

Bibliography

This bibliography contains references other than those cited in the main body of this text. I have included works that I used to shape my thinking of this topic. Also included are books from which I drew inspiration and ideas. Some of the references to works on the Gypsy people are included so that the reader can continue reading on topics of interest. The main focus of most works in this bibliography are on the administration of education/educational programs for Gypsy people, mainstream education administration and multiculturalism.

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Appendix A

Comenius Action 2: Actions Supported

September 1995 and February 1996

Appeals for Submission

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1. Culture Of Nations Summer Camp

The overall object of the project is to counteract the racism and xenophobia to which Gypsies in general and Gypsy youth in particular are often subject; the project aims to enhance integration between young Gypsies and non-Gypsies in Austria and Hungary, as neighbouring countries.

Creative activities scheduled within the project are as follows:

- Organising workshops on traditional Gypsy crafts, to introduce them to non-Gypsy young people.
- An introductory course on the Gypsy language (Romanes)
- A cultural program focussing on minority cultures in Southern Hungary, and particularly on Gypsy culture, on the one hand, and on Austrian folk culture on the other
- Joint excursions and sports activities for the two groups of young people (August 1996, ten days)
- Preparing a publication on project activities (Autumn 1996)

The project takes as its point of departure, the activities of two associations, *Alpen Adria Alternativ* in Graz and *The Gypsy Cultural Association* in Pécs, which ran similar activities on a smaller scale in 1992 and 1994. Experience shows that when young Austrians and young Gypsies are brought together, the former forget their prejudices thanks to shared activities and time spent together, while the latter achieve

a feeling of improved integration because they can present their own culture and demonstrate their skills.

Overall project objectives are as follows:

- 1 Improved understanding of the situation between Gypsy and non-Gypsy children and adolescents
- 2 improved understanding of the situation of minorities subject to discrimination, by young people who are not themselves in this category
- 3 familiarising non-Gypsy participants with some of the history and the current situation of the Gypsy population in Austria and Hungary. The publication carrying details of project activities will prove useful in other European countries with similar situations.

2. Codifying Romani – An Austrian Lovari Dialect

Codifying the dialect of Romani spoken by the Lovari. The following activities are planned:

- Codifying a Romani dialect which to date has existed solely as a spoken language, transmitted orally;
- Laying the foundations for teaching it in future, to prevent its dying out.

The Lovari, one of the biggest Romani groups in Austria, have been living in the eastern regions of the country for 150 years. Following the attempted genocide of the Gypsy people under the Nazi regime, which impacted most heavily on the grandparent

generation and thus on the bearers of culture, Lovari social structure was destroyed to a great extent, and this has had consequences on the transmission of the language.

Some young Lovari have only a passive grasp of the language. If this trend continues, the language is at risk of disappearing altogether. Thus an essential aspect of Lovari cultural and ethnic identity would be lost.

In order to counteract the threat of losing the language and thus a loss of identity, it is necessary, in the short term, to take an inventory of the language and lay the foundations for teaching it. This will be achieved in three phases:

- Recording spoken text
- Analysing these texts (vocabulary and a basic grammar)
- Implementation (compiling a dictionary and a basic grammar)

There are plans to compile anthologies (*Textbücher*), a basic grammar and a dictionary, and to pave the way for their future use in teaching the language.

3. Cultural Intervention In Gypsy Primary Education

The overall objective of the project is to improve the quality of education for Gypsy children and to offer them an education which is closely linked to their lifestyle, capabilities, skills and talents. To effect this a new service centre will be set up for teachers, schools and groups of schools, with the object of assisting schools and others with the integration of Gypsy pupils in the school in the school; in particular

one of the centre's activities will be to facilitate Gypsy children's access to primary school.

Pedagogical and didactic materials will be developed to enhance the integration of these children in primary and pre-primary education, and possibilities for making these materials accessible through open and distance learning will be looked into. It is hoped that in this way Gypsy and non-Gypsy children can get to know each others' cultures in an integrated way. Gypsy children will see the importance of going to school and playing a role in the economic process; teachers and future teachers will be informed about the way in which they have to work with Gypsy children. The importance of ways in which school management and decision makers deal with the problems of Gypsy education, will also be accorded recognition. Finally, it is thought that this project will also help to combat racism and xenophobia.

4. Gypsy And Traveller Children - Children Of Occupationally Mobile Parents

For the past three years, three Belgian schools implementing projects aiming towards the integration of Gypsy children have been collaborating with a view to exchanging experiences, improving practical teaching conditions in the classroom and in the school, and improving contact with parents. At the same time efforts have been made towards developing a transnational network and closer collaboration with the existing

network, with a view to reciprocal information exchange. Partners come from The Netherlands, Germany and England

The programme thus consists of an initial stage expanding and integrating existing networks between the three schools, and of accessing guiding institutions to provide support and training, and to facilitate collaboration.

Phase two should see the publication of a booklet presenting the results of three year's experience in these pilot classes, complemented by findings of relevant scientific research.

In order to achieve these objectives, there are plans to organise regular visits between the schools (3-4 times per month) and regular training sessions for teachers (once per term). Counselling will also be provided, should the schools express a demand for it. Contacts with the *Katholiek Pedagogisch Centrum* in Hertogenbosch (NL), the *Katholische Grundschule* in Cologne (D) and the *Open Learning Unit* in Hounslow (UK) will be maintained. Finally a booklet will be published in cooperation with the University of Ghent (B) and in particular with its *Centrum voor Intercultureel Onderwijs*.

The aim of the programme is to increase Gypsy children's participation in learning and to improve inter-school collaboration in exchanging experience related to these projects. There are also plans to publish a book on teaching Gypsy children in

Flanders, and a manual of relevance to the project, under the title *Interculturele bemiddeling basisonderwijs - zigeuners* (due out on 31 January 1996). Finally before the project winds up, and through collaboration with the *Open Learning Unit*, contact with the *Open and Distance Learning* organisation should be established. It should be noted that the open and distance learning system is already being utilised on a limited scale (involving approximately 5 pupils in 2 schools).

