



**PAL LAB**

## State of the Art Review of the Educational System in Greece

Developed by: AELIA PATH

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This document is created as part of the project PAL LAB: Pedagogical approaches for upskilling of teachers, mediators and experts working with Romani children and youth – Equal Opportunities and reducing early school leaving. It is an essential part of WP2 / Task 2.1: State of the art review of schools' educational systems in partner countries, which will be delivered by all partner countries of the project.

The following document provides a consolidated report done by AELIA PATH, Greece. It is intended to provide an overview of the current stage of the national education system and its correlation with early school leaving.

## CHAPTER 1: INTRODUCTION

The survey to outline the situation in Greece regarding the school system and the needs of the teachers to cover the needs of Romani children and youth based on the bibliography from the Ministry of Education, from the Ministry of Social Solidarity, publications of doctoral research and master's theses from Greek Universities.

We did desk research about the art, the school system, the curriculums and good practices for working on the teaching of Romani children and socially excluded. Initially, we sought to find data on the study programs and study guides related to Roma children and, in particular, in which ways the Ministry of Education tries to strengthen the integration of these children into the school community. Then we studied early school leaving rates, as well as the causes that lead to early dropout and methods that help to reduce this situation.

We additionally searched for art interventions in classrooms with Roma children that strengthen both academic subjects and their school integration. We have found that art is an important tool that helps in this direction and strengthens student engagement by cutting through alienation and isolation. Next, we looked for interventions that help in learning the Greek language, which helps Roma children integrate into the school environment and socialize. The basis for the search for educational interventions was the use of experiential methods



## CHAPTER 2: RESEARCH FINDINGS

### Section A: Examination of Reports

#### Report 1

##### General Information

**Name/Title of the Report:** The contribution of dramatic art to education as a means of equal inclusion of Roma children in primary school

**Name of the Organization responsible for the Report:** University of Peloponnese

**Year of publication:** 2019

**Source / Reference:** University of Peloponnese 2019 Moustaka Vasiliki” The contribution of dramatic art to education as a means of equal inclusion of Roma children in primary school”

##### Executive Summary

The present research sought to investigate the effects of a structured intervention based on dramatic art on the interactions of Roma and non-Roma students. The empirical records showed that while the Roma students were initially reticent, in the end, they actively participated in the learning process through the dramatic art, and the interactions with the non-Roma students improved after the intervention. The present study supports that dramatic education might lead to significant positive effects for intercultural schools. In that context, educational policymakers should reexamine the role of dramatic education in intercultural education.

Pacism is built on the ignorance of individuals and groups with which there are different characteristics Hence the contact with the "other" through dramatic art reduces the ignorance on which racism is based and brings about positive interactions

##### Highlights

1. The present research had an experiential character, among the interventions of the dramatic art, it attempted to investigate how much it can contribute positively to the equal inclusion of Roma students in primary school.



2. All students developed social and intercultural skills, collaborated, created, and learned things from each other, for culture, ethics, customs, and traditions. Student relations improved.
3. Roma students use the Romani dialect and socialize only with Roma. After the intervention, this changed.

## Report 2

### General Information

**Name/Title of the Report :** THE USE OF ART IN EDUCATION OF THE ROMA: THEIR VIEWS TEACHERS OF THE 18TH AND 22ND PRIMARY SCHOOLS OF TRIKALA

**Name of the Organization responsible for the Report :** University of Thessaly

**Year of publication:** 2020

**Source / Reference :** University of Thessaly 2020 Maria Ziogkou "THE USE OF ART IN EDUCATION OF THE ROMA: THEIR VIEWS TEACHERS OF THE 18TH AND 22ND PRIMARY SCHOOLS OF TRIKALA"

### Executive Summary

According to research carried out in schools with exclusively Roma students, the reasons for dropping out are their anti-school culture, the movement of their families, as well as the curriculum. Sometimes marrying young, is another reason to stop. The state, with a "titanic" effort on its part for the smooth integration of Roma students in education, in addition to the legislation, organized and "ran" through the Greek Universities successive programs with the common goal of the smooth adaptation of students of Roma origin to the Greek education system.

