

Bulgaria Country Fiche



IO 1: Guide for Positive Narrative on Romani Integration through Arts

*“Boosting positive narrative on Romani integration through Arts” with
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The ideal of interculturality is the harmonization of cultural differences, not their belittling, elimination or hypertrophy.

Introduction

According to the latest census in 2011, the number of the Romani is 825,343, constituting 4.4% of the total population, in which only one ethnic group could be opted as an answer and 10% of the total population did not respond to the question on ethnic group. In a conclusive report of the census sent to Eurostat, the authors of the census (the National Statistical Institute of Bulgaria) identified the census results on ethnicity as a "gross manipulation".

Although too slow, the idea of **intercultural education** is becoming more and more important in the Bulgarian educational system. This approach is applied to cultural communities, which due to some circumstances coexist. "The goal is for them to integrate with each other without suffering the identity of any of them". The ideal of interculturality is the harmonization of cultural differences, not their downplaying, elimination or hypertrophy. The path to this ideal is communication - intercultural dialogue" (Andonov and Makariev 1996: 5).

At the same time, the phenomenon of "Roma culture" is very interesting not only from the point of view of science, but also, above all, because of its stability and flexibility for centuries on a practical level in the lives of Roma generations. Its bearers have been preserving their cultural identity for thousands of years, regardless of whether others underestimate it, assimilate entire components of it, or seek to destroy it forever. Over the last millennium, their own identity has been irretrievably lost and disappeared in non-existence, where more prestigious from the point of view of historical science ethnic groups with somewhere higher from the point of view of modern Europe. The ideal of interculturality is harmonization of cultural differences, not their belittling, elimination or hypertrophy of Peitsi cultural status and internal organization such as Avars, Cumans, Pechenegs, Goths, Saxons, Storms, Huns and many others.

The Roma in Bulgaria are bearers of an indisputably extremely specific culture, born of the cultural traditions of the peoples who inhabited the northwestern parts of ancient India, and naturally enriched by the cultural achievements of the peoples with whom the Roma have come into contact in their long history and migration to the European continent, such as Persians, Arabs, Armenians, Byzantines, Turks. At the same time, the traditional culture and the way of life of the Roma population in Bulgaria developed and existed, influenced by the regional peculiarities of the Bulgarian folk culture (Yordanova 1992: 29). A. Dimitrov defines the indisputable for the Roma through the eyes of "gadjo" (non-Roma) and it is that they are carriers of a very specific and different culture, which according to researchers was born from the cultural traditions that carry from ancient India (Dimitrov 1994: 113). According to T. Krumova, the Roma also have their own rich culture, folklore and past (Krumova 2002: 10). Marushiakova claims that the Roma have an amazing ability to borrow from the surrounding population and to preserve its ancient customs and perform them even when it has already forgotten them. Together they bring their own elements to their celebration - great vitality, lots of music, variety, splendor (Marushiakova 1992: 12). G. Todorov also notes from the position of "boyfriend" that the cultural manifestation of the Roma is very rich and unique, when traced in terms of its domestic characteristics and definition (Todorov 1992: 90). It is

already a process in our country, for the development of which there are a number of preconditions:

- Clarification of the Roma origin and the history of the Roma migration from India to Europe and the New World.
- the written expression through it by adapting the Latin alphabet to the peculiarities of its phonetics.
- Research of the different Roma groups and subgroups in order to find the common and different between them.
- access to the achievements of the Roma communities around the world.

For a better understanding of the mechanisms for the formation of the Roma cultural tradition we will try to trace some of the constituent specifics that have left a lasting imprint on its peculiarities in historical terms.

At the top of the hierarchy of the Roma value system is the idea of freedom. In the name of preserving the Roma freedom, the centuries have repeatedly been a legal choice - a choice for a nomadic way of life, a rejection of the idea of one's own state, not to take root only at certain latitudes and longitudes, to adopt foreign languages, way of life, customs, religion, and traditions in order to survive. Todorov defines the love of freedom of the Roma as optimism, which "finds expression in the gypsy's desire to demonstrate his independence and freedom from circumstances, people, events, values, norms, attitudes and traditions. The "Roma", who in his life often had to comply with the order created by other people, wants to show that he self-determines his path in life despite the knowledge that misfortunes can await him. It is this feature, by the way, that this behavior of the "Roma" is one of the most enduring and widespread refrains in the songwriting of gypsies - the problem of personal freedom of choice of behavior, the life cross that the gypsy carries with him in his life."(Todorov 1992: 91) According to A. Dimitrov, the pursuit of personal independence and detachment, avoiding participation in organized production for a long period of time, is one of the two main socio-economic characteristics inherited from the tribal society in India. . The reason for this, according to the author, is not that the Roma are lazy, but rather their psyche is such that they agree to work hard and unattractive work, but do not have a permanent boss. (Dimitrov 1994: 113)

Statistical Information about Romani in Bulgaria and their characteristics

Bulgaria is one of the countries with the largest Roma community in Europe, estimated at eight percent of the population. However, all available indicators show that the access of Roma children to quality education is often hindered. The government has adopted policies and programs to improve the situation of the Roma in general, but more efforts are needed in some aspects of education policy that have the most direct bearing on the Roma. The Decade of Roma Inclusion 2005-2015 is a platform for achieving significant positive changes in the Bulgarian educational system, allowing all children to study in schools that meet their needs, reflect their identity and prepare them for participation in public life. Although Bulgarian legislation allows the collection of personal data in compliance with certain requirements, official statistics in the field of education are not reliable, as they rely on information provided by schools, and they are interested in increasing the data on the number of enrolled students. The government should take steps to establish other data collection mechanisms in the field of education, especially with regard to Roma education.