5. Information Video On The School System For Roma And Sinti Parents

The aim of the project is to make an information video on the school system for Gypsy and Traveller parents, with the objective of showing parents who may never have gone to school themselves how education and training work. The aim is also to improve the education situation for Gypsies and Travellers. The video will cover pre-school, primary and lower secondary education, and will point out all the possibilities and opportunities education and training can provide for Gypsy and Traveller children. The video will focus in particular on problems of concern to parents, and will explain where they can go when they need support. Particular attention will be paid to the link between education and training and future work opportunities for the children. The group's overall objective is to produce a video which will be translated into all languages of the European Union.

6. Publishing the Interface journal in the German language.

Description: The project involves cooperation with the *Centre de recherches tsiganes* at the Université René Descartes in Paris which publishes the quarterly journal *Interface*, to publish a German version making the journal accessible to readers of this language: Germany Austria, and individuals in other States. The project will cover issues 20-33.

7. Romani Literature in Europe

Description: A round table and a publication are planned. The project will entail scientific research on the literature of Eastern European Roma. Project objectives are as follows :

Romani history and language

- Overview of social and political conditions
- Romani culture and European cultural influences
- Language and dialects

Roma as seen by European literature

Romani authors and their work in the history of European literature

The beginnings of Roman literature

- The social and political conditions of literary creation
- Romani popular literature and tradition

- The Romani movement for political and cultural emancipation

Authors and their works.

- In the countries of Eastern and Southeastern Europe
- In the countries of Western Europe
- Trends and currents in Romani literature

Analysis and resume

There are plans for a round table on the project. The objective is to collect texts and compile a history of Romani literature. The project will begin with fieldwork as envisioned in the first project

8. Improved Teaching For Roma And Sinti Pupils: Introducing And Testing Classroom Materials

Description: The project focuses on the guidance given at school to Gypsy (Roma and Sinti) children and on developing teaching tools and materials for these children. The objectives of the project are:

- 1 classrooms use and testing of materials which will be developed and which will focus on Gypsy (Sinti and Roma) life;
- 2 in-service training for teachers with Sinti and Roma children in their classes;
- 3 the recruitment and involvement of mediators who are themselves Gypsies.

It is hoped that, through a network of schools and with the help of Gypsy mediators, the fear of “strangers” and prejudice surrounding them will be broken down. The project places strong emphasis on the fact that members of minority and majority cultures so as to live together without tension. Mediators have a crucial role to play in this process.

The main focus of the project is on the in-service training of teachers with Sinti and Roma children in their classrooms ;t rough this process the material to be developed will be tested and improved. It is also hoped that the project will be enriched through cooperation and exchange with other partners in The Netherlands, Belgium and Denmark, who tackle similar problems.

9. Improving Conditions For Disabled Children Of Gypsies And Migrant Workers

Description: The project focuses on the education of disabled children of ethnic minorities, with special educational needs. The primary aim of the project is to develop and improve the educational situation of physically and mentally handicapped children of migrant, occupationally mobile and Gypsy parents in nine Member states of the European Union. Attention will also be focused on national policies and on new initiatives which can be suggested and carried out within those policies. The project also wants to change the negative attitude migrant groups have towards children with disabilities.

The schools and NGOs involved in the project will be asked to specify ideas and needs in relation to the project objectives outlined above. Schools will be asked to describe and specify, within certain guidelines, the areas in which they wish to improve their efforts regarding the teaching and development of disabled children. A seminar will be organised around the responses we get. This will provide an opportunity for all participants to express their needs, problems and concerns on the one hand and, on the other, to share possible answers and solutions to some of these problems. It is hoped that this will lead to networking between participants so as to facilitate future activities and the sharing of experiences on programmes and models for cross-cultural communication. We shall also be looking into how the Internet and computers can be best used in this project to enhance the dissemination of results. The seminar will also focus on the potential of the TESS network, a major network in the field of European intercultural cooperation.

10. Intercultural project in Helsingør

Description: The main purpose of this project is to integrate Romani children into Danish society through education, leisure activities and understanding. It is hoped that, by offering activities and education at a level where the children can cope and experience success, they will enjoy attending school so that they can acquire the necessary technical knowledge and skills. The experience of Spanish colleagues have been taken into account in developing activities within this project. There are several of these, varying in nature. First, there are differentiated offers of education on the

basis of the age profile and maturity of the group concerned. Meetings will also be organised for parents and children, so that parents get to know the school and share some experience with their children, so that parents get to know the school and share some experience with their children, such as doing things with them. There will be extensive parent/pupil cooperation, including home visits, to keep parents informed about their children's performance at school and in order to enhance home/school co-operation. Day trips and longer excursions will give children an opportunity to experience Danish culture and customs, and fellowship outside the family. Finally, pupils will be joining mainstream classes for some subjects in order to make Danish friends and slowly become integrated into Danish classes. The project also includes in-service teacher training, in which teamwork training will be practised.

11. All Children Can Learn

Description: the project objective is to develop a model of intervention in primary and secondary schools with significant numbers of Gypsy and/or migrant children, so as to improve the quality of education, especially in the areas of reading, writing and arithmetic, the three disciplines which are the basis of their integration in the school and in society. In this way the project will make a contribution to fighting scholastic failure, and will help teachers of the disciplines concerned to understand the situation better and thus to act for the benefit of the children. For this reason all project activities focus on enhancing methodologies and strategies for improving the effectiveness of teaching these three disciplines and ensuring that teachers who will

be working with these pupils are better prepared. Special attention is also accorded to liaising with families : Social workers are part of the project, and their task is to try to change the attitudes of Gypsy families towards the school and education. Moreover, the project stresses that action to be taken within a school should involve the whole team of teachers and other educational staff. It also focuses on the fact that the school is the place where these Gypsy pupils learn democratic principles and usages. Extracurricular activities are also seen as important, as they can make a major contribution to intercultural education and help to combat discrimination. The basic philosophy of the project is explained in its title: all the children can learn if they are given the opportunity to do so.

