together with the names and types with the help of their parents and bring them to the practice day. You may listen the sounds of instruments that they bring on practice day.
- Observe the students when they are having group decisions. Pay attention to the students if they participate in the decision process. How did the group choose the secretary? Are there any students that you think passive, unable to express him/herself or who feel left out etc.? In such situations you may define a rule (like the change of secretary for each answer) and make all the students active in decision process without make them notice.



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Program Title : Music

Activity Name : I make my own maraca

Education Level : Primary school 3-4th grades

Activity Duration: 40 + 40 min

Activity Type : Indoor

Activity Form : Individual/ Group

Outcomes:

Through this activity, students will be able to understand the importance of being a part of a whole, forming that whole into the differences possessed, and acting in harmony to be whole. At the same time, this activity will contribute to the development of sense of belonging in the students as a member of a social group.

Tools:

- Up to two towel papers or toilet paper rolls per student; paper chip boxes and so on.
- Up to 30 wooden skewers
- Grain pulses such as bulgur, rice, beans, lentils (about a handful)
- Medium hard carton
- Scissors
- Glue
- Pastels



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- Colorful cover papers
- Ornaments

Practice: Before the activity, in order to draw the attention of students, some questions like “What is rhythm?”, “How do we make it?”, “What are the rhythm tools?” are asked by teachers. Visuals of the rhythm tools are showed to the children. Then it is told them to make maraca with the tools they have. Students decide what to put inside depending on the pulses they have. Then they stick the wooden skewers into both sides of rolls.

It is also important for the students to be reminded of the self-perception of the fact that the frequency of the wooden skewers changes the voice so that everyone's maraca is unique. After sticking the wooden skewers the remaining parts that are out of the rolls are cut off with the help of scissors. A carton with a width of one rounded part of the roll is cut and glued to one side of the roll. From the other open side, selected pulses are placed in a desired amount. The other side of the roll is closed. After the bonding process, ornament process starts. After the ornament process, students who chose the same pulses are divided into groups. First individual sounds are listened. It is important to tell them that every sound is different depending on the frequency of wooden skewers, amount of ingredients and ornament tools they use. Besides we draw attention to the fact that the groups which use the same pulses have the similar sounds and it is heard as if they were the same.



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Suggestions to the Practitioner:

- At the time of the activity, parents will be in the class and help the students by using the materials. At the end of the activity a rhythm group can be created.
- A group of students who feel excluded or marginalized because of different reasons may present the activity to other classes and introduce their own music instruments.

Program Title : Music

Activity Name : Hep orada kal gökkuşağı (Always stay there rainbow)

Education Stage: Pre-school (4-5 year)

Activity Duration: 40 min

Activity Type : Indoor

Activity Form : Group

Outcomes: Students realize that art can be created with different form and interpretations. They take roles in art activities either as an individual or as a group.

Tools:

- A2 size Picture papers (up to class size)
- Finger Paints
- Pencil
- Scissors



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- Glue
- Computer

Practice:

- Before the activity open the song “Uzaklardan Bakarsın Gülücükler Saçarsın” (<https://www.youtube.com/watch?v=8T2F0L2rdW4>)
Uzaklardan Bakarsın (You look from away)
Gülücükler Saçarsın (You smile all the time)
Pek Sevimli Pek Hoşsun (You are so cute so sweet)
Hep Orada Kal Gökkuşığı (Always stay there rainbow)
Gökkuşığı Gökkuşığı (Rainbow rainbow)
Hep Orada Kal Gökkuşığı (Always stay there rainbow)
Biz Resmini Çizerken (While we are drawing you)
Renklerine Bakarken (While we are looking your colors)
Yeşil Mor Toz Pembemle (With your green, purple, pink colors)
Hep Orada Kal Gökkuşığı (Always stay there rainbow)
- Prepare 10 cm arc-shaped strips from A2 size drawing paper (up to class size)
- Divide students into 7. Give one arc-shaped strips to the each student.
- Ask students to choose one of the colors from rainbow (red, orange, yellow, green, blue, dark blue, purple).
- Give students the finger paints with the color they choose
- Ask them to put their palms and fingers into finger paints and press their hands on arc-shaped strips side by side. After that leave the strips to dry.

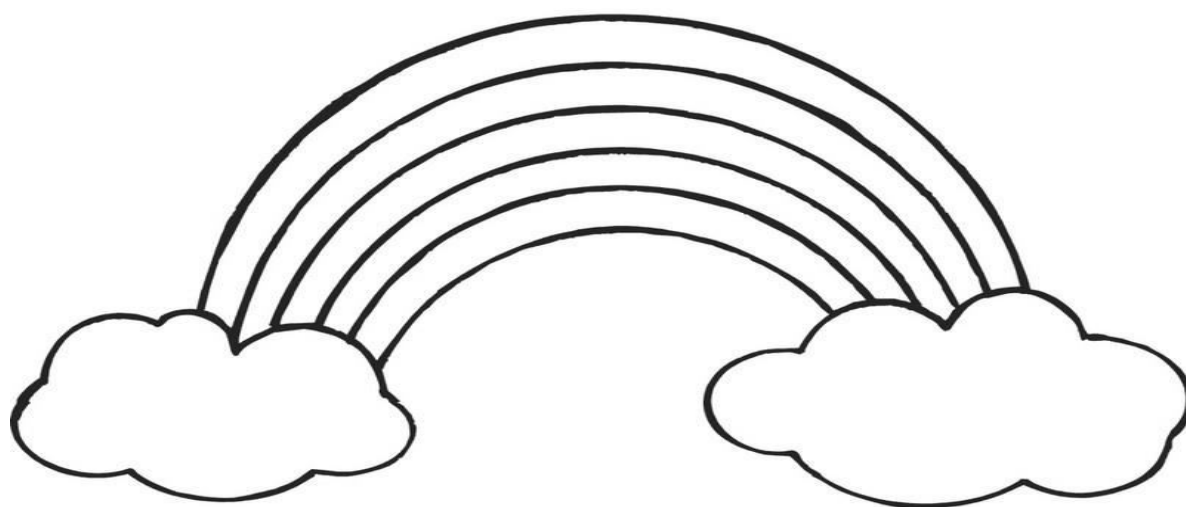


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- Ask groups to bottom line the dried arc-shaped strips according to the arc-shaped strips on the rainbow.
- Glue each group's bottom lined arc-shaped strips and hang them on the board.
- Ask students how many different colors they see in their rainbows. Complete the activity by telling how the rainbow can't be in the absence of any of those colors and how the different colors come together to form the rainbow.

Rainbow Colors



Suggestions to the Practitioner:

- At the time of activity, parents can help students with using the materials.
- It is important to hang the student's hand marks on the board as a piece of rainbow in the sense of developing their sense of belonging. It would be useful to underline this point with a discussion activity.



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- For example, you can make students think more deeply with the questions like “Why any color in the rainbow is important?” “Which things have that color?”, “If that color wasn’t exist how could we draw that thing?”

Program Title : Music

Activity Name : My feelings in the rhythm

Education Stage : Primary School

Activity Duration: 40 min

Activity Type : Indoor

Activity format : Group

Outcomes: Students learn the music of different cultures. They realize the similarities in differences. They learn how we can express our feelings with the music. Especially they can understand that the feelings and the music are universal and they don’t have the language. It emphasizes the importance of showing respect to different cultures and differences are the fundamental pieces that make the whole.

Tools:

- Music player
- Loudspeaker



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Practice:

- Start the lesson with the quotation from Miguel de Cervantes:
- “ When there is music, there can be no evil” Ask students the meaning of this sentence. Make them think couple of minutes and take notes. Divide students into two and let them share their thoughts.
- Encourage four or five volunteer students with different interpretations to share their thoughts with the whole class. Make them listen to the music of different languages and cultures (love, patriotism, national anthem, threnode etc.) Then ask about their feelings. Emphasize the feelings they reveal. Tell them the stories of the music. Draw attention to the similarities between student’s feelings and music. Talk about the universality of the music and no matter which language it is, it gives us the same effect.

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Suggestions to the Practitioner:

Ensure that students do not talk at the same time in the activity time and respect each other. Give positive feedback on this topic from time to time.

After the practice, give homework to the students about the foreign musician which they can prepare with their parents.



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Program Title : Music

Activity Name : Unite as we play

Education Stage : Primary School

Activity Duration: 40 min

Activity Type : Indoor / Outdoor

Activity Form : Group

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Outcomes: Develops the ability to communicate effectively and positively with the individual in social life by using the information about the creation of positive school climate. This contributes to support the learning experiences of the students and increase their relations with the school. At the same time, children can be helped to increase their sense of belonging by increasing the social support system.

Tools:

- Visuals of wind instruments (clarinet, flute, reed flute, clarion, trumpet, pipe etc.), percussion (drum, tomtom, tambourine, frame drum, bell etc.) and string instrument (violin, cello, viola, baglama, guitar).

Practice:

- Before the practice, teacher asks students to prepare homework with their parents.
- At the beginning of the lesson, teacher draws attention with the brainstorming technic and asks “What is an instrument?” “What are the types of instrument?”



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- Talks about the three types of instruments (wind, percussion, string) and show students the instrument visuals.
- Asks students to divide equally into three instruments group
- Gives each of the group the visuals of wind, percussion and string instrument as many as the students.
- One student is selected as it. Teacher tells the students “Now I want you to put the papers on the floor and stay on them. When it says wind then wind, when it says percussion then percussion and when it says maestro then all the group members will change their places and the one who lose his/her seat will be the next it.
- After that teacher talks about the game process with the students.” What did you experience in the game?” “Did you try to get involve in a group?”, “How was the feeling of trying to involve in a group?”, “Have you ever felt excluded between your friends?”, “What can we do to improve our social relations?”
- The opinions of the students are then summarized by the teacher and he/she states the importance of social relations and emphasizes that having friends protects the mental health of people.
- Lesson is summarized and at the end of the process, the importance of the usage of this ability in daily life is stated with the students.