Existing statistics, for example, do not take into account the large number of students, mainly of Roma origin, who are formally enrolled in school but rarely attend school. Data collected by local and foreign researchers show that the percentage of Roma children attending pre-school is also significantly lower than for the rest of the population. Although there is a declining trend in the number of Roma who have never attended school, Roma students are still much more at risk of dropping out, as evidenced by the sharp decline in the percentage of Roma students in the upper grades.

Segregation has a long history in Bulgaria: as a result of geographical segregation in neighborhoods and settlements with a predominant Roma population, segregated “Roma schools” have been established. The percentage of Roma is disproportionately high in the various types of special schools - schools for children with mental disabilities (“special schools”) and boarding schools for children with deviant behavior. In the presence of such well - documented evidence of continued segregation at all levels and in all structures of education system, it is obvious that the government needs to be more active in integrating schools and the Roma community.

The Bulgarian government has adopted both programs aimed at improving the situation of the Roma, which include a section devoted to education, and educational programs containing measures aimed at minority groups, including the Roma. However, there is very little evidence of the effect of both types of programs or their implementation at the local level. The National Program for the Development of School Education and Pre-school Education, adopted in June 2006, renounced its previous commitments on desegregation and did not address many of the specific problems identified in the government's 2005 Action Plan. connection with the Decade of Roma Inclusion 2005-2015 (Action Plan of the Decade). This deviation should be corrected through the adoption of a comprehensive policy on Roma education, supported by appropriate legislative and financial measures. Previous government

programs aimed at eliminating segregation in education have not been implemented, even in the case of developed non-governmental initiatives for local dissemination, which can serve as useful models for creating a more holistic government approach. . In order to assess the long-term results, a clear vision and concrete means of implementation are needed, including appropriate financial resources, as well as specific monitoring tools. teachers who support the learning process. However, many municipalities do not have the necessary resources for their appointment. In addition, very few Romani language teachers are currently employed in schools. Some textbooks present Roma traditions and culture, but some textbooks still contain standard and even prejudiced materials about Roma. Steps must be taken to remedy this situation. There are various opportunities for teacher training in areas related to Roma education, but their effectiveness is not clear. Better monitoring of the development of these important areas will also give the government a more solid basis for the further development of Roma education policy.

Some of the restrictions on Roma access to education are obvious: for example, the lack of sufficient kindergartens, a problem that the current government is failing to address. Kindergarten fees set by the municipality are also a significant barrier for Roma families, many of whom are unaffordable; at the same time, the free food and transport offered by some special schools may attract disadvantaged families to enroll their children in them. To remove these constraints, it is necessary to review the effectiveness of the structures that fund education.

Segregation by place of residence is widespread in Bulgaria, both in urban and rural areas and it gives rise to the so-called. "Roma schools" in neighborhoods with a predominant Roma population. Although parents may choose to send their children to school outside their neighborhood, few Roma parents take this step outside of an organized desegregation program. Even in places where such programs are successful, many children remain in Roma schools. The number of Roma children enrolling in special schools continues to grow as all schools in the system look for ways to maintain a high number of enrolled students. The Ministry of Education and Science has published guidelines for improving the procedures for comprehensive pedagogical assessment of children, but local research shows that these directives do not successfully counteract the benefits of enrolling in special schools. Better control over the work of diagnostic commissions is definitely needed to ensure an objective assessment of each child's potential. Many Roma children do not speak Bulgarian in their families, which makes access to pre-school preparation even more important for improving their ability to speak Bulgarian before starting school. However, the number of teachers qualified to teach Romani is very small, which puts Romani children at a disadvantage from their first school days. The basic level of education requires more Roma teachers and teacher assistants, as well as teacher qualification to apply bilingual teaching techniques.

The quality of schools with a predominant number of Roma students is in every respect lower than that of schools with fewer Roma children enrolled. Many 'Roma schools' are in poor physical condition and do not have the aids such as computers and specialized classrooms needed for adequate training. In the system of special schools, even the most basic equipment

such as desks, textbooks and teaching aids are insufficient or completely missing. It is understandable that these schools cannot attract the most qualified and motivated teachers, especially since the lack of vacancies in the whole school system limits the movement of the teaching staff. In the process of adapting the school system to the reduced birth rate and the correspondingly smaller number students, the government must take steps to ensure that all children are able to attend an integrated school with sufficient equipment and learning resources.