12. Lians

Description: The Lians project, named after a place where Gypsy adults and children were shot during the Spanish Civil War, has its objective the development of a European platform for the exchange and dissemination of experiences and materials and for developing strategies and teaching aids for the education of young Gypsy children in a intercultural perspective. The project operates along three major lines:

- 1 the creation of a database as a support to the dissemination of new educational material and strategies and also as a means to collecting new educational initiatives;
- 2 the development and adaptation of didactic materials, and their dissemination in educational establishments all over Europe; particular

attention will be given to developing a multimedia programme for the intercultural education of children in primary and secondary schools;

- 3 the experimental introduction and testing of these intervention strategies and didactic materials in 15 schools acting as the project's pilot centres.

One of the project's main results should be the joint development, by the three European partners, of material and strategies to help introduce intercultural practices and to consolidate the network of organisations involved in the dissemination of materials and findings. Pupils are obviously one of the project's target groups, but so too are teachers and teacher trainers. Some of the partners in this project are members of EFECOT, the European Federation for the Education of Children of Occupational Travellers.

13. Working with Gypsies

Description: the project's three partners intend to develop, evaluate and disseminate training materials on how to work with Gypsies, aimed on how to work with Gypsies, aimed at teachers and other educators such as Gypsy mediators, social workers and voluntary workers in the fields of education and social integration. The objective of the material to be developed is to ensure that teachers and social workers have basic knowledge about the Gypsy population and how to work with them. The training instrument will comprise three basic elements : to discover, to accept, to build. A total of 15 booklets will be produced over the course of the project, each of them a

didactical unit for an hour-long meeting, explaining the material and providing information on group dynamics, how to share experiences, how to set up dialogue. Their content will focus on such themes as the history, values and culture of the Gypsy people, and criteria and proposals on how to work with this community. All of this will be done through three sets of courses which should provide teachers and social educators with better training materials to improve their attitudes towards Gypsies. Furthermore, European cooperation within the project should make it possible to improve existing materials and make a model of socio-educational intervention with the Gypsy community accessible to all partners.

14. Action-research On Active Learning Of Mathematics

Description: This is an action-research programme on young Gitanos and the teaching of mathematics. The project was launched by the Xavó-Xavi School which deals mostly with the education of young Gitanos. Pupils in this school use the learning of elementary techniques to prepare for working life. They must learn, in addition to reading, writing, and certain attitudes, to analyse what they do (objectives, possibilities, causes, consequences, conditions...)

The idea is as follows: as material develops the pupil's capacity for reasoning and abstraction, mathematics enable the individual to increase his or her understanding of surrounding reality. Working with numbers and geometry (at an appropriately adapted

level) should facilitate learning in other areas : for example, helping pupils to establish their bearings in space and time.

The programme itself will take place in three phases. The first of these will compromise sound programme preparation. The second will concentrate on understanding the intellectual approach used by the pupil. Once this is understood, phase three, programme implementation, will begin : each pupil will receive teaching adapted to his or her level and specific needs. This project is taking place in a partnership with schools in Catalonia, the Basque country, Madrid and the South of France. As a result, it represents potential for a transfer of experiences and making the didactic materials and publications which will produce, available on a broader scale.

15. Learning and developing the Gitano language

Description: Spanish Gypsies have suffered the progressive loss of their own language (Romanó-Kaló). With this project the Instituto Romanó aims to combat this loss of identity. The project will consequently encourage teachers to teach children at school about their own culture. It also intends to teach adults. A second aspect of the project will be the training of personal to carry out research on Romanó-Kaló. Finally, the Instituto intends to publish and disseminate didactic and educational materials in this field.

A conference bringing together teachers of Gitano boys and girls will also be held, as will meetings of experienced Romanó linguists from Spain, Southern France and Portugal. In the medium and long term, therefore, the project aims:

- 1 To mobilise 25 schoolteachers, most of them Gitanos, to make up the research and working team
- 2 To compile an inventory of educational materials
- 3 To develop diagrams and drawings illustrating the message to be conveyed.

Finally, Instituto Romanó has a web site on the Internet, a section of which is devoted exclusively to the Gypsy language

16. Activities of the “Centro Gitano Europeo”

Description: In this project the “Centro Gitano Europeo” will publish the proceedings of the European Union Gypsy Congress, but its involvement will not be limited to publication: it also intends to study and analyse the interventions of the members of the working groups, with particular emphasis on the scope of proposals submitted by the group on education policy, in order to determine ways in which these proposals can be implemented in the months and years ahead. The Conference covered all major aspects of relevance to the education of Gypsy children throughout Europe, focussing in particular on major challenges such as motivation Gypsy children with regard to school, the transition from school to working life, the role of the parents in the

education of Gypsy children, and increasing Gypsy involvement in society while maintaining and strengthening their own culture.

The above-described analysis will focus primarily on documentation provided by Ms. Barbara Duhrkop, Member of the European Parliament and, as a member of the European Parliament's Culture and Education Commission, a referee and key expert on educational topics. Other key contributions come from the following rapporteurs: Ms. Helga Sinner (Germany), Ms. Gitta Peterson (Denmark), Mr. Paolos Gousis (Greece), Ms. Carmen Santiago (Spain) and Mr. Bernard Leblon (France), making the Congress proceedings truly pan-European, as they reflect contributions from many countries: Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, The Netherlands, Portugal, Spain and the United Kingdom.

