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Fostering Roma students' educational inclusion - a missing part in teacher education

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This paper focuses on the educational situation of Roma migrants in Austria. In order to provide relevant background information, the paper also includes a brief outline of past and current developments in regard to the schooling of autochthonous Roma groups as well as an overview of various Roma groups living in Austria today. Results from empirical research and outcomes of teacher trainings, both implemented in the framework of the INSETRom project, illustrate conducive aspects and shortcomings in regard to the educational inclusion of Roma students in Austrian schools. The paper pinpoints complex intersections of individual, systemic, cultural, and societal factors. These influence Roma students' educational attainment, their teachers' daily practices, and Roma parents' perceptions and actions in regard to schooling. The authors critically examine established notions that regard "Roma culture" and parents' lack of support as ultimately responsible for the children's educational career. They conclude that empowered teachers, who better understand the diverse nature of Roma communities and the ways in which schools contribute to educational inequity, are more prone and qualified to find adequate ways in teaching Roma students whose willingness to learn and benefit from education became apparent in the course of the INSETRom project.

Roma and their Education in Cyprus: Reflections on INSETRom Teacher Training for Roma Inclusion

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In this paper, the authors report on the results of the implementation of the INSETRom project in Cyprus and discuss conclusions relating to the school inclusion of Roma in the Greek-Cypriot educational system. After presenting country-specific information on Roma and the education of Roma in the Greek-Cypriot educational system, the authors describe a needs assessment study that took place in the course of the INSETRom project in Cyprus. The data for this preliminary phase of the project were collected through semi-structured interviews from Roma pupils and their parents, as well as their teachers, from the three schools attended by the largest numbers of Roma children in the Greek-Cypriot educational system. Despite official policies of non-segregation and employment of supportive measures, the data pointed to the marginalization of Roma children in the school system. On the basis of these findings, the authors then describe the design, implementation and evaluation of the teacher training programme that followed. The paper concludes with the discussion of contextual and methodological issues relating to teacher training for educating Roma students in multicultural school settings. The authors also reflect on factors beyond teacher training that need to be addressed if education is to become inclusive for all pupils in general, and Roma children in particular.

The INSETRom Project in Turin (Italy): outcomes and reflections

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This article presents and discusses the theoretical and pedagogical reasons behind the INSETRom project, as well as results from interviews with teachers, Roma families and children. The focus here is on teaching, learning and communicative experiences in Turin multicultural classrooms attended by Roma pupils, all of which provide relevant indications for teacher training course contents and methodology. Teacher expectations and the evaluation of the training course were assessed through questionnaires and focus group interviews. The article includes a reflection on the educational aims and outcomes of INSETRom, including a number of classroom experimentations carried out at the end of the training course. It also frames this work in the context of historical and socio-cultural developments that shed light on the current state of affairs.

Education, Identity and Roma Families: teacher's perspectives and engagement with INSETRom training.

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This paper outlines and discusses work carried out with teachers of Roma children in the North East of England. The paper draws upon continuing professional development (CPD) work carried out in two primary schools as

part of the Comenius *INSETRom* project. The project spanned a number of school terms over an academic year and involved working closely with two groups of teachers from different schools. This paper draws upon data arising from semi-structured interviews and the authors' field journals. It identifies critical key issues such as teacher misconceptions, limited home-school relations, problems relating to the identification of Roma pupils and the tensions arising from meeting the needs of a marginalised group within an education system underpinned largely by a performance driven, neo-liberal agenda. It discusses issues arising from delivering CPD within such a context, and highlights the difficulties associated with transforming and challenging perspectives and practices, in particular emphasising the importance of the leadership and commitment of the head teacher.

Teacher Training on Roma Education in Greece: a discussion about the results of INSETRom experience in two Greek Schools

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Socially marginalized for centuries, the Roma population of Greece continues to confront many problems concerning their daily living conditions, labour integration and, foremost, their education. In this paper, the authors briefly outline the educational, cultural and social status of the Roma community in Greece and discuss the need for appropriate and effective teacher training for the education and inclusion of Roma pupils. The results of the INSETRom project in two Greek primary schools and the assessment of the associated teacher training are discussed, as well as an outline of teacher training needs, as identified by a pilot research prior to the implementation of the training experience. The training procedure and results are also described. Finally, there is a discussion of the general training needs of Greek teachers and the organizational and administrative potential to promote an effective ongoing training system. The paper concludes with suggestions pertaining to ways in which training modules may be employed by other training institutions.

Report: The INSTERom project in Slovakia

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This report outlines background information, research findings and results from teacher trainings as implemented as part of the INSETRom project in Slovakia. Teachers, parents and pupils were interviewed, revealing conflicting views of what was taking place in schools. The educators who took part in the INSETRom training seminar indicated that they benefited from the training and that they had become more aware of how their own stereotypes and prejudices had influenced their attitudes and behaviour towards Roma.