Suggestions to practitioner:

- By changing group names for different course subjects, the outcomes of the activity can be made suitable for learning the course.



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- Teacher may ask students to draw their own pictures to be used as activity visuals
- In order to encourage students, teacher may show concerts with these instruments.

Program Title : Music

Activity Name : I can both write and sing

Education Stage : Primary School

Activity Duration: 40 min

Activity Type : Indoor

Activity Form : Group

Outcomes: Learns the worldwide known musicians. Improves his/her ability for poetry and composing. With the group activity, they learn how to run together sharing, thinking and decision making processes. Students who are at risk of social exclusion may develop feelings of belonging together with group work.

Tools:

- Pen
- Paper
- Music player



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Practice:

- Teacher divides the class into groups of 5. Groups sit together.
- Teacher writes the name of the famous musicians on the board (Sertap Erener, Enrique Iglesias, Mozart, Beethoven vb.) and asks student groups to choose one.
- He/ She asks students to make research and collect information about the musician that they choose together with their parents.
- Asks them to write an acrostics with the name of the musician they choose
- Tells the groups to compose original composition after they finish acrostics.
- After all the groups finish their work, they are asked to share their performances with the class

Suggestions to the Practitioner:

- Teacher can open music from the musicians that are chosen, while the students are writing acrostics.
- In order to avoid the risk of exclusion during group work, small interventions can be made by observing group works if necessary



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- Program Title** : Music
- Activity Name** : Sound of Nature
- Education Stage** : Primary School
- Activity Duration:** 40 min
- Activity Type** : Indoor / Outdoor
- Activity Type** : Group

Outcomes: Improves the ability to act as a group. Recognizes the sound of nature. Notices the meronymy. Students develop an intellection about similarities and differences based on a mutual respect. They improve their friendship, interpersonal abilities in a positive atmosphere and increase their self confidence level.

Tools:

- Standard background music
- Loudspeaker
- Music Player
- Computer

Practice:

- Teacher asks students to make research about the sounds in nature with their parents and write 3 different sounds which are belong to the nature.
- Teacher gives information about the different sounds in nature. Make students to listen different sounds. Then tells them to do a drama activity.
- Teacher asks whole class to stand up and gather in the middle.



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- Teacher starts to dramatize the story that he/she prepared before and asks students to accompany him/her.
- Okay children, now we are going to rain forest all together. We are in the entrance of the forest, we start to move slowly. Then what is that! Flying birds and their sounds (expect from students to make bird sound). We continue to move and try not to step into puddle but we step from time to time. We walk slower maybe because of the mud in our shoes. It is autumn and we step into the leaves on the ground (expect from students to make leave crackle sound) The branch of the tree seems to be broken because of the storm. We have to pass by leaning. With the sounds of the water as you approach the river, the coolness that touches your skin is one of the beautiful feelings in this forest. And we need to speed up. We are afraid of the sounds of wild animals (lion, wolf, bear etc.) Suddenly we hear the strong wind. I think this tells us the rain. When we approach the exit of the forest, rain starts and suddenly get faster (expect from students to make rain sound). We run to the car in order not to get so wet. Finally even though we get wet, our forest trip takes its place in our memories with pleasant moments.
- Teacher asks students about the sounds they made in the forest trip, talks about the belonging of sounds to living or non-living things.
- Emphasizes that each student in the class represents the harmony and something that emerge as a result of making different voices for the same situation.
- Emphasizes the necessity of difference, beauty and emergence of harmony.



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Suggestions to the Practitioner:

- Teacher can use the sounds which children decide with their parents.
- Teacher can use different stories from children for this activity.
- It is possible to make a nature walk with a trip plan beforehand and dramatize it in the class.
- It can be said that each child is a representation of a voice, and that voice can be imitated by the class. Thus, students who are excluded and unable to express themselves become active participants in the class.



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HOW TO CONDUCT EVALUATION

Quality Assurance and Evaluation Strategy and Plan are developed in order to provide a detailed description of all activities to be carried out. They give an overview of the activities to be carried out in order to monitor the quality of the processes and outputs.

The basic documents are supported by a number of evaluation questions, criteria and tables that are discussed and validated with partners: the partner evaluation reports included feedback that they received through their dissemination channels and contacts with their local targeted audiences.

The goal of this phase is to check what has been achieved and to review the situation at the end of a work cycle, in order to set the basis for the start of a new cycle. The evaluation process should also be participatory and constructive. All the ideas and principles mentioned for the initial assessment, planning and monitoring should be taken into account.

Two approaches should be simultaneously envisaged:

- We need to know what did not work, to correct in the future
- We need to know what worked, to reflect how to have more of that for more people

The evaluation process can be organised as a joint meeting but it can also be preceded by a phase where you collect information in a confidential way from various stakeholders. This can include asking beneficiaries and staff of the institution how the work done has affected their mutual perceptions. It might also be appropriate to apply the same methods (and use the same instruments) as in the initial assessment phase.



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ITALY: GOOD INSERTION PRACTICES AND CONCRETE CASES

Cooperativa Rom 1995

Cooperativa Rom 1995 is a Type B Social Cooperative, founded in 1996 for the initiative of some young volunteers from the Opera Nomadi association of Reggio Calabria, whose aim is the employment of disadvantaged people. Committed to mediating between the Institutions and the Roma community, the Cooperative was created to create the conditions for the redemption of the Roma themselves, making them the main actors in their reintegration. The Cooperative begins to carry out some work in the field of building maintenance and public greening, in which it engages Roma personnel for a few months a year.

In 1997, in co-operation with other private social associations, the Cooperative realized the project "Lacio Gave" (in the romanese "The Good City") funded by the European Social Fund and aimed at the



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employment of Roma in areas close to their attitudes and their culture.

Project participants are trained to acquire theoretical and practical skills to carry out bulk goods collection activities. This choice is due to several reasons:

To enhance the attitudes of Roma people who have always devoted themselves to moving activities, to legalize improvised work and to black out some Roma groups, to train skilled workers who can provide a useful service to the city.

An important choice is to help young Roma non-Roma peers, to facilitate mutual knowledge and to foster the development of trust relations.

The cooperative now manages the garbage collection service at domicile and on the road. There



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are three teams in which 10 Roma daily work. This activity has extracted thousands of different pieces of landfill from the landfills, and much of the waste is being recycled.

In addition, to the significant added value of the environmental type, a decorative aspect of the city of Reggio has been guaranteed and still continues to be ensured, and at the same time it has begun to reconstruct a relationship of trust between Roma and non-Roma citizenship, based On an exchange of mutual benefit.

To this positive experience has been added a task of cleaning the streets by a small village 30 km away from the city of Reggio Calabria, who wanted to tackle the problem of social inclusion of Roma through



the path offered by the cooperative. This activity is currently being carried out by 5 young Romas from the small community.

An additional and important item is the delivery of a confiscated asset to the Mafia assigned to the Cooperative by the Municipality of Reggio Calabria. Within this site, a bulky waste storage point and the cooperative administrative offices could be built. The standardization work (from the electrical system to the sanitary facilities) was carried out with the involvement of Rom employees, employees of the cooperative, Who joined the workers. Working within a previously confiscated structure, involving Roma directly, using this structure as the legal, administrative and operational



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headquarters of the cooperative has created a strong sense of belonging to the Roma community in the POR community Calabria ESF 2007-2013 Ensuring training to support Legality in the Roma world.

Reference rule: L.R. 23/2003 "Realization of integrated system of interventions and social services in the Region of Calabria"; L.R. 5/2003 Regional Action Plan and Social Services, approved by Regional Council Resolution no. 511 of 8/8/2009. Sources of funding POR FSE b2007 - 2013: Axis III ob. G1 158,400

Pilot Training Project and Social Inclusion for Disadvantaged Categories. Axis III "Social Inclusion" of the POR Calabria ESF 2007-2013 provides among the recipients of the interventions "Nomads and persons belonging to ethnic minorities". The route has provided:

- in 2009: the Supervisory Committee POR FSE identified actions to raise awareness and support for access to training and work
- in 2010: a Memorandum of Understanding between Labor and Environment Departments for Pilot Initiatives in the Field of Recycling

Aims

- Finding an intervention that facilitates the regularization of waste management activity within a general path of social inclusion
- Encourage the employment of Roma in legal and regular activities related to waste management by funding training courses qualifying as "Technical Manager for waste management" in compliance with the stringent legislation in force.

Description of the interventions

Experience has the objective of raising awareness and disseminating a culture dedicated to the respect of the environment, relating to waste management, to promote the inclusion of Roma in legal work related to bulky waste collection and recycling, their disposal and possibly recycling and recycling. The initiative is based on a 2009 European Commission inquiry that pushes the Calabrian Region's Social Policy sector to focus on social inclusion activities for ROMs. This is how a reconnaissance activity is organized by the Social Policy Department in collaboration with the Lead Municipalities of Territorial Areas (35) and private individuals working in the ROM inclusion policy on regional territory, for the retrieval of data on The number of appropriations, the living conditions and the working part of the ROMs.



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Consultative tables were then formed by the 35 Lead Communes and volunteer associations and the Environment Department. A training course was set up to provide a professional qualification in the field of waste management, responding to the needs of the ROM community. The realization of the training course was entrusted to the Chamber of Commerce of Catanzaro, Regional Section

of the National Register of Environmental Managers and the only regional subject qualified for the release of the professional qualification of "Technical Manager for Waste Management". 3 training courses were organized for a total of 60 participants located between the cities of Lamezia Terme, Catanzaro and Reggio Calabria. 37 participants attended the certificate.

After 35 hours of training in the classroom, 80 traineeships took place during which trainees carried out training and work activities including: waste separation, waste transportation, environmental declarations (Mud), storage sites operation, Billing management, etc. At the end of the journey, additional information on Microcredits was realized as an opportunity for the creation of new businesses in the waste management sector.