A major element of the project will be the translation of the Congress proceedings into Romanó-Kaló so that everything can be published in this language and thus made accessible to the groups directly concerned. The proceedings will thus be available in both Spanish and Romanó-Kaló.

17. *Nevipens Romani* (Gypsy News)

Description: More than two million Gypsies live in the European Union. Romani is the universal language which all of them use to communicate with each other. *Nevipens Romani*, published in the Gypsy language, carries news of European Community, Commission, Council and Parliament initiatives throughout the territory of the European Union. The objective of this project is to publish a special issue of

this magazine in Romanó-Kaló, focusing on the problems of racism and xenophobia and presenting projects developed by the Advisory commission of the Council of the European Union in relation to these topics.

At a time when, unfortunately, new manifestations of racism appear to be flourishing in Europe, it is felt that this special issue of *Nevipens Romani* can be a useful instrument in the fight against discrimination and thus in promoting improved understanding between the different people comprising the European Union.

The programme will be structured as follows:

- summarisation and selection of Community initiatives against racism and xenophobia
- translation into Romanó-Kaló
- arranging this material into the *Nevipens Romani* format
- publishing 25,000 copies of this special issue
- distributing these copies throughout the 15 Member States of the European Union (mostly Spain, Portugal, Italy, France and Germany).

Instituto Romanó has also started to work on a website on the Internet, where the most relevant information published in *Nevipens Romani* can be accessed.

18. Training Gypsy Mediators

Description: This project focuses on the training of Gypsy mediators, preferably Gypsies themselves, so as to improve work undertaken with Gypsies in the field of education. Project objectives are as follows:

- 1 provide them with better personal general education
- 2 provide them with better training in the methodologies and strategies of intervention
- 3 develop a training course for mediators, in the form of modules with all requisite content and materials
- 4 maximise the efficiency of the programmes they will help to set up
- 5 enhance the exchange of expertise and information with the other participating countries

The result of this project will thus be the development of a training course for Gypsy mediators (mostly Gypsies themselves) working in a multicultural and multiethnic context so as to improve the quality of their work. The course will last 100 hours and will be held twice. Moreover, a specialised training course will be developed for those who have attended the first course. In this way a group of trainers based in every part of Spain, capable on intervening in a multicultural context and contributing to the improvement of existing programmes focusing on the education of Gypsy children, will come into being.

19. Europe 96, History and Science

Description: The project focuses on developing an educational programme for immigrant and refugee pupils alongside Gypsy and native Finnish children of the same age, representing different religions, cultures, languages and different educational abilities. The objectives of the project are to give the target groups concerned: a) an introduction to different languages and cultures; b) insights into Finnish industry and design combined with environmental research. It is hoped that this programme will lessen existing prejudices against certain minority groups, strengthen these groups' self-confidence, develop friendships and make it easier to accept differences between people especially when it comes to ethnic minorities like immigrants and Gypsies.

The project will include the following activities:

- 1 involving participating groups in pre-research work
- 2 developing personal contacts with participants in advance of the project
- 3 workshops and regular classes in the host schools
- 4 study-visits and educational visits
- 5 panels and talks.

An evaluation report will be published at the end of the project to disseminate the experience acquired.

20. Developing Teaching Material for Gypsies in Primary and Secondary Education

Description: The objectives of the projects are:

- 1 to develop teaching materials (two books, four tapes and two vocabularies) in Gypsy languages for teachers and for primary and secondary school children focussing on topics such as fairy tales, history culture and stories from Gypsy folklore;
- 2 to use this material to improve Gypsy pupils' school attendance and reduce their dropout rate;
- 3 to establish, through improved education for them at primary and secondary school level, conditions favouring further studies after compulsory school age;
- 4 to strengthen Gypsy children's cultural identity.

The project's most important international advantage will be to produce materials making it possible to compare the Kaalo dialect and Finnish Gypsy culture, with Gypsy cultures and living conditions in other European countries. As there is a lack of teaching material in the Kaalo dialect, the project hopes to change this situation.

The project's short term activities are to develop the teaching materials mentioned above and use them in schools; long term activities will focus more on the preservation and transmission for the Kaalo dialect and of Finnish Gypsies' cultural heritage, for future generations.

21. Training Gypsy Mediators

Description: at the start of the 1995 '96 academic year the Rouen Institute of the CNED (National Centre for Distance Learning) launched, with the financial assistance of the Commission and in collaboration with similar institutes in other European countries, a distance learning course aimed at adolescent Gypsies. It quickly became apparent that the effectiveness of the course would depend on enlisting mediators of Gypsy origin to relay it to the target group.

The purpose of the present project is thus to provide Gypsy associations with training on the specificity's of distance learning in guerrilla and of this course in particular, with a view to maximising Gypsy children's chances of success at secondary level. These objectives bring together specialists in distance learning, teachers, teachers trainers, experts from within the Gypsy and Traveller communities and specialists in new technologies.

22. Otherness and Language Learning: The Gypsy Example

Description: By carrying out a scientific study of second language learning by using a pilot questionnaire on Gypsy children, this project, put together and implemented by several European partners, may facilitate the development of new teaching methods in this field and in the related area of interculturalism. The link otherness and interculturalism in the foundation of the project as a whole.

The objective is to prepare a publication. The form it should take, the ways it should be distributed and its potential uses will take shape little by little, through joint activities undertaken as part of the project. The project also plans to undertake in-depth evaluation of its own activities. The National Institute for Pedagogical Research (INRP) in Paris will base its study on an action-research approach, in collaboration with other research bodies and teaching institutions.

