

Improving Greek-Roma Education Through an Inclusive Digital Learning Hub



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Improving Greek-Roma Education Through an Inclusive Digital Learning Hub

An Interactive Qualifying Project submitted to the faculty of WORCESTER POLYTECHNIC INSTITUTE in partial fulfilment of the requirements for the Degree of Bachelor of Science

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Abstract

Greek Roma students face persistent discrimination in education, reinforced by a lack of culturally inclusive resources. This project, conducted in Thessaloniki, improved the REVMA (Roma Educational Vocational Maintainable Assistance) Hub to better provide educational resources for educators. Surveys with educators revealed that teachers have experience with Roma students, but rarely teach about Roma culture and history. Document review of the Hub content revealed a lack of organization and the need for new resource categories, while sponsor feedback emphasized website maintainability. The redesigned Hub uses a more user-friendly platform with improved resource organization, aiming to support educators and foster more equitable learning environments.

Executive Summary

Introduction

Barriers such as ongoing discrimination and socioeconomic disadvantages continue to limit access to education for Greek Roma students. The Roma population is one of Europe's largest ethnic minorities, yet they experience higher rates of early school dropout and discrimination in primary and secondary education than their non-Roma peers (Kavasakalis et al, 2023). These issues are compounded by limited awareness and educator support in multicultural learning environments.

AMKE REVMA, a women-led, non-governmental organization based in Thessaloniki, Greece, works to support the Roma community through educational and vocational opportunities. WPI Students from a prior IQP team worked with REVMA to create the REVMA Hub, a digital repository of educational and informative materials centered around Roma culture, inclusivity and awareness. However, the website was difficult for REVMA to maintain themselves, and it lacked sufficient resource organization features.

The goal of this project was to strengthen the existing REVMA Hub by improving its usability and maintainability. By surveying educators and evaluating existing resources, the project aimed to better support teachers in multicultural classroom environments, potentially mitigating educational disparities among Roma students in Greece.

Background

Over time, the Romani people migrated from India to Europe. During this relocation, Europeans labeled them as “nomads,” which contributed to the development of harmful stereotypes. These stereotypes led to widespread exclusion and discrimination in other countries including persecution, enslavement, and genocide across Europe.

Due to this long history of discrimination and persistent harmful rhetoric, the Roma people continue to experience inequities in housing, employment, poverty, and education. This leads to young Roma being pressured to work to support their families which can negatively affect their school attendance and attitudes toward education. Additionally, young Roma students who are in school face various forms of education-based discrimination, contributing to lower participation in early education and high dropout rates.

Within school systems, Roma students encounter segregation, poverty-driven absenteeism, and other structural barriers in addition to general school and familial responsibilities. These harsh conditions push students toward employment at an early age, reinforcing a cycle of poverty and limiting economic mobility. While this discrimination towards Roma students can be seen all over Europe, it is especially a problem within Greece.

Within Greek schools, Roma students are often misunderstood by their teachers, who may lack cultural awareness or hold implicit biases. Furthermore, these educators in Greece are

unfamiliar with Roma culture, traditions, and lived experiences and therefore may not understand how to teach their Roma students. To combat this problem, it is essential to create a culturally responsive learning environment that uses multicultural educational materials to better engage Roma students.

A culturally responsive education involves integrating students' cultural backgrounds, histories, and diverse perspectives into the curriculum, while also addressing different learning styles and disabilities within students. Although inclusive teaching strategies exist, teachers benefit from dedicated spaces to share, adapt, and develop these practices. Online Professional Learning Communities (OPLCs) provide this support by offering resources and collaborative opportunities.

The REVMA Hub is an OPLC, developed by REVMA MAKE, a civil non-profit organization focused on advancing Roma rights through education and vocational initiatives. The REVMA Hub serves as a digital repository of intercultural educational materials designed to support diverse classrooms with Roma students. While the REVMA Hub supports teachers wanting to create safer learning environments for their Roma students, it previously lacked organizational features for people to use the website properly. To facilitate this problem, the team included the necessary improvements to make the website a more efficient and usable website for all teachers wanting to incorporate intercultural education within their curriculum.

