

1 Article

2 A systematic review of intercultural education in the 3 promotion of sustainability by the development of 4 education programs and educational interventions 5 targeting the Roma student

6

7 Norma Salgado-Orellana¹, Emilio Berrocal de Luna^{2*} and Christian Alexis Sánchez Núñez³

8 ¹ Universidad de Granada; nsalgado@correo.ugr.es

9 ² Universidad de Granada; emiliobl@ugr.es

10 ³ Universidad de Granada; cas@ugr.es

11 * Correspondence: emiliobl@ugr.es; Tel.: (+34 958 249 847)

12 Received: date; Accepted: date; Published: date

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

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

28

29 1. Introduction

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

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

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

46 Faced with these facts and the publication of official reports on the education of the Roma students,
47 [9] this is becoming a priority issue for the public entities and European governments.

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

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

60 For Antunez, Perez-Herrero, Nunez, Burguera, and Rosario [13], the decade of Roma inclusion
61 (2005-2015) has been firstly, the step for social inclusion, the opportunity for collaboration between
62 European countries, and the recognition of different strategies and actions that promote equitable
63 access to education. To this regard, the Open Society Institute [14] has 10 recommendations related
64 to equitable access to education for Roma, where it mentions the implementation of programs aimed
65 at this group ["regularly review, improve, and implement policies and programs for Roma "(p. 5)].

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

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

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

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

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

99 **2. Methods**

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

103 *2.1. Selection procedure and datamining*

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

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

120 In the process of analyzing the data from the articles, the three authors worked
 121 independently. Then the extracted data was summarized based on the research questions, regarding:
 122 (a) reference article, (b) main background, (c) study objectives, (c) recipients, (d) context, (e)
 123 educational level and (d) main results. This analysis was reviewed and analyzed by the two main
 124 authors, obtaining a 90% agreement between them with discrepancies resolved collaboratively
 125 among the three authors. The results are presented in Table 1.
 126

127 **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

Context	Extra school
Education level	E. Primary and Secondary
Main results	The case study, no results of interventions.
Reference	[23]
Background	Intercultural Education experience to solve problems of racism and relationships that have young Roma to integrate the school.
Objetives	Develop tolerance and reduce prejudices towards Roma culture. Environment and foster relationships of respect.
Recipients	16 students (17-23 years, 25% Gypsies), the course of social guarantee of IES, Orcasitas area, Madrid, Spain
Context	Classroom-workshop.
Education level	E. Secondary
Main results	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)
Reference	[24]
Background	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)
Objetives	Promote educational inclusion, improving the effectiveness of teachers in their schooling, strengthening the relationship between community and school.
Recipients	Roma students (7-10%), between 5 and 14 years, teachers and parents from 3 schools (primary, secondary and special) in Vienna, Austria.
Context	College Extracurricular
Education level	E. Primary, Secondary and special.
Main results	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.
Reference	[25]
Background	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.
Objetives	Promote inclusive education in schools in Cyprus. Identify the needs of the educational community for interventions.
Recipients	3 schools (urban primary, secondary and rural primary) with 62 Roma students in total, in Cyprus.
Context	College Extracurricular
Education level	E. Primary and Secondary E.
Main results	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.
Reference	[26]
Background	Intervention program aimed at Roma students of Secondary Education. Through action research, the center's needs are identified and by the educational community

Objetives	develop a plan of action for two academic cycles, led the group of students in compensatory education. Design, develop and evaluate an intervention inclusive program for students, teachers and school.
Recipients	18 Roma students and mixing (Spanish, gypsy) of a group of compensatory education, Secondary Education Institute.
Context	School
Education level	1 Secondary Education (remedial education).
Main results	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.
Reference	[4]
Background	<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.
Objetives	Promote inclusion and adaptation of Roma students in the education system.
Recipients	5-7 years 50 students from 9 different classrooms in Latvia.
Context	School
Education level	E. child and primary.
Main results	All Roma students were able to successfully integrate the school also social and academic growth was evident.
Reference	[27]
Background	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.
Objetives	Increase the quality and quantity of knowledge, and motivation of Roma school students.
Recipients	232 students (9-10 years, 21.55% Gypsies) of primary schools in 4 different cities and villages in Serbia.
Context	School lab
Education level	3rd E. Primary
Main results	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.
Reference	[28]
Background	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. 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.
Objetives	Implement Successful Educational Actions (SEAs). Establish a dialogic and participatory process among all the educational community.
Recipients	College students and families La Paz, Albacete, Spain.