A recent non-governmental study shows that students of Roma origin in segregated schools have lower results in mathematics and Bulgarian language exams than their peers in integrated schools. The level of literacy among the Roma is lower than that of the rest of the Bulgarian population. This is especially true for Roma who attend segregated schools, probably because the attendance of children in these schools is not monitored well enough, the quality of education is poor and students can move from one class to another without their learning outcomes. to meet the basic educational requirements. In fact, there are no established educational standards for children attending schools for children with disabilities and other special schools, which means that they cannot continue their education or find a job. School education in Bulgaria still uses mostly old pedagogical methods and although there are in-service teacher training courses, many are offered by NGOs and are not part of officially recognized teacher training. The Ministry of Education and Science could award diplomas upon completion of these courses, which will encourage teachers to participate in them and improve their professional development. Many teachers acknowledge that despite efforts to improve their knowledge of intercultural relations, they have lower expectations of Roma students. This reflects the attitudes characteristic of Bulgarian society as a whole, which still opposes the inclusion of children of minority origin in education. Research shows that as the process of desegregation progresses, the community involved in the process becomes more receptive to it. This in turn suggests that the government needs to take concerted action to continue integration. In particular, the government could give greater rights and responsibilities to the network of regional inspectorates of education with regard to segregation: first to recognize it and then work with local authorities to eliminate it and ensure equal access to quality education for all children in the country.

The total population of Bulgaria as of December 31, 2004 amounts to 7761 049 people and has decreased over the last decade. According to the last census in March 2001, the Roma are 370 908 people or 4.7 percent of the total population. As in other countries, as well as in Bulgaria, many people who are considered Roma by others do not identify themselves as such for a number of reasons, including the social stigma associated with belonging to this ethnic group. According to expert opinions, the number of Roma in Bulgaria is between 600,000 and 800,000.¹² Following the general decline in the population, the number of children in Bulgaria, including those of school age, has been steadily declining over the last decade. However, due to the higher birth rate and lower life expectancy among the Roma, the demographic structure of the Roma population differs significantly from the national average. According to the census in the age group 60-100 years, the Roma population is only 5.4 percent, while the national average is 22.3 percent.

The Bulgarian government has adopted both programs aimed at improving the situation of the Roma, which include a section dedicated to education, and educational programs containing measures aimed at minority groups, including the Roma. However, there is very little evidence of the effect of both types of programs or their implementation at the local level. The **National Program for the Development of School Education and Pre-school Education**, adopted in June 2006, does not reaffirm previous commitments on desegregation and does not address many of the specific issues identified in the government's 2005 Action Plan for the Decade of Roma Inclusion. 2005-2015 (Decade Action Plan). This deviation should be corrected by adopting a comprehensive policy on Roma education, supported by appropriate legislative and financial measures. Previous government programs aimed at eliminating segregation in education have not been implemented, even in the case of developed non-governmental initiatives for local de-integration, which can serve as useful models for creating a more holistic government approach. A clear vision and concrete means of implementation are needed to assess long-term results, including appropriate financial resources, as well as specific monitoring tools. Despite the needs and confirmed benefits at the local level, slightly more than 100 Roma are employed throughout the country. teacher assistants / school mediators who support the learning process. However, many municipalities do not have the necessary resources for their appointment. In addition, very few Romani language teachers are currently employed in schools. Some textbooks present Roma traditions and culture, but some textbooks still contain standard and even prejudiced materials about Roma. Steps must be taken to remedy this state of affairs. There are various opportunities for teacher training in areas related to Roma education, but their effectiveness is not clear. Better monitoring of the development of these important areas will also give the government a more solid basis for the further development of Roma education policy.

- It is an absolute right of every Roma child to identify socio-culturally through their first language and to study it, which, however, does not cancel the task of mastering the official language of our country in order to successfully integrate the individual into social structures.
- Reading the official Bulgarian language (as a second language) is the “key” to personal and social growth of the Roma child.
- Mastering reading skills in the official Bulgarian language as a second language is a tool for preventing / limiting dropping out of school.

Good Practices in pedagogical techniques and methodologies using arts for social inclusion groups inclusion

Rusalya - a private school for socially disadvantaged children¹

Rusalya Association, while dealing with the creation, distribution and producing art, concludes that children cannot develop their own potential by being in homes for children deprived of parental care. So, on 15.09.2014 in the village of Rusalya opens its doors School of Arts and Crafts for social weak children "Dimitar Naumov". Build a school and administrative part, living

¹ [School of Arts and Crafts for Socially Disadvantaged Children, Rusalya](#)

house for 30 children and 10 adults, offices, dining house. What distinguishes them from the well-known for Bulgaria socio-pedagogical institutions and boarding houses is the unique approach for working with children and accepting them as equals. participants in the educational process. They come to the decision for a school after their expert assessment from many years of work with disadvantaged children, namely, that about 40% of adolescents among them have intellectual potential well above average, and every second child has a bright talent or gift. Thus was born their project School of Arts and Crafts for social weak children with a basic mission to provide an opportunity for the talented and gifted children to receive absolutely free quality education and upbringing; Yes help preserve, develop and improve their natural potential and to turn it into capital for their future; to provide an individual approach to work, professional care, excellent base and environment filled with comfort, tranquility and love; to promote the growth of good and smart people who will realize their professional and life start motivated and with confidence; to provide the best team of teachers, mentors, experts and inspirers artists who lead children to self-knowledge and self-expression.