The strengths of the project

- The release of professional certification enables the initiation of a legal process and the emergence of irregular work
- Information and awareness on the rules of collection, management and security systems
- Contrasting the growing marginalization of the community
- Promotion, through FinCalabria, of the use of Microcredit for the development of productive activities

Critical knots



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- Need to invest in literacy and schooling of ROM minorities
- The issue of professional certification is not in itself sufficient for regular access to the profession; You need to activate additional actions to ensure it
- Access to microcredit is still too limited.
- Strengthen the mentoring and information action on microfinance instruments and entrepreneurial self-organization
- Increasing the knowledge of Roma among the population

The project is involved:

- Calabria Region - Department of Labor and Vocational Training - Social Policy Sector;

Department of Environment;

- 5 Calabrian Provinces;

- Capitals of the socio-sanitary districts;

- Cosenza Chamber of Commerce;

- Promo Catanzaro

- FIELD Foundation;

- Ragi Onlus Association - Coop. Ciarapani -Coop. Rom 95 - Land of Confine Onlus

- Ass. Women and Future - Ass. The Road - Nomads Opera (CZ and RC) - Promidea

Coop. Social -Coop.Sociale Le Agricole

Notice on "Integration and reintegration paths in the workforce of disadvantaged people" (Axis III, PO ESF Calabria Region), dedicated to employment engagement actions for the Roma population. The action, in addition to involving several internal actors in the administration Such as the Prap (Regional Prison Administration) and the Csm (Mental Health Centers), started with a survey carried out by the Social Policy Department in collaboration with the Heads of Municipal Territorial Areas and private individuals working in the Roma sector on regional territory . Subsequent work envisaged the programming of Roma interventions through consultation tables formed by the 35 Lead Communities, Voluntary Associations and the Environment Department of the Calabria Region.

Integration and rom: The three keys of Ciaidò - Lamezia Terme

The municipality of Lamezia Terme received funding of 3 million euros under the PON for the project for the social and employment integration of Roma citizens, "The Three Keys of Ciaidò". The initiative, aimed at providing accommodation to members of the Roma community of Lamezia Terme, represents the development of a project that was born many years ago on the initiative of a group of Italian children from the



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association "La strada", who for the first time entered Scordovillo field to solicit the schooling of children present.

The project envisages the implementation of 26 prefabricated housing modules to continue the route begun to accommodate the Roma people in the Scordovillo camp site and the demolition of existing containers. The action plan of the municipality also provides for the use of municipal budget resources for the collection and provision of a first set of housing for the transfer of Roma citizens, the dismantling of empty containers, the demolition of other works and artifacts Detrimental or abusive and the further reclamation of the whole area from the sanitary point of view.

From the start of the plan, 137 citizens and 34 family households were moved (in March 2011 there were 528 in 136 nuclei). The realization of this further project will lead to the halving of the residents of the camp: there will be 247 of the 66 family nuclei for which other solutions are being identified.

Redevelopment and recreational-cultural re-qualification of the former market of Vaglio Lise Fruit and Vegetables, for the enhancement of the Cult ROM. - City of Cosenza

The area corresponding to the former Vaglio Lise fruit and vegetable market is adjacent to the establishment of many Roma family groups, which are very precarious from the point of view of sanitation and safety. This area already has state-owned industrial buildings, which, with appropriate structural and functional recovery, can become a pilot for the enhancement of Roma culture and traditions, as well as for the contrast to the social exclusion of current occupants And for the dissemination of a culture of responsible legality and citizenship.

For this purpose, with the help of Volunteer Associations, a Regulation was initiated that helps to manage the structure and maintain it in the direction of its founding principles.

Among its contents are, inter alia, an ethical code and commitment to the education of children and young people. It is envisaged to include in these sheds assemblage modules conforming to sanitary and urban-building regulations. All containers will be supplied and assembled according to design, secured water, electricity and sewerage services.

Part of the aforementioned modules will be used for craft workshops, where they will be able to carry out forging, wicker processing and other typical traditional ROM productions.



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Other modules will be equipped as venues for vocational training, where these craft activities can be taught to new generations and to anyone who wants to be dignified in the workplace.

From the restoration of existing buildings, a covered stage will be used, to be used for musical and folklore events typical of Rom culture, and a market where local crafts can be exhibited and sold. These installations will be a privileged place for meeting and exchanging with the rest of citizenship, and as a consequence an opportunity for social promotion and integration for ROMs, which will have the means to manifest those values and capabilities that would otherwise be ignored.

Financing: ERDF Calabria Region 2007-2013 - Integrated Urban Development Projects AsseVIII POR Calabria 2007 / 2013- Specific Objective 8.1 "Cities and Urban Areas" .Import: € 415,412.97



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BULGARIA: GOOD INSERTION PRACTICES AND CONCRETE CASES

Integration of the Roma children into the educational system is considered to be a key and fundamental beginning in the process of the Roma in Bulgaria. In 2011 the Council of Ministers adopted a National strategy of the Republic of Bulgaria for Roma integration (2012-2020), where the first priority area is exactly education. Each municipality in the Republic of Bulgaria, including Tundzha, in pursuance of the national strategy, has developed plans for integration with different implementation periods. The first period comprises 2012-2014. The second period spans from 2014 to 2020 and is in compliance with the next program period of the EU and the Operating programs for Bulgaria until 2020.

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Tundzha Municipality is one of the six pilot municipalities invited to work under the programs ROMED 2 and ROMACT and it has applied a new approach in the process of planning. In pursuance of the programs, on the territory of Tundzha Municipality,



a Local active group has been established, which includes representatives of the Roma communities. With the help of the local active group, various problems in the area of education, healthcare, employment and unemployment, infrastructure, living conditions, early marriages affecting the people from the vulnerable groups, have been identified and solved. Representatives of the group

took part in the update of the Municipal plan for Roma integration for the period 2015-2020, in pursuance of the District strategy for Roma integration in the district of Yambol for the period 2012-2020. Tundzha Municipality is one of the few municipalities which have a specific Action plan for 2015, with clear and feasible goals and activities. The municipal action plan applies a straightforward integrated approach to the vulnerable Roma citizens, within the frameworks of the generalized



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strategy for struggle against poverty and exclusion, without excluding the provision of support to people in a vulnerable position from other ethnic and/or marginalized groups.

The document includes goals, tasks and measures pertaining to the Bulgarian citizens of Roma origin and other citizens in a vulnerable position, living in a similar situation.

The local active group provided a feedback on the effect and impact of already implemented municipal policies, as well as proposals for their development and upgrade.

In the educational sphere in connection with the integration, the following challenges have been identified: low per cent of enrollment of Roma children for pre-school education (compared with the children from the wider community) and increased risk of drop off the school among the Roma children.

Revocation of the fees for all children in the kindergartens on the territory of Tundzha Municipality.

This is a specific municipal policy implemented by the municipal administration together with the Local active group, including members of the Roma communities.

Tundzha Municipality carries out a flexible policy with respect to the pre-school education, taking into consideration the demographic situation and the territorial specifications of the municipality in



the interest of the children and their parents. The municipal management and the municipal council implement a number of measures and stimulæ for attraction and retaining the children in the kindergartens for the purpose of reduction of their unmotivated non-attendance.



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The kindergartens and schools on the territory of the municipality took part in the project of the Ministry of education for the introduction of compulsory pre-school education for children at the age of five even in the school year 2010/2011. This contributed to the socialization of the growing-ups, especially those whose mother tongue is not Bulgarian.

At the beginning of 2011, a resolution of the Municipal council revoked the fees for children aged 5 and 6 in the groups for mandatory pre-school education and the fees for children attending the half-day group. The amount of the fees for children aged 3 and 4 was reduced by 50% - from 28 to 14 BGN, preserving the social relief for certain groups of children and parents.



The country does not have a mechanism facilitating the access of children subject to mandatory pre-school education and this imposes a restriction to the children and families in a lower social status. The municipal council of Tundzha eliminated the fees for kindergartens for children at pre-school age. The municipal management made a calculation and came to the conclusion that the better option is to have more children in the preparatory

groups of the kindergartens, for which there are funds provided by the state budget through the unified expenditure standard, instead of having less children with regular attendance and more uncollectable fees from parents. And in order to stimulate the regular attendance in kindergartens, by children aged 2 to 4, the Municipal council reduced the kindergarten fees by 50% and co-funded the fees from the municipal budget. Since 1 September 2015 the fees for all children visiting the kindergartens on



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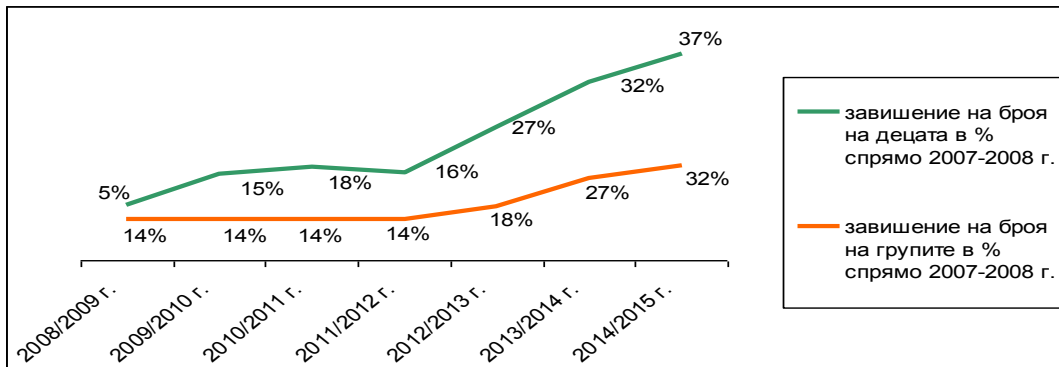
the territory of the municipality have been eliminated. This specific measure is accompanied by information and explanatory campaigns and meetings with the local parental communities. Within such meetings the benefits of early inclusion in the pre-school education for children and families have been discussed, as well as the children's rights /the right of education/ and the responsibilities of the parents for observation of the children's rights in the everyday life – the right of education, the right to play games, etc.