Context	School
Education level	E. Primary and Secondary E.
Main results	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.
Reference	[29]
Background	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.
Objetives	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.
Recipients	Students in a class support (13 and 15) in a high school in the city of Thessaloniki (Greece).
Context	School
Education level	E. Secondary
Main results	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.
Reference	[30]
Background	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.
Objetives	Improve motivation. Affective improve social skills, verbal and visual communication. Promote learning achievement.
Recipients	Roma multigrade school students from small towns in Hungary.
Context	multigrade schools
Education level	E. Primary
Main results	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.
Reference	[31]
Background	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.
Objetives	The objective of this article is to describe general aspects of the program, and assess their impact in the first year of implementation.

Recipients	The program is aimed at students Gypsy children's primary schools and Serbia, as well as families and Roma community.
Context	School, out of school and community
Education level	E. and Primary
Main results	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.
Reference	[32]
background	Program to promote school engagement (behavioral and cognitive) of Roma students through storytelling ("Sarilhos do Amarelo" [33])
Objetives	Promote school engagement. Improve participation and motivation.
Recipients	35 Roma children (10-12 years) two primary schools in Braga, Portugal.
context	Extra school
Education level	4th E. Schooler
Main results	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.
Reference	[34]
Background	"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.
Objetives	Increase school attendance, better behavior, performance in mathematics and school progression rate. Inform interventions that have a positive influence on school engagement.
Recipients	30 Roma children (6 to 11 years), a city north of Portugal (16 children experimental and 14 control).
Context	Community
Education level	It begins at 1 and ends at 4th E. Schooler
Main results	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.
Reference	[35]
Background	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.
Objetives	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.
Recipients	20 young people from 15 to 24 years (55% Gypsies) in Zvezdara and Palilula, Belgrade (Serbia)
Context	Community

Education level	E. Secondary and University
Main results	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.
Reference	[36]
Background	"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.
Objetives	Establish a music workshop at school with Roma children
Recipients	32 Roma children (100% Gypsies) of a primary school in Mustafakemalpaşa, Bursa (Turkey)
Context	School
Education level	4th E. Schooler
Main results	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.
Reference	[37]
Background	Increscendo project of intercultural education and collaborative, based on the musical training is based on experiences in similar social contexts.
Objetives	Generate attitudes and promote intercultural values and personal identity
Recipients	40 students (58% Roma) school "Antonio Allúe Morer", Valladolid, Spain.
Context	School
Education level	2nd-6th E. Primary and Secondary 1 E.
Main results	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.

128

129 2.2. Criteria for inclusion of articles

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

131 **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)

132 * Criterion 1: articles written in English or Spanish areas of social sciences and psychology.

133 ** Criterion 2: theoretical and empirical their titles, abstracts or keywords indicate or intervention programs
134 aimed at Roma students scientific papers.

135 *** Criterion 3: the focus of the study should be to present educational programs or interventions aimed at Roma
136 students.

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

140 **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)