Methods

To strengthen the REVMA Hub for educators working with the Thessaloniki Roma community, the team first assessed the digital literacy and educational needs of local teachers. To gather this data, the team asked REVMA to distribute a survey to current educators and university pedagogy students through email. The team created and distributed QR code cards to educators at an educational conference. In addition to this survey, the team conducted a semi-structured interview with a secondary school director to better understand multicultural classroom challenges. Next, the team evaluated the existing Hub's resources by performing a content audit using a standardized Yale template to score materials on usefulness, clarity, readability, and accuracy. This document review process helped the group code the materials and decide whether to merge, keep, improve, or retire specific educational content from the archive. Using these findings to guide the project, the team addressed the platform's usability gaps by completely rebuilding the REVMA Hub in WordPress. The team chose to migrate to WordPress to replace the previous Next.js architecture because the REVMA staff lacked advanced coding experience and needed a visual, user-friendly platform they already used for their main organization website to ensure long-term maintainability. Finally, to ensure these structural improvements and a newly created user manual were effective, the team hosted a focus group with the REVMA staff to conduct hands-on usability

testing, maintainability testing, and a follow-up evaluation survey.

Results

Through the team's findings via surveys, interviews, content auditing, preliminary case studies, the team determined the best course of action on how to best improve the REVMA Hub. This determination was then followed by an evaluation on the new platform through focus groups.

The team received a total of 20 survey responses. Nineteen of these responses consisted of educators, while the remaining respondent was a student of pedagogical departments. The data points acquired from survey respondents revealed that the Greek education system has a high concentration in core academic subjects, which can then be used to better adjust the filtering of resources in the REVMA Hub. The team interviewed a principal at a local secondary school in Kalamaria in addition to the team's research with teachers. This principal is also a teacher for computer science and physics, and provided a personalized insight on multicultural classroom environments, focusing on the perceptions regarding Roma students alongside the utilization of digital tools in educational settings. This interview showed the team how inclusive teaching approaches within the Greek education system are moderate and inconsistent, lacking the resources to both use digital learning tools and general knowledge of the Roma culture. These findings from surveys and interviews further emphasize and validate the need for a digital

educational hub like the REVMA Hub that provide resources to educators about intercultural education and Roma student support.

To analyze the current resources in the REVMA Hub, the team conducted 77 individualized document reviews using Yale's content auditing system (see Appendix F). These 77 documents were shortened down to 69 documents once the team accounted for repeats within the audit.

Through this analysis, the team found that 29% of the resources in the Hub related to history and culture, while 19% of the resources related to Language and Linguistics. While this matched the majority of subjects of teaching from survey respondents, very few resources within the REVMA Hub provided classroom activities for that subject. This made it clear that the team needed to revise the resource categorization in the REVMA Hub.

Through this preliminary research, the team decided to pivot the existing REVMA Hub to have the same platform as the main organization website, utilizing a single system for all REVMA resources. This transition to a WordPress-only system, a more user-friendly platform, enabled the team to refine and expand resource categories while improving navigation and search features.

Based on the culmination of interviews, survey findings, and analysis of the document reviews, the team constructed a revised categorization system for the REVMA Hub Resource Archive with a focus on better catering the experience of educators that work in multicultural classroom environments.

These revised categories divided the categories into four sectors – language, school level, thematic content type, and resource type. This allowed the team to re-evaluate the REVMA Hub’s current selection of resources using the team’s proposed Content Type and Resource Type categories. After completing the audit verdicts, the team discussed these choices with the projects sponsors on which resources should be kept, merged, improved, and retired through an informal focus group with the sponsors. During this meeting, the team conducted user testing and maintainability of the website on desktop devices with the project sponsors. When testing the Hub’s interface with the project sponsors, sponsored analyzed features of the new REVMA Hub through a standardized form of testing called System Usability Scale (SUS). The project sponsors then provided feedback based on areas of confusion related to the Hub.

Website Design & Implementation

The main goal for implementing the new website was to fix issues with the previous REVMA Hub by moving it to a more manageable platform, improving search features, and updating the resource categories. Since the old hub was built with Next.js by a previous team, the group decided to migrate the entire project to WordPress, as REVMA staff were already comfortable using it for their main website.

To set up a development environment, the team opted for an Amazon Lightsail Virtual Private Server (VPS) instead. The team purchased the domain "revma-hub.cfd," configured Cloudflare

DNS records to route traffic to the server's IP address and added SSL/TLS certificates to keep the site secure while they worked on it. However, realizing a single VPS could not handle real-world internet traffic, the team asked REVMA's developer to create a subdomain and successfully transferred the site to REVMA's production-ready hosting service.

For the actual page design, the team chose Elementor, an industry-standard visual drag-and-drop builder for WordPress, because it is highly customizable, user-friendly, and already utilized by REVMA for the construction of their organization's website (see Figure 0.1).

