

SUPPORT FOR THE INCLUSION OF ROMA CHILDREN THROUGH THE PROJECT TEACHING MODEL

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Abstract. Roma are the largest minority ethnic group in Europe, but very few Roma achieve a level of education that enables them to secure employment or positive life chances. The general perception of Roma is based on a series of stereotypes such as poverty, asociality, unemployment, poor education, a tendency towards social tension, and susceptibility to educational deficiencies. Their values, lifestyle, principles, language, generally lower social status, and their socio-cultural traditions are noticeably different from those of the majority population of any given European country. The inclusion of Roma in the education system would soften the existing discourse and encourage their integration into a society. The paper aims to point out the possibility of integrating the Roma population into schools, with the given model of project teaching, in such a way that the other students also get to know their culture and traditions. The paper proposed the model of project teaching, which aims to introduce students to the Roma people and their famous representatives through the contents of legends, music, and true war stories, in order to develop knowledge about the other and different, and foster a climate of togetherness in the class and school.

Keywords: national minorities; ethnic group; teaching

Introduction

The Roma are the largest minority ethnic group in Europe, but very few Roma achieve a level of education that enables them to secure employment or positive life chances. Compared to other ethnic groups, gaps in their achievement begin to appear in the earliest years, with Roma participating in early education at half the rate of their peers (Klaus and Siraj 2020; Bruggemann 2012). The general perception of Roma is based on a series of stereotypes such as poverty, asociality, unemployment, poor education, tendency towards social tension and susceptibility to educational deficiencies.

Their values, lifestyle, principles, language, generally lower social status and their sociocultural traditions are noticeably different from those of the majority population of any particular European country (Jazbec, Čagran & Lipavac Oštir 2012, p. 655). These significant differences underlie the “Roma issue” of conflicts, problems and intolerance among different discourses, especially in the field of education (Jenssen 2005). The inclusion of Roma in the education system would alleviate poverty, improve living conditions and encourage their integration: higher enrollment rates and better school achievement are expected to lead to lasting effects on the labor market and in reducing poverty in the long run (Klaus & Siraj 2020, p. 62). As a unique national minority with about 8 million inhabitants spread throughout the entire region of Europe, the Roma are often branded as criminals, socially deviant, or problematic. This classification consequently leads to segregation and social deprivation.

The main barriers to the inclusion of Roma in the education system are cultural barriers, poverty, migration. European education systems have largely failed Roma children.

Roma and education

Out of the total Roma population registered in the 2011 Population Census in Serbia, slightly more than one-third (35.4%) are migrants, while 64.6% of Roma have been living in their place of permanent residence since birth. Lower mobility was primarily influenced by the educational factor (Radovanović and Knežević 2014, p. 51). Enrollment in the state education system in Serbia is the lowest among members of the Roma national minority. The lowest percentages of enrollment in a primary school, completion of grades, and transfer to secondary education refer to Roma children. The result is a significantly worse educational structure for Roma compared to the rest of the population, which represents a major obstacle to improving their social position (Jovanović and Stanojević 2020).

Data on Roms in Serbia are often inaccurate and scarce. The conducted research lacks information about the ethnic identity of the respondents. More importantly, when asked about their ethnicity, some Roma doesn't identify themselves as Roms. Most of them consider themselves both Roms and Serbs, and the question of nationality allows only one answer (Battaglia & Lebedinski 2015, p. 63). The main barriers to access to education for Roma are lack of documents, financial limitations, uneducated parents, children who have to work, discrimination by teachers, students and language barriers. According to the Law, the local self-government should inform schools and parents that children who reach school age in the municipality must be enrolled in school. However, Roma are often not regularly registered as residents in the municipality and the local government is unable to reach them. School books and additional school materials represent a significant burden on the budget of poor families. The poorest Roma children do not even have adequate clothing for the winter months and live in overcrowded homes where they do not have adequate conditions for learning. Most

Roma parents have a low level of education and this implies that they often cannot help their children in learning. In addition, some parents rate little value on schooling and education. Roma students are not integrated into their peer groups and there is a noticeable social distance towards them. "The level of its effectiveness in encouraging the development of a noble, humane, socialized and socially positively engaged personality of young people depends significantly on the degree of functionality-dysfunctionality of the family, which is also the general goal (meaning) of moral education" (Jerković & Ilić 2020, p. 277).