141

142 3. Results

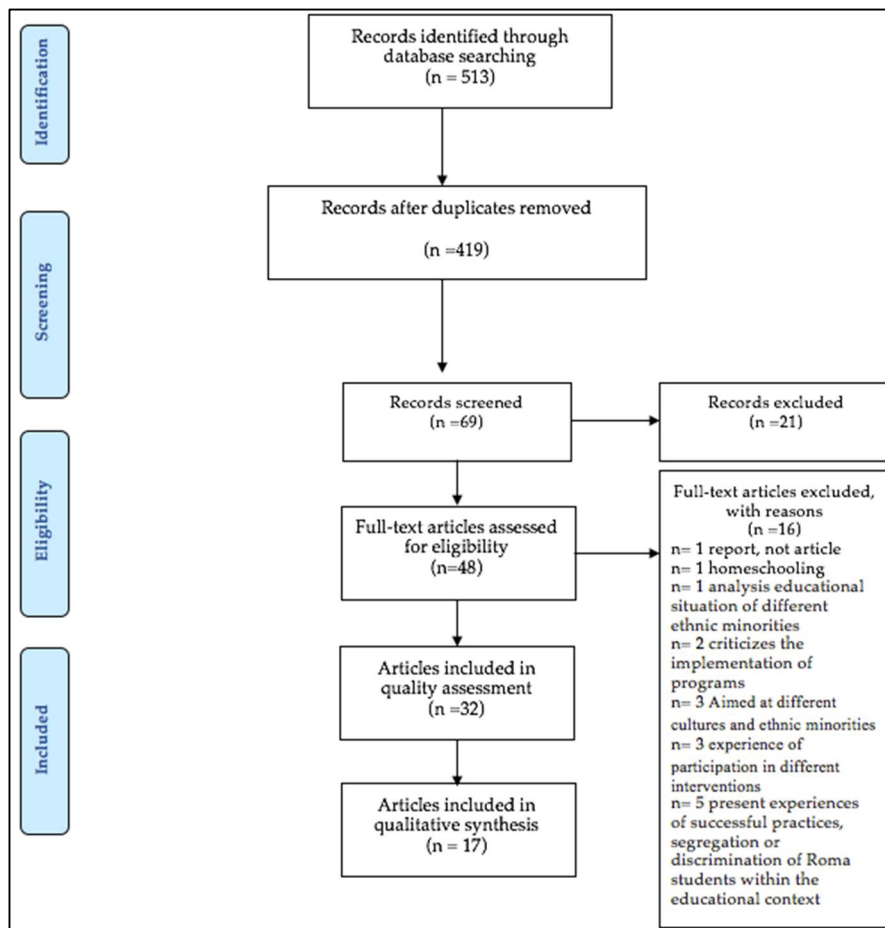
143 The first search between the three databases used in this study delivered a total of 783 studies
144 and according to the first criteria of inclusion only 513 items were considered, from which 94 of these
145 were duplicates. Therefore, the reading of titles, abstracts, and keywords was performed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

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

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

158

159
160
161
162
163
164
165
166
167
168
169
170
171
172



173 **Figure 1.** Flowchart according PRISMA Declaration.

174
175

3.1. Studies carried out at school

176
177
178
179
180
181
182
183
184
185
186
187
188
189
190
191
192
193
194
195
196
197

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

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

200 Likewise, some articles have developed interventions or educational programs for two levels,
201 mostly aimed at students of Elementary and Secondary Education ([21], [28] and [37]) and all set in
202 Spain. The first, developed a nutrition education program, designed as a community intervention in
203 the school context with the intention to promote healthy eating habits and self-care. Flecha and Soler
204 [28] conducted a case study in the school context which also involves the entire educational
205 community and family. Their intervention is part of the integrated project INCLUD-ED. It was
206 carried out in a school that was identified to be in a critical situation, in which they implemented a
207 dialogical inclusion contract. They carried out successful educational actions to transform the
208 educational and social context, being based on the dialogue. Activities such as family involvement in
209 decision-making, interactive groups, assemblies and Roma volunteers in the classroom were
210 encouraged. Aparicio Gervás and León Guerrero [37] conducted the "Increscendo" project, funded
211 by the Symphony Orchestra of Castilla y León. It was based on musical training and successful
212 experiences of training choirs in other parts of the world. It is an intercultural and community project,
213 carried out in a public school (Antonio Allúe Morer). It aims to facilitate strategies and promote
214 educational inclusion of the Roma children with the creation of the choir, where students and teachers
215 participate, and it also addresses emotional, affective, cognitive and social aspects of students.
216 Generally speaking, the three studies presented favorable results, achieving expected results and in
217 direction of their goals. In the case of Pérez-Rodrigo and Aranceta [21] after two years of
218 implementation of the program on nutrition education, the development of skills and knowledge
219 delivered in the program like self-care behaviors is evidenced; however dental hygiene did not meet
220 the expected results, despite having given the knowledge, skills and equipment to complete tasks,
221 also the family involvement was intermittent at meetings, despite worrying about sending the
222 materials to carry out the cooking workshops. In the case of [28] the School La Paz developed good
223 practices, through four years of project implementation, which has contributed to the educational
224 achievement of all students in the school, evidenced concretely by the results of standardized external
225 evaluations. In addition to other achievements, it increased educational opportunities for secondary
226 education, which caused young people to continue their secondary education, increased school
227 attendance, and significantly reduced truancy. Finally, the results considered in [37] show that the
228 choir was able to develop attitudes and values in line with intercultural education, where music
229 played a central role; their work is projected in Spain and in other international contexts.