23. Scholastic Success for Children of Foreign Origin

Description: This project, initiated by CEFISEM (Training and Information Centre for School Provision for the Children of Migrants) in Marseilles, is a local branch of DIECEC, a collaborative European project. Its aim is to encourage the integration of children and pupils of foreign and Gypsy origin by improving their scholastic success, with particular attention to every aspect of language learning written and oral, thanks to new technologies and opening up the project to all pupils in participating schools.

One of the ways in which we hope to achieve this is by developing an ATSP (Personal Schoolwork Helper) package for Gypsy families, and by general use (culminating in the creation of a CD-ROM and interactive teaching materials) of computer technology as a play-orientated learning tool for new arrivals. These methods will be applied over the three years of the project on an increasingly large panel of children, beginning with 30 in 1995-96 and going up to 100 in 97-98.

On-site training of ATSP personnel is part of the project: it will take place in 3 schools selected for their high proportion of pupils of immigrant origin and the significant Gypsy population in the locality. Collaboration on shared themes, such as the integration of pupils of different cultural origins than those of the host country, and improving scholastic success through work on language learning and the use of new technologies, is to take place with the cities of Anvers, Athens, Bologna, Turin and Bradford. The project partners plan to engage in regular study visits and annual evaluation/validation of work in progress. Final evaluation and assessment will take place at the end of September 1998

24. School Provision for Gypsy Children

Description: This project relates to distance learning for Gypsy children in a number of European countries. Its aim is to follow up and build upon the European network already initiated between Great Britain, Italy and France, while simultaneously developing a database. Networking is clearly essential if innovative work is to avoid ceaseless, wasteful repetition to become profitable and to expedite advances in action research.

Project plans include adapting and translating existing materials, setting up a database, disseminating and exchanging teaching materials and continued co-operation with teaching teams in Italy and the United Kingdom. There are plans to extend the

network, as well as for exchange with third countries Romania, Hungary and Slovakia.

25. Remedial Literacy: Information Days

Description: This project is aimed at populations of Gypsy/Traveller origin stopping in the Strasbourg area, including groups of Spanish Travellers, Roma and Manouches who pass through Strasbourg on a regular basis. The aim is to improve dialogue between the Traveller world, pushed too far to the margins, and a society too often hostile, to help young people who are no longer in contact with the school system to improve their training, and to launch an information campaign to improve understanding to the problems facing adult Gypsies and the non-Gypsy public.

Particular emphasis will be placed on providing support courses for young people aged between 12-16 who have dropped out of school, and literacy courses for adults who express a desire for them. Seminars, conferences and information days will round out the work. The information days will be open to anyone engaged in reflection on teaching within the Gypsy/Traveller milieu.

Concretely speaking the first step will be to establish a structure adapted to accommodating the young people and adults in question: a caravan equipped as a mobile classroom should be ready by late spring 1996. Support courses will be initiated at Strasbourg Travellers' School as from December 1995, and literacy classes

will begin in May 1996. The use of new technology (computers, audio-visual materials) will be actively encouraged in connection with these programmes.

26. Preparing An Information Document Explaining The Role Of The School

Description: This project concerns preparing information documents explaining the role of the school of the Gypsy population: particular attention will be given to parental roles and school/parent relations. The aim of these documents will be to combat the strong trend towards absenteeism among Gypsy children. If they are to convince the families concerned, they must develop arguments adapted to the culture of Gypsy and Traveller populations, and, above all, convince parents that it is useful and necessary for their children to go to school.

In collaboration with CNED in Rouen, Gypsy associations, CEFISEMs (Training and Information Centres for School Provision for Children of Migrants), teachers and local authorities, and in collaboration with other Member States working with Gypsy mediators, the project will produce and distribute leaflets, posters, audio cassettes and videos. The project will also devote particular attention to training Gypsy mediators.

27. Gypsy Children's Access To Secondary Schooling And Vocational Training

Description: This project, organised by Lalande Teacher Training College, Toulouse, concerns Gypsy children's access to primary provision, secondary schooling and vocational training, their transition to working life and their social integration. It will entail SEGPA (Section for Adapted General and Vocational Teaching) personnel monitoring the scholastic careers of a number of children in all-Gypsy classes, as well as becoming involved in teaching Gypsy children in mainstream schooling. All of these children will have the benefit of personalised support and tutoring. The goal of those work, carried out in contact with the families, is not only to ensure that all Gypsies master the language, but also to motivate the children and facilitate their integration into mainstream structures.

To this effect, we plan to carry out assessment tests in order to ascertain pupils' scholastic level with greater accuracy, but also, on more general lines, to carry out information campaigns aimed at young people and their families, visits to training centres, familiarisation and negotiation with training establishments and, finally, broad socialising activities for these children, involving music, drama and art.

The project's European dimension consists of exchanging expertise and experience, study visits, and other forms of co-operation with schools in Barcelona, Perpignan, Toulouse and Saragossa.

28. Developing a European Distance Learning Network for Traveller Children

Description: This project is concerned with school provision for Gypsy children and distance learning. It aims to develop a pedagogical project adapted to this type of client, an introductory course on English as a second language, and a remedial course utilising new communications technology.

Actions already under way (courses on offer, adaptation, translation) will be pursued in collaboration with the Gypsy Research Centre at the Université René Descartes and British and Italian teaching teams. Contact points for distance learning embodying this teaching system will also be established on the ground.

There are plans to extend the partnership to teams in Portugal and Greece, as well as for exchanges with third parties Romania, Hungary and Slovakia. Project findings will be distributed within the existing network and eventually within the enlarged network.

29. Gate (Gypsy and Traveller Education) - Gateways to Success

Description: A project which focuses on major education issues for Gypsy children with elements to stimulate their success at secondary level.

The purpose of the project is to improve secondary school attendance by Gypsy children and to provide a meaningful education which takes education, cultural and social differences into account. Another objective is to work with these children and their families to develop basic numeracy and literacy skills.