Roma are the national minority in Serbia with the greatest risk of poverty and social exclusion. One of the main causes of this situation is the poor educational structure of the Roma population, lack of inclusion of Roma students in the education system, dropping out of school, low educational aspirations, poor performance, dropping out of higher education, etc. Roma students in primary schools are exposed to poor integration into the peer group, distances, stereotypes, discrimination, and segregation (Jovanović and Stanojević 2020, p. 73). The publication "Building the future of education"¹ states that school systems continue to discriminate and segregate them, despite the Education for All program. Family background affects the educational trajectories of success and failure and the place of individuals in the social hierarchy. This runs counter to one of the basic tenets of educational expansion: the belief that talent, effort, and hard work lead to upward social mobility. Equitable education systems are those that ensure that students' personal and social circumstances, including factors such as gender, ethnic origin, immigrant status, and special educational needs, do not determine their achievement of educational potential. Education, however, has not fully embraced an inclusive approach that recognizes student diversity and enables success for all.

The education of Roma in Serbia and the problems that arise have partially begun to be solved by the international initiative Decades of Roma Inclusion 2005 – 2015. This organization is an international initiative that brings together governments, intergovernmental and non-governmental organizations, as well as Roma civil society and represents the political commitment of European governments to eliminate discrimination against Roma and reduce unacceptable differences between Roma and the rest of society. In its further program, the Decade of Roma Inclusion (2019) focuses on the priority areas of education, employment, health, and housing, and obliges governments to take into account other basic issues of poverty, discrimination, and gender inequality in the Roma population.

Roma and their education are attracting the attention of the whole of Europe, including various national and international institutions such as UNICEF¹, and UNESCO² Experts agree that a successful educational concept for Roma children should provide them with quality education and preservation of language, tradition, and customs (Jazbec, Čagran, and Lipavac Oštir 2012, Vančíková et al. 2017). Although the Roma are the largest minority ethnic group in Europe, very few Roma achieve a level of education that enables them to secure employment or positive life chances. However,

the reverse is also true: when systems prioritize those with the greatest advantage, the most vulnerable children fall further behind. The integration of Roma in early education becomes a mission of Europe.

One of the ways to overcome the problem can be seen in the introduction of pedagogical assistants to Roma children, starting from kindergarten. The study conducted by Klaus and Siraj; (Klaus & Siraj 2020), points out that the pedagogical assistants that exist in Serbia and Great Britain, also provide support to Roma children in terms of bridging cultural and other barriers, but also concludes that there are significant shortcomings in achievements and outcomes learning. The research speaks to the imperative to provide earlier, more intensive, and comprehensive interventions for vulnerable families and young children, such as the Roma families and children that are the focus of this study. Authors from Slovakia also advocate for the early inclusion of Roma children (Vančíková et al. 2017) and emphasize the value of early education and childhood care, which include all types of institutions that offer care and education to children of preschool age. Batalja and Lebedinski (Battaglia & Lebedinski 2015) have been research the effects of the supplementary education program – the Program of Pedagogical Assistants in Roma Teaching and concluded that children who were exposed to the program attended school more. These authors suggest that well-targeted remedial education programs can improve poor outcomes.

The strategy for the social inclusion of Roma and Roma women in the Republic of Serbia was established for the period from 2022-2030 - Official Gazette of RS, no. 23/22. It was agreed at the level of the Expert Group of the Coordination Body for Improving the Position and Social Inclusion of Roma and Roma Women and Monitoring the Implementation of the Strategy for the Social Inclusion of Roma and Roma Women in the Republic of Serbia. This strategy is in line with the vision of education development, which emphasizes the appreciation and strengthening of an inclusive approach in education and the provision of systemic support to students during their educational journey, with an emphasis on those who come from non-stimulating environments and sensitive social groups. For the education system to be accessible, fair, and open, it is of priority to establish new and improve existing support mechanisms with a special emphasis on the specificities of different vulnerable groups (students from families of low socio-economic status, children with developmental disabilities and invalidity, Roma population and among them especially girls, etc.). This will include: providing teaching assistants wherever needed; introducing the obligation to identify students at risk of dropping out and providing support to identified students, as well as training teachers to implement these activities; establishing cooperation procedures between school administrations and schools for monitoring students whose families participate in internal seasonal migrations and establishment of procedures for ensuring education during the temporary stay of students in another environment; developing new criteria for awarding scholarships that value socio-economic status with a higher coefficient

with the criterion of achievement; improvement of inclusive preschool education and education within the intersectoral system of early interventions. Based on the given strategy and its goals, in this work, our interest is focused on the segment of teacher training – future educators and teachers. The paper proposes a model of project teaching, which aims to introduce students to the Roma people and their famous representatives through the contents of legends, music, and true war stories, in order to develop knowledge about the other and different, and foster a climate of togetherness in the class and school.