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

244

245 3.2. *Studies carried out in the formal context*

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

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

251 case of Messing [22], a space was implemented where students could go after school to have fun and
252 complete their homework and in [32] the intervention program used narration as the main tool
253 (Sarilhos do Amarelo [33]). The aim of Messing [22] besides providing a space, is to encourage the
254 continuation onto secondary education while strengthening personality, identity, cognitive skills,
255 community building, educational and vocational orientation. The program [32] developed different
256 processes of self-regulated learning and behavioral commitment, using the microanalysis
257 methodology and establishing two groups (control and experimental 18 children, 17 children).
258 Finally, the first paper [22] does not present empirical results, only limitations to success of the project
259 and conclusions. In the second study [32] the analysis of the dependent variables (behavioral
260 commitment and cognitive engagement) was performed in three stages (beginning, during, and after
261 the intervention), with two analyses (multivariate analysis of repeated measures and univariate
262 repeated measures) to identify the effect of the intervention, and to know the effect separately for
263 each dependent variable. In general terms, the study showed that students in the experimental group
264 increased in measurements of the dependent variables after the second evaluation, the measurements
265 of the control group remained the same in all three evaluations. In order to see the effects of the
266 program, the dependent variables were analyzed in three stages. When considering the two
267 dependent variables simultaneously, differences between groups' measurements for 2-3 and 1-3 were
268 found. For the behavioral commitment variable, significant differences between the two groups were
269 found according to the moment of measurement, as occurred with the cognitive engagement variable,
270 with the greatest differences occurring between 2-3 and 1-3. The results of the control and
271 experimental groups demonstrate the effectiveness of the program to encourage school engagement.
272

273 3.3. *Studies carried out in the Community context*

274 There are two interventions carried out in the community context, that is, the community, the
275 neighborhood or the place where the Gypsy students live ([34] and [35]).
276

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

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

307 3.4. *Studies conducted in more than one context*

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

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

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

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

354

355 3.5. *Summary of studies*

356 To answer the questions of this study, Table 4, a summary is presented. First off, it is evident
 357 that there are more programs or interventions that are performed in one context (school) 58.82% than
 358 there are of programs or interventions that consider more than one context (17.64%). Regarding the
 359 educational level, a greater quantity (9 articles) employ interventions in more than one educational
 360 level, of these the most ([21], [22], [25], [28] and [37]) are concentrated in the elementary and
 361 secondary levels; 2 articles ([4] and [31]) focus on preschool and elementary education; one article
 362 [24] worked with elementary, secondary, and special education, and one paper [35] presents a
 363 program in secondary and higher education. A higher percent of programs or interventions involved
 364 not only the Roma community (70.58%) while 29.41% is exclusively aimed at Roma students. Finally,
 365 Spain is the country with the most programs or interventions found for this study.

366

Table 4. Summary of studies

	Quantity	Percentage
Context		
School	10	58.82
Extracurricular	two	11.76
Community	two	11.76
More than one context	3	17.64
Total	17	100
Education level		
More than one level	9	52.94
Primary	5	29.41
Secondary	3	17.64
Total	17	100
Recipients		
Only Roma students	5	29.41
Roma and non-Roma students	12	70.58
Total	17	100
Country where the program or procedure is performed		
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
Total	17	100

367

368 4. Discussion and conclusions

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

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

375 First, we have identified different contexts where programs or interventions are performed.

376 Regarding the studies performed within the school, which were the highest quantity identified
 377 in this study, programs include educational levels from pre-school to secondary education, but no
 378 programs or interventions were logged within higher education or the university. Only one program
 379 [35] was carried out at the community level, including young people from secondary and university
 380 levels. While there is concern about initiating interventions in the early years of education [32], it does
 381 not follow the current policy on the participation of young Roma in higher education [17]. According
 382 to Matache [38] few measures have been formulated and scarce resources have been delivered to