In this great "campaign" of the state for the inclusion of Roma students in education is added the no. 39563/Γ1/31.03.2011 circular of the Ministry of Education defining World Roma Day and it is on April 8. This day will be offered for reflection and awareness, regarding equal access and participation in the educational process. It also contributes to this campaign DOSTA.DOSTA! So in this context, the Ministry of Education calls on schools to organize and implement actions sending their own message against Roma prejudices and stereotypes.

The use of music, song, fairy tales, and theater in the teaching of these students can bring excellent results since they are all an integral part of their culture and cultural heritage. Children are familiar with them, and as a result, they motivate them, boost their self-esteem and self-confidence and offer them the necessary security in order to



freely express their opinions, to feel that they are accepted for who they are and, by extension, equal members of a group, the Greek school community.

### Highlights

- 1. Compulsory education in Greece is nine (9) years.** Six (6) years in Primary education, Elementary, and the remaining three (3) in Secondary, in High School. (Article 16 of the Constitution).
- 2. World Roma Day is on April 8.** This day will be offered for reflection and awareness, regarding equal access and participation in the educational process.
- 3. The use of Art** in the educational process is one of the most suitable methods both for inclusion and for the smooth integration of Roma students into school reality.

### Report 3

#### General Information

**Name/Title of the Report :** Music and singing in teaching of Greek as a second/foreign language

**Name of the Organization responsible for the Report :** University of West Macedonia SCHOOL OF EDUCATION CHILDREN'S DEPARTMENT

**Year of publication:** 2018

**Source / Reference :** SCHOOL OF EDUCATION CHILDREN'S DEPARTMENT 2018 Michailidou Maria Music and singing in the teaching of Greek as a second/foreign language

#### Executive Summary

The research concerns the teaching of Greek as a second language in the Roma student population and the use of songs in Language books 1st and 2nd Primary, as well as in the respective Guides for the teacher. At the level of language exercises and vocabulary, the songs are not used, neither in the teaching of the mother tongue nor in case of the education of Roma children, except in very few cases and by default, at the moment there are infinite possibilities to be used, if not systematically.

The conclusion is that the song is not used in teaching Greek as C2 in the case of the education of Roma children in the first two grades of elementary school, not even in the case of teaching Greek as maternal



## Highlights

1. The presence and the use of music and song in the teaching of Greek as a second/foreign language.
2. The song is not used as an educational tool
3. In addition, the existence of the songs from the books based on the objectives of the modules located is probationary, but it is up to the teacher's discretion to identify and use them at will.

## Report 4

### General Information

**Name/Title of the Report :** Investigation of intercultural education in the Greek reality

**Name of the Organization responsible for the Report :** Department of Pedagogy Athens

**Year of publication:** 2021

**Source / Reference :** Department of Pedagogy Athens Bogiatzoglou Sofia 2021 "Investigation of intercultural education in the Greek reality.

### Executive Summary

It is a fact that most Gypsy children either do not attend school or their attendance is incomplete or problematic. Education policy for Roma is handled by agencies. The Ministry of Education implements programs to integrate Gypsy children into schools and plays an important role in regional programs organized by KEK. In recent years, laws concerning Roma students have been passed. Specifically, reception classes and preparatory classes were created, special teaching materials were organized, classes were run integration of schools, and there was cooperation with public and private agencies for tutoring departments to support these children. The research perspective of this work found that Intercultural Education is a quite complex concept, while several attempts have been made to organize and coordinate integration, until today there are several gaps and ambiguities that make it difficult for foreign language students to integrate into the educational field and, by extension, into society. For this very reason, in Greece too we observe a very strong phenomenon of school dropout, especially among the Roma population, although the FT classes and TY classes played and continue to play a decisive role in the education of the students, as well as the educational materials and textbooks supplied to the schools, however, there is a



difficulty in learning the Greek language. This happens because the education model applied is the assimilative one, there is no combination of several education models and thus the education agencies focus on a monocultural teaching model.