The project teaching model – support for the inclusion of Roma children

Active and creative participation of students in acquiring knowledge is based on the constructivist paradigm, where the teaching process is conditioned by a collaborative relationship between teacher and student. The choice of teaching methods and respect for didactic principles leads us to one of the models in which the teaching process takes place, so the author Lake (Lake 1994) focuses on integration. Integrated teaching should be understood as a rational movement through teaching areas and the unification of different elements into logical thought units that realistically reflect the reality of life; and as combining several subject areas into one, in the way that children discover objects and phenomena in everyday reality - summarizing them into a unique process (Trbojević 2016).

In the modern teaching process, the student is independent, processes information and creates solutions. The teacher's role is to create a didactic-methodical approach in the organization and implementation of the teaching process, which is based on the principles of modern didactic teaching systems and forms of learning, and which also includes the project model of teaching work (Ristanović 2015). Based on the definitions of the project model of teaching work from the very beginning: traveling and studying the geographical map (Dewey 1902); a purposeful act (Kilpatrick 1918) and to this day by solving problem situations - preparing for work on a project, (Barron et al. 1998); a model organized around a project (Thomas 2000); the type of teaching in which students work on specific research or work projects and state that the types of projects depend on the level of schooling and the nature of teaching goals and content (Bognar and Matijević 2002, Knežević et al. 2021); the joint work of teachers and students towards the selection of a topic that is of general interest and has a useful value for society and students, the connection between the problem model and the project model, (Matijević 2008) “we can say that project teaching is a type of teaching organized around a project – topics chosen in the agreement of teachers and students, and the goal of which is to obtain knowledge through joint research and practical work that will have practical use value for students in everyday life“ (Stojanović 2017, p. 145).

The subject of this paper is the contribution of students in supporting the inclusion of Roma children by strengthening the students' pedagogical competences. Observing

higher education institutions whose activity is the education of future educators, as indispensable factors of the success and efficiency of the entire system, we believe that by strengthening the competencies of future educators and teachers, we can contribute to the solution of the problem. Therefore, in this paper, we propose the model of project teaching as a possible model of project activities for students aged 9, which includes new theoretical knowledge with the aim of empowering students to work with Roma children in their future profession. Relying on the existing prior knowledge of the students, the training includes new approaches to the processes of teaching children, which are based on inclusively integrated didactic-methodical models of teaching/project activities. The proposed models are imbued with teaching content about Roma customs, traditions, culture and folklore in all areas of work with children – project activities in kindergartens, and in classes in schools.

The proposed project model of work has a dual goal. On the one hand, non-Roma students should familiarize themselves with content about Roma from their literature, art, and history, which are free from negative stereotypes and show them from the point of view of equal members of society. On the other hand, the project aims to make Roma students feel better, with more confidence and pride due to their identity, through the presentation of content about the Roma people that are included in regular classes. Both goals should strengthen the class as a community of somewhat similar and somewhat different students who know, respect, and support each other.

We believe that such a model of work would provide children who are not Roma with the opportunity to get to know them from different aspects, thereby influencing their acceptance.

Project teaching model

„I'm looking for a friend: this is my new friend – he's Roma“

Class: III

Aim: Through the contents of legend, music, as well as true war stories, to introduce students to the Roma people and their famous representatives, in order to develop knowledge about the other and different, and foster a climate of togetherness in the class and school.

Outcomes: All students will learn parts of the past and present of the Roma people; through a children's theater performance, students will see the traditional Roma costume, get to know the characteristic song - the anthem; all students will get to know the most important Roma of the past, their role and importance for the history of society; as well as the famous and successful Roma of today; by highlighting elements of their history, culture and tradition, Roma students will be positively empowered in their environment and recognized in the collective; students will be able to understand others – the language, culture, customs and traditions of the people we live with; students will develop the ability to speak freely about others, to appreciate mutual differences and notice similarities, and express empathy towards the other and the different.