Traveling workshop "Reading and Theater" - shared experience

"Teaching" the love of reading is a tradition for the Faculty of Pedagogy, University of Veliko Tarnovo "St. St. Cyril and Methodius". In April 2016, the mission of the circle "Reading student, reading child" was continued with a new social and educational project - Traveling workshop "Reading and Theater". Under the direction of Ch. Assistant Professor Dr. G. Vassilev students from the specialty "Preschool and primary school pedagogy" prepared the puppet show "Grandpa's mitten". In April 2016, they were guests with the production at the Auxiliary School "St. Teodosii Tarnovski ", Home for children“ Penyu and Maria Velkovi ”, OU "P. R. Slaveykov ”- the town of Veliko Tarnovo. The traveling workshop has the ambition to awaken in the child not just and not just a desire to read. The show educates, trains, entertains, and delivers enjoyment. A cultural and educational environment is created, stimulating the audience for active participation. The topics of justice, goodness, beauty become the object of lively children's discussion ... The "driving forces" in the life of the young student are impulsed - "passion for development", "passion for growth", "passion for freedom". The construction of an integral is stimulated complex of competencies - communicative linguistic, cognitive, and metacognitive, social and emotional competencies. A multifaceted, harmonious development of the child's personality is achieved. Observations show that the performance satisfies the basic needs of the young student - needs for knowledge, aesthetic needs, needs for belonging, love, security, evaluation, and self-actualization (Maslow 2001: 83-96). Motivation to read is reoriented by "I have to" to "I want to", "I can". Achievements are improving reading acquired in the context of formal education, and informal reading is encouraged, incl. in the child's free time and for pleasure. The so-called "Comprehensive education" and encourages learning (reading) throughout life. Until the end of 2016, performances of the Traveling Workshop in schools in Municipalities: Veliko Tarnovo, G. Oryahovitsa, Omurtag, Sliven. The aspiration is love to reading, impulsed by the power of theater, to reach the possible most children in the multicultural classroom.

The Art Within- 2018-1-CY02-KA105-001187

The project 'The Art Within' concentrates on the enhancement of the basic pillars of self-empowerment and self-esteem through alternative methods, primarily related to

Performing Arts. Specifically, 'The Art Within' is addressed to staff, youth workers and educators who specialize on the didactic methods of the notions of self-empowerment and self-esteem, with the aim those to be endowed with innovative tools and modernized methods of operating towards their target groups, thus achieving a better quality of work and an increased ability in addressing the needs of any disadvantaged groups encountering problems such as low self-esteem, as a result of many difficult situations; social exclusion, racism, immigration, socio-economic problems, domestic problems etc. Accordingly, well-experienced experts and professionals deriving from the Local Sectors of Theatre, Dramatology, Dance, Dance Therapy and Communications will deliver various seminars and workshops on 'Contact, Improvisation and Communication methods', 'Dance Therapy', 'Storytelling', 'Theatrical Improvisation' and 'Public Speech' which are specially-designed to reflect an array of methodologies relying on empathy, imagination, physical and mental activation, articulation, body awareness, emotional depth, encouragement, open sharing of thoughts, feelings and opinions, quick thinking, quick action and reaction, engagement and communication with audiences through multi-dimensional activities, eradication of fixed or pre-mediated behaviors, exploration of individual creative impulses, usage of both formalised and non-formalized skills, presentational skills, usage of language in an authentic, un-planned way.

Simultaneously, through interactive Power-point and Video Presentations, the participants of 'The Art Within' will enrich their field of knowledge in order to come in touch with the more theoretical aspects of the programme, thus gaining a better understanding of the technical processes concerning the skills that could be acquired within performing arts, by mostly emphasizing on their potential impact on one's self-empowerment and self-esteem. Through both types of workshops, young workers and educators will be taught to convey original knowledge accompanied with the desirable confidence, as both derive within the experience of public speaking, improvisation, storytelling and dance-therapy, as well as to obtain an integrated understanding of the importance and value of teamwork, motivation, trust, responsibility, independence, individuality, inspiration, passion and originality. In this manner, socially vulnerable groups of people suffering from low self-confidence and self-esteem will detect alternative ways to recover, whilst in-parallel improving their communication skills, thus being able to achieve the ultimate threefold objective that has been set by the creators of 'The Art Within': (a) to be evenly integrated into the society; (b) to become active citizens and; (c) to strengthen their communication skills and other essential skills in order to enhance their career prospects, thus improving their chances for potential employability. 'The Art Within' training that will be hosted in Larnaca, Cyprus by Citizens in Power from 09/10/2018 until 15/10/2018, in cooperation with partner organizations from Spain, Czech Republic, Romania, Bulgaria, Italy, Portugal, Estonia, Germany, Greece and Poland that will be represented by 2 participants each.