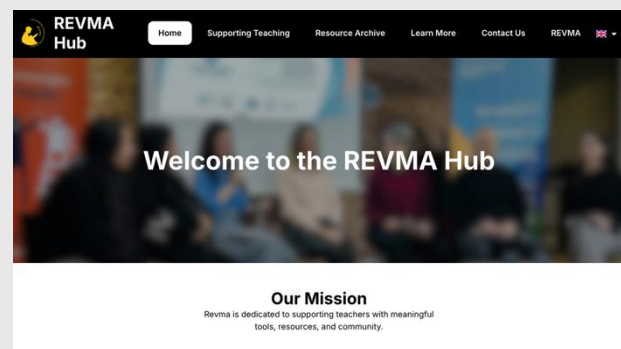
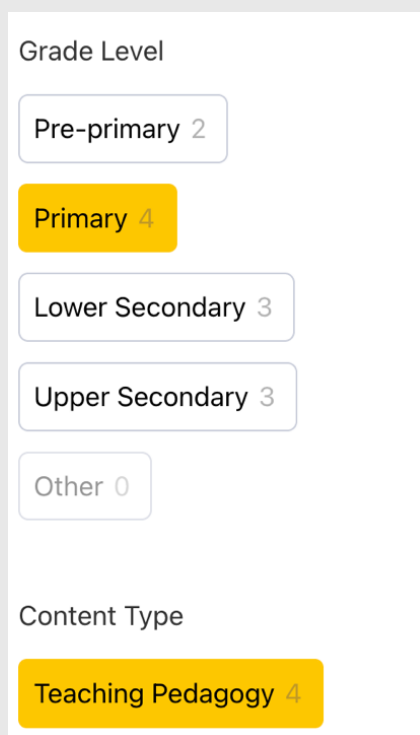


Figure 0.1: New REVMA Hub Home Page

This design choice gave the team confidence that REVMA staff could easily maintain and add features to the hub in the future. To improve the Resource Archive specifically, the team leveraged the native WordPress post taxonomy system for post categorization to organize uploaded materials. This system allowed the archive to automatically sort new submissions based on the category tags that users assign to them.

Finally, the team expanded the available filters in the resource archive from six to twenty and removed redundant filtering UI components (see Figure 0.2), resulting in a much cleaner and faster searching experience for users.



The image shows a vertical sidebar of filters. Under the heading 'Grade Level', there are five buttons: 'Pre-primary 2', 'Primary 4' (highlighted in yellow), 'Lower Secondary 3', 'Upper Secondary 3', and 'Other 0'. Below this, under the heading 'Content Type', there is one button: 'Teaching Pedagogy 4' (highlighted in yellow).

Figure 0.2: Multi-category filtering in the New REVMA Hub Resource Archive

Conclusion

Through the REVMA conference, the team was able to acquire knowledge from various individuals and organizations that focus on helping Roma people. This gave the team a different perspective when helping the Roma people, as organizations often view them as a monolith with the same struggles and issues. This perspective shift in turn helped the team to fully address the big-picture problems and provide actual long-term solutions. This assessment of what they need from the classroom in that lens was necessary to create a safe and inclusive environment. Through the team's completion of the project objectives, the team has provided an efficient digital platform that meaningfully promotes intercultural education in multiple school settings. The team hopes that the work completed in this project will lay the groundwork for future projects focusing on educational impact within the Thessaloniki Roma community.

References

Kavasakalis, A., Stamelos, G., Vassilopoulos, A., & Frounta, M. (2023). Schooling for Roma Children: Challenges and Practices. 1(1), 78–88. <https://doi.org/10.33422/wcfeducation.v1i1.158>

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1. Introduction

The European Fundamental Rights Agency reported that, on average, 68% of Roma students are early leavers from education and training (Rutigliano, 2020). Within various European schools, Roma students are struggling to further their education due to both direct and indirect forms of discrimination embedded within these educational institutions. This inadequacy of equitable access to education for Roma students across Europe has particularly impacted the Greek Roma population, which has the lowest rate of Roma student attendance in early childhood education, approximately 28%, as opposed to nine other Roma-populated European countries, where rates of attendance range from 32% to 95% (Kavasakalis et al. 2023). Furthermore, there is a high dropout rate amongst Roma students in Greece. The root causes of this dropout rate are within the organization of the educational system, Roma culture, and prejudice towards Roma (Papachristou, 2023). Roma education attendance and equity deficiencies in Greece are likely a byproduct of deep structural deficiencies that marginalize already underserved communities.