Teaching subjects with which the topic is related: Nature and society, Music culture, Serbian language, Civic education, Art culture, Mathematics.

Duration of the project: One teaching day³.

Students' activities: Listens, connects, presents their experiences, argues, talks, describes, asks questions and interviews, takes photos and makes videos, makes pictures, agrees with team members, presents, evaluates effects – evaluates.

Teacher's activities: Makes a choice of content, respecting the integrative approach. It shapes the ways of their correlation and then presentation. Designs possible student activities. It coordinates the representatives of the local community and, for the project, the relevant institutions where the learning process will take place, directing their role in that process.

Ways of implementing the project: The project is planned as a full-day meeting of two departments from two schools. One of the classes needs at least one Roma student. All day-long activities are shared, regardless of who will be the host and who will be the guest.⁴

Ways of presenting the project: Short videos about the contents that the students have learned, combining them into an interdepartmental video-presentation; interdepartmental exhibition of project products; preparation of a journalistic/radio report for a local radio station, as well as a newspaper in which the students will publish what they have learned about the Roma.

How to include the environment in the project: Representatives of the local community - the municipality, should provide a ticket to the City Museum, should arrange a guest appearance on a radio or TV station, and the creation of a report, which will be organized with the help of professional journalists and other experts.

Ways of evaluating the project: Presentation of learned content in the form of a radio/TV show, and a joint newspaper article for the city newspaper (children's section), students' Powerpoint presentations, panel-posters, an exhibition of art works.

Required resources: A4 colored papers, thick markers, digital.

Project structure

Project steps

1. Project opening

- a) Greeting and a brief introduction to peers
- b) Discussion about the topic
- c) Agreement with students on possible activities
- d) Determination of specific activities in the project

2. Project development

- a) Realization of planned activities
- b) Project monitoring

3. Closing the project

- a) Presentation of realized results
- b) Examining the products while expressing individual opinions and agreeing on joint conclusions
- c) Evaluation

Realization of the project by activities (hours).

The first activity (about 20 minutes): Welcoming friends at school – host, getting to know each other.

1.1. Getting to know the students (mutual introduction) – talking about the family (household members, habits, favorite activities, what are their wishes and expectations). At this stage, it is important to empower at least two Roma students to represent their families as well.

1.2. In front of the mirror: This is me. And you are? – what kind of friend I am and how others see me, what I sometimes blame myself for, and what else I can do to be a better friend. During the conversation, the students have colored papers and felt-tip pens at their disposal, and they can illustrate themselves, their family, and their friends. At the end of the conversation, present the illustrative contributions on the flip-chart board.

Conclusion: what we know about ourselves, what we know about others, how we are the same, how we differ, how we understand each other, and how we respect each other.

The second activity (duration: 50 to 60 minutes)

2.1. Nature and society, Population of our region: similarities, differences, coexistence (repetition and expansion).

Objective: To connect the new material that will be implemented during the project, with previously acquired knowledge; to see that the differences that exist in the family and in the class can also be seen in the wider environment: in the homeland.

Discuss the composition of the population in the homeland. From the textbook, analyze the page that talks about the presence and togetherness of various peoples. Focus on the fact that there are Roma among our fellow citizens. To the extent that the teacher assesses, at this stage, the presentation of one of the Roma students present can also be requested.

To empower Roma students in the team, we suggest that one Roma pair of students – a girl and a boy – be chosen and that the teacher appoints them as his assistants in further activities, the goal of which will be to get to know the Roma people better.

2.2. Serbian language, Roma legend: “Legend of Bibija”⁴⁵, processing.

Objective: To introduce students to the experience of texts that talk about the imaginary, imagined, and unreal, the ability to evaluate the text of the legend; understanding of the archetypal and contemporary through human values: kindness, helping, and sacrificing for others. Then talk about the legends of other peoples, which are known to the students. For example, legends about Marko Kraljević, and legends about Saint Sava. During these activities, the students have colored papers and felt-tip pens in front of them, and they can freely create illustrative contributions as they wish.

2.3. Mathematics, Time measurement (century, decade, year), Length measurement, timeline – determination.

Aim: By cross-curricular correlation of the contents of Mathematics, Nature and Society, and Musical Culture, connect time measurement and length measurement with

events/persons from the history and folklore of the Roma, and determine the acquired knowledge about measurement units for length and time.