Fostering Adult Learner Empowerment through Storytelling and Folklore (518610-LLP-1-2011-1-UK-GRUNDTVIG-GMP)

"FALESAP" brings together 5 partners from across Europe to promote inter-generational & inter-cultural dialogue and increase adult learners' knowledge & experience through storytelling & folklore. Using our wealth of experience in empowering communities, informal learning & incorporating older learners from remoter rural areas we provide access to learning for older citizens, enabling them to become storytellers themselves: they will connect with younger citizens (through inter-generational dialogue), gain knowledge of their own culture, traditions & region (supporting their journey back into education) and

promote active citizenship. Each partner hosts workshops, education sessions, storytelling events and pedagogical seminars, open to all but specifically targeting families, senior citizens, persons with special needs & disadvantaged social groups; mobility is assured with participants travelling to partner events; collaboration between different age-groups/races/cultures is positively endorsed. Through 9 WP's we engage learners from socially, geographically and economically disadvantaged regions, offer training and support to learn storytelling techniques, folklore and music, and disseminate all material/products/case studies for future use through our network of adult education providers.

Tangible outputs are an Education Pack (online and hard form, incorporates techniques, case studies, examples of methods/stories/art/interpretation for learners, database of contacts; multi-language versions); web-site; DVD of all events/achievements. Results include increased mobility for adult learners; new skills & experience gained; increased confidence to re-engage in education and actively engage in society; preservation of cultural heritage; promotion of Active Ageing; increased cross-cultural awareness. Minimum 80 adult learners mobilised, tangible Learner Resources created, pathways to education opened throughout network, social cohesion improved for all participants

“Overcoming stereotypes in order to reach understanding and acceptance. Intercultural dialogue” (EST-2008-1-PL1-COM06-00919)

Barriers and restrictions set in our mind and consciousness are a serious problem in the dialogue with other nationalities and with people around us. We keep reluctant to foreign influences. We decided to find the way to break the differences that share us. It is high time to view the cultural differences as the value and wealth offered by each of the European nations. Multicultural influences are the contribution into the development of common Europe. We should get to know it and appreciate it. We should get rid of the irrational prejudice. A dialogue without frontiers as a guarantee of the development of individuals and groups alike is the main objective of our project. The cooperation lasted fruitfully with many actions, joy of the meeting and lots of experience. We reached not only the goals of the project but longlasting friendship.

Aims of the project:

1. To overcome stereotypes and make a dialogue through constant contact, common activities, exchanging knowledge about history and culture, understanding religion rules through direct contact.
2. Extending the knowledge about religion, culture, art, habits, tradition of the own and partners country, studying English, new technologies
3. stimulation of creativity of students and teachers by different actions(making films, taking photos, Power Point presentations, lectures, workshops...)
4. Learning communicative skills, tolerance, ability of cooperation, opening for other countries and religions

MY WAY, YOUR WAY, OUR SHARED CULTURAL IDENTITIES (2015-1-SE01-KA219-012285)

"My Way, Your Way, Our Shared Cultural Identities" is an innovative inter-cultural communication project involving schools from Bulgaria, Italy, Spain and Sweden. Its rationale is based on the understanding that mobility, an integral part of our increasingly globalized world, presents challenges arising from the cultural differences that are an intrinsic part of people's complex identities. Therefore, knowledge and awareness of how culture impacts communication is essential in effective cross-cultural communication. The project has sought to:

- a) develop students' understandings of the interrelated nature of language, culture and communication;
- b) develop students' skills to spot, reflect and deal with culture bumps;
- c) enhance students' confidence when encountering unfamiliar environment;
- d) develop students' presentation skills;
- e) train students to conduct interviews to extract relevant information, analyse it, and present it in both oral and written form;
- f) develop students' curiosity towards different cultures and languages;
- g) to prepare students for study and work in inter-cultural settings;
- h) hone students' IT skills through utilizing innovative applications;
- i) develop a broader view of what European identity means to foster responsible citizenship skills;
- g) enrich teachers' classroom instruction methods and schools' curricula.

This project has built on the rich experience all schools have with mobility to design a learning resource for training students to take stock of their inter-cultural experiences and develop understandings of the interrelated nature of language, culture and communication. The resource pack contains critical incidents and videos based on the experiences of the participants from the project. The methodology used to design the resource pack has used the culture assimilator, a cognitive approach in inter-cultural training based on the meaning attribution method. During the preparation stage, participants were trained through simulation games and inter-cultural training activities aiming to develop their sensitivity and awareness of identity formation, empathy, ethnocentrism, values, stereotypes, the dynamic and emergent nature of culture and strategies to decenter and re-frame in order to negotiate meanings. This learning resource has been beneficial on two levels - through the process of its designing and the outcome itself.