The project furthermore intends to publish new strategies and findings, to be disseminated through the All Wales Forum for Traveller Education at a transnational conference.

Procedure will focus on the following basic elements:

- 1 a student-centred approach
- 2 individual learning programmes
- 3 unit accreditation
- 4 partnerships with parents
- 5 group work
- 6 activity bases work
- 7 co-operative learning styles

It is hoped that the project will contribute to educating more Traveller children at secondary level and to adopting a transnational approach to this problem, which to date has been tackled with limited success in all known locations. It is also the project partners' intention to forge close links with FE colleges in terms of offering taster

courses and career advice, and to try to accredit at earlier and more varied levels to allow for confidence building and total integration into the learning environment.

30. Improving Access to Secondary Education by Effective Home - School Contacts and Outreach Work

Description: The principle aim of the project, “Improving Access to Secondary Education by Effective Home-School Contacts and Outreach Work” is to promote equal opportunity and the integration of Gypsy and Traveller children in secondary education.

The project partners intend to exchange information on the present situation with regard to Gypsy children’s access to secondary education and to identify inhibiting factors so as to come up with possible solutions.

The project intends to document and review existing strategies and practices aimed at promoting intercultural relationships between schools, the family and the environment, and to help develop new ones.

One of the activities planned is to consult with the children of the community on their experience of secondary education. It is the intention of the project to disseminate its findings widely at both local and national level.

The project will review and evolve methodology and practice in developing home-school links at secondary school and in organising educational outreach to Gypsy and Traveller children.

31. Education Of Traveller Children In The Secondary Sector (After 11 Years Of Age)

Description: This project intends to focus on developing education for Traveller children in the secondary sector. In England not all Traveller children under the age of eleven have access to education and the percentage of Traveller children continuing education beyond the age of eleven remains low. This project has decided to do something about the issue by consulting teaching staff in involved secondary schools; this should result in a document describing needs on this area. Later on exchange visits will be organised to gain more information and Experience. The project partners intend to prepare curricula in three areas of teaching and learning: Languages, mathematics and the sciences. A seminar for in-depth discussion of these matters will be held in one of the participating countries: this seminar will also enhance the dissemination of the guidelines and materials arising from the project. In the second place, the partners intend to produce classroom-related open and distance learning materials in the above mentioned areas. They also plan to offer further opportunities for co-operation with the local education authorities of neighbouring County Durham, who are also interested and involved in producing materials.

32. Accelerated Programme for Traveller Pupils Newly Entering Key Stage 3-2 Intercultural Teaching: Strategies for Open and Distance Learning

Description: The aim of this project is to support social integration for Traveller pupils and to produce a reading programme for this group. As the project partners want to enable pupils to achieve smoother transition, reduce elements of racial tension and increase staff awareness of co-operative learning methods, they will research these areas through a small working party. Findings will be correlated to produce a model for trial in a series of schools. The partners also intend to develop a model of classroom practice enabling teachers to support individual and co-operative learning within an intercultural framework, and to create a reading programme with a focus on developing early literacy materials with cross curricular themes. All materials arising from the project, including guidelines/suggested actions for the successful integration of Traveller children into the secondary phase, will be distributed to secondary schools for Traveller children. This project also involves the development of a package encouraging flexibility of teaching styles to improve access to the curriculum for all pupils regardless of ability or experience, and promoting the skills necessary for the production of quality distance learning materials.

33. Database Production and Dissemination

Description: The aim of this project is to produce a database on Traveller education and disseminate it as widely as possible. To achieve this objective the project partners

will enlist the assistance of a technology consultant who is currently involved in setting up similar databases. The database will be housed at the Lancaster Traveller Education Centre; the Co-ordinator of Hounslow Open Learning Unit managed the project from the same location. The partners will collaborate to produce CD-ROMs carrying the necessary information. As they are anxious that the database be accessible without reference to any particular software, they are developing a stand alone system. They intend to make 200 copies of the database in PC and Mac formats; these discs will be distributed in all 15 Member States. Users will be supplied with a questionnaire seeking feedback on the database and a report will be produced after this feedback has been analysed.

34. Feasibility Study of Producing an Interactive Directory of Teaching Materials for Gypsies and Travellers.

Description: The aim of this project is to gather together examples of teaching materials for Gypsies and Travellers in order to make them more accessible. Information on open and distance learning materials will be computerised and made available through databases. Teaching staff will be involved in the project by providing examples of the materials they use in the concrete classroom situation. A questionnaire will be drafted and sent out; the resulting data will be correlated into an interactive directory, indexed either by age/sector or by subject area/author. This project brings together representatives from different countries who will co-operate

with the representatives from different countries who will co-operate with the representatives of the Scottish Traveller Education Project and SITC. Eventually, the partners hope to create a CD-ROM directory for dissemination at European level.

35. The Inclusive School: Effective Education for Secondary Age Travellers

Description: The objective of this project is to ascertain the effectiveness of secondary education for Traveller pupils. To this end a questionnaire based on the performance indicators for effective schools will be drafted and widely disseminated through the Traveller Education Services. The TES will also organise a meeting for Gypsy/Traveller mediators and representatives to collect oral information from this group of people. Guidelines for the construction of case studies of good practice will be formulated on the basis of the information thus obtained; these will be sent out to those schools and services which reported significant staying-on results. Through this research the partners hope to establish the degree to which recent intercultural education innovations have contributed to improvements for Traveller pupils. If Travellers prove to have special educational need, there should be specific funds and practices to meet them on an individual basis. Findings will be collated into report form and disseminated through e-mail and Internet. Discs will be supplied to those who do not have access to either. Hard copies will be only available in limited numbers and for specific purposes. A small international seminar will be held to share findings and discuss proposed approaches for future phases of the programme. A

paper will be published in an international scientific and educational journal in order to promote interest in the wider educational community. It is hoped that there will be an opportunity to read a paper at ATEE (Association for Teacher Education in Europe, a major NGO) and other international educational conferences in order to draw increased attention to education for Travellers in general education circles.