### Highlights

- 1. First educational institution: Ministry of Education** -----Specifically, the Ministry of Education aims to intercultural programs related to Preschool Education, Education Adult and Higher Education in order to reduce the number of students who drop out of school
- 2. According to Law 2413/96 there are provisions that provide for the establishment of schools of Intercultural Education**
- 3. Teachers** need training, seminars, and material

### Report 5

#### General Information

**Name/Title of the Report :** "THE CONTRIBUTION OF THEATER EDUCATION TO THE DEVELOPMENT COMMUNICATION RELATIONS BETWEEN ROMA AND NON-ROMA

**Name of the Organization responsible for the Report :** University of Thessaly

**Year of publication:** 2020

**Source / Reference :** University of Thessaly 2020 Nisargioti Vasiliki "THE CONTRIBUTION OF THEATER EDUCATION TO THE DEVELOPMENT COMMUNICATION RELATIONS BETWEEN ROMA AND NON-ROMA"

#### Executive Summary

An effective proposal to support the inclusion of students is the utilization of Drama in Education as well as the implementation of Theater Education programs with intercultural content. Theatropedagogy, therefore, can be harmonized with the principles of Intercultural Pedagogy, offering the framework for the development of practices, which favor the development of communication and social skills regarding the Roma student population within the typical classroom. The implementation of theater education programs has flexibility regarding the methodological approach followed,

however, applying structured targeting and utilizing the techniques and conventions of Theater can bring significant results.





In Greek reality, more and more theater-pedagogical programs have begun to be planned and implemented with the aim of responding to Intercultural education and in general the inclusion of cultural and other differences in the school and social system. Greece is among the countries included in the official Analytic Theater Education Program of Primary Education.

### Highlights

1. The Roma minority exhibits special cultural and linguistic characteristics, the utilization of which is not foreseen by the official Analytical Study Program of Primary Education.
2. Theater-pedagogical programs have begun to be planned and implemented with the aim of responding to Intercultural education
3. Applied Theater refers to the use of theater for a purpose to achieve social interventions in vulnerable social groups. Full participation of each group of people throughout the theatrical process, holistically and not piecemeal.

### Report 6

#### General Information

**Name/Title of the Report:** "Roma education and social exclusion. Educational practices and school course of the 3rd D.Sc.Zephyrion"

**Name of the Organization responsible for the Report:** UNIVERISTY OF PELOPPONISOS  
Department of Social and Educational Policy

**Year of publication:** 2018

**Source / Reference:** UNIVERISTY OF PELOPPONISOS Department of Social and Educational Policy "Roma education and social exclusion. Educational practices and school course of the 3rd D.Sc.Zephyrion" Tsitsipa Irine 2018

#### Executive Summary

The main reason non-regular schooling of Roma students is the Roma family. The family due to a lack of interest, and lack of information does not give it required importance to the corresponding preparation that the child is required to possess upon entering education. Due to not attending classes in preschool education, the Roma students have not mastered the necessary abilities required in the educational process, beyond the non- mastering the prescriptive and pre-reading stage, they do not possess the correct



tripod grip of the pencil, they are not familiar with the basic school one's behaviors, they have not developed attitudes, skills that would facilitate it their inclusion in the school system. School lessons are held in the Greek language, which they find it difficult to understand. Even the examples that try to give the teachers a better understanding of the vocabulary, make it difficult. This is because the examples come from a world o which bears no resemblance to theirs and how are brought up. Moreover, in their culture and their daily lifestyle boundary, control and discipline are non-existent concepts and opposed to the way they live, which results in them finding it difficult to follow the school rules. All the above causes cause

Roma students boredom and discomfort in the classroom and the educational process becomes unbearable for them. When the school context creates difficulties for these students, they in turn will invent thousands of excuses to avoid school.

### Highlights

1. The basic materials of the teachers are the main school textbooks taught in all Primary schools of the country, from which the material is selected and reformatted or enriched with photocopies.
2. Many teachers make use of new technologies, such as laptops, the internet, and projectors, so that the content of the lesson becomes easier to understand.
3. For the Roma student to respond to the methods, tools, and techniques used by teachers should monitor systematically the school lessons, i.e. to have a physical presence in his area school. Due to their non-regular attendance, the majority of Roma students find it difficult to respond
4. Their vocabulary is very poor as at home they speak their mother tongue "Romani", but also in the courtyard they communicate with each other in "Romani", they only use Greek in the school classroom

### Report 7

### General Information



**Name/Title of the Report:** Instructions and directions for the establishment and operation of Reception Classes (T.Y.) ZEP for the 2022-2023 school year