Divided into groups, students solve realistic-type tasks, related to learning about events/personalities that characterize the Roma people. By renewing the content about time measurement, a discussion would follow about the century, decade, and year in which a certain event took place, with the task of marking them on the time tape, as well as determining the exact mutual time distance between the events. Intrasubject correlation connects length measurement and time measurement. By drawing a time strip (one meter long), with the marking of time units, where a distance of one centimeter is equivalent to a period of one year, a distance of one decimeter indicates a decade, and a distance of one meter indicates a century.

Third activity (duration: 60 to 90 minutes): Stay in the Museum/ambient learning.

These activities (arranged in advance with experts - curators) are planned in the shared stay of students in the City Museum of Sombor. During all stages, students can photograph the most interesting details, to make visual records.

3.1. The tour begins with a visit to the Ethno-section. Objective: To get to know the diversity of the people concerning traditional clothing. By looking at the costumes of the people, the students get to know the composition of the population of the homeland. The focus is on different national costumes – a little more to say about the Roma costume. Acquiring the knowledge that we are different, and that one aspect of that diversity is contained in dressing.

3.2. Nature and society and the Serbian language: The past of the homeland – the suffering of the people in the war camps.

Objectives: getting to know the distant past of the homeland and the country, and developing a culture of remembering the victims of various camps (the closest to Sombor was in Rastina); Getting to know the text “Hajrija, my love”⁶, which is an excerpt from the book *Righteous Among the Nations of Serbia* (author Fogel, Ristović, Koljanin), which is dedicated to Hajrija Imera, a Roma woman who saved a Jewish girl from a concentration camp.

In the museum setting, the past of Sombor of the 20th century will be told – focus on World War II and the suffering of various peoples in various camps. The teacher will process the text of the true story of the Roma woman Hajrija⁷, the only one who received the highest Israeli award, and a representative of the people who suffered during the Holocaust almost as much as the Jews – it is very unusual that one person from an endangered nation saved another person who was in a similar situation the situation. “Stella – Esther, was 6 months old when her parents handed her over to grandmother Bahar in Kosovska Mitrovica so that they could go to the partisans.” The Germans entered Mitrovica in April 1941, and in March 1942 they took all the Jews to the camp. Among them, Grandma Bakar with little Stella” (excerpt from the story “Hajrija, my love”).

3.3. Serbian language: Garavi sokak – “Kad sam bio garav”, Miroslav Antić, arrangement of the song

Objectives: Acquaintance with the content of the poem, which talks about friendship with the boy Milet, of Roma nationality. Separating war motives from everyday stereotypes towards Roma. Developing empathy and understanding towards the other and the different.

In the Museum area, a screening room is recommended, students will watch a video with the song “Kad sam bio garav”, interpreted by the author himself, Miroslav Antić.⁸

Fourth activity (duration 15 minutes).

4.1. Watching a children's play (can be organized in the Museum itself, or in a small hall of the National Theater in Sombor, but also in a school, or any other suitable environment chosen by the teacher). The play called “Garavi sokak” is the authors’ work of the DADOV Youth Theater from 2012. Objective: Through the children's theater play, students will see the traditional Roma costume, get to know the characteristic song – the anthem, as well as well-known music.

4.2. Art culture: Poster for the theater performance “Hajrija, my love”

Goal: Experiencing the content of the story through an individual artistic imagination of the historical time and the personalities who marked it. Painting technique, markers.

Fifth activity (duration 45 minutes). It takes place again in the classroom.

5.1) Civic education: Overcoming stereotypes related to appearance, behavior and origin. Goal: Developing awareness of the need to respect others and understand differences; enable students to recognize the differences between people in everyday life and to be able to respect the rights of everyone, especially the rights of children; to consolidate with the students the content that was reached during the previous activities; expand knowledge about the elements of the Roma people: flag, anthem, language.

5.1. Musical culture: Hymn of the Roma

Objectives: Developing sensitivity for musical values by getting to know the musical traditions and culture of one's own and other peoples: getting to know the Roma through music and a song that represents their anthem; meeting the most famous Roma woman in the world of opera music today, Nataša Tasić Knežević – opera diva, solo singing teacher, soloist of the Serbian National Theater and fighter for Roma rights.

Then, with the students, listen to the musical piece “Dear Father”⁹ (O mio babbino caro) from the opera Gianni Skiki - Giacomo Puccini, performed by Nataša Tasić Knežević.