As the participants experienced cultural variation, they gained knowledge about what, how and why cultures do their shared practices; through the culture-contrast approach and reflective practices they gained insights into the value systems of both their own and other cultures; their insights helped them develop skills of successful communication in diverse settings and resulted in the production of learning resources for use by all who are interested in intercultural education. The interactive nature of the resources have had a double effect - developing students' IT skills and making the materials appealing to a wide on-line audience. In addition, both teachers and students have learnt to deal with culture by adopting the culture assimilator approach, which have enriched their classroom practices and the school curricula in several subjects.

AAC@school for social inclusion (2017-1-IT02-KA201-036667)

AAC @ school for social inclusion has the general objective of supporting the inclusion of disadvantaged students in school education paths through a specific methodology which unfortunately is not yet widespread in European and national school contexts, the Augmentative and Alternative Communication (AAC). To do this, the project activities are focused on strengthening teachers' abilities and supporting them in tackling diversity in the classroom, adopting innovative practices. Managing diversity today is a very important skill, mainly because of the increase in the number of immigrants in European countries, because it helps tackle early school leaving (ESL) and disadvantage. For this reason, AAC @ school offers a new tool for education, allowing success even for those students with communication difficulties. The project produced the following intellectual outputs:

- 1) RESEARCH AND STATE OF ART (in English). The document is divided in 3 sections:
 - Best practices in AAC methodology collected by partners;
 - International best practices resulting from desk research of the University of Basque County
 - International context report, revising legislation and measures dedicated to inclusion of students with special needs.

- 2) AAC@SCHOOL TRAINING PROGRAMME (in English, Italian, Spanish, Greek, Turkish, German, Slovenian, Bulgarian), divided into explanatory MODULES completed by teaching materials and videos, allows to learn how to use the AAC in the different contexts covered in the project. The goal was to maximize knowledge already available. Then the partners designed, tested and validated the training model during the second phase of the project activities. The proposed teaching objectives include creating awareness, transmitting knowledge and assisting teachers to develop and use the AAC methodology within their classes according to different age groups and to support people with communication needs, including refugees and migrants.

- 3) TOOLKIT: AAC FRIENDLY SCHOOL (in English, Italian, Spanish, Greek, Turkish, German, Slovenian, Bulgarian) was conceived and created to teach how to transform school environments, and beyond, into inclusive places also for those who have serious problems of permanent or temporary communication. The tools allow the use AAC tools, build and use pictograms to label school and social spaces.

- 4) A proposal for BOOKLET FOR REFUGEES AND NEWCOMERS.

- 5) The software "AAC COMMUNICATOR", developed by SUPSI (associated partner).

The consortium that operates in this project is composed of 9 partners (plus an associated partner) and it is greatly enriched by their diversity, they represent different backgrounds and countries, dimensions, type but they are all united because of the desire to support the development of the AAC methodology into school education. The partnership includes schools (3), NGOs / social enterprises (4) who work daily in educational / school settings, 2 universities (1 partner and 1 associate partner) and an NGO representing a network of EU teachers. Keeping always the school as the main educational provider and at the center of this action, we aim to create an educational community / network with other actors such as families, libraries, sports clubs, youth associations, museums and even public transport to promote a transversal use of AAC methodologies. Such an integrated approach that embraces the wider life context of disadvantaged students will strongly strengthen the inclusion of the educational offer provided.

3Ducation through cultural voyages (2017-1-CZ01-KA219-035595)

The project "3Ducation through cultural voyages" was a partnership between 4 European secondary schools. Our schools have the similar field of study, sharing together specialisations as ICT and they are very interested in the development of computer games and using games in learning process. The main aim of the project was to create 3D knowledge adventure game in program "Unity". The created game combines knowledge and adventure games. Our game is inspired by Escape room. The player is locked in the

room and he must explore his surroundings, find tracks and clues, solve series of riddles to get out. There are four rooms in the game. The rooms are specific for each country and they relate to history and culture. Due to creating this game students explored foreign culture, heritage and language and learn knowledge from many different disciplines (ICT, Art, Science, History, etc.). The game has two platforms, one for desktop and the other for virtual reality. The idea for the game development was to have student's teams that fulfill the tasks needed for its creation. The teams were:

- game designers (design the gameplay, create the user experience, develop the storytelling and narrative, describe the scenes and mood, etc.)
- programmers (coding)
- designers (graphic, 3D graphic)
- marketing and promotion team (web, advertising, promotional items, posters, budget, etc.)

The students went through the whole process of game development and they improved the 4c's skills: creativity, collaboration, critical thinking, communication. All these skills students used during the project. We have successfully used the Project based learning method and the Games Based learning method. Both methods are innovative and we can develop our students basic skills. The approach focuses on developing problem solving, critical thinking and information-processing skills.