**Name of the Organization responsible for the Report:** Greek Republic MINISTRY OF EDUCATION AND RELIGIONS

**Year of publication:** 2022

**Source / Reference:** GENERAL SECRETARIAT DEPARTMENT OF EDUCATION, DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION GENERAL DIRECTORATE OF STUDIES No. prot.: 90306/ DG4 Athens 20/07/2022

### Executive Summary

The Ministry of Education and Religion (MOE), within the framework of the principles of intercultural education, has as a basic principle the promotion of measures aimed at removing inequalities and ensuring equal opportunities in education for all students. In this context, Law 3879/2010, (Government Gazette 163 A), art. 26, par. 1a and 1b, introduce the

institution of Educational Priority Zones. The goal of the Z.E.P. is the equal inclusion of all students in the education system through the operation of supporting actions to improve learning performance, such as in particular the operation of reception classes,[...] In addition, matters concerning the organization and operation of the Z.E.P are regulated ., their staffing, the employment of teachers in proportion to the number of students who need differentiated teaching intervention, and every related matter.

The relevant Act for the school year 2022-2023 will concern the reduction of early school leaving of students from vulnerable social groups and students with cultural and religious particularities, as well as the improvement of learning outcomes, mainly in literacy but also in numeracy and, in addition, in supplementary subjects, so that they become able to cope with their curriculum and remain in the education system by completing their studies. Therefore, the act aims to strengthen equal access and the effective integration of the aforementioned students. For the education of students who do not have the required knowledge of the Greek language (Roma, Foreigners, Returnees, Refugees, Vulnerable Social Groups, etc.) a flexible system of institutional and didactic intervention is being developed in the context of intercultural education, which allows the school unit, after weighting the actual ones educational needs of these students and their capabilities, to choose the scheme that can provide them with additional teaching support, with the aim of helping them to adapt and fully integrate into the regular classes in which they are enrolled, according to current legislation

### Highlights



The ZEP Reception Classes program includes two cycles that are part of the school timetable:

- Reception Classes (T.Y.) I ZEP
- Reception Classes (T.Y.) II ZEP

**In T.Y. I ZEP** is attended by students with little or no knowledge of the Greek language.

An intensive 15-hour Greek language learning program is following there. Studying at T.Y. I ZEP lasts one academic year with the possibility of extending one (1) additional year. The students studying at T.Y. I ZEP also attend courses in their regular classes.

**In T.Y. II ZEP** is attended by students with a moderate level of Greek knowledge, which may create difficulties in attending classes in the regular classroom. For the students who will study at T.Y. II ZEP, support is provided in the Greek language or in more courses:- either within the regular classroom with parallel teaching (second teacher in the classroom) - or out of regular order. The course lasts up to two (2) academic years and in exceptional cases up to three (3) years, according to the decision of the Teachers' Association, in cooperation with the relevant Coordinator Educational Project.

For the students' studies at T.Y. I or II ZEP, required by the school unit, in collaboration with the relevant Educational Project Coordinator, the following: **Conducting diagnostic tests**, with which the level of his/her Greek knowledge is detected, student.

## Report 8

### General Information

**Name/Title of the Report:** National Strategy for the Social Integration of Roma (ESKE) 2021-2030

**Name of the Organization responsible for the Report:** General Secretariat of Social Solidarity and Combating Poverty, MINISTRY OF LABOR AND SOCIAL AFFAIRS

**Year of publication:** December 2021

**Source / Reference :** National Strategy for the Social Integration of Roma (ESKE) 2021-2030

### Executive Summary

In Greece, the living conditions, the low socio-economic background, and health level, as well as the low level of participation in education and employment, despite



improvement efforts by States, are still significant obstacles for social integration, inclusion, social equality

Roma participation, and well-being. The new National Strategy for the Social Inclusion of the Roma (ESKE Roma 2021-2030) reflects the principles of the Active Social State with the aim of promoting development-oriented prevention policies and fighting poverty and social exclusion. Based on the fundamental values of the E.U. for a society of equal treatment, equal rights, and opportunities for all, ESKE Roma 2021-2030 focuses on social integration, smooth coexistence, the creation of the mutual trust, and the equal participation of Roma in the social, political, economic and cultural fabric of the country.