36. Creating Equality of Opportunity for Intermittent Attenders: Open and Distance Learning in Support of Traveller Pupils

Description: The aim of this project is create a teaching methodology which would help the intermittent attender or the regular absent pupil to be fully included into the educational process- an open and distance learning system in support of Traveller pupils. This will require improved standards and increased co-operation from teachers; they must take more responsibility for meeting the needs of all their pupils, including Traveller pupils. The partners want to develop guidelines for the introduction of flexible learning approaches for intermittent attenders, and also intend to set up support services for their families. The co-ordinator will organise a seminar for EC partners and participating schools, thereby providing an opportunity to exchange experiences and discuss key areas in developing an open and distance learning training pack for further teacher training initiatives. The resulting guidelines will be disseminated through Local Education Authorities and the Times Education Supplement, so as to enhance their use in schools.

37. Audio-Visual Presentation of Open and Distance Learning Materials

Description: This project intends to focus on audio-visual open and distance learning materials to assist people who are working in the field of Gypsy and Traveller education. Project partners will discuss and analyse the outcomes with representative of the target groups concerned. Once correlated, findings will provide the basis for a series of photographs and slides and an audio cassette which will include comments and descriptions. The partners also intend to make a video which should be presented in various forms and then promoted. A European network linking people who are interested in these subjects will be created so as to facilitate their contributing to the preparation of materials. The network will also help to disseminate the final products to all member countries.

38. Secondary Education for All Travellers

Description : The aim of this project is to exchange information concerning secondary education for Travellers. The partners will organise conferences to familiarise teachers with successful methods of attracting Gypsies and occupational Travellers to secondary schools, and of encouraging them to stay on once there. A report based on conference findings will subsequently be prepared; this will include a full list of participants with their fields of expertise and contact addresses so that teachers who did not have the opportunity to take part can still make contacts. The report will also

highlight areas for further exploration: assessment of progress in good practice and comparison of assessment methods in different Member States.

39. Gypsy/Traveller-Student Exchange Visits

Description: The aim of the project is to promote, within the Member States of the EU, teacher exchange visits focusing on sharing experiences, pedagogical materials and methods in the field of the education of children of Gypsies and Travellers. Teachers will be involved in an exchange network and visit each other on a rotational basis to share good practice, to exchange material and ideas and to look for new ways in which common or similar problems can be solved.

The second part of this project consists in jointly introducing teachers and a small number of Travellers to their European and International heritage so that they become aware of the richness and variety of cultural and ethnic diversity in Europe. It is also hoped that direct contact between teachers and Travellers will encourage the latter to become more ambitious in terms of their own professional (vocational) life. The project will be co-ordinated from the offices of the East Anglian Gypsy Council, which has established a large network of potential participants. In the first Phase, the national team's main objectives will be to initiate individual contacts and identify teachers and young Travellers to take part in the project. Phase two aims to initiate cooperation with other teams involved in similar projects.

40. The Identification, Analysis and Dissemination of Good Practice at Secondary Level in Integrating Gypsy/Traveller Pupils

Description: This project intends to focus on educational opportunity for Gypsy/Traveller pupils of secondary school age with a history of fragmented schooling and a low basic literacy level. The project partners will analyse good practice in selected secondary schools in Essex; other suitable institutions will also be contacted through the ACERT network and invited to join the project so as to give it a broader basis. The partners will send a questionnaire to all relevant organisations to obtain the required information. At the same time interview Gypsy/Traveller parents of young people to gather information about the educational needs of the above-mentioned group.

The aim of this project is to collect information on a variety of suitable integrated or open learning models. The resulting document will disseminated to all partners. A European network of contacts for future information exchange will also be set up and strengthened.

Appendix B

APPENDIX

INFORMATION FOR PSYCHOLOGICAL ASSESSMENT (SHORT TERM CONSULTANCY)

SCHOOL [REDACTED] PHONE NO- [REDACTED]
PRINCIPAL [REDACTED] CONTACT PERSON [REDACTED]
GUIDANCE OFFICER [REDACTED]

STUDENT DETAILS.

SURNAME [REDACTED] FIRST NAME [REDACTED]
YEAR LEVEL 5 DATE OF BIRTH [REDACTED] / [REDACTED] / [REDACTED]
PARENT/GUARDIAN'S NAME [REDACTED]
ADDRESS [REDACTED]
TELEPHONE [REDACTED] (HOME) [REDACTED] (WORK)

Does the student identify as an Aboriginal or Torres Strait Islander? YES NO

Does the student come from a Non-English Speaking background? YES NO

If so, what is the student's first language?

*father has been teaching
Romanian language at home*

Has this student's eyesight and hearing been checked? YES NO

Details

Does the student wear glasses or a hearing aid? YES NO

Details

Any health issues of the student that are relevant to school? YES NO

Details *asthmatic*

Has the student's attendance been regular? YES NO

Details *but has only recently enrolled at [REDACTED]*

Summary of observations and test result

Reason for referral

CONCERNS ARE PARTICULARLY WITH LANGUAGE - [REDACTED] HAS BEEN DOING HER SCHOOLING WITH OPEN ACCESS AND [REDACTED] FEELS THIS HAS CONTRIBUTED TO HER POOR SKILLS AND LACK OF MOTIVATION. [REDACTED] IS QUITE SHY AND TENDS TO LACK CONFIDENCE IN MATHS

Specific questions being asked

Principal's Signature

Guidance Officer's Signature

.....