383 ensure access for young Roma to higher education. According to the Open Society Institute [39]
384 inequality in access to education increases with by educational level, in the same sense Brüggemann
385 [40] points out that in countries with large Roma population, 90% of young people are excluded from
386 secondary education and about 99% from the university. According to [35] the literature suggests
387 that these difficulties and deprivation of opportunities are related to political, socio-economic, and
388 historical factors.

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

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

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

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

432

433 *4.1 Limitations*

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

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

441 5. Financing

442 This study was funded by CONICYT Scholarship PFCHA 72190263. also has the support of the
 443 Research, "Innovation and Improvement in Andalusia" (HUM 126). Access to databases has been
 444 done with the Virtual Private Network (VPN) from the University of Granada.
 445

446 6. References

- 447 1. Moher, D.; Liberati, A.; Tetzlaff, J.; Altman, D. G. Preferred reporting items for systematic reviews and
 448 meta-analyses: the PRISMA Statement. *PLoS Med* **2009**, *6*, e1000097. doi: 10.1371/journal.pmed.1000097
- 449 2. Santos, M. Migraciones, sostenibilidad y educación. *Revista de Educación* **2009**, número extraordinario,
 450 *Educación para el desarrollo sostenible*, 123-145.
- 451 3. European Commission. *Communication from the Commission. Europe 2020. A Strategy for Smart, Sustainable*
 452 *and Inclusive Growth. 2020 Final*. Brussels: European Commission, 2010; pp. 1-34.
- 453 4. Zake, D. Qualitative education for roma students: a pedagogical model for sustainable development.
 454 *Journal of Teacher Education for Sustainability* **2010**, 27-37. doi:10.2478/v10099-009-0052-z
- 455 5. Banks, J. A. Multicultural Education: Development, Dimensions and Challenges. *Phi Delta Kappan* **1993**, *75*,
 456 22-28.
- 457 6. Santos, M. Sostenibilidad y educación intercultural. El cambio de perspectiva. *Bordon* **2011**, *63*, 123-135.
- 458 7. Leskova, L. The social exclusion of romanies and the strategies for coping with this problema. *Clinical Social*
 459 *Work* **2014**, *5*, 44-50.
- 460 8. Abajo, J. E. La escolarización de los niños gitanos (o la educación como proceso interpersonal que refleja y
 461 reproduce relaciones sociales desiguales y contradictorias). *Cultura y Educación: Revista de teoría,*
 462 *investigación y práctica* **1996**, *8*, 81-102. doi.org/10.1174/113564096763270343
- 463 9. O'Nions, H. Different and unequal: the educational segregation of Roma pupils in Europe. *Intercultural*
 464 *Education* **2010**, *21*, 1-13. doi: 10.1080/14675980903491833.
- 465 10. García-Carrión, R., Molina-Luque, F. y Molina, S. How do vulnerable youth complete secondary education?
 466 The key role families and the community. *Journal of Youth Studies* **2017**, *21*, 701-716.
 467 doi.org/10.1080/13676261.2017.1406660
- 468 11. Comisión Europea. *Comunicación de la comisión al parlamento europeo y al consejo. Revisión intermedia del Marco*
 469 *europeo de estrategias nacionales de integración de los gitanos*. Bruselas: Comisión Europea, 2017; pp 1-21.
- 470 12. European Union Agency for Fundamental Rights. *Roma Survey – Data in Focus Education: The Situation of*
 471 *Roma in 11 EU Member States*. Viena: FRA, 2014; pp. 1-68.
- 472 13. Antúnez, Á.; Núñez, J.C.; J. L. Burguera; J. L.; Rosário, P. Variables affecting academic performance,
 473 achievement, and persistence of Roma students. In *Factors Affecting Academic Performance*; J. A. González-
 474 Pineda, A. Bernardo, J.C. Núñez, C. Rodriguez, Eds.; Nova Science Publishers: New York, United States,
 475 2017; pp. 191-218.
- 476 14. Open Society Institute. *10 Goals for Improving Access to Education for Roma*. EU Monitoring and Advocacy
 477 Program Education Support Program Roma Initiatives, 2009; pp. 1-16.
- 478 15. Kılıçoğlu, G.; Kılıçoğlu, D. Y. The Romany States of Education in Turkey: A Qualitative Study. *The Urban*
 479 *Review* **2018**, *50*, 402-429.
- 480 16. Myers, M.; Bhopal, K. Gypsy, Roma and Traveller children in schools: understandings of community and
 481 safety. *British Journal of Educational Studies* **2009**, *57*, 417-434.
- 482 17. European Commission. *Communication from the Commission to the European Parliament, the Council, the*
 483 *European Economic and Social Committee and the Committee of the Regions. Tackling Early School Leaving: A Key*
 484 *Contribution to the Europe 2020 Agenda*. COM18 Final. Brussels: European Commission, 2011.
- 485 18. Ryder, A. One nation conservatism: A Gypsy, Roma and Traveller case study. *Race & Class* **2015**, *57*, 76-85.
- 486 19. Regadera, J.; Pérez-Herrero, M.; and Burguera, J. Variables socioemocionales y rendimiento académico en
 487 seis alumnos gitanos de educación primaria. In *La crisis social y el Estado del Bienestar: Las respuestas de la*

