

Article

# A systematic review of intercultural education in the promotion of sustainability by the development of education programs and educational interventions targeting the Roma student

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**Abstract:** Intercultural education can be seen as a cornerstone in the sustainability of the current culturally diverse society. In addition, through the establishment of policies and strategies to reverse situations of discrimination and exclusion, there is a consensus on the importance of the social inclusion of groups at risk of exclusion. In this context, actions are suggested to reverse high dropout rates and school failure within the Roma population. The aim of this systematic review in the educational context is to analyze investigations of programs and interventions that have been made to promote the educational inclusion of Roma students. Three databases are used, Scopus, Web of Science, and Eric, to examine 419 articles, which after a selection, based on an inclusion criterion which follows the guidelines given by the Declaration PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), 17 articles were chosen for the analysis. The main findings shed light on data for programs and interventions developed mostly within the school setting and for students of elementary and secondary education. These programs provide answers for the molding of intercultural education and the policies for educational inclusion of Roma people.

**Keywords:** Intercultural education; Intervention programs; Roma student; Systematic review; PRISMA.

## 1. Introduction

The following investigation corresponds to a systematic review, which has followed the guidelines provided by PRISMA [1] Declaration and in consideration of the importance of intercultural education for the sustainability [2] and priorities of the European community towards social inclusion [3]. This study has attempted to identify, through a comprehensive literature review, programs aimed at Roma student interventions within the educational context, which have developed and promoted changes at the individual and the group level, this being one of the guidelines of intercultural education for sustainability, and resolutions for situations of exclusion and marginalization of students, that improve their quality of life [4].

An increasingly ethnically and culturally diverse [5] society requires intercultural education to be a strategic resource "towards sustainability, equity, peace, and social cohesion" [6] (p. 123). In this context, intercultural education programs should be designed and implemented with the goal of sustainability [2, 6], and maintained to guarantee the continuity of intervention programs aimed at supporting social inclusion of the Roma people [7].

A couple of decades ago, concerns had been made about the truancy problems of the Roma students and the high levels of school failure. In this regard, Abajo [8] calls for a profound change, at the social level, to ensure a quality education that enables them to develop as citizens in their right.

Faced with these facts and the publication of official reports on the education of the Roma students, [9] this is becoming a priority issue for the public entities and European governments.

In this way, one of the priorities at the European level is social integration, as shown by the Europe 2020 Strategy [3], especially aimed at those most disadvantaged and at risk of social exclusion. The member states of the European Union have designed efforts to overcome early school dropout by applying different strategies in order to achieve their goal Europe 2020. For a full and successful social integration of Roma students, educational success is necessary [10] and to achieve this, member countries of the European Union are committed to a set of strategies aimed at inclusive growth, it is to say: "(...) the rates of student dropouts remain high, although they have decreased; and the difficulty of promoting the effective transition of Roma students into secondary education or higher education.

It is true that education has made significant progress; however, the percentage of Roma students leaving the educational system is 24 times that of the whole population [11], by all means the dropout rates are higher in the Roma population [12].

For Antunez, Perez-Herrero, Nunez, Burguera, and Rosario [13], the decade of Roma inclusion (2005-2015) has been firstly, the step for social inclusion, the opportunity for collaboration between European countries, and the recognition of different strategies and actions that promote equitable access to education. To this regard, the Open Society Institute [14] has 10 recommendations related to equitable access to education for Roma, where it mentions the implementation of programs aimed at this group [ "regularly review, improve, and implement policies and programs for Roma "(p. 5)].

For Kilicoglu and Kilicoglu [15], the educational situation for Roma students is similar in European countries, which following the guidelines of the European Union have implemented educational programs and best practices [13-16] in schools.

One of the recommendations is to transform schools into learning communities [17] and by this they have established different programs aimed at Roma students, which seek to involve and engage the entire community in view of achieving a quality education and encouraging Roma students to pursue secondary studies [10]. In this regard, partnerships play a significant role in educational inclusion and have to be sustainable, in order to provide the "opportunity to learn the rights of citizenship" [2] (p. 139). However, they should be implemented along with other structural measures and strategic interventions [18].

As an example, Antúnez et al [13] point out various initiatives and good practices developed in Europe to improve access and school performance of Roma students. They identified personal factors that promote academic achievement which should be encouraged and promoted by educational intervention programs [19] that help to improve the opportunities for school achievement of Roma students. Another example from Spain, is the implementation of educational laws, which have followed European guidelines concerning the implementation of intercultural education programs, promoting and spreading the best practices and improving teacher training [20].

Consequently, to improve the social inclusion of the Roma population, it is important to ensure that children and young people have a quality education, improving their level of education [13], which would increase their employability [17], and position intercultural education as a corner piece of sustainability in today's society, giving a balance between knowledge, learning and social equity, delivering an equality between sustainability and intercultural education programs [2].

Accordingly, the purpose of this study is to analyze literature reporting programs and interventions aimed at Roma students within the framework of intercultural education and that has been carried out within the educational context. Subsequently, the following objectives have been established: to identify the programs' main features used for intervention with Roma students (purpose of intervention, educational level, participants, and outcomes). The investigation's questions relate to: What programs or interventions were carried out with Roma students? What are the educational levels of the programs or the interventions have been carried out? What are the settings of these programs or interventions? What have been the results of these educational interventions with Roma students? Does the research show results for the programs or the interventions? Do the intervention programs answer for the political guidelines on educational inclusion of the Roma?