The Greek educational system lacks the necessary forms of support, such as adequate teacher trainings or sufficient multicultural teaching materials; as such, the gap between Roma students and the Greek educational system continues to persist. Many educators receive limited preparation for teaching in multicultural classrooms which can severely hinder their ability to support Roma students given their fraught history of discrimination in education (Georgiadis & Zisimos, 2012). Therefore, expanding culturally responsive digital educational materials can

support educators in their pursuit of effective multicultural schooling, as ready-made resources could provide strategies to promote more inclusive classroom environments.

This project's sponsor, Roma Educational Vocational Maintainable Assistance (REVMA), is an active advocate for Roma educational reform in Greece. The goal of the organization is to reduce student dropout rates, give all students the right to their education, and educate its website users about Roma issues to incite social change. In 2025, a team of WPI undergraduate students completed an IQP project designed to act as a digital repository for inclusive educational resources, including teacher training, lesson plans, and Roma advocacy articles. The goal of this project was to strengthen educator support within the REVMA hub while advancing intercultural education through the development of education materials focusing on intercultural education. Our team addressed this goal through the following objectives:

1. Understand the educator's perspectives around teaching Roma students and gauge their familiarity with digitized education platforms.
2. Evaluate the current cultural responsiveness, accessibility, and usability of the REVMA Hub and its existing resources.
3. Develop culturally responsive digital resources and implement usability improvements to address identified gaps.
4. Evaluate the effectiveness of implemented improvements through educator feedback and usability testing.

With the goal and objectives in mind, the project resulted in an updated REVMA Hub. The redesigned platform features a more organized resource archive, enabling educators to efficiently locate intercultural materials through improved resource categories, sorting by both content type

and topic, as well as language and school level. The team updated the Hub's interface and overall design to a more user-friendly platform for maintenance, enhancing usability and accessibility. These improvements strengthen the Hub's capacity to support culturally responsive teaching and contribute to more equitable educational experiences for Roma students in Greece.

2. Background

This chapter examines the challenges faced by the Roma people, Greek educators, and the Greek educational system. The first section focuses on the history of discrimination and exclusion of the Roma people, involving social isolation and barriers to educational access. Next, we discuss Roma student dropout rates and their significance to the staggering disparity in Roma education rates. We then highlight the challenges faced by Greek educators, paying particular attention to the importance of multicultural teacher training and the cultural divide that exists between Roma students and educators. Lastly, we discuss areas of improvement within the Greek educational system, emphasizing the need for multicultural education practices and culturally inclusive education through online professional learning communities.

2.1 The Historical Discrimination of the Roma People

The Roma, an ethnic group that migrated from India, have faced centuries of social exclusion and systemic oppression in Europe. When the Romani first relocated to Europe, Europeans labeled them as “pilgrims”, “nomads”, and “travelers” (Dimitrova, 2021). This perception marked the beginning of widespread Romani exclusion and discrimination within the region due to cultural differences. Many Europeans perpetuated negative stereotypes about the Romani, describing them as “cunning thieves, ill-mannered, godless, and physically unappealing” (Dimitrova, 2021). These harmful stereotypes reinforced their social isolation and exclusion from cities. Discrimination persisted for centuries in multiple countries, including the persecution and killing of Romani in Lindau and Spain, enslavement in Wallachia and Moldavia, and mass genocide during World War II (Dimitrova, 2021). After the war, many Europeans denied Roma full citizenship and recognition as a distinct cultural group (Dimitrova, 2021). These historical injustices continue to affect Romani people and their communities today.

Despite recent efforts to include individuals of Roma descent in society, there is still discrimination towards Roma, which can have a negative effect on their quality of life. Across southeastern Europe, 25% of Roma people live in shacks, and 55% of Roma homes lack a sewage system (Renzi, 2010). Employment discrimination is widespread, with only 38% of working-age Roma in paid employment and nearly two-thirds reporting refusal of work because of their ethnicity (Renzi, 2010). The limited access to stable housing and lack of employment produces a cycle of poverty within the Roma community that is extremely difficult to escape. Across most European countries, Roma individuals face disproportionately high poverty rates. In Greece specifically, the at-risk poverty rate of Roma communities is 96% (Rutigliano, 2020). Furthermore, these social disadvantages extend to Roma children, who are twice as likely to be at-risk of poverty compared to non-Roma children (Rutigliano, 2020). These social and economic barriers greatly affect the learning experiences and overall education of young Roma students. Therefore, it is essential for teachers to recognize these educational disparities to provide meaningful support and create safe learning environments for their Roma students.