In order to guarantee the access to pre-school education, secure and free transport is provided for the children. Target funding for transportation of children at pre-school age is provided by the state only to children aged 5 and 6, and for the rest of the children the funds are procured from the municipal budget.

Results:

Among all municipalities within the district, Tundzha Municipality has the lowest per cent of children not included in the mandatory pre-school education.

The revocation of the fees is combined with an integrated approach in support of the children at pre-school age and their parents. It contributed to the increase in the number of groups and scope of children in the kindergartens. This leads to continuity of attendance / measured by the indicator of average monthly attendance/ and



improvement of the school preparation. It reduces the risk of drop off of students at the first grades of

their school education.



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2. Increase in the quality of school education by ensuring conditions for all-day organization of the educational process.

In June 2008 a Municipal program for optimization of the network of municipal schools was adopted. A large-scale optimization of the municipal educational infrastructure was performed on the basis of a detailed demographic analysis of the situation. With the support of the Association of the school principals, the understanding of the parental community and by resolution of the municipal council, a sustainable school network was formed among 10 schools, 2 of which primary and 8 secondary community schools.

The process of optimization is combined with the implementation of activities under projects of the National programme „Optimization of the school network“, module „Optimization of the school network“ at the amount of BGN 1 250 000. The funds have been invested in activities related to establishment of conditions for high-quality educational process through implementation of an all-day organization of the educational process in the community schools and in support of the adaptation of the travelling students to the new educational environment. The municipality introduced a model of all-day organization of the educational process, including mandatory preparation, mandatory selective subjects, self-education, recreation and games, food.



Modern student canteens have been constructed in the eight community schools and as of 5 January 2009 free lunch has been provided for all students. For this activity municipal financial resources have been planned and spent and additional staff has been provided in the eight community schools for the performance of this activity. The economic and purposeful spending of the funds from the municipal budget has been achieved through an innovative solution in the organization of the lunch for students. The selected form is catering-delivery of ready meals according to the lowest price offered and in compliance with the requirements for rational and healthy food.



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The transportation of the students from the 44 villages within Tundzha Municipality to the 8 community primary schools has been organized and is carried out with own school buses and specialized transport under contracts with licensed carriers.

Tundzha Municipality submitted projects to the Ministry of education, youth and science for provision of school buses and received 9 school buses.

The buses have been provided to the eight primary community schools. Two of the schools use the services of licensed transportation companies procuring specialized transport.

The joint efforts of the local authorities and the Association of school principals ensure the important components of the all-day organization of the educational process – lunch and transportation of the students. Access to high-quality education of the students from within the territory of the municipality has been provided.



Some of the measures in the municipal policy for all-day education are accepted as national and in 2009 the Council of Ministers adopted Decree No: 84 of 6 April 2009 on the acceptance of a list of community schools in the

Republic of Bulgaria, determination of criteria for inclusion in the list of community schools and acceptance of financial rules for spending of the funds for additional funding ensuring the education of the travelling students from the community schools. The list of community schools contains the eight primary schools on the territory of Tundzha Municipality and as a result of this status they receive additional funds from the central budget guaranteeing the education of the travelling students in



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two aspects: 1. funds for transportation; 2. funds for all-day organization of the school day and canteen only for travelling students from 1st to 8th grade. Since January 2009 the municipal budget provided funds for lunch also for the local all-day students. The provisions of the decree envisage procurement of food also to non-travelling students as a component of the all-day organization, on condition that it has already been secured for the travelling students.



In the municipal council the free lunch is available to all students in the semi-boarding school groups and the activity is additionally funded by the budgets of the schools and the municipality.

Within the period 2012-2015, the all-day organization of the educational process was implemented with the participation of the eight primary community schools on the territory of Tundzha Municipality in the project of the Ministry of Education and Science „Improvement in the quality of education in the community schools through introduction of all-day organization of the educational process“ under the Operating programme „Human resource development“, BG051PO001-3.1.06. After completion of the project, the practice of all-day organization of the educational process is ensured through joint funding between the state, the community schools and the municipality.

An added value to the important component „lunch“ in the all-day organization of the educational process is provided by the projects for free lunch with balanced foods to the pupils from the elementary schools „Vasil Levski“, village of Zavoy and „St. Kliment Ohridski“, village of Krumovo, where there are groups for all-day organization of education. They are implemented in partnership between the municipality, the elementary schools and the District council of the Bulgarian Red Cross under programme „Warm Lunch“. Tundzha Municipality provides 50% co-funding of the activities. The program comprises students coming from families with a risk of poverty and social exclusion, including from Roma origin.



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Tundzha Municipality carried out three other projects under the scheme „School fruit“, funded by the European Agricultural Fund for Rural Development. The project activities contribute to the establishment of habits in the pupils in their first years of education for healthy food through increased consumption of free fruits and vegetables.

The results of the practical implementation of the all-day organization of the educational process.

The all-day organization of the educational process has been recognized as a national priority and an instrument for increase in the quality of education.

This is an efficient measure for limitation of the drop off of students, providing opportunities for overcoming of the differences in the achievements of the pupils, catching up on the gaps through organized self-preparation in the study-rooms.

Prevention of early school leaving through involvement in activities by interests, social support through provision of lunch.

3. Introduction of the position „educational adviser“ and the community work model.

This practice encourages the efforts of the municipality to attract and retain at school Roma children from the most marginal and poorest families. It was introduced under a project in 2011 in the eight primary community



schools on the territory of the municipality, funded by the Centre for educational integration of children and students from the ethnic minorities and Roma Educational Fund – Budapest. The educational advisers from the Roma community support the work of the teachers by rendering assistance to the children during their self-preparation in the study-rooms, but most of all their activity is directed towards



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involvement of the parents and children for their regular attendance and participation in the school life. Eight trained advisers from the local Roma ethnic community worked together with the children and students from marginalized group communities and pedagogies in the groups for mandatory pre-school preparation, in the semi-boarding school groups, in the groups by interests and extracurricular forms of work, as well as in the clubs for voluntary activities.

The innovative educational practice of Tundzha Municipality under the project



„School communities – a model of socialization and educational integration in the small towns and villages“ has been selected by the Ministry of education, youth and science for participation in a

Conference in Brussels on the following topic: „Decrease in the early school leaving – efficient and effective policies in Europe“. The event took place on 1 and 2 March 2012.

This practice continued in 2015-2016 through a new project funding under the project „School communities – a model of parental activity in the small towns and villages“, funded by the same organization at the Ministry of education



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Educational advisers /mediators/. The role of the educational mediator is to facilitate the communication between the school and the family. It renders support to the pedagogical team in terms of retaining of the children at school and works with children and students at risk of early school leaving, simultaneously carrying out individual work with their parents. It cooperates for the formation of models of parents» activity - „parents» clubs“ and participates in the activity of the school parents» clubs „Together“. The activity of the parents»s clubs is carried out according to thematic plans, developing issues related to the national legislation in the field of education, rights and obligations of the parties related to education, school requirements, the school rules, the education as a value, how the parents could be active with respect to their children»s education, etc. It cooperates and renders assistance to the team for project organization and management for the conduct of joint events – school holidays celebrating tolerance, etc.



A family at risk usually does not recognize the school as something important, the parents give negative messages about the school to their children. Every day the educational advisers /mediators/ explain to the Roma parents the benefits and obligations related to their children»s education. The school mediators come from the Roma ethnic minorities thus creating trust with the families. These are good practices, trying to achieve active inclusion of the community in processes of adoption of

resolutions and activities for a change for high-quality education.



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4. Project „Together“ - shared care for the pre-school education, upbringing and preparation of children of low social status in the villages.

From early childhood attention should be paid to the education in kindergartens and in the preparatory groups in the municipal kindergartens and schools, with an emphasis on the study of Bulgarian language, socialization and intercultural education.

The implementation of the Project created and improved the conditions of socialization and educational integration of children from ethnic minorities and children from families with lower social status in the villages through guaranteeing equal access to high-quality pre-school education and upbringing.

The procedure is directed towards achievement of significant and sustainable results in the sphere of educational integration within a certain village or on the territory of the entire municipality. To this end, medium-term projects (3 years) are supported, directed towards conduct of municipal policy through partnership with different organizations and institutions.

The IMPLEMENTED measures are directed towards achievement of actual and permanent results in the educational integration of the children from the ethnic minorities and the children searching or obtaining international protection at pre-school age (3-6 years) until their enrollment in school through establishment of working models, including: maximum coverage of the kindergartens, with an



emphasis on the children subject to mandatory education, integration of Roma children in accepting kindergartens and in preparatory groups in the municipal schools, support for enrollment in the first grade, work



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with parents from all ethnic groups, etc.

A model of comprehensive approach was introduced through the position and functions of the Roma educational adviser, who performs various activities – community work, communication with the families, mediation and support of the relationship between the family and the kindergarten or school, support of the child in the educational environment and other supplementary activities related to education, socialization, upbringing.

Access to the services of speech specialist and psychologist was provided to at least 400 children. Various forms of work with children have been introduced for the purpose of developing their interests, talents and opportunities to express themselves in the educational environment and in the community in general.

A model of parental activity was introduced through the establishment of 19 parent clubs, involving at least 190 parents.

5. Municipal policies for granting of financial benefits to pupils and students with high achievements in education, with low social status, including students of Roma ethnic origin.

This is an initiative of non-governmental youth organization – Youth council Tundzha and youth organizations from Tundzha Municipality.

It was launched in December 2009 with the charity campaign „Christmas charity ball“ for the



purpose of raising funds. Terms and conditions of granting scholarships and financial benefits for pupils and students from Tundzha Municipality have been developed and ratified. Currently 8 charity campaign have been organized, 23 sessions for granting



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scholarships and one-time stimulation of pupils and students. The number of pupils and students who have received scholarships and one-time financial benefits from this charity fund exceeds 1388. The total amount of the funds for scholarships and one-time financial benefits for the period 2008-2016 exceeds BGN 157 000.