2. Methods

The method used in this study was a systematic review, following the guidelines provided by PRISM Declaration [1] according to the flowchart of four phases, in addition to its checklist and report items.

2.1. Selection procedure and datamining

The literature search was started in December 2018 and carried out in three data bases, Scopus, Web of Science, and Eric, including articles published up until February 2019. The search does not have a limit to the year of publication, it is to say, any article before February 2019 was considered. In each database a search equation was carried out according to each procedure for advanced search, using keywords like "gypsy student", "roma student", "traveler student" gypsi \* (together with Boolean operator OR). Also the words "education programs" "education intervention" (together with the Boolean OR), in general the equation was structured as follows: (gypsi \* OR "gypsy student" OR "roma student" OR "traveler student") AND ("education" OR "education programs" OR "education intervention"). The results were included in a computerized data matrix made with Microsoft Excel, the statistical package of Office 2016 for MacOS, which then duplicates were eliminated. In addition, we used the reference manager EndNote X8 (Thomson Reuters Corporation), which also facilitated with the identification of duplicates and with the management of bibliographic references from each used in the study.

The researchers followed the PRISMA guidelines [1] for data extraction, through their 27 items checklist. The first two authors made the independent selection of each study, by reading the title, abstract and keywords (419 investigations), and the third author resolved disagreements.

In the process of analyzing the data from the articles, the three authors worked independently. Then the extracted data was summarized based on the research questions, regarding: (a) reference article, (b) main background, (c) study objectives, (c) recipients, (d) context, (e) educational level and (d) main results. This analysis was reviewed and analyzed by the two main authors, obtaining a 90% agreement between them with discrepancies resolved collaboratively among the three authors. The results are presented in Table 1.

Table 1. Main aspects of the items considered in the systematic review

Reference	[21]
Background	Pilot program in nutrition education, designed as a community intervention. It was developed in the framework of social learning theory and self-empowerment. 3 ways considered action: class, a workshop and cafeteria, as well as a plan for families.
Objetives	Promote healthy eating habits, along with the development of skills and selfempowerment
Recipients	150 children (8-12 years, 80% Gypsies) identified a school in a deprived area Bilbao, Spain.
Context	School
Education level	3rd - 6th Primary E.; 1 E. Secondary
Main results	After two years, the program evaluation showed improvements in knowledge, skills and behavior of children. The qualitative evaluation showed a positive attitude in the program. The involvement of families in the meetings was low, dental hygiene showed little improvement.
Reference	[22]
Background	Learney-school program promotes inclusion, addressing underachievement and high dropout rates. It organizes activities and helps children to finish primary E.. various teaching methods are identified.
Objetives	Provide time and space for Roma children spend time after school.
Recipients	Children and youth (6 to 18 years) in Hungary

<b>Context</b>	Extra school
<b>Education level</b>	E. Primary and Secondary
<b>Main results</b>	The case study, no results of interventions.
<b>Reference</b>	[23]
<b>Background</b>	Intercultural Education experience to solve problems of racism and relationships that have young Roma to integrate the school.
<b>Objetives</b>	Develop tolerance and reduce prejudices towards Roma culture. Environment and foster relationships of respect.
<b>Recipients</b>	16 students (17-23 years, 25% Gypsies), the course of social guarantee of IES, Orcasitas area, Madrid, Spain
<b>Context</b>	Classroom-workshop.
<b>Education level</b>	E. Secondary
<b>Main results</b>	The interviews showed a change in valuation among students. Questionnaires an increase in the provision for work and respect for Roma culture. positive change of attitudes, (classwork and relationship with peers)
<b>Reference</b>	[24]
<b>Background</b>	The article presents the three main phases of the In-Service Training for Roma Inclusion (INSETRom) Project. It discloses the main activities and results of the three phases proposed in the project (needs assessment, curriculum development and teacher training, implementation and evaluation of interventions)
<b>Objetives</b>	Promote educational inclusion, improving the effectiveness of teachers in their schooling, strengthening the relationship between community and school.
<b>Recipients</b>	Roma students (7-10%), between 5 and 14 years, teachers and parents from 3 schools (primary, secondary and special) in Vienna, Austria.
<b>Context</b>	College Extracurricular
<b>Education level</b>	E. Primary, Secondary and special.
<b>Main results</b>	the results of the training of teachers are presented. It indicates that in the implementation phase training has led to changes in practices and teaching methods, improving skills in the daily work with Roma students, and a better relationship between family and school is evident.
<b>Reference</b>	[25]
<b>Background</b>	The article presents the results of EU-funded INSETRom. He realizes on the needs assessment phase of the entire community, for the lifting of the training program for teachers.
<b>Objetives</b>	Promote inclusive education in schools in Cyprus. Identify the needs of the educational community for interventions.
<b>Recipients</b>	3 schools (urban primary, secondary and rural primary) with 62 Roma students in total, in Cyprus.
<b>Context</b>	College Extracurricular
<b>Education level</b>	E. Primary and Secondary E.
<b>Main results</b>	Teachers showed pessimistic about the results of training and implementation in teaching with Roma students. The results show that educational inclusion strategies should be comprehensive, it also should focus more interest in interculturalism.
<b>Reference</b>	[26]
<b>Background</b>	Intervention program aimed at Roma students of Secondary Education. Through action research, the center's needs are identified and by the educational community