### Highlights

- Enhancing equal access to quality basic education
- Bridging the gap with participation from preschool age in education and the care at least half
- To ensure that by 2030 at least 70% of Roma children will participate in Preschool Education
- Preschool education and care centers (3+): Roma 42%, general population 92.2% (distance 50.2 percentage points)
- Reducing the completion gap upper secondary education at least in 1/3
- To ensure that by 2030 the majority of young Roma will complete at least the secondary education
- Completed secondary education or upper: Roma 28%, general population 83.5% (distance 55.5 percentage points)
- Work to eliminate segregation by at least halving the proportion of Roma children who attend separate primary schools (in Member States with a significant Roma population)
- Ensure that by 2030 fewer than one in five Roma children attend schools where most or all of the children are Roma
- Roma children attending schools where most or all children are Roma: 44%



## Section B: Revision of Case Studies

Education is undergoing a continuous transformation spurred by several major drivers: the need to minimize early school leaving of children from social exclusion groups and Romani children; to mitigate low performance of these children; to illustrate the skills and competences teachers and facilitators must acquire in order to better understand the needs of these children and help them develop and flourish within the educational system.

In the framework of PAL LAB project, each partner is invited to select 4 case studies that explore how schools in their countries are adopting specific tools, methods, techniques, and approaches in their pedagogical system and learning environment to help children from exclusion groups and Romani children stay in school and consider schools an interesting and useful place to be in. Moreover, case studies should reflect the skills and competences that teachers must have when working with these children and implementing the suggested practices and methods. In the following tables, 4 case studies from Greece are being presented and analysed.

### Case Study 1

General Information
<b>Country:</b> Greece
<b>Name of the school:</b> 3rd D.Sc.Zephyrion
<b>Level(s) of education:</b> Primary School
<b>Capacity of the school (number of children, staff, buildings, etc.):</b> 27 Teachers, 181 students
<b>Description of the community in which the facility is located:</b> Zephyri is an area of the urban complex of Athens, in the northwestern part of the Attica Region. From January 1, 2011, by law 3852/2010, it was incorporated into the Municipality of Phylis
<b>Source of the case study (reference):</b> Roma education and social exclusion. Educational practices and school course of the 3rd D.Sc.Zephyrion
Project information
The main reason non-regular schooling of Roma students is the Roma family. The family due to a lack of interest, and lack of information does not give it required importance to the corresponding preparation that the child is required to possess upon entering education. Due to not attending classes in preschool education, the Roma students have not mastered the necessary abilities required in the educational process, beyond the



non- mastering the prescriptive and pre-reading stage, they do not possess the correct tripod grip of the pencil, they are not familiar with the basic school one's behaviors, they have not developed attitudes, skills that would facilitate it their inclusion in the school system. School lessons are held in the Greek language, which they find difficult to understand. Even the examples that try to give the teachers a better understanding of the vocabulary, make it difficult. This is because the samples come from a world o which bears no resemblance to theirs and how they are brought up. Moreover, in their culture and their daily lifestyle boundary, control and discipline are non-existent concepts and opposed to the way they live, which results in them finding it difficult to follow the school rules. All the above causes Roma students boredom and discomfort in the classroom, making the educational process unbearable for them. When the school context creates difficulties for these students, they in turn will invent thousands of excuses to avoid school.

The basic materials of the teachers are the main school textbooks taught in all Primary schools of the country, from which the material is selected and reformatted or enriched with photocopies.

Many teachers make use of new technologies, such as laptops, the internet, and projectors, so that the content of the lesson becomes easier to understand.

For the Roma student to respond to the methods, tools, and techniques used by teachers should monitor systematically the school lessons, i.e. to have a physical presence in his area school. Due to their non-regular attendance, the majority of Roma students find it difficult to respond

## Case Study 2

### General Information

**Country:** Greece

**Name of the school:** A' Gymnasium, at Menemeni Gymnasium

**Level(s) of education:** Secondary School

**Capacity of the school (number of children, staff, buildings, etc.):**

**Description of the community in which the facility is located (village, town, small city, segregated / developed area, concentration of specific social groups, etc.):**

**Source of the case study (reference):**

### Project information





The need to adopt and implement a "culturally aware teaching", which will aim to highlight students' bilingualism and to change the interaction relationships between students and teachers

A research approach was carried out regarding the creation of a theatrical performance entitled: "Mages te pantresa as?" The subject he deals with is marriage in Roma society. The preparation of the show started in October and lasted until May. Rehearsals took place two hours a week with exercises and techniques of **Dramatic Art in Education**, such as improvisation and **role-playing**, within the course "Experiential Actions". At the same time, the students collected information about the morals and customs of marriage from their relatives, and once again the supreme importance of this custom for the Roma was highlighted. This was followed by filtering the information, in order to arrive at the customs and manners that will be included in the show. Some that they considered taboo, such as the "virgin" and "sheet" custom, were rejected by the children themselves.