Conclusions: The municipal policies directed to limitation of the share of students leaving school before graduation are related to the application of the statutory responsibilities and powers – the Public Education Act and the regulations for its application.

They were reflected in the municipal program documents: Municipal development plan 2007-2013; Priority 3; Municipal development plan 2014-2020; Priority 2; Municipal strategy for development of the educational system of Tundzha Municipality; Action plans of Tundzha Municipality in pursuance of the District strategy for integration of the Roma from Yambol district for the period 2013-2014 and 2015-2020; Municipal strategy for social service development.

In 2013 the Council of Ministers adopted a Strategy for limitation of the number of early school leavers (2013-2020). In 2015 the Parliament enacted a new Pre-school and School Education Act.

The necessary new municipal strategic documents for limitation of the number of early school leavers should comply with the legislative context, to consider the achieved progress and good practices, as well as the new challenges which are different in their nature and often have a common effect.

Although the statistical data indicate a low share of the students who have dropped off the educational system of Tundzha Municipality – below 1 per cent, it should be noted that there is a problem related to data collection, processing, reporting and analysis. The information collected from the regional structures of the Ministry of education, the National Statistical Institute does not reflect in details the drop off in the different forms of education or in the transition between the different stages of education. There is no reliable information on the children who leave or resume their education due to labour migration of their families in the country and abroad. The relocation of children and students is followed up from the time of their enrollment for the first time through the information system. A significant problem with respect to the scope and remaining of the students in the educational system is the incompleteness of the data on those who have never enrolled and those who do not attend and have left school.



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There is no mechanism for the tracing of the educational status of the children from Roma families who often change their location due to migration in the country or abroad. The municipality supports the idea of introduction of a unified identification number for tracing of the relocation of students not only in Bulgaria but also in the countries from the European Union.

The reasons for early school leaving have not been sufficiently analyzed and specified: economic, social, family, ethno-cultural, institutional, educational, health, etc. The position of educational mediator is only procured with certain projects and this should be regulated by a law as a profession and introduced in the schools implementing integration programs.



Limitation of the number of early school leavers is not a problem of the educational system or the institutions related to education. In a personal aspect, dropping off the educational system has a negative effect directly on the students and the benefit of their families. In a broader sense it limits the opportunities for development of the local communities, especially in the small towns and villages. This

is why the overcoming of the problem requires an integrated approach, common policy and involvement of all stakeholders and institutions related to education and personal and professional development of children and students.



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What has the Municipality achieved in the recent years:

- Revocation of the fees for all children going to kindergartens;
- Equal access to services and resources for early child development and social involvement of Roma children through implementation of innovative and integrated interventions;

Prevention of placement of children in specialized institutions;

- Increase in the number of children from ethnic minorities in the pre-school education /Integration of children in ethnically mixed pre-school groups;
- Increase in the level of knowledge of Bulgarian language;
- Influence and positive change in the children and parents regarding education and awareness of the benefits of education/ Prevention of early school leaving;

Introduction of new forms of work with parents;

Provision of an opportunity for involvement of the parents in education or employment;

- Increased competencies of the teams in kindergartens and schools on the territory of the municipality for work in a multicultural environment;
- Opportunity for the children from minorities for development and expression of talents and skills.

The present practices implemented by Tundzha Municipality introduced a model of supporting environment which achieved a long-term effect of sustainability, high added value of the services and high per cent of covered people from the identified risk groups. Sharing of responsibilities and resources between all partners in the process of efficient provision of integrated services for early development of children significantly contributed to the increase in the effect of the applied municipal policies in the sphere of early child development and pre-school education.

The introduction of innovative and mobile practices in the provision of services, with the participation of health and social mediators and educational advisers, and introduction of adequate mechanisms of cooperation between social workers and the local authority contributed to the establishment of general operating principles for the achievement of a common and significant goal, as is the care and support of the youngest citizens of the municipality.



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European platform against poverty and social exclusion is one of seven leading initiatives of the Europe 2020 Strategy which is based on smart, sustainable and social inclusion. A lot of young individuals and children are subject to social exclusion and poverty. Social exclusion and poverty are related to each other; social exclusion may include the income poverty. In other words, being poor causes exclusion but being excluded is something more, because social exclusion includes social and economic integration of person.

Social exclusion and poverty are one of the leading sociological problems need to be handled not only in Turkey but also in the World. One of the main aims is “dealing with the social exclusion problem and maintaining the quality of life of all individuals and improving it.

Struggle with poverty and social exclusion is in the main center of the studies of community. Government plays the key role by pioneering its own activities and the cooperation between institutions. No doubt that education is the most important factor which effects poverty. Hence uneducated small children, illiterates or under-educated individuals are the ones who live poverty severely.

School leaves of Roma student’s rates are still high and most of the young individuals in Roma community don’t finalize their primary education. In addition to this, Roma children and teenagers that are going to school, are not following the classes regularly. The reasons for high rates of school leaving and not following the classes regularly can be defined as follows: 1) It might be hard to concentrate on lessons in crowded and insufficient houses, 2) School and lessons are not so valued by Roma community, thus they don’t support school, 3) Early marriages are common, that’s why many of the girls are leaving school, 4) Because of the poverty, Roma families want from their children to work instead of study, 5) Nomadic life-style prevents them to follow classes.

Roma families that are living in dissociated societies are having problems in school success because of the housing conditions. It is hard for children to be concentrated on their home Works due to the lack of rooms and even basic furniture. To compensate these insufficiencies, they need extracurricular activities such as homework. However there is only limited time for extracurricular activities because of the lack of sources and workload of teachers.



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Early marriage is still common in dissociated Roma societies. Girls are given in marriage in their 13-14 years. Early marriage is not legal in Turkey, but as the Roma marriages are generally not legal, it is hard to trace them. Legal authorities are aware of those marriages only when young mother comes to the hospital for delivery services. In such situations, generally authorities don't apply the foreseen sanction. Because imprisonment of the child's father will cause many problems for the welfare of the family. As the family responsibilities prevent the girl from going to school, generally they leave the school. That is why the mentioned girl becomes under-educated. These young mothers have limited fund of knowledge of the World. As they don't have enough knowledge and awareness, they do the same thing for their children and they transfer the negative thoughts on education to their children.

The other reason for the high rates of absences and school-leaving is poverty. Roma families see their children to work as an economic necessity. School-age children and teenagers generally work in family businesses, waste collection work, small stands or begging on the streets. Apart from the necessity of children's work, poverty prevents the children from going to school as the family can not afford the materials that are needed for school. Based on the data which are taken from twelve cities show that conditional cash transfer which given by Social Assistance and Solidarity Foundation in county level, rises the attendancy of children to schools. Yet there hasn't made any systematic evaluation on conditional cash transfer effect.

Nomadic life-style of some Roma families is given in the 5th line as the reason for school-leaving and school absences. Most of the Roma families earn their living from seasonal Works in agriculture. This means that the families migrate to look for jobs every year. Mostly they live in temporary houses and they move to another place after their Works. This nomadic situation happens in children's education times. Even it might be possible for children to continue to their studies in a new place, keeping up the lessons would be hard.

School-leaving and absences are widely common between Roma children. The first thing which should be done for Roma people is; integrate them into society and get rid of poverty by rising the attendancy and support their participation in education. In order to rise the education level of Roma people, there should be raising-awareness implementations and education policies that remove the cultural hindrances and rise the awareness level of parents by including them.



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Successful projects which carried out by stakeholders as public institutions, NGOs and school in order to rise the attendancy of Roma people into education, sharing and popularizing of good implementations are vital.

http://www.siomatr.net/Portals/0/Dokumanlar/Act%20111-112_2nd%20Ex-ante%20Report_24102016_TR.docx Public Policies towards to support the Roma people in social situation and their social inclusion in Turkey p.22



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Implemented projects towards Roma student's education in Izmir

by TR Ministry of National Education

1. SIROMA Project- The operation for the support of social inclusion in places where Roma population is high



Implemented within the scope of 4th component of Instrument for Pre-accession Assistance “Improving Human Resources Operational Program” and supporting one of the harmonization studies “Roma Initiative” in membership process, “The operation for the support of social inclusion in places where Roma population is high-SIROMA is financed by European Union and Turkish Republic. With the participation and cooperation of three ministers, the

coordination of the Project is carried out by Ministry of Family and Social Policies and Directorate General of Family and Community Services. The implementation dates of the Project are between 9 November 2015- 9 November 2017.

Project beneficiaries are TR Ministry of Family and Social Policies- Directorate General of Family and Community Services; TR Ministry of Family and Social Policies- Directorate General of Social Assistance, TR Ministry of National Education- Directorate General for Basic Education, TR Ministry of National Education- Directorate General for Life-Long Learning, TR Ministry of Health- Directorate General of Foreign Relations and European Union and structuring of these central public organizations in cities.



Within the framework of Instrument for Pre- accession Assistance(IPA) and within the scope of 11.5 million Euro provided fund, Technical Support Project is implemented in 12 pilot cities including; Adana, Ankara, Balıkesir, Edirne, Eskişehir, Hatay, Kırklareli, Manisa, Mersin, İstanbul, İzmir and Tekirdağ.

With this projects there will be activities in order to improve the capacity of service providers for Roma people, improve the quality of services and coordination, provide training for service providers to increase the capacity and anti-discrimination, raising



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awareness, supporting Roma people for having secured work and improve their qualifications. Within this frame, SIROMA is a policy making, capacity building, education, cooperation and

employment Project. Within the scope of support of social where Roma the studies have the following articles in 12 Pilot



The operation for the inclusion in places population is high, begun in 2015 and will be implemented cities(Ankara,

Adana, Balıkesir, Hatay, Edirne, Eskişehir, İstanbul, İzmir, Kırklareli, Manisa, Mersin, Tekirdağ) for 24 months; Assistance and counseling will be provided in various subjects for Roma citizens,

Research's will be made in places where Roma population is high, Trainings will be provided in anti-discrimination field to increase the awareness and strengthen the civil dialogue, Extra-curricular activities will be carried out in schools of Roma neighborhood, Support studies will be carried out in order to increase the success of



Roma children in pre-school and primary school, Health literacy trainings will be held in order to benefit from health system easily, Activities such as providing access for vocational training and offering free transportation system will be carried out, Vocational qualifications of Roma people will be improved and the employability of them will be increased. Within the scope of the Project to reach these aims, 20 Social

Service Coordination Units are established in 12 pilot cities. The target groups of the Project are; Roma people, shanty settlements where Roma and migrants population is high and disadvantaged people who live in poverty or who has the risk of poverty.