<b>Objetives</b>	develop a plan of action for two academic cycles, led the group of students in compensatory education.
<b>Recipients</b>	Design, develop and evaluate an intervention inclusive program for students, teachers and school.
<b>Context</b>	18 Roma students and mixing (Spanish, gypsy) of a group of compensatory education, Secondary Education Institute.
<b>Education level</b>	School
<b>Main results</b>	1 Secondary Education (remedial education).
<b>Reference</b>	The article presents the results of the first year of intervention and improvement proposal for the second. Increased expectations educabilidad from the tutor. Evidence students better self-esteem, motivation, better grades, decreased disciplinary parts, greater integration into school activities and decreased absenteeism.
<b>Background</b>	[4]
<b>Objetives</b>	<i>The Roma Teaching Assistant Program</i> , It focuses on an inclusive and multicultural school. inclusive classrooms were designed, which included aspects of Roma culture and integrate these aspects to teaching methodologies. Attendees also for Roma children, encouraging communication among all.
<b>Recipients</b>	Promote inclusion and adaptation of Roma students in the education system.
<b>Context</b>	5-7 years 50 students from 9 different classrooms in Latvia.
<b>Education level</b>	School
<b>Main results</b>	E. child and primary.
<b>Reference</b>	All Roma students were able to successfully integrate the school also social and academic growth was evident.
<b>Background</b>	[27]
<b>Objetives</b>	teaching laboratory experiment, it is a strategy of learning motivation of Roma students. Delivery to the student an active role, increase their interest and give control over the learning process. issues of ecology and environmental protection were selected.
<b>Recipients</b>	Increase the quality and quantity of knowledge, and motivation of Roma school students.
<b>Context</b>	232 students (9-10 years, 21.55% Gypsies) of primary schools in 4 different cities and villages in Serbia.
<b>Education level</b>	School lab
<b>Main results</b>	3rd E. Primary
<b>Reference</b>	Initial tests and final realize an improvement of 2.17 times higher than in non-Roma students, thus increasing the ecological laboratory quality, quantity of knowledge, and motivation Roma students. Roma children expressed their satisfaction with the work developed and interest in continuing these projects.
<b>Background</b>	[28]
<b>Objetives</b>	The intervention is a longitudinal case study of 4 years (2006-2010), which is part of the integrated INCLUD-ED (European Commission VI) EU-funded project.
<b>Recipients</b>	Through the dialogic learning, different activities involving the participation of Roma families in decision-making activities and school to improve children's learning were established.
<b>Context</b>	Implement Successful Educational Actions (SEAs). Establish a dialogic and participatory process among all the educational community.
<b>Education level</b>	College students and families La Paz, Albacete, Spain.



<b>Context</b>	School
<b>Education level</b>	E. Primary and Secondary E.
<b>Main results</b>	The implementation of SEAs have contributed to academic success and reversing situations of inequality. Performance improvements of national standardized tests. Increased educational opportunities at school. truancy rates and increase the percentage of enrollment of new students decreased.
<b>Reference</b>	[29]
<b>Background</b>	Project by the Aristotle University of Thessaloniki and funded by the EU, aimed at young Roma students. a case study related to the importance and use of information technology in delivering new media in the Roma popular culture is presented.
<b>Objectives</b>	Involve Roma students in the production of knowledge through the use of new technological means. Create a sense of identity and promote their participation through cultural elements.
<b>Recipients</b>	Students in a class support (13 and 15) in a high school in the city of Thessaloniki (Greece).
<b>Context</b>	School
<b>Education level</b>	E. Secondary
<b>Main results</b>	participation and motivation evidenced by students in the different tasks of the project; however, the use of digital technology was not a valid knowledge. the importance of effective methods in teaching Roma students noted. Digital technology helped students overcome Roma related to written language, therefore, managed to express themselves more creatively barriers.
<b>Reference</b>	[30]
<b>Background</b>	Programs developed by the Center for Media Research in Education (Eotvos Lorand University, Hungary) affiliated to UNESCO (2005-2013). It was based on collaboration between teachers and families. Developing interdisciplinary programs supported Information Technology and Communication (ICT), trialogical learning theory, art, science and mathematics. They also supported students in high school then.
<b>Objectives</b>	Improve motivation. Affective improve social skills, verbal and visual communication. Promote learning achievement.
<b>Recipients</b>	Roma multigrade school students from small towns in Hungary.
<b>Context</b>	multigrade schools
<b>Education level</b>	E. Primary
<b>Main results</b>	Learning achievements show that, through motivating teaching methods, can learn mathematics and other disciplines. The use of ICT turned out to be a methodology that facilitated access to teaching and learning.
<b>Reference</b>	[31]
<b>Background</b>	The Education for All (formerly assistant teaching gypsy) is one of the major interventions in Southeast Europe since 2009 is administered by the Ministry of Education of Serbia. the strategy of a gypsy assistant (teaching assistant) per school is used to support the education of children and strengthen the relationship between family and school.
<b>Objectives</b>	The objective of this article is to describe general aspects of the program, and assess their impact in the first year of implementation.