2.2 Educational Exclusion of Roma Children

Longstanding discrimination toward the Roma population has reinforced structural and cultural barriers that limit the accessibility of equitable education for Roma children. Specifically, family beliefs about education, classroom experiences, and socio-economic conditions influence Roma participation in early childhood education. As is evident in Figure 2.1, professors at the University of Patras, Greece, found that only 28% of Roma children participate in early childhood education in Greece (EL), as compared to 84% of the general population (Kavasakalis et al, 2023). This statistic is particularly jarring when placed in comparison to other European countries. For instance, both Spain and Hungary have achieved

Roma children's early childhood education participation of 95% and 91%, respectively. It should be noted that Spain has a similar percentage of Roma population to Greece, approximately 1.5% of the general population as compared to Greece's 2.47% of the general population (European Commission, 2024). Thus, Spain's significantly higher percentage of early childhood school participation does not result from a notably smaller number of Roma children within its educational system. While Roma children's participation is generally low across Europe (~30-50%), Greece's overall participation is the lowest of all the countries, demonstrating the severity of the educational divide in Greece today.

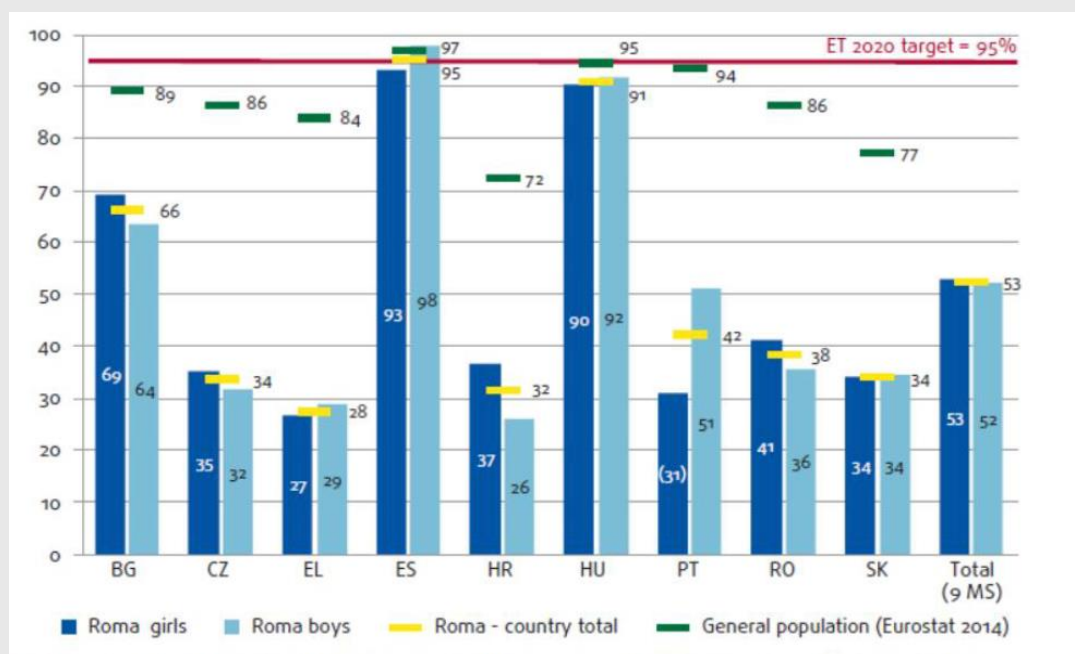


Figure 2.1: Early Childhood Education Participation, (Kavasakalis et al, 2023)

The same study found that poverty-driven alienation is related to low attendance and absenteeism among Roma children within school, as well as the cultural belief within the Roma community that formal education is not beneficial or translatable to economic prosperity (Kavasakalis et al, 2023). These factors both link to the ongoing segregation that Roma children endure, as schools often place them in special-education classes within schools and thus receive

high levels of isolation from their non-Roma peers. Specifically, special-educational programs often offer a lower quality of education than the instruction received in standard education (Gal & Ryder, 2025). The education system often reduces both pace and content difficulty, limiting many Roma students' access to a standard level of education. This dynamic can reinforce conscious or unconscious biases among teachers, contributing to the segregation and "otherness" of Roma students. In turn, this falsely perpetuates the idea that the Roma population is not as intelligent as their non-Roma counterparts, due to systemically enforced classroom segregation.