- 488 *Pedagogía Social*; S. Torío, O. García-Pérez, J. V. Peña, C. M. Fernández, Eds.; Servicio de Publicaciones de
 489 la Universidad de Oviedo: Gijón, España, 2013; pp. 329-333.
- 490 20. Garreta, J. La atención a la diversidad cultural en Cataluña: exclusión, segregación e interculturalidad.
 491 *Revista de Educación* **2011**, 213-233.
- 492 21. Perez-Rodrigo, C.; Aranceta, J. Nutrition education for schoolchildren living in a low-income urban area
 493 in Spain. *Journal of Nutrition Education* **1997**, 29, 267-273. doi.org/10.1016/S00223182(97)70216-4.
- 494 22. Messing, V. Good practices addressing school integration of Roma/Gypsy children in Hungary.
 495 *Intercultural Education* **2008**, 19, 461-473. doi.org/10.1080/14675980802531721.
- 496 23. Araque, N. Experience on conflict resolution across cultures through a classroom-workshop on
 497 Intercultural Education. *Revista Complutense de Educación* **2009**, 20, 99-113.
- 498 24. Luciak, M.; Liegl, B. Fostering Roma students' educational inclusion: a missing part in teacher
 499 education. *Intercultural education* **2009**, 20, 497-509. doi.org/10.1080/14675980903448544
- 500 25. Symeou, L.; Karagiorgi, Y.; Roussounidou, E.; Kaloyirou, C. Roma and their education in Cyprus:
 501 Reflections on INSETRom teacher training for Roma inclusion. *Intercultural Education* **2009**, 20, 511-521.
 502 doi.org/10.1080/14675980903448551
- 503 26. Iguacel, S.; Buendía, L. Evaluación de un programa para la mejora de un aula de educación compensatoria
 504 desde un enfoque inclusivo. *Bordón Revista de pedagogía* **2010**, 62, 127-135.
- 505 27. Adamov, J.; Segedinac, M.; Kovic, M.; Olic, S.; Horvat, S. Laboratory Experiment as a Motivational Factor
 506 to Learn in Roma Elementary School Children. *Stanisław Juszczak* **2012**, 28, 153-164.
- 507 28. Flecha, R.; Soler, M. Turning difficulties into possibilities: Engaging Roma families and students in school
 508 through dialogic learning. *Cambridge Journal of Education* **2013**, 43, 451-465.
 509 doi.org/10.1080/0305764X.2013.819068.
- 510 29. Frangoulidou, F. Using new media in teaching Greek Roma students. *CLCWeb: Comparative Literature and*
 511 *Culture* **2013**, 15, 2-9. doi.org/10.7771/1481-4374.2246.
- 512 30. Kárpáti, A.; Molnár, É. D.; Munkácsy, K. Pedagogising Knowledge in Multigrade Roma Schools: potentials
 513 and tensions of innovation. *European Educational Research Journal* **2014**, 13, 325-337.
 514 doi.org/10.2304/eerj.2014.13.3.325.
- 515 31. Battaglia, M.; Lebedinski, L. Equal access to education: An evaluation of the Roma teaching assistant
 516 program in Serbia. *World Development* **2015**, 76, 62-81.
- 517 32. Rosário, P.; Núñez, J. C.; Vallejo, G.; Cunha, J.; Azevedo, R.; Pereira, R.; Nunes A.; Fuentes, S; Moreira, T.
 518 Promoting Gypsy children school engagement: a story-tool project to enhance self-regulated