<b>Recipients</b>	The program is aimed at students Gypsy children's primary schools and Serbia, as well as families and Roma community.
<b>Context</b>	School, out of school and community
<b>Education level</b>	E. and Primary
<b>Main results</b>	The results are evaluated in relation to notes in mathematics, Serbian and the number of hours of absence in a year, of Roma children. greater program impact is evident in schools with fewer Roma children; however, it was achieved on average a positive effect of this. absences were reduced and improved grades.
<b>Reference</b>	[32]
<b>background</b>	Program to promote school engagement (behavioral and cognitive) of Roma students through storytelling ( "Sarilhos do Amarelo" [33])
<b>Objetives</b>	Promote school engagement. Improve participation and motivation.
<b>Recipients</b>	35 Roma children (10-12 years) two primary schools in Braga, Portugal.
<b>context</b>	Extra school
<b>Education level</b>	4th E. Schooler
<b>Main results</b>	Their results highlight the effectiveness of the program to improve school commitment Roma students has shown that with appropriate strategies and methodologies is achieved by improving school engagement in this group.
<b>Reference</b>	[34]
<b>Background</b>	"Knok, knok It's time to learn!" intervention by four years to promote behavioral commitment (truancy and classroom behavior) and school performance of Roma children. For 4 years the research assistant, according to a structured protocol, knocked on the door of the children in the experimental group to invite them to school.
<b>Objetives</b>	Increase school attendance, better behavior, performance in mathematics and school progression rate. Inform interventions that have a positive influence on school engagement.
<b>Recipients</b>	30 Roma children (6 to 11 years), a city north of Portugal (16 children experimental and 14 control).
<b>Context</b>	Community
<b>Education level</b>	It begins at 1 and ends at 4th E. Schooler
<b>Main results</b>	The results of the experimental group, demonstrate the effectiveness of intervention in promoting behavioral commitment Roma students. Children improved attendance, behavior, and had higher grades in math, increased their school progress. the importance of the neighborhood and the social environment warns, valuing their culture.
<b>Reference</b>	[35]
<b>Background</b>	Reclaiming Adolescence The project, developed with three collaborating institutions. They use participatory action research youth. The project prepared young Roma and non-Roma, to become researchers. Through training and adequate preparation, young people were involved in the design and implementation of research and the resulting Community actions.
<b>Objetives</b>	Information on educational and professional opportunities of young Roma. Strengthen the capacity of young researchers to benefit their community. Develop research strategies following the suggestions of young people.
<b>Recipients</b>	20 young people from 15 to 24 years (55% Gypsies) in Zvezdara and Palilula, Belgrade (Serbia)
<b>Context</b>	Community

<b>Education level</b>	E. Secondary and University
<b>Main results</b>	Through the project young researchers were able to develop different skills and knowledge, including leadership, communication, civic, ethnic identity, self-esteem, critical thinking. In addition to a strong commitment to social justice and equity, also the importance of design education and small-scale projects within their communities.
<b>Reference</b>	[36]
<b>Background</b>	"Music Workshop" It was conducted with the collaboration of the University of Uludağ and the Roma Association Central Bursa. It has developed choral education in the context of music education, to strengthen the personality, socialization processes and musical and communicative abilities of Roma students.
<b>Objetives</b>	Establish a music workshop at school with Roma children
<b>Recipients</b>	32 Roma children (100% Gypsies) of a primary school in Mustafakemalpaşa, Bursa (Turkey)
<b>Context</b>	School
<b>Education level</b>	4th E. Schooler
<b>Main results</b>	The case study results have shown that music education should occupy an important place in education of Roma students play an important role in their social and cultural background. In addition, an increase in communication and musical skills, peer relationships. Belonging and school motivation, increased school attendance and cultural awareness.
<b>Reference</b>	[37]
<b>Background</b>	Increscendo project of intercultural education and collaborative, based on the musical training is based on experiences in similar social contexts.
<b>Objetives</b>	Generate attitudes and promote intercultural values and personal identity
<b>Recipients</b>	40 students (58% Roma) school "Antonio Allúe Morer", Valladolid, Spain.
<b>Context</b>	School
<b>Education level</b>	2nd-6th E. Primary and Secondary 1 E.
<b>Main results</b>	the process of social and educational inclusion is encouraged, moving towards intercultural education and development. They have identified the development of values, attitudes and knowledge.

2.2. Criteria for inclusion of articles

Table 2 presents the sample according to each database, according to the inclusion criteria.

**Table 2.** Number of items (and percentage) according inclusion criteria.

Search criteria	Scopus	WOS	ERIC	Duplicates	Total
Initial search	399 (50.95)	283 (36.14)	101 (12.89)		783 (100)
Inclusion criteria (1) *	216 (42.1)	229 (44.63)	68 (13.25)		513 (100)
Inclusion criteria (2) **	28 (40.57)	25 (36.23)	10 (14.49)	6 (8.69)	69 (100)
Inclusion criteria (3) ***	2 (11.76)	8 (47.05)	1 (5.88)	6 (35.29)	17 (100)



- \* Criterion 1: articles written in English or Spanish areas of social sciences and psychology.
- \*\* Criterion 2: theoretical and empirical their titles, abstracts or keywords indicate or intervention programs aimed at Roma students scientific papers.
- \*\*\* Criterion 3: the focus of the study should be to present educational programs or interventions aimed at Roma students.

It is worth mentioning that there the process deduplication, which is then conducted analysis inclusion criterion 2. Table 3 shows the amount and percentage of duplicates in all databases items in the selection of items.