Additionally, the low level of education among Roma parents "often results in insufficient support for their children's learning and lowers their expectations for their children's education" (Kavasakalis et al, 2023). In essence, this creates an ongoing cycle whereby negative and alienating experiences within formal education continuously force Roma families to endure. This reduces the likelihood of continuing education and decreases the prioritization of education for their own children. Thus, the educational system inhibits Roma families' ability to escape poverty as the Roma population remains comparatively uneducated or undereducated and, therefore, unable to advance economically. For many Roma parents, the narrative that education is a continuation of historical segregation and discrimination practices is persistent and aligns with many of their own experiences.

2.3 Addressing Roma Dropout

High dropout rates among Roma students are detrimental to the Roma educational divide. A qualitative analysis published by Maria Papachristou (2023) uncovered the driving factors in the dropout of Roma students through semi-structured interviews with ten principals of schools

that had a significant population of Roma students. Results from the research revealed that the causes of Roma dropout originate from three main sources:

1. The education system.
2. Roma culture and lifestyle conflicting with Greek educational norms and expectations.
3. Cultural anti-Roma sentiments (Papachristou, 2023, p. 282).

These causes do not fully explain the Roma dropout rate on their own; rather, the Greek education system's failure to accommodate the nomadic lifestyle of the Roma clarifies their effect on the quality and quantity of Roma education. For example, research suggests that a major driving factor in Roma absenteeism is the lack of consistent transportation to and from school (Papachristou, 2023; Novak, 2019). The nomadic nature of Roma culture leads many Roma people to live in settlements rather than established permanent residences. These settlements are often inaccessible to Greek transportation systems (Papachristou, 2023). Moreover, due to high poverty rates amongst the Roma, many do not have access to alternative forms of transportation to school (Papachristou, 2023). This lack of consistent transportation acts as a massive obstacle for Roma students who may otherwise attend school regularly under traditional circumstances. While addressing low Roma attendance rates in schools is a critical first step, providing the Roma with a higher quality education requires the Greek education system to actively foster cultural awareness among educators to ensure the inclusion of Roma students in the classroom.

2.4 Teacher Training in Multicultural Education

A fundamental cause of negative Roma experiences in education is that many teachers are simply not prepared to teach students who are a byproduct of such complex multiculturalism and social injustice. In essence, "research on teachers' perceptions indicates that teachers have

very little knowledge about their students, since they spend little time in getting to know them” (Georgiadis & Zisimos, 2012). Hence, students from minority groups experience a sense of rejection due to their existing negative (and culturally induced) perception of education. Georgiadis & Zisimos argue that schools must adequately train teachers in multicultural environments in critical pedagogy that questions and analyzes school practices and policies while “teaching consciously for social change, social empowerment and activism” (Georgiadis & Zisimos, 2012). While this may be a substantial challenge for many early childhood schoolteachers, without significant change at the educator-level, the implications of discrimination against Roma children will continue to permeate into adulthood and continue the ongoing cycles of poverty and under-education.

Considering the need for significant change in teacher preparedness, there have been several attempts at extensive educational reforms that aim to increase Roma inclusion in schools. However, these initiatives are short-term solutions that fail to produce sustained improvements in Roma education participation. Notably, in interviews with primary school principals and teachers, researchers found that many school administrators utilize the Roma’s cultural perception of education as an excuse for relaxed standards of attendance and participation (Tourtouras et al, 2016). An excerpt from one interview illustrates this practice:

The second teacher added that Roma students cannot keep up with the curriculum and some of them face ‘obvious’ learning difficulties, thus medicalizing social issues...when some of the students cannot follow the pace of the curriculum, teachers either loosen up a little bit from the program or they reduce the amount or/and the quality of what they teach. (Tourtouras et al, 2016).

Scholars and international organizations have also criticized Greece for its lack of participation in UN-led efforts to increase the quality of life for Roma across Europe. Particularly, the Decade of Roma Inclusion represented an unprecedented effort led by 12 European governments, as well as the United Nations, to improve the education, employment, health, and housing standards of Roma populations. Despite having some of the worst inclusion rates for each, Greece did not join the initiative at its initial launch (United Nations, 2007). This lack of investment in the Roma people's development translates directly into the school environment, as teachers feel less inclined to prioritize inclusivity when their government continues to perpetuate harmful stereotypes.