 519 learning. *Contemporary Educational Psychology* **2016**, 47, 84-94. doi.org/10.1016/j.cedpsych.2015.11.005.
- 520 33. P. Rosário, J. Núñez, J. González-Pianda. *Projecto Sarilhos do Amarelo: Auto-regulação em crianças sub-10*,
 521 Porto, Portugal, 2007; pp. 1-108.
- 522 34. Rosário, P.; Núñez, J. C.; Vallejo, G.; Azevedo, R.; Pereira, R.; Moreira, T.; Fuentes, S; Valle, A. Promoting
 523 Gypsy children's behavioural engagement and school success: Evidence from a four - wave longitudinal
 524 study. *British Educational Research Journal* **2017**, 43, 554-571. doi.org/10.1002/berj.3271.
- 525 35. Bhabha, J.; Fuller, A.; Matache, M.; Vranješević, J.; Chernoff, M. C.; Spasić, B.; Ivanis, J. Reclaiming
 526 adolescence: A Roma youth perspective. *Harvard Educational Review* **2017**, 87, 186-224.
 527 doi.org/10.17763/1943-5045-87.2.186.
- 528 36. Gül, G.; Eren, B. The Effect of Chorus Education in Disadvantageous Groups on the Process of General
 529 Education--Cultural Awareness and Socializing: The Sample of Gypsy Children. *Journal of Education and*
 530 *Learning* **2018**, 7, 125-133. doi:10.5539/jel.v7n1p125.
- 531 37. Aparicio Gervas, J. M.; Leon Guerrero, M. M. Music as a model of social inclusion in educational spaces
 532 with gypsies and immigrants students. *Revista Complutense de Educación* **2018**, 29, 1091-1108. doi:
 533 10.5209/RCED.54878
- 534 38. Matache, M. Biased elites, unfit policies: Reflections on the lacunae of Roma integration strategies. *European*
 535 *Review* **2017**, 25, 588-607. doi.org/10.1017/S1062798717000254
- 536 39. Open Society Institute. *Roma children in "Special Education" in Serbia: overrepresentation, underachievement,*
 537 *and impact on life*; Budapest: Open Society Institute, 2010; pp. 1-194
- 538 40. Brüggemann C. Romani culture and academic success: argument against the belief in a contradiction,
 539 *Intercultural Education*, **2014**, 25, 439-452. doi: 10.1080/14675986.2014.990229
- 540 41. Greenfields, M.; Ryder, A. (2012). Research with and for Gypsies, Roma and Travellers: Combining policy,
 541 practice and community in action research. In *Gypsies and travelers: Empowerment and inclusion in society*, J.

- 542 Richardson, A. Tsang (Eds.), The Policy Press: Bristol, United King, 2012; pp. 151–167. doi:
543 10.1332/policypress/9781847428950.001.0001
- 544 42. Greenfields, M; Home, R. Assessing Gypsies and Travellers needs: Partnership working and “The
545 Cambridge Project”. *Romani Studies*, **2006**, *16*, 105-131. doi: 10.3828/rs.2006.6
- 546 43. Marc, A; Bercus, C. The Roma education fund: a new tool for Roma inclusion. *European Education*, **2007**, *39*,
547 64-80. doi.org/10.2753/EUE1056-4934390104
- 548 44. Duke, N.; Borowsky, I.; Pettingell, S. Adult perceptions of neighborhood: links to youth engagement. *Youth*
549 *& Society*, **2012**, *44*, 408-430. doi: 10.1177/0044118X11402852
- 550
- 551