**Table 3.** Number of duplicate items and (percentage)

Database	Scopus-Eric	Scopus-WOS	Wos-ERIC	Scopus-Wos-ERIC	Total
Duplicate items	13 (13)	58 (61.7)	3 (3.19)	20 (21.27)	94 (100)

**3. Results**

The first search between the three databases used in this study delivered a total of 783 studies and according to the first criteria of inclusion only 513 items were considered, from which 94 of these were duplicates. Therefore, the reading of titles, abstracts, and keywords was performed on 419 items. At the stage of screening 69 articles were selected from which 21 were excluded for not meeting criterion 2. The number of items evaluated for eligibility was 48, from which 16 were removed, it should be noted that two of these articles could not be found. In assessing the quality, all three authors participated in evaluating the 32 studies. Finally, 17 met the inclusion criteria and were selected for qualitative synthesis. Figure 1 shows the flowchart which was developed based on the guidelines given by the Declaration PRISMA.

The articles included in the qualitative synthesis and their main antecedents have been presented in Table 1. Then, a narrative synthesis is presented to report the results and the findings from the analysis of the 17 items.

For the organization of the analysis, the items have been classified by whether the program or intervention was performed at school, or carried outside of the school hours, it is to say, extracurricular or in the community, or both (school, extracurricular and/or community).

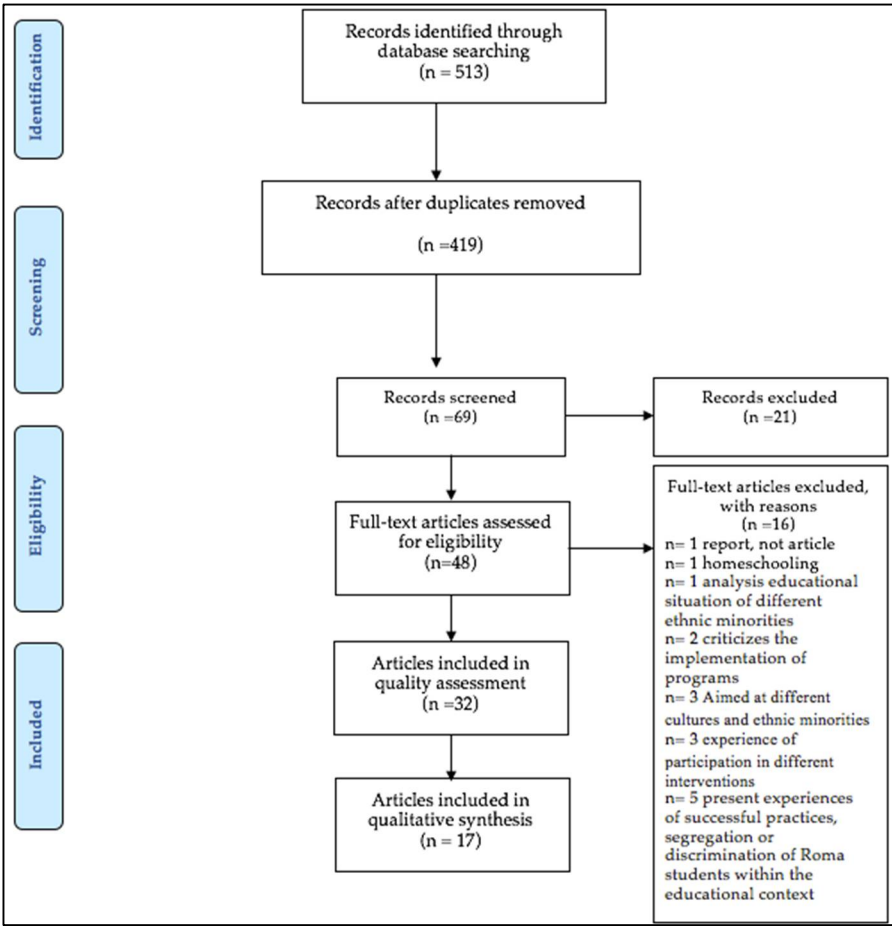


Figure 1. Flowchart according PRISMA Declaration.

3.1. Studies carried out at school

Of the total articles (n = 17) ten of them have been carried out at school ([21], [23], [26], [4], [27], [28], [29], [30], [36] and [37]).

These programs or interventions have been directed mainly towards Roma students of Secondary Education ([23], [26] and [29]). The first two took place in Spain and the third in Greece. Within these, [23] and [26] serve a similar purpose, in that they both seek to promote inclusive activities to promote educational inclusion of Roma students at their school center, improving the relations and the appreciation towards Roma culture. The study [29] presents a project that seeks to involve Roma students in the development of their knowledge, using new technology; additionally, it also promotes a positive sense of identity and Gypsy culture. The three papers show improvements in behavior, attitudes, valuation and arrangement of schoolwork, also [29] shows the importance of using new digital media to help the Roma students overcome barriers that they encounter in the educative system.

In primary education, they are three articles ([27], [30] and [36]) conducted respectively in Serbia, Hungary and Turkey. The three articles present educational interventions with innovative and motivating methodologies. The first [27] uses a teaching laboratory experiment, which aims to increase the quality and quantity of knowledge, through motivating experiences in the laboratory, related to ecology and environmental care. The second [30] is carried out in different grades of primary schools. Interdisciplinary programs are carried out using technology, communications, and informatics to motivate, develop skills and promote school achievement of the Roma students. Finally, the last article [36] promotes music education, through the creation of a chorus of Roma students, to strengthen aspects of socialization and skills related to music. The three articles show favorable results, according to their objectives, highlighting the importance of the use of teaching

methods, the promotion of Roma culture through music, and the importance of social and cultural aspects [36].