The general purpose of the Project is to integrate Roma/ disadvantaged people to society easily and with this aim; increase the capacity of institutions which are under social protection, support the operation of mechanisms and provide coordination. Besides, to increase the social inclusion of especially Roma people and disadvantaged people in order to help them to enter the workforce market in the basis of social security work.



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Project Aims:

- Increasing the quality of education/vocational training, life-long educations, health, employment, social protection and social health services,
- Increasing the coordination between different institutions that provide public services
- Increasing the social harmony by improving the knowledge and awareness towards the social inclusion of target groups,
- Increasing the Access of target groups to public services and their demands for these services,
- Increasing the employability of target groups.

Project Outcomes

- Improving the capacity of public institutions and service providers that give services to Roma people in education, health, employment, social security and social assistance fields;
- Increasing the communication and dialogue between Public institutions, NGO's, stakeholders in order to struggle with discrimination;
- Enabling the access for education systems much easier and improving the academic success of children;
- Increasing the Access and demand for health services;
- Enabling the Access for employment services and participation into workforce through increasing the vocational qualifications;

For more information and Project deliverables, please see www.siromatr.net/



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2. Movement to Increase Opportunities and Technology Fatih Project

Fatih Project which is financed by TR Ministry of National Education aims to complete the substructure of information and communication technology in the institutions that give formal and informal education, enable children to have competence in using information and communication Technologies and develop information and communication supported teaching programmes.

Main aims of the Project are:

- Improving the approach of people to life-long learning and developing a suitable structure for them to improve themselves by e-learning and developing the e-content,
- Enabling every secondary-school graduate students to have the competence in using basic information and communication Technologies,
- Benefiting from e-education system for one out of every three by using the internet efficiently,
- Offering the opportunity for everyone to learn and use the information and communication Technologies,
- Being the internet user of every other person,
- Making the internet environment safe for everyone in the society.



Fatih Project in education is composed of five main components. These are:

- Providing substructure for Hardware and Software
- Providing and controlling educational e-content
- Using IT efficiently in teaching programmes
- In-service training of teachers
- Providing consciously, trusty, manageable and measurable IT use.

Schools in which the Project is implemented are provided with following equipment's.



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For every school	For every classroom	For every teacher	For every student
Multifunctional Printer	Interactive board	Tablet PC	Tablet PC
Substructure	Cabled/without cable internet connection	EBA Portal	EBA Portal
High speed access	Class management	EBA Market	EBA Market
		e-mail account	Cloud account
		Content development studio	Digital identity
		Cloud account	Homework sharing
		Learning management system(LMS)	e-mail account
		Sharing of the class notes	Individual learning materials

Fatih Project is implemented also in some schools where Roma population is high and some lessons are given with the help of developed applications in electronic environment. The applicants which made the classes funnier, made children to have more attention to classes and contributed to solve the problems such as early-school-leaving and absences.



For more information about the Project, please see fatihprojesi.meb.gov.tr/en



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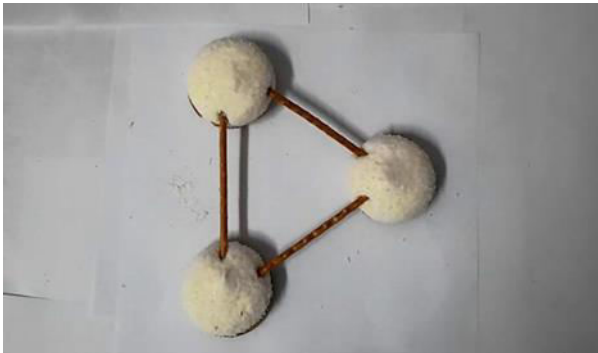
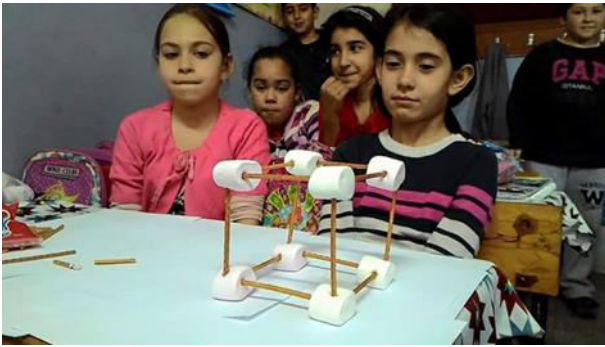
Small scaled good implementations in schools

3. Using alternative class tools and their effect to the attendance to classes

Modern-day information age is changing and developing so as the education. Adapting these changes and development might be hard for students and their parents. Teachers are trying to draw student's attention to the lessons by trying many ways.

Hasan Bektaş who is a primary school teacher in Barbaros Hayrettin Primary School-Izmir, benefits from different kinds of activities to integrate the students into education efficiently.

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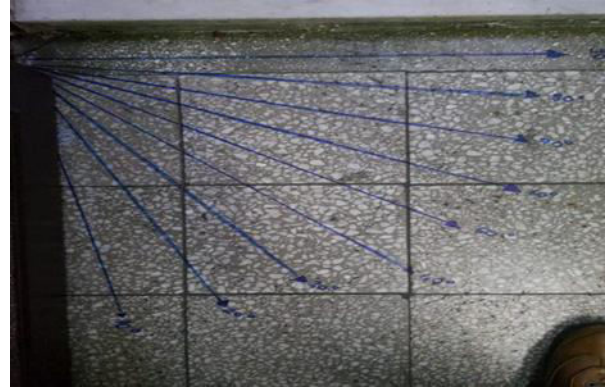


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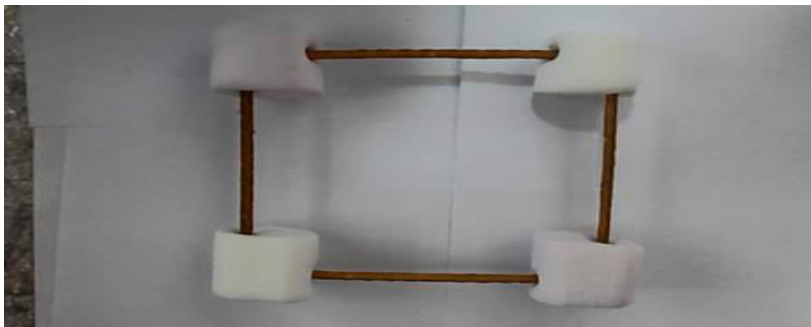


He used sweets and stick crackers in order to draw students attention in 4th grade Math class for “Geometrical Shapes” subject. It was expected from students to bring their own eatable materials and make some geometrical shapes. The lesson changed into a funny game as you see from the pictures. Then it was seen that the children perceive the subject better with such activities. The attention to the class has risen.



Angle measurements are drawn with the students in front of the class door for the subject “Angles” of 4th grade Math. It was monitored that by drawing the students learned the subject better. Applications have been made by involving children and it drew their attention.

Funny ways of to learn reading and writing education was given for the first grade students with the help of games and it drew student’s attention.



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“Hand-face crayons” were used for comprehension of letter-syllable in intra-class activities. Letters and syllables were drawn into student’s faces and it let them to see the letters/syllables from each other’s faces. They had fun and remembered all the letter/syllables used in this game.

The main conclusion of the projects is alternative implementation examples not only increase the attention of the students to the class but also the attendancy to the school. With another approach, absences have lowered and awareness of the parents has improved.



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4. Pre-School Education Idea Implementation

This implementation which aims to develop pre-school student's imagination, arouse their curiosity and give them learning eagerness, happiness of discovering and doing experiments, introduced into Boğaziçi Primary School.

With this implementation it is expected to raise an awareness of children and improve their cognitive, sensory and psychobehaviours.

Furthermore it is aimed to make them realize that science is fun in every field by preparing the different disciplines according to their ages.

Successful scientists that open new doors to humanity have had a very moment in which something had urged them to run science. Those moments were the experiences that they got either from a visit to science center or nature, or activities towards science in schools. Looking over them all, science activities in class environment have been organized towards the students. Learning environment has been created by the cooperation of two close schools.

Physics teacher of Nene Hatun Vocational and Technical High School asked from their 10th grade students to prepare suitable experiments for pre-school students. He also wanted from them to present those tests to the pre-school students as a Project. Experiments have been done under the leadership of students and counselling of teachers.

Boğaziçi Primary School is in the district where socio-economically disadvantaged Roma population is high. Pre-school education is not in the priorities of parents. However it is known that pre-school education is vital in order to prepare the students for primary education and attendencies. For this reason, with this implementation students and the parents are encouraged for pre-school education. Attendancy to the pre-school education has risen since the parents raised awareness by communicating with them. Besides it was seen that the students studying in vocational high school became more active and the absence problem has lowered to some extent. In this Project there was also a place for future teachers of this school and it gave the opportunity to them to work as a teacher for disadvantaged groups.



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5. Teaching emergency numbers by a song

Funda Dalbudak is a teacher in Sakarya Primary School where Roma population is high. She chooses a different way to teach her student the emergency numbers and prepares some songs. Ms. Ermiş gives key words to the students and expects from them to write a poem by using those words. Then with the participation of whole class they prepare a poem and read it with melody. Ms. Ermiş says that the children love to sing and it makes easier for them to memorize the numbers of police, firefighter, emergency service and their duties.