An important part of the project was to increase teachers' and students' language skills. When working in the international teams and during the project meetings and mobilities the participants used foreign languages as a way of communication. We specified on the following general objectives of our project as the most relevant:

- improvement of the level of key competences and skills (ICT skills)
- exchange teaching experiences and ensuring teacher's professional development
- strengthening European sense of identity and improve English language skills
- enhancing international cooperation
- support modernisation of education
- increase opportunities for learning mobility of young learners

The specific goal was to encourage them to search and learn issues about Physics, History, English or other Languages, Computer Programming, Internet etc while they amused themselves.

ROMANINET- A MULTIMEDIA ROMANI COURSE FOR PROMOTING LINGUISTIC DIVERSITY AND IMPROVING SOCIAL DIALOGUE (505602-LLP-1-2009-1-ES-KA2-KA2MP)

The main aim of the project is the production of a course in standard Romani in multimedia format, based on the European Common Framework of Reference for Languages for the levels A.1 and A.2. It will be used by adults and young people, being suitable for being used by people with a low academic level, common situation in the target group. Complementary products will be three units regarding Roma and Romani language. The main results of this project will be:- General report on the romaní language situation in the partners involved and Europe in general. - Romani standard course, in multimedia format- Transversal unit for secondary schools- Unit for university (Phylogoly and History)- Multimedia toolthe main target group will be as following:• Roma people involved in the formal education (secondary education). These organizations that deal with the target group could get used of the language material involved in order to implement it, helping to the promotion and the reliving of the romaní language. • Roma people involved in the adult

education (adult alphabetisation). • Language schools, in order to include the romaní language as a language to learn. At this point, it is important to emphasize the case of Spain, where roma people claim for it, in order to include the romaní language in the Official Language Schools. • The universities will have available a didactic unit that could be used in the general subjects of Philology and History, including information related the language and the culture. • Associations related to roma people.

Supporting the Social Inclusion and of Young Roma Through Non-Formal Education (589632-EPP-1-2017-1-AL-EPPKA2-CBY-WB)

The project partners have cooperated on a number of occasions in the past and they are in regular communication, and they agree that there are specific educational needs which are common to Roma in all of Albania, Macedonia, and Bulgaria. The proposed project represents an innovation in the field of education of Roma youth, particularly regarding the acquisition of basic and transversal skills among Roma youth. The project aims to develop innovative approach in addressing the problem of education for young Roma by developing educational curricula and non-formal educational materials tailored to the needs and specificities of the target group. The project is also innovative in the sense that it foresees capacity-building activities for Roma youth workers, for working with young Roma and facilitating their non-formal education and acquisition of basic and transversal skills, supporting their inclusion in society.

THE ROMA COMMUNITY IS ALSO DIVERSE: FORMING YOUTHWORKERS FOR INCLUSION (2019-2-ES02-KA205-013443)

Through the project “THE ROMA COMMUNITY IS ALSO DIVERSE: TRAINING YOUTH WORKERS FOR INCLUSION” various Roma and LGBTI+ rights entities want to work with this group because of their special vulnerability, as they are rejected and segregated from their own Roma community. They are young people without training or with a very low training level, who need tools and processes to come out of the hard situation in which they are, and follow a path of training and integration, thanks to the development of a training itinerary of social and labor insertion adapted to their needs. However, when they finally have the courage to rebuild their lives, they find themselves within a system that is not adapted or thought to work with them, so they generally never reach success.

This project will produce two Intellectual Outputs of great quality and impact:

- The first Intellectual Output (O1): METHODOLOGICAL GUIDE FOR YOUTHWORKERS: THE INCLUSION OF YOUNG LGBTI+ ROMA IN EUROPE
- The second Intellectual Output (O2): “OPEN EDUCATIONAL RESOURCES FOR INCLUSION IN DIVERSITY: INNOVATIVE MATERIALS FOR YOUNG LGBTI+ ROMA IN EUROPE

These are two high-quality Intellectual Outputs, which along with various tangible and structural results, are intended to help the youth workers and leisure trainers from the reception centers and associations that work with this group, by providing them with the tools, knowledge, and skills to help them rejoin the educational and/or work environment with guarantees of success, to achieve a greater social inclusion. In addition, these results will allow us to expand the training offer of LA ESCUELA VIRTUAL FEMINISTA ROMANI (the Roma Feminist Virtual School - created by the partner organizations in previous Erasmus Plus projects in the field of youth), and to create a European network of entities that will work specifically for the social and educational inclusion of the LGBTI+ Roma community, a group with great educational and social disadvantages.