Likewise, some articles have developed interventions or educational programs for two levels, mostly aimed at students of Elementary and Secondary Education ([21], [28] and [37]) and all set in Spain. The first, developed a nutrition education program, designed as a community intervention in the school context with the intention to promote healthy eating habits and self-care. Flecha and Soler [28] conducted a case study in the school context which also involves the entire educational community and family. Their intervention is part of the integrated project INCLUD-ED. It was carried out in a school that was identified to be in a critical situation, in which they implemented a dialogical inclusion contract. They carried out successful educational actions to transform the educational and social context, being based on the dialogue. Activities such as family involvement in decision-making, interactive groups, assemblies and Roma volunteers in the classroom were encouraged. Aparicio Gervás and León Guerrero [37] conducted the "Increcendo" project, funded by the Symphony Orchestra of Castilla y León. It was based on musical training and successful experiences of training choirs in other parts of the world. It is an intercultural and community project, carried out in a public school (Antonio Allúe Morer). It aims to facilitate strategies and promote educational inclusion of the Roma children with the creation of the choir, where students and teachers participate, and it also addresses emotional, affective, cognitive and social aspects of students. Generally speaking, the three studies presented favorable results, achieving expected results and in direction of their goals. In the case of Pérez-Rodrigo and Aranceta [21] after two years of implementation of the program on nutrition education, the development of skills and knowledge delivered in the program like self-care behaviors is evidenced; however dental hygiene did not meet the expected results, despite having given the knowledge, skills and equipment to complete tasks, also the family involvement was intermittent at meetings, despite worrying about sending the materials to carry out the cooking workshops. In the case of [28] the School La Paz developed good practices, through four years of project implementation, which has contributed to the educational achievement of all students in the school, evidenced concretely by the results of standardized external evaluations. In addition to other achievements, it increased educational opportunities for secondary education, which caused young people to continue their secondary education, increased school attendance, and significantly reduced truancy. Finally, the results considered in [37] show that the choir was able to develop attitudes and values in line with intercultural education, where music played a central role; their work is projected in Spain and in other international contexts.

Among the programs and interventions carried out in in the elementary school setting, only one article was identified for the levels preschool and primary education ([4]) which was conducted in Latvia. The project follows intercultural education for sustainability by focusing on an inclusive school in order to improve the quality of life of the educational community. "The Roma Teaching Assistant Program" considered the implementation of multicultural classrooms in nine different schools with teaching materials and resources for teaching and learning related to culture, language, traditions and history of the Roma people, by which some of these materials were made by families in parenting workshops. These cultural elements should be present daily in the inclusive classroom, in addition, support centers were set up for Roma families and teaching assistants belonging to the Roma, who worked collaboratively with teachers and Gypsy parents, which they were recognized as a great support. Through these strategies, it is intended to stimulate the inclusion and the adaptation of Roma children to school. Their results showed a better adaptation to school while improving their social skills, a general satisfaction from the families for seeing their ethnic necessities considered, and finally this inclusive model meets sustainability for intercultural education.

### 3.2. Studies carried out in the formal context

Programs or interventions that have been carried out in the extracurricular context are two ([22] and [32]). They are considered out of school because their activities happened after school hours.

Firstly, Messing [22] presents a case study, the "Learney" project, the other study identified in this context is Rosario, et al [32] presents an empirical study; however, the former takes place outside of the school, and the latter inside of the school, but both are identified as school programs. In the

case of Messing [22], a space was implemented where students could go after school to have fun and complete their homework and in [32] the intervention program used narration as the main tool (Sarilhos do Amarelo [33]). The aim of Messing [22] besides providing a space, is to encourage the continuation onto secondary education while strengthening personality, identity, cognitive skills, community building, educational and vocational orientation. The program [32] developed different processes of self-regulated learning and behavioral commitment, using the microanalysis methodology and establishing two groups (control and experimental 18 children, 17 children). Finally, the first paper [22] does not present empirical results, only limitations to success of the project and conclusions. In the second study [32] the analysis of the dependent variables (behavioral commitment and cognitive engagement) was performed in three stages (beginning, during, and after the intervention), with two analyses (multivariate analysis of repeated measures and univariate repeated measures) to identify the effect of the intervention, and to know the effect separately for each dependent variable. In general terms, the study showed that students in the experimental group increased in measurements of the dependent variables after the second evaluation, the measurements of the control group remained the same in all three evaluations. In order to see the effects of the program, the dependent variables were analyzed in three stages. When considering the two dependent variables simultaneously, differences between groups' measurements for 2-3 and 1-3 were found. For the behavioral commitment variable, significant differences between the two groups were found according to the moment of measurement, as occurred with the cognitive engagement variable, with the greatest differences occurring between 2-3 and 1-3. The results of the control and experimental groups demonstrate the effectiveness of the program to encourage school engagement.

### 3.3. Studies carried out in the Community context

There are two interventions carried out in the community context, that is, the community, the neighborhood or the place where the Gypsy students live ([34] and [35]).