Some examples of the songs which students prepared:

Key words: 155, police, criminal, catch.

Da di, da di 155 geldi. /Da di, da di, 155 geldi. / Polis amcaaaa, polis amcaaaa / Suçluları yakala, suçluları yakala. / Polis amcaaaa, polis amcaaaa / Suçluları yakala, suçlularını yakala...

(Da di, da di 155 has come. Da di, da di 155 has come./ Mr. policee, Mr. policee/ catch the criminals, catch the criminals/ Mr. Police, Mr. police/ catch the criminals, catch the criminals...)

Key words: 112, lifesaver, ambulance

Cankurtaraaaaan deyince, / 112 deyince: ambulaaaaaanssss. /

(When you say lifesaver,/ when you say 112; here comes the ambulancee./)

6. Everything starts with realisation

It aims to show what are scientific developments, how they affect the daily lives and what is behind the objects that we see every day to the secondary and high school students by using their knowledge that they have obtained through lessons.

In a pilot implementation, teacher asks from students to think traffic lights and draw them on the paper with all details. After looking some drawings, the pictures are reflected to the board and asking some questions such as in which floor it would be easier to drive a car? It can be asked why the traffic lights are brimmed and tell them in order to learn why; we should realize it at first. The teacher wants from students to write some questions about Daily life and talk about scientific facts of those questions. Then he draws attention to the fact that all scientific products are created



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by people whom have the greatest awareness. For example it may be discussed how farmers need to act in order to gain more productivity and its scientific process. Speaker writes the abilities on the board and explains every ability one by one.

7. Our Orienteering Implementation

The aims of this implementation, which in Ziya Gökalp Secondary School implemented, are to teach how to find a way with compass and the directions to the students by using orienteering games. Orienteering is a sport that involves finding ways with a map and challenge against the time. It can be done in different fields but generally forestland is chosen. Compass is the main element of this sport. Compass is a tool that you can define your direction in a forest or at the night etc. It has the magnetic needle which shows North and South. It has some signs on it and it defines as N(North), S(South), E(East), W(West).When you hold the compass red point shows the North.

Units mentioned in the game mean 1 unit square slide. For example; “when it is said 1 unit to the North, it means 1 square up, when it is said 2 units to the East, it means to go 2 squares right”

INSTRUCTIONS:

We will start the game from this point.  . Mathematical process of the game is addition. It means that we should count the numbers that we stop.

1. 2 units to the North
2. 1 unit to the East
3. 1 unit to the South
4. 2 units to the North West
5. 1 unit to the North East

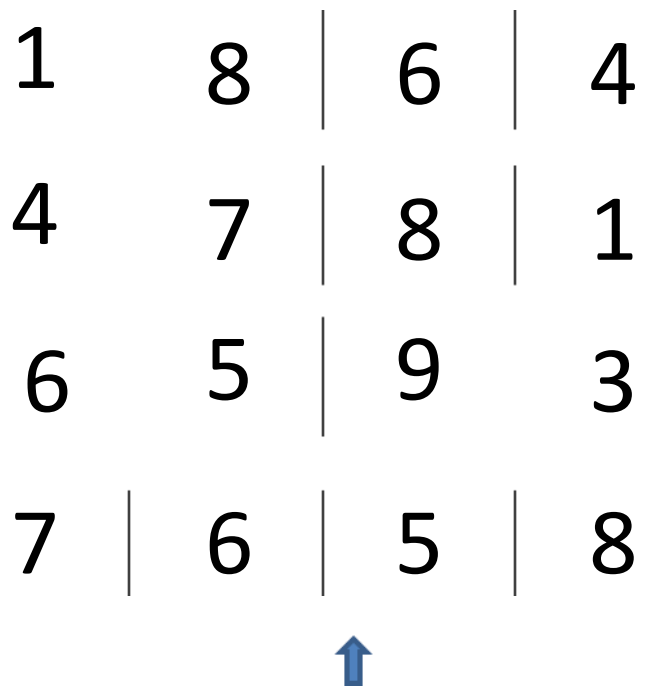
Your answer?



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Our answer:

2 units to the North. First unit 6, second unit is 5
 1 unit to the east. Lastly we stopped at 5. 1 unit to the East is 9
 1 unit to the South. Lastly we stopped at 9, 1 unit to the South is 5
 2 units to the North West. Crosswise from 5, 2 units to the North West is 4
 1 unit =North East. From 4 to 1 unit North East is 8
 $5+9+5+4+8= 31$ Who gives the answer first, wins the game

8.Letter from my planet

The aim of the Project is to teach 8 planets, their basic features and locations in the solar system with a funny way for primary students. Furthermore with the waste material utilization raise awareness about recycling.

Implementation:

Waste materials such as play doughs, pencils, papers and paints are distributed to 8 groups which represent the 8 planets.



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It is asked from students to design a planet which they are responsible, in accordance with its own dimensions. Every group thinks about imaginary living creatures and writes letters to the other planets which are chosen randomly. Written letters are read by the members of the planet. Planets are placed around the model sun by compass and ruler. The features of the solar system are spoken on this model solar system. This implementation is implemented with the enthusiasm of children by using their ability to design, working with groups and raising an awareness of recycling.

**Project Examples that are implemented in Turkey
about to prevent early-school leaving and bring disadvantaged groups in Education**

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9. “Let the Hopes Blossom” Erasmus+ KA2 Strategic Partnerships in the field of School Education

The general target of the Project is to contribute to decrease the juvenile delinquency and early-school-leaving and create a useful, sustainable method in order for adults who are in communication with children to use on juvenile delinquency and early-school-leaving cases.

The aims of the Project are designed as ; understanding the underlying reasons for juvenile delinquency and early-school-leaving, searching the effects of family, friend, school and environment on problem child, analyzing the crime kinds that are common in Europe, facilitating to understand the children who have had problems, searching the juvenile delinquency and early-school-leaving effects between each other, building a net between such children and adults, creating a new methodology for decreasing the rates of juvenile delinquency, disseminating the new methodology in between adults who have the communication with children by an electronic education programmer in European-wide, providing an exchange of experience and good implementations, having knowledge about how to fight with juvenile delinquency and early-school-leaving subjects, preventing children who have already committed a crime or left the school from committing a crime once again, providing for those children education and opportunity to finish their schools, informing parents and teachers and work in cooperation, raising an awareness about the subject in region and international size, strengthening the cooperation between different



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national institutions about the subject and helping to the children to get into working life if they refuse to go back to school.

Electronic Education Portal consists of 5 easy modules. There is a support of online educator who evaluates the success of adults in using the new methodology for dealing with early-school-leavers and delinquents. This platform gives an opportunity for schools, police departments, counselling and research centers, NGO's, universities, parents, people who are giving adult education, in a few words to everyone who would like to help professionally to the early-school-leavers and delinquents. If we can raise awareness between adults who take care of children and enable the cooperation in European-wide, we can contribute to decrease the early-school-leaving and juvenile delinquency rates, not only in Turkey but also in European-wide. Electronic education will be translated in different languages such as English, Turkish, Italian, German, Portuguese and French.

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Project Outcomes:

Innovative methodology will be developed and disseminated in order to facilitate to prevent early-school-leaving and commit a crime, help to children to go back to school or start a work and reintegrate them into society.

Curriculum and modules about early-school-leaving and juvenile delinquency will be developed. The content of the electronic education will be set and electronical educations will be given.

Education Management System will be prepared in European-wide. With the help of this electronic education system, in-service training will be held and all implementations and evaluations will be reported.

An interactive web-site will be created and it will let all participant countries and their nets to log in.

International meetings and disseminating activities will be carried out.

All Project outcomes will be reported.

Project Web-site: www.letthehopesblossom.org



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8. Life Long Learning Leonardo Da Vinci Programme Transfer of Innovation- In School Project (2013-2015)

Project was implemented by Nazilli Nahit Menteşe Vocational Education High School with the partnership; From UK - Bury Vocational Education College, from Italy - Research and Training Organization Erifo, From Romania - Research & Development Institution Ipasa, From Portugal - Iscap University.

Most of the vocational educational schools in Turkey has a high population of disadvantaged students and high ESL rates. Therefore In-School Project was an opportunity for Nazilli Nahit Menteşe Vocational Education High School to work with organization from EU which has common ESL problems, to see the good practices in this field from EU countries and implement these practices together with project partners.



During the , In - School Project implementation period, established a network of European VET organizations to facilitate the import and export of best practice to improve the quality of training for people at risk of / who are ESL. Best practices shared within the partnerships by delivering 5 workshops aligned to the key issues affecting early school leaving. The key stakeholder's involvement was ensured, including beneficiaries, parents, employers, funders in project implementation and dissemination activities. All partners import and applied at least 1 innovative aspect of best practice within their organization in order to share their learnings from the programme by hosting local and European dissemination events for a wider network and to make all products available freely on the Internet.

Project Website: inschoolproject.org/



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9. Erasmus+ KA2 Strategic Partnership in School Education Field - EUMOSCHOOL Project

The EUMOSCHOOL project aims to; develop, test and implement a new coherent methodology and innovative curriculum of emotional education within school environments involving 6 countries (Italy, UK, Hungary, Romania, Turkey and Austria) and new contexts, to provide an effective intervention model to reduce the phenomenon of Early School Leaving (ESL). EUMOSCHOOL will develop innovative curriculum, educational methods and training to meet the increasing needs of the educational staff and pupils, aged 6 to 16 years old. This project is based on the adaptation at EU level of the Italian methodology “Didattica delle Emozioni”© (Didactic of Emotions, DoE), developed from 16 years of experience and investigation into emotional education. The methodology has been successfully tested on 3000 teachers, students, parents and tutors, in order to improve the wellbeing & transversal key competencies of pupils thus reducing ESL whilst upgrading professional competencies of teachers & pedagogical staff. EUMOSCHOOL aims to spread the adapted methodology to a wide range of students, teachers, staff and schools through implementing emotional education into school curriculum. The EUMOSCHOOL’s specific objectives are:

- To contribute to effective ESL strategies through the integration of emotional education intervention methodology in school curricula for all students, impacting on the reduction of ESL.
- Through emotional education, to foster development and assessment of transversal skills and competences among students to develop well-being and diminish emotional discomfort and associated risk factors.
- To Increase the professional skills of teachers and practitioners by equipping them with an accessible ESL intervention methodology, utilized through an Online Educational Resource (OER) combined with practical techniques and assessment tools, adapted for classroom learning at any level.
- To Support holistic collaborative approaches to teaching through networking and events to promote dialogue with stakeholders in school education across Europe.
- Exchange good practice to address and support children and young individuals at risk of ESL and disadvantage.