Sixth activity (duration 60 minutes).

It takes place in the radio station of the city of Sombor. During the preparatory phase, the admission of students was agreed with radio professionals.

Objectives: Acquaintance of students with the studio environment in which radio programs are realized. Practicing the journalistic style of reporting on the topic: “We learned about the Roma people”. The activities are carried out in 3 groups: a group of journalists, a group of photographers, a group of radio reporters

(agreement among students). Correlation with the photographic records made by the students during the activities in the Museum – material of a journalist's report for the Sombor newspaper. Realization of a 5-minute radio report on a visit to the Museum – material for a radio show. Material for a photo exhibition on the topic “Roma – part of our community”.

The end of the teaching day – the closing of the project, represents a joint review of the products that have been reached, with the presentation of the individual opinions of the students about the learning experience during the project. Girls and boys from both classes will agree on the main conclusions they reached on the topic “I'm looking for a friend: this is my new friend – he's Roma”. The students will point out the good sides of this kind of teaching, but also evaluate individual steps in the project, in order to point out improvements or changes that could make this topic even more successful.

Conclusion

The Roma, their social status, civil and cultural life (Kyuchukov 2021, Markowska-Manista 2020), and especially their educational opportunities, have been attracting the attention of all actors of modern societies for decades – from the legal systems of states, their constitutional foundations, various political orientations, science, economy, education, culture, media, and many others. Numerous problems of the Roma population have been detected in almost all parts of Europe, the most frequently mentioned of which is discrimination by the majority population. Roma education is an area that has been studied a lot so 11). However, the previous projects of social inclusion of Roma, especially in education, did not produce significant practical results. That is why the self-segregation of Roma in education is still present. They are insufficiently involved in education and attend classes irregularly. The problem of defining the education that best suits Roma is still an unexplored area and represents a scientific gap in the system of knowledge about Roma inclusion. Intercultural society rests on the upbringing and education of its youngest members, and the effectiveness of the teaching model shown in this paper can only be monitored and measured through the involvement of schools and the education of teachers, which will ensure education and upbringing without discrimination and interculturality through understanding, and respect for other cultures and national affiliation.

The model of project teaching that is presented in this paper is only one of the possible ways of getting to know the culture and traditions of the Roma population. The model shows how contents about Roma can be included in regular programs, which can strengthen relations between Roma and non-Roma students. In this sense, the proposed model of project teaching would also be a guide to how to bring other peoples and cultures in multinational environments closer to the environment in which they grow up and learn.

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NOTES

1. UNICEF, 2011. *The Right of Roma Children to Education: Position Paper*. UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States (CEECIS). Geneva: UNICEF. Available at: <https://www.unicef.org/eca/media/1566/file/Roma%20education%20position%20paper.pdf> [Viewed 2021-4-18]
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2. UNESCO, 2017. *Making Textbook Content Inclusive: A focus on Religion, Gender, and Culture*. Paris: UN Educational, Scientific and Cultural Organization. Retrived May 25, 2022 from the World Wide Web. Available at: <https://www.unesco.de/sites/default/files/2018> [Viewed 2022-5-25]
3. Due to the specificity of the organization – the arrival of a class from another school, the activities are shared and last the whole day (roughly: four to five hours). Realization of the project, with small variances, is also possible with only one department.
4. Given that the work focuses on Sombor, it is recommended that teachers cooperate with schools in Bački Monoštor, Apatin, and Sonta.
5. Legend text is available at: <https://www.romalen.com/legenda-o-bibiji-tetkici/>
- 6 . The text of the true story entitled "Hajrija, my love" is available at the link: http://joz.rs/pravednici/Pravednici_WEB.pdf
7. In 1953, the Israeli parliament – the Knesset, established Yad Vashem – a museum to commemorate the victims of the Holocaust. Ten years later, the "Commission for Proclaiming the Righteous Among the Nations" was established. Those recognitions, in the form of medals and charters, bear witness to the brave act of persons, exclusively non-Jews, who during the Second World War risked their lives, and the lives of their loved ones, to save persons of Jewish origin, who were often unknown to them.
8. The attachment in the electronic record is available at the address: https://www.youtube.com/watch?v=sd5lWj_jW0c
9. Available at: <https://www.youtube.com/watch?v=xjcBgLGvHeQ&t=40s>
10. Advancing Education of Roma in Serbia 2007, UN Children's Fund 2009.

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