In the first one, Rosario, et al. [34] developed an intervention program "Knok, knok It's time to learn!" with a longitudinal design (4 years), the second study Bhabha, et al (35) conducted a program "Reclaiming Adolescence" using the design of youth participatory action research. The two studies carried out interventions in a community setting, the former [34] considers the need to investigate the relationship between social networks, community, neighborhood and behavioral commitment, and in the case of [35] documents the opinions of Roma youth about their experiences with discrimination in secondary and university education, situating the youth as researchers. In accordance with their objectives, Rosario, et al [34] promotes behavioral commitment and school performance. The program specifically addressed the behavioral commitment (truancy and classroom behavior), and school performance (math course and progression of each student). The project [35] focused on three objectives (a) obtain background on educational and professional opportunities, (b) train 20 young (11 Gypsies and 9 non-Roma, from 15 to 24 years) in research skills, (c) develop research strategies suggested by the young researchers; however, their main goal was that the young Roma participated in all stages of the investigation. Both projects were developed differently, but both targeted the community level. In Rosario, et al [34] every morning for four years, Roma research assistants would knock on the doors of the experimental group, inviting the children to go to school, and then together they walked to school. In the project [35], the youth designed interview questions for their companions (Gypsies 163, 117 non-Roma), parents, and representatives of institutions. Among the findings, both studies reported favorable results, the first [34] obtained measurements for four dependent variables: (a) lack of assistance, (b) classroom behavior, (c) grades in math, and (d) school progress. Generally, children in the experimental group improved in the four variables assessed, and additionally, the neighborhood cooperation helped with the participation of the children. This strategy proved to be effective in helping Roma children without devaluing their own customs. In the case of [35] there was differences in opinion between Roma parents, non-Roma parents, and state representatives, that would account for a level of disagreement and bias against the Roma. A central aspect of this investigation was the impact of discriminatory situations in the educational and professional expectations. However more impactive was the Roma youth's



experience with discrimination, who is less likely to perceive education as an important part of their future, it is to say, discrimination has an effect on an individual's confidence and educational expectations; however, they perceive equal opportunities at the social level.

### 3.4. Studies conducted in more than one context

Three articles were found that developed in more than one context at the same time ([24], [25] and [31]) either school, community, and/or extracurricular.

The first two articles correspond to the project Service Training for Roma inclusion (INSETRom) of IN-Service [24], [25]; however respectively, both were developed in different countries, Austria and Cyprus. The third, Battaglia and Lebedinski [31] carried out the intervention program Education for All, coordinated by the Ministry of Education of Serbia.

All 3 projects were carried out in primary schools, but only [24] and [25] also included high school, only [24] a special school, only [25] a rural primary school, and only [31] at a preschool. The two projects [24] and [25] included actions during school hours and extracurricular hours, in the study [31] the program took place in three contexts, school, out of school, and within the community. The three projects had the help of a Roma assistant who served as a mediator between the families and the school and delivered educational support to the children after school, particularly the program [31] asked the pedagogical assistants (one per school) that they participated and helped in classes of Roma students, and visited the families and community once a week.

The programs [24] and [25] aimed at improving the effectiveness of education for the Roma students, while strengthening relationships between the family and the school, including three phases (the evaluation of the needs of the whole educational community, teacher training, and teacher intervention in the classroom). The two studies mention the use of semi-structured interviews in the first phase directed to different members in the educational community, and the study [24] gathered participant observation in the extracurricular educational program. In the case of [31], the objective was to assess the impact of the program during the first year in three aspects: dropouts, school attendance, and school performance. The study measured the impact of the program comparing school's early-enrollment (September 2009) to school's late-enrollment (November 2010). Differences in the findings are noted; in the project [24] it is evident there are contradictory aspects related with school attendance and educational achievement between teachers and parents. In terms of the behavior of children and social inclusion, teachers, Roma students, and their families signal evidence to adequate inclusion in the classroom and with their peers. In these schools they seemed to not have problems with marginalization, since, according to their teachers the diversity of their classes helped to avoid these situations. Regarding the teaching process, teachers claimed that there were no differences in teaching based on ethnicity, only accordingly to each student's own abilities, however, they felt ill prepared in the teaching of ethnically diverse groups. The relationship between teachers and Roma parents was strengthened through the mediation of the Roma assistant. The results of teacher training showed changes in classroom practices, improving the skills in working with Roma students. The findings of the project [25] bring to light the irregular attendance at school, according to their teachers, despite evidence of an improvement over time. Teachers noted difficulties of the Roma children in the knowledge of the official school language (Greek), a gap between the teacher and family relationship is also considered. The teachers pointed out the social inclusion of the Roma children in school was different, evidencing situations of prejudice in the form of bullying. The results from the teacher training revealed the need for more training on practical issues in teaching Roma students. Parents noted concerns regarding bullying, language difficulties, cultural problems, and isolation. The children wanted the teachers to know more about their culture. Overall, the training program did not address the concerns of teachers regarding the actual teaching of Roma children. Among the results of the study [31], the hours of absence reduced, the performance in the subjects of Serbian and mathematics improved, a greater impact from the program in schools with fewer Roma children was observed, and it showed that Roma teaching assistants are a contribution in teaching Roma students because they know their culture and are accepted within their community.

### 3.5. Summary of studies



To answer the questions of this study, Table 4, a summary is presented. First off, it is evident that there are more programs or interventions that are performed in one context (school) 58.82% than there are of programs or interventions that consider more than one context (17.64%). Regarding the educational level, a greater quantity (9 articles) employ interventions in more than one educational level, of these the most ([21], [22], [25], [28] and [37 ]) are concentrated in the elementary and secondary levels; 2 articles ([4] and [31]) focus on preschool and elementary education; one article [24] worked with elementary, secondary, and special education, and one paper [35] presents a program in secondary and higher education. A higher percent of programs or interventions involved not only the Roma community (70.58%) while 29.41% is exclusively aimed at Roma students. Finally, Spain is the country with the most programs or interventions found for this study.