Project Website: eumoschool.eu



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CONCLUSIONS

The Roma population in Europe has been subjected to discrimination since it arrived centuries ago in the territory of the current European Union. They currently represent the most numerous ethnic minority in the EU with about 6.2 million people, largely marginalised. In the member States where there is a greater concentration of Roma population, they account for 15 to 20% of the schoolchildren and people recently incorporated into the job market.

The current political priorities on an EU level geared towards fostering the inclusion of Roma people arise from the Europe 2020 strategy, which was agreed in 2010 and aims to generate intelligent, sustainable and inclusive growth in Europe. To measure the progress in achieving the Europe 2020 goals, five main objectives were agreed for the whole of the EU. Success with the inclusion of Roma people may have an effect on three of these five goals (the ones related to education, employment and tackling poverty and social exclusion) in member States with a high proportion of Roma residents.

As stated in the European Commission's report on "Initiatives and financial support for Roma integration: **significant progress over the last decade, but additional efforts needed on the ground**", **currently the Roma population is the most numerous ethnic minority in Europe**. Estimates on the size of the community vary greatly between 10 and 12 million people. Of these, about 6.2 million reside in the EU, mostly in the central and eastern member States. The great majority of European Roma (80-85%) currently live a sedentary life. The Roma who live an itinerant life should not be confused with those who move from one EU member State to settle in another.

Throughout this guide, we highlight some good educational practices in different European countries with common characteristics as regards the Roma population, and we provide the educational community with a work model including different teaching proposals for the different parties involved in the educational process. These parties are: the family, the teaching team and the students in all educational stages.

The selected methodology of activities implementation combines methods for efficient and sustainable application of creativity in motivating Roma children to participate in school education and for enforcement of intercultural understanding through user-friendly and attractive learning approaches and materials.



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Project activities and results contributed to EU agenda for social and cultural inclusion of Roma people while addressing directly one of the key priorities of the EU Roma integration strategy, notably through implementation of measures for attracting children in learning process at early school age.

The Model, the Training methodology which was developed, Training modules, the interactive trainings conducted at national and international level, promoted improvement and practical application of intercultural skills of teachers, trainers, experts and policy makers, through making better understanding of cultural differences and ethnical specifics and bringing up positive attitude to “the Other”.

The Module as a core project product is developed on constructive use of Roma cultural specifics for making educational content understandable. In this way was created real practical Know How on the methods of making learning attractive both to Roma and non Roma children at early school age by respecting cultural specifics of learners, and on the other hand, by implementing new teaching approaches, based on creativity, innovation and entrepreneurship.

Teachers and trainers directly involved in the actions improved their cultural understanding of Roma ethnical specifics and they used the best performance methods for attracting Roma children in school. Roma children and their parents are indirect targets and their motivation in being involved in education will increase due to common inclusive methods of teaching and further on will multiply at local level. With the advised methods, teachers become able to introduce certain topics to both Roma and non-Roma children. Later on these methods can be used to work on other topics as well. Also the information elaborated via topics can enrich the knowledge of Roma children themselves about their own culture and thus help to achieve better self-esteem.

To sum up, we hope that this educational guide will be a didactic tool for different professionals from the world of education who aim to improve the academic results of their Roma students and to include families in the educational community in different European environments.



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Romani, or Romany, is an Indo-Aryan language spoken by about 5-6 million Roma people throughout Europe and the USA. The largest concentrations of Roma people live in Turkey, Spain, Romania, Italy and Bulgaria. In English these people are often called Gypsies. The language is closely related to the languages of northern India, particularly Punjabi, and the Roma are thought to have originally come from that region. Some people consider Romani to be a group of dialects while others think there are several, closely-related Romani languages.

The Muslim invasions of the northern part of the Indian subcontinent around 1000 AD resulted in massive movements of populations, probably including the ancestors of the Roma, who are thought to have moved into Anatolia. In 1300, after the Mongolian invasion of Europe, the Roma moved west into Europe and took up a mainly nomadic lifestyle.

Written Romani

Although Romani is used mainly as an oral language, some Roma do write in Romani. It is written mainly in the Latin alphabet, and also to some extent in the Greek, Cyrillic, Arabic and Devanagari alphabets. Romani was first written during the 16th century, when word lists were produced by non-Romani scholars such as Andrew Borde. Some orthographic conventions emerged over the centuries since then, but no completely standard spelling system.

Romani Pan-Vlax alphabet

This alphabet is used in literature about Romani languages written by linguists and represents a set of set of orthographical practices which exhibit a basic core of shared graphemes and a small amount of divergence in several areas.



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A a	B b	C c	Č č	Čh čh	D d	Dž dž	E e	F f
[a]	[b]	[c]	[tʃ]	[tʃ ^h]	[d]	[dʒ]	[e]	[f]
G g	H h	I i	J j	K k	Kh kh	L l	M m	N n
[g]	[h]	[i]	[j]	[k]	[k ^h]	[l]	[m]	[n]
O o	P p	Ph ph	R r	S s	Š š	T t	Th th	U u
[o]	[p]	[p ^h]	[r]	[s]	[ʃ]	[t]	[t ^h]	[u]
V v	X x	Z z	Ž ž					
[v]	[x]	[z]	[ʒ]					

Romani common alphabet (Romani šib)

This is the official standard alphabet for Romani. It was standardized in 1990 at the Fourth World Romani Congress in Serock, Poland. This alphabet can be used by all the Romani languages/dialects except Carpathian Romani and Finnish Romani.

A a	B b	C c	Ć ć	Čh čh	Ç ç	D d	E e
Ë ë	F f	F g	H h	I i	J j	K k	Kh kh
L l	M m	N n	O o	P p	Ph ph	R r	Rr rr
S s	Ś ś	T t	Th th	U u	V v	W w	X x
Z z	Ž ž	Ʒ ʒ	Q q	Θ θ			

Lovari Roma

The Lovari are subgroup of the Roma people who speak a dialect of Romani influenced by Hungarian. They live in many parts of Europe, including Hungary, Romania, Poland, France, Germany, Italy and Greece.



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Lovari Romani alphabet and pronunciation

A a	B b	C c	D d	Dy dy	E e	F f	G g	H h
[a]	[b]	[ts]	[d]	[dʲ]	[e]	[f]	[g]	[h]
X x	I i	J j	K k	Kh kh	L l	Ly ly	M m	N n
[x]	[i]	[j]	[k]	[kʰ]	[l]	[lʲ]	[m]	[n]
Ny ny	O o	P p	Ph ph	R r	S s	Sh sh	T t	Th th
[nʲ]	[o]	[p]	[pʰ]	[r]	[s]	[ʃ]	[t]	[tʰ]
U u	V v	Z z	Zh zh	dzh				
[u]	[v]	[z]	[ʒ]	[dʒ]				

Cyrillic alphabet for Romani

Romani texts produced in the USSR in the 1920s and 1930s were written in the Cyrillic alphabet. This alphabet is still used by Romani in Russia, Bulgaria and Serbia.

А а	Б б	В в	Г г	Ґ ґ	Д д	Е е	Ё ё	Ж ж
З з	И и	Й й	К к	Л л	М м	Н н	О о	П п
Р р	С с	Т т	У у	Ф ф	Х х	Ц ц	Ч ч	Ш ш
Ы ы	Ь ь	Э э	Ю ю	Я я				



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GENERAL PART

School: _____

How many Roma pupils are present in your class? _____

Has their number grown during the last few years?

yes

no

Do Roma children attend regularly?

yes

no

If they attend irregularly, what do you think they need to help them stay in school?

Are there special lessons / tools / contents for this type of pupil in the classroom?

yes

no



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Why?

Did the curricula be developed so that they also produce Rom's population / culture?

yes

no

Says, how?

There are specific problems with Roma pupils in relation to:

Behavior in class

Socialization

Learning

Need it

Language



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Do these issues become problematic for teachers?

yes

no

For comrades?

yes

no

Did the relations between the students change due to the presence of Roma children?

Yes

no

Why?

What challenges do class students face in class?

Does the school provide support to Roma children in your classes?

yes

no



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Which?

What kind of different / additional support would you like to have?

What is the most serious difficulty you have (or had to) face with the Roma pupils?

The presence of Roma in class influenced:

- Teaching Methodologies
- Class dynamics
- The progress of the pupils
- Class management
- The discipline



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Comments:

Do you also work with families?

- yes
- no
- Sometimes

Are families coming to school?

- yes
- no

Do families cooperate when you ask them to help their children in a specific way?

- yes
- no
- Sometimes

What is the most serious difficulty you have faced with Roma parents?



What do the Roma parents think of the teachers and the school?

What kind of approach is successful in our experience with Roma children?



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PARTICIPATION (to be completed for each pupil in the classroom)

Does the pupil have individual or group lessons organized within the institute for particular types of pupils (eg Italian for foreigners, returnees, etc.)?

yes

no

If yes, in what subjects and for how many hours?

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Is it useful to activate an intercultural mediation in favor of the student?

yes

yes, provided that

no



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If yes, mainly with what tasks of the mediator? (More answers are possible)

- individual support / recovery outside the classroom
- individual classroom support / support
- Facilitation in school-family contacts
- advice to school staff about the cultural background and / or family conditions of the pupil
- short intervention aimed at possible resolution of specific issues
- other:



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