A specified focus on teacher training in multicultural education is a relatively new, yet necessary aspect of educational pedagogy. Yasemin Acar-Citci defines multicultural education as “a medium to eliminate the inequities that students face regarding race, ethnic origin, gender, social class, language, sexual orientation, and abilities” (Acar-Ciftci, 2019). Through research, she identified three main approaches to multicultural education (see Figure 2.2), which are necessary to consider in respect to the educational environment's particular cultural makeup.

3 Main Approaches to Multicultural Education

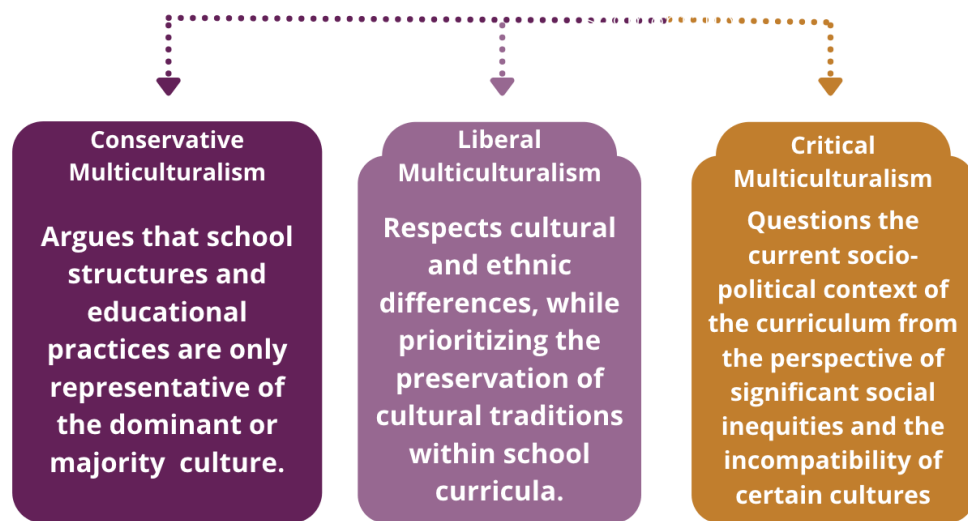


Figure 2.3: Definitions of three main approaches to multicultural education

While each framework presents its own complexities, they are particularly relevant to the education of Roma children in Greece. Greek educators can effectively utilize this framework through incorporating culturally responsive teaching materials in their classroom environments.

Roma students occupy a marginalized cultural position within Greek society, face limited recognition of their cultural traditions in formal curricula, and continue to experience deep-rooted social inequities. Applying a critical multicultural lens highlights how structural discrimination drives many of the disparities observed in Roma education. However, as Acar-Ciftci notes, even when multicultural practices are present in classrooms, teachers often fragment them subconsciously, as they lack a unified or collective framework within the broader educational field. This absence of cohesion limits the transformative potential of multicultural education and underscores the need for systematic, well-structured teacher training initiatives.

2.5 The Cultural Divide Between Roma Students and Greek Educators

There is a strong cultural divide between Roma children and their Greek educators. As Section 2.2 describes, teachers often lack the necessary cultural understanding and training to properly address Roma students in the classroom (Papachristou, 2023). This cultural significance likely arises from the pervasive anti-Roma sentiment that many Greeks carry. Roma individuals make up a relatively small portion of the Greek population, which likely contributes to the persistence of the divide, alongside a bilateral resistance to their cultural assimilation that both Greeks and Roma display. Non-Roma educators, administrators and state officials do not prioritize awareness surrounding Roma culture and/or educational issues, leading to a perpetuation of the Greek-Roma disconnect. These issues are pervasive within Greek Roma education and further demonstrate the need for engaging culturally responsive educational materials that teachers can effectively incorporate into the classroom. While Section 2.2 identified several proposed strategies to improve Roma education in Greece, improving the cultural awareness of non-Roma educators must be a priority within Greek inclusive education solutions.

2.6 Best Practices for Multicultural Education

Along with teacher training, incorporating culturally responsive teaching materials into the curriculum is essential for improving educational outcomes for Roma students. This requires teachers to move beyond a strictly “Eurocentric” or “mainstream” frameworks and instead integrate the lived experiences, values, and traditions of ethnically diverse students into their curricula (Lambrev, 2025). The first step in building culturally responsive teaching materials is understanding the students and their culture. When teachers take the time to recognize the

students' home environments, it fosters trust with both the parents and students. This results in the parents encouraging schooling and students wanting to come to class (Lambrev, 2025).