List of items /Publications

Lilyana L. Nikolova, Marina K. Lenova "Attitudes for the implementation of integrated education in the Bulgarian school"

Lilyana Kovatcheva (Centre for Educational Integration of Children and Students of Ethnic Minorities/Ministry of Education, Youth and Science), Milen Milanov and Monica Rossi (Roma Education Fund, Switzerland

Dr. Maria Zahova (need to ask for permission отдел „Комуникации “, УНИЦЕФ България, тел: 02/ 9696 208)

Center for Educational Integration of Children and Students from Ethnic Minorities, COIDUEM

Roma Education Fund, 2007 "Improving education of the Roma in Bulgaria", ISBN: 978-963-9832-03-9

OPEN SOCIETY INSTITUTE, "Equal participation of Roma people to quality education in Bulgaria", 2007, Roma Support Programme TM and Copyright © 2007 Open Society Institute

Ministry of Education and Science of Bulgaria, "TRAINING ON CHILDREN'S TEACHERS FOR WORK IN THE GROUPS FOR MANDATORY PRESCHOOL PREPARATION", Project № BG051PO001-3.1.03-0001 "Qualification of pedagogical specialists

Iva Petkova, "INTERCULTURAL EDUCATION AS A MEANS OF REDUCTION THE LOSS OF THE ROMA CHILDREN FROM SCHOOL -SCHOOL ON STAGE", ISBN 978-954-350-271-4

Nadezhda Koleva, teacher of fine arts and technologies, Sofia University "NeofitRilski", town of Tvarditsa, district of Sliven, "MISSION OF ART TO COMMUNICATE AND TOLERANCE ETHNIC DIFFERENCES"

National Federation of Employers of the Disabled (Bulgaria), MANUAL WITH GOOD PRACTICES in the area of vocational rehabilitation, orientation, training, and employment of people with disabilities realized in Belgium and Bulgaria, Sofia 2012. It was developed within the framework of a Grant Agreement Aid № BG 051PO001-7.0.01-0082-C-0001 under the Project "Innovative measures in the field of vocational rehabilitation, orientation, training and employment for people with disabilities"

https://www.opensocietyfoundations.org/uploads/ab0a445f-d79d-477d-9580-ceac8b49c77c/bulgarian1_20070329.pdf

<http://www.amalipe.com/files/publications/desegregation.pdf>

Conclusions

Roma are by a common account the most marginalized community in the countries of Southeast Europe. Approximately 70% of Roma population in Europe is concentrated in Central and South-Eastern Europe, and their vulnerability, which is to a large extent caused by the constant and severe discrimination they have been exposed to, is reflected in many indicators ranging across employment, health, education, etc. The practices of segregation, the high dropout rates, the generally lower educational attainment of Roma, etc. are all indicative of this phenomenon. Attainment statistics in EU and OECD countries show that “the share of Roma that do not complete primary or lower secondary education in many countries in Central and Southeast Europe is considerable” (UNDP, Roma Education in Comparative Perspective: Findings from the UNDP/World Bank/EC Regional Roma Survey, 2012: 18), which results in very high illiteracy rates among Roma adults later in life in the countries of the region. Roma non-governmental organizations have taken the role of non-formal education providers in their communities. They have designed and delivered educational programs ranging from literacy and numeracy, vocational courses, employability courses, entrepreneurship and business development programs, etc. A critical challenge to the education work with Roma has constantly been the lack of curricula and educational materials which are adapted to the specific Roma needs and are in Roma language. At present, the number of curricula and textbooks in Roma language, and addressing specific priority needs of Roma.

At present, hardly anyone can say what the percentage of students from ethnic minorities is. In the public space, speculations are expressed from a quarter to over 40%. Currently, there is no institution that takes into account the number and percentage of students from ethnic minorities. For the first time, the Bulgarian education law provides texts that will support policies for the educational integration of children and students from ethnic minorities.

Parents are a part of school life and as such they need to be familiar with the processes taking place in the school. Activating parents and their inclusion in school life contributes to the effectiveness of activities carried out at school level. The purpose of this document is to offer options and ways to work with the parents of Roma children by getting to know the parents and analyzing the reasons for the different behavior of each child. Without getting to know the parents cannot affect them, as well as without detection we cannot take corrective action on the reasons for a child's behavior. In order for the actions aimed at Roma parents to be effective origin, the following preliminary steps need to be taken: Why it is important to know the affiliation of the group. It is known that the Roma community is not homogeneous, in our small settlements it is composed of different groups, subgroups, but dominated by eagles - dasikane Roma, or more Christianized Roma.

In line with these guiding principles are the main emphases set out in the Strategy for Educational Integration of Children and students from ethnic minorities (2015 - 2020): promotion of intercultural education as an integral part of the process of modernization of the Bulgarian educational system and promotion of mutual respect, understanding and cooperation between all children and students, regardless of their ethnicity. For V. Kilovska, interculturality is “part of contemporary educational reality” (Kilovska 2014: 70) and the formation of intercultural competence, according to B. Zdravkova, is “a complex process, requiring sufficient time to master a certain amount of knowledge about the multicultural reality "in order to" understand cultural differences and implement acceptable

behaviors. In order to improve the quality and efficiency of the educational system and keep students in school, according to D. Todorina, it is necessary to create an interactive educational environment (Todorina 2010: 2), which in itself implies the use of interactive methods and techniques in the learning process. (Krasteva 2014: 184). According to N. Atanasova, they are "accepted as ways, applied in their capacity as models, for finding original solutions to learning problems and tasks, in the process of interaction and equality between subjects" (Atanasova 2011: 5). In this way the attention and cognitive activity of the students is strengthened, their critical thinking develops and they become an active party in the learning process. The teacher-student interaction becomes a partnership.