Next Step was the distribution of roles. There were some reactions to certain roles because no one wanted them to avoid being "mocked" or out of "shame", such as that of the mother-in-law and the son-in-law. Another very important element they took into account is the disorderly attendance of the students, for this reason, a role had the main protagonist as well as his substitute in case of his absence. The costumes were edited by themselves with a clear and strict opinion for each one. They ended up changing costumes two or three times during the show. Of course, dancing could not be missing from the show. It was interspersed with many songs and ultimately resembled a musical. Two performances were given, one at the International Roma Day, April 8, and one at the Municipality's Multilingualism celebration. In fact, at the first performance, the students were given an honorary plaque by the principal and a medal by the Mayor.

The benefits of this project are varied and multiple. Initially, the students who took part in the show showed low performance in the lessons. Nevertheless, according to the testimonies of the teachers, the eagerness and enthusiasm of the students regarding the writing of the texts were great. To their surprise, the level of students' speech in the texts was higher than that of their daily activities at school.

Even in the choice of language, they preferred Greek, even though it would be more difficult for them, to be understood by everyone. So they decided to translate it also into Romani, their own language. Creative disruption and bustle were the atmospheres that prevailed during each rehearsal. The students enjoyed it as it was a pleasant break from the regular school curriculum. The feedback after the performances was tremendous, it boosted their confidence and gave them the strength to continue the difficult struggle of their education.





Finally, from the evaluation tools that were used, such as the students' diaries, the coordinator's records, but also from the discussions that took place, the project was judged by the students to be original, with structure and changes, but also realistic, since it responded to a large extent in fact. The group members "bonded" with each other.

### Case Study 3

#### General Information

**Country:** Greece

**Name of the school:** 15th Primary School of Droseros Xanthi

**Level(s) of education:** Primary School

**Capacity of the school (number of children, staff, buildings, etc.):** The 15th Primary School of Droserou is a purely minority school, in which Roma students are studying today, most of whom speak Turkish language as well as Romani, having Greek as a second language. Regarding religion, all students are Muslim. Important issue that the teachers working at the school in question are called to manage, except from the language, are the significant rates of school leakage and casual of study.

**Description of the community in which the facility is located:** The Drosero is a settlement of Xanthi where only Roma people live.

**Source of the case study (reference):** Teaching intervention model to enhance the understanding and learning of Physics of Roma students: The case study of the Roma students of the 15th Primary School of Drosero, Xanthi

#### Project information

The dominant issue is the lack of education and the cognitive gaps of the students not only in course Physics, but also in other academic subjects. The classroom climate combined with the difficulties the students faced in terms of understanding of the Greek language, made the educational and learning process difficult.

Teaching intervention proposal, at context of the 6th Grade Physics course. "Light" and its properties are important knowledge for understanding everyday life, yet difficult concepts often prevent students with language difficulties from fully understanding them. Especially, knowledge of the natural phenomena of shadow, refraction, reflection and color

Through the implementation of experiential activities, which promoted the active involvement of students and the desire to participate in the learning process



investigated their knowledge. In particular, the intervention tried to highlight the role of the arts, as tools, that support the learning of Roma children and the comprehensive understanding of the natural phenomena of light, since they are part of their tradition and allow the development of active participation and involvement in the learning process.

The planned activities were implemented during the current academic year, within eight (8) two-hour educational meetings with the students of the F3 section of Droseros Primary School.

As a more suitable model of education, that of the "Inverted Classroom" was considered, based on which the learning processes are transformed with the aim of all-round development of students and their activation through experiential and collaborative activities, during which their prior knowledge is utilized and experiences. In addition, there is a strong emphasis on critical thinking. In the educational intervention, multimodal material was used, such as videos, simulations, digital and simple images, experiments, which seem to have activated the students' interest in the Physics lesson and supported the understanding of the importance of light in the daily life of individuals.

A characteristic of the specific educational program was the involvement of additional cognitive subjects, such as Language, Music, Visual Arts, Physical Education, Informatics. Regarding the desired prerequisite knowledge of the students, these related to a basic rendering of the concept of light, through of pointing out a bright object, as well as proficiency in basic Greek vocabulary, so that they can discuss simple phenomena, formulating short sentences.

The role of the researcher was more encouraging and empowering in the students' efforts, avoiding the simple presentation of theoretical evidence, in order to give them the opportunity to become part of the learning process, co-shaping the new knowledge through experiential activities. As the most appropriate teaching model for the support and empowerment of the Roma students of the Primary School of Droseros Xanthi, the exploratory, as it enables them to empirically discover new knowledge, through the interaction with different knowledge objects, which them they are familiar and included in their culture.

Our popular tradition was also exploited, through the Shadow Theatre, texts from the Language book, musical pieces and pictures with many colors, were tools for the development of students' mental euphoria, who participated in every activity with pleasure and special interesting. After all, art, in any form, has proven that it can to activate student experiences more effectively. More specifically in the case of the Roma, music and Shadow Theater are part of their culture and tradition. Teaching was based on the activation of most senses of the students, using experiments, texts, theatrical and musical performances, painting, digital technology, which appeared to have



positive effects in the understanding of natural phenomena, while strengthening the their confidence.

The educational intervention and teaching plans designed and were implemented, it seems that they supported the achievement of the goal, as the student responses to the final assessment sheet showed significant conversion.

### Case Study 4

#### General Information

**Country:** Greece

**Name of the school:** 2nd Primary School of Chrysoupolis

**Level(s) of education:** Primary School

**Capacity of the school (number of children, staff, buildings, etc.):** 23 Teachers, 6 Grades students from different countries and also roma students

**Description of the community in which the facility is located:** Chrysoupoli is a town in the center of the Nestos plain, about 4 kilometers from the Kavala-Xanthi national road, 26 kilometers from Kavala and 32 kilometers from Xanthi. Is a small and poor town. There is a Roma community. Language teaching and alternative assessment in bilingual primary school children

**Source of the case study (reference):**

#### Project information

Phenomena of difficulties in knowledge of Greek language. The alternative forms of assessment can bring about the development of students' reading attitudes, skills and behaviors, so that the learning of Greek as a second language is carried out in an experiential and creative way through the game. On the occasion of the third unit of the Language course of the 2nd Primary, with title "In the world of comics" and with the discussion we had with the students around of our favorite books, we were surprised to find that the students, except for a few they didn't have a favorite book and that they had almost never read books at home because they didn't exist

Understanding the needs of the students for more cultivation of their language fluency, "friend reading" begins to be included in the plenary session of the class. The aim of the action was to provoke the interest of the children, who they didn't seem to be particularly fond of reading, so a special atmosphere was created between the book and the readers. Initially, some attempts were made to approach reading enthusiasts,



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through the e-books that existed on the "Micros Anagnostis" website. The students did not show much interest in reading the books online. Very soon they distributed comics to the children on the occasion of the unit of the lesson. The students got excited and started showing interest. In fact, some of them, from the very next day, had visited a neighborhood bookstore with their parents and bought comics for their personal collection. The idea was created to start a racing game "bookworm". Whichever student read the most books would be the winner and would receive first prize. The books had to be read by the students on their own and then complete a presentation form book. In this form they noted the title of the book, the name of the author and the publishing house, they wrote a short summary and the point of the book that they liked them more. Also, if they wanted, they could draw one too different cover for the book.

The results of this action, which operated as a pilot in specific research, was spectacular. The young students held the books in their hands like little treasures.

## CHAPTER 3: CONCLUSIONS

In conclusion, the use of art in all its forms (music, dance, theater, cinema, poetry, literature) strengthens the social inclusion of Roma students and offers them more cognitive development in the part of learning the Greek language. As well as preventing their exclusion. Specifically, the use of experiential methods and examples from Roma culture and tradition is the key to creating bonds of trust and thus preventing early school leaving.