While learning about the students and parents' cultural background, it is also important to recognize the subsections within each community. By comprehending that within cultures there are different subgroups that require different needs, teachers should avoid treating one cultural group as a monolith (Lambrev, 2025).

Additionally, a culturally responsive curriculum design must move beyond superficial representation and instead incorporate deeper perspectives and omitted history (Meléndez-Luces & Couto-Cantero, 2021). Instead of limiting the curriculum to cultural food and festivals, educators should incorporate materials written by and about ethnically diverse people while including materials that discuss neglected historical events (Meléndez-Luces & Couto-Cantero, 2021). When students see their identities and histories meaningfully reflected in the curriculum, they develop a stronger connection between their lived experiences and classroom learning. This connection pioneered by Greek educators transforms the classroom into a safe learning environment and experience for the Roma students, reducing dropout rates and low attendance (Meléndez-Luces & Couto-Cantero, 2021).

Moreover, teachers should recognize students' diverse learning styles. If students are struggling with comprehension or reading, then the teachers need to adjust certain materials and tasks for those students. In communities with strong oral traditions or communication patterns, it might be beneficial to incorporate oral activities, like speaking games or roleplaying (Lambrev, 2025). Finally, intercultural education requires challenging institutional norms that perpetuate injustice and inequality. These educational materials should acknowledge the impact of poverty, racism, and discrimination on people in society (Lambrev, 2025). Furthermore, materials that

teachers use should challenge stereotypes and harmful rhetoric and strive to erase the students' own existing stereotypes and biases toward ethnic minorities. If these concepts are difficult for students to comprehend, then teachers can incorporate more humanistic techniques to help develop empathy (Meléndez-Luces & Couto-Cantero, 2021). Integrating these various techniques into intercultural education can lead to increased motivation and classroom participation, improved attendance, higher academic achievement, and enhanced social skills (Meléndez-Luces & Couto-Cantero, 2021). When teachers implement these techniques intentionally, they can help educators create safe and long-term social change within educational institutions.

2.7 Culturally Inclusive Education Through Online Professional-Learning Communities

While there are well-researched practices and techniques regarding inclusive teaching, educators also benefit from dedicated spaces to discuss, develop, and adapt these practices to their specific use case. Online Professional Learning Communities (OPLCs) provide teachers with such a space, fostering discussion while simultaneously enabling the distribution of materials and resources between otherwise disconnected educators. Researchers conducting a 2023 survey at the University of Hong Kong found that teachers involved in various OPLCs noted a significant improvement in their inclusive teaching practices and strategies (Jin, 2023). Educators noted an improvement in their reflective ability through the reception of constructive criticism, particularly for novice teachers looking to learn from more experienced peers. Moreover, two studies cited indicate that participation in an OPLC improved classroom management practices (Bernard et. al, 2018; Xie, 2023). While these practices and improvements

do not directly reference Roma education in particular, the efficacy of their proposed adaptation to the Greek-Roma classroom are promising, nonetheless.

2.8 REVMA AMKE

REVMA AMKE is a women-led, non-profit organization based in Thessaloniki, Greece, that is focused on advancing the rights of the local Roma communities through education and empowerment initiatives (REVMA). REVMA is particularly concerned with the discrimination Roma students face in Greek primary and secondary schools, which limits students' access to education and future vocational opportunities. Their work is done mainly through joint programs with local Thessaloniki schools, as well as a relatively new digital education initiative that was launched by a WPI IQP team in the spring of 2025. The group developed the REVMA Hub, a website that serves as a digital repository for online educational materials.

As Roma students face disproportionate rates of early-school dropout and inequitable access to education, the REVMA Hub is designed to equip educators with accessible and culturally responsive teaching resources that support inclusive classroom environments and tackle difficulties Roma students face. REVMA AMKE plays a critical role in promoting equity in education for Roma students through addressing both broader systemic discrimination and institutional-level prejudice. Strengthening the REVMA Hub is intended to support this mission by increasing access to inclusive teaching pedagogy, a vital component to broaden REVMA's impact on the Greek community.

3. Methods

The goal of this project was to strengthen the REVMA Hub and REVMA website by evaluating the current structure and content of the platform and enhancing their accessibility and usability. This goal supports REVMA AMKE in its mission to address