Parent/Guardian Consent

I/We [REDACTED] [REDACTED] give permission for [REDACTED] [REDACTED] to be assessed by a psychologist and I/we agree that a copy of the assessment results can be given to the school and the consultancy coordinator. We understand this information will be used to determine eligibility for support services and in planning and implementing school programs.

Signature

Any Comments

Date

/ /

Psychological Assessment
(Confidential)

Name: [REDACTED]
Date of Birth: [REDACTED] 1986
Date of Testing: [REDACTED] 02-1997
Age at Testing: 10 years, 11 months
Place of Testing: [REDACTED]
Grade: 5
Handedness: Right
Testing and Report by: [REDACTED]

Tests Administered: Wechsler Intelligence Scale for Children III (WISC-III). This is a test of general intellectual ability for children aged 6 to 16 years, which in addition to providing an overall measure of intellectual ability, also provides separate measures of verbal and performance abilities.

Reason for Referral

[REDACTED] was referred by her teacher because of concerns about her learning problems at school, particularly with language.

Background Information

[REDACTED] is currently in year five. She stated that her favourite subjects are craft, painting and writing and that she has difficulty with mathematics. At home, her favourite activity is watching the television. [REDACTED] reported suffering from asthma.

Behavioural Observations

[REDACTED] was friendly and cooperative during the assessment session. Rapport was developed readily and no signs of anxiety or tension were noted. Eye contact was appropriate. Her rate of speech was slightly slow but otherwise easy to understand. Her affect was appropriate and controlled during the evaluation. She maintained concentration and attention throughout the assessment session. She tended to give up easily on difficult tasks unless encouraged and appeared to lack confidence with the tasks presented to her. At times, she would name pictures of items incorrectly although she appeared to understand their use and function.

In general, it was assumed that the assessment is a valid and reliable sample of her true intellectual abilities.

Assessment Results and Clinical Impressions

[REDACTED] overall performance on the WISC-III is classified in the Borderline range of intellectual functioning and is ranked at the 7th percentile. This percentile rank indicates that [REDACTED] scored as well or better than 7% of children her age. Her intellectual functioning in the verbal areas is below the Borderline range and her intellectual functioning in the performance (nonverbal) areas is in the Average range.

This indicates that her language and auditory processing skills are less well developed than her nonverbal and perceptual motor abilities.

In the verbal domain, her range of factual knowledge, general cultural knowledge, and numerical reasoning are below average for her age. Her knowledge of conventional standards of behaviour, social judgments, word knowledge, conceptual thinking and ability to verbalise appropriate relationships between two objects or concepts are well below average for her age.

In the nonverbal domain, her ability to differentiate essential from nonessential detail is low-average for her age. Her ability to analyse and synthesise visual-spatial material is below-average for her age. Her accuracy of eye-hand coordination, symbol-associative skills, visual sequencing, and ability to synthesise nonverbal material are within the average range for her age. On the other hand, her ability to synthesise concrete parts into wholes and her spatial relations ability are above average for her age.

██████████ performance on the assessment tasks indicates that she has a marked degree of difficulty with language-related abilities, especially with concept formation and word knowledge. Her awareness of cultural values and standards are also poorly developed. Her overall nonverbal skills, however, are generally within the normal range of development for her age. She performed less well on nonverbal items that require visual-perceptual discrimination. This may indicate that she has a problem with her perceptual functioning or it may indicate a visual problem.

Recommendations

Overall, ██████████ performance suggests that she may have a specific learning problem. Such a conclusion should be regarded as speculative until specialised assessment of her language and verbal skills is conducted. It is possible that her performance indicates a lack of opportunity in the home environment. Specialised assessment will provide information on which to base educational strategies for ██████████. The possibility that she has a difficulty with her eye sight will need to be explored further. The following educational strategies may also be of benefit:

██████████ range of factual knowledge and general cultural knowledge may be improved by the use of projects involving the natural sciences, geography, and social studies, which can be arranged as homework assignments. Efforts can be made to increase the range of interests ██████████ has at home. She can be encouraged to read newspaper articles, watch educational television programs, and to participate in discussions about current events in both the classroom and at home.

██████████ functioning in the area of conceptual thinking may benefit from exercises that emphasise the recognition of differences and similarities in shapes, textures, and everyday objects. When these are mastered, exercises involving abstract concepts can be attempted. She may benefit from exercises involving the use of abstract words, generalisations, and classifications. Repetition is necessary to reinforce the concepts learned in this manner.

Verbal enrichment exercises and the use of games such as Scrabble and Analogy may improve [REDACTED] word knowledge. She can be encouraged to discuss experiences with other children and adults. Verbal expression can be encouraged along any lines of interest she has. New words need to be introduced to her frequently. One exercise that may be useful is for [REDACTED] to make and maintain a dictionary of new words with new entries being made on a regular basis.

Summary:

[REDACTED] overall performance on the WISC-III is classified in the Borderline range of intellectual functioning and is ranked at the 7th percentile. The assessment is a valid and reliable sample of her true intellectual abilities. Recommendations for additional assessment and strategies for assisting her with her educational development have been made.

Please do not hesitate to contact me if further information about this assessment is required.

Yours sincerely,

[REDACTED]
[REDACTED]

Psychologist

Appendix C

NAME ^{*} [redacted] [redacted]

CLASS [redacted] / 1

DATE	BEHAVIOUR	ACTION	TEACHER
WK 6	-called girl in [redacted] 12 a slut	-counselled as to inappropriateness of comment - constitutes gender harassment.	[redacted]
WK 7	involved in continuing ↓ conflict & fights with another student ([redacted]) -conflicting stories -mutual denials. - [redacted]* claims harassment	- counselled [redacted] [redacted] to distance himself from [redacted]* avoid harassment. - counselled [redacted]* to keep me informed of any problems.	[redacted]
	*Peter		
	• Other Boy		