Table 4. Summary of studies

	Quantity	Percentage
<b>Context</b>		
School	10	58.82
Extracurricular	two	11.76
Community	two	11.76
More than one context	3	17.64
<b>Total</b>	17	100
<b>Education level</b>		
More than one level	9	52.94
Primary	5	29.41
Secondary	3	17.64
<b>Total</b>	17	100
<b>Recipients</b>		
Only Roma students	5	29.41
Roma and non-Roma students	12	70.58
<b>Total</b>	17	100
<b>Country where the program or procedure is performed</b>		
Spain	5	29.41
Serbia	3	17.64
Portugal	two	11.76
Hungary	two	11.76
Cyprus	one	5.88
Greece	one	5.88
Austria	one	5.88
Latvia	one	5.88
Turkey	one	5.88
<b>Total</b>	17	100

4. Discussion and conclusions

Through this systematic review and its findings, a deeper understanding is obtained about what the literature reports through the publication of articles related to the development of programs and educational interventions within a framework of intercultural education for sustainability.

This study’s objective was to analyze programs and interventions aimed at the Roma community in the educational context. In the analysis, different aspects were established, which have been presented in Table 1 and Table 4, together with a narrative synthesis.

First, we have identified different contexts where programs or interventions are performed. Regarding the studies performed within the school, which were the highest quantity identified in this study, programs include educational levels from pre-school to secondary education, but no programs or interventions were logged within higher education or the university. Only one program [35] was carried out at the community level, including young people from secondary and university levels. While there is concern about initiating interventions in the early years of education [32], it does not follow the current policy on the participation of young Roma in higher education [17]. According to Matache [38] few measures have been formulated and scarce resources have been delivered to

ensure access for young Roma to higher education. According to the Open Society Institute [39] inequality in access to education increases with by educational level, in the same sense Brüggemann [40] points out that in countries with large Roma population, 90% of young people are excluded from secondary education and about 99% from the university. According to [35] the literature suggests that these difficulties and deprivation of opportunities are related to political, socio-economic, and historical factors.

Moreover, within the studies that are developed in the school, the use of new and innovative methodologies is noticed, in order to favor the educational inclusion of the Roma students, which is in relation to what was proposed by the European Commission [3]. The use of ICT, music education, healthy eating habits, and teaching and learning based on their culture [30, 29], in turn improving the appreciation of the Roma culture, are strategies that can improve motivation, cognitive abilities, and school achievement because they are adequate methodologies to deliver equitable access to education. Another important aspect is to include elements of the culture, language, traditions, and history of the Roma in the classroom environment and in the teaching-learning process [4]. Also in the case of Flecha and Soler [28], they introduced dialogical learning to promote the participation of the Roma community in the school, which would be in direct relation with what was raised by Greenfields and Ryder [41] on the meaning of conducting studies "with" and "for" Roma people instead of "in" them.

Other studies identify their actions within the extracurricular context. These programs present after school activities that help children and youth to participate in activities that facilitate their educational and social inclusion. According to Messing [22] this can be effective when there are high levels of poverty, social and ethnic segregation. It is considered that the implementation of a program outside of class is a difficult and demanding task, considering the cultural aspects of the Roma community [32]. As mentioned by Battaglia and Lebedinski [31], the United States has considerable experience in evaluating school programs for disadvantaged groups that include extracurricular activities.

It is highlighted the importance of encouraging family involvement, community, and environment, [24] points out that issues related to intercultural education could be addressed not only through programs in schools, but also through instances that involve the Roma communities. Programs developed in the community context have been identified, mentioned by Greenfields and Home [42] as community participation, a successful partnership between the school and the community. The family has an important role as a source of knowledge and transmission of Roma culture, as well as, values and traditions. Therefore, Marc and Bercus [43] signal that it is important to consider that government programs should be in relation to the local realities of the Roma community. The programs identified in this context have tried to value the Roma culture by establishing cooperation and participation strategies, delivering favorable results. Knowing the role of the immediate environment of the children and young Roma, can favor the design of interventions that foster their educational inclusion [34, 44].

Finally, programs have been identified that consider the intervention with students, teachers, Roma assistants, families, and the Roma communities in more than one place, in this case schools and neighborhoods. As Araque [23] affirms, an open dialogue between cultures is established through cooperation, interaction, and interrelation for the formation of a just coexistence. These programs identify various actions that are in line with the current policy on the educational inclusion of Roma students [11]. A key aspect is the training of teachers, addressing issues of intercultural education, and helping them to understand the Roma culture. Also, in this context the figure of the assistant has been identified as important as is evident in various programs of this study. To have an assistant of the same ethnicity draws a feeling of belonging to the children and young Roma which promotes the understanding between the teacher, the family, and the child, having been helpful for all the students in [4, 31].

#### 4.1 Limitations

Like any systematic review, this study has some limitations. The first is related to the language of the articles, only studies written in Spanish and English were selected. Similarly, despite having

conducted an exhaustive literature review, it has its limitations based on the search terms in each data base; however, a clear and systematic overview of the results delivered by each and their findings are delivered. Another limitation related to the databases is despite using the most recognized and used data bases in education, future studies should consider expanding the search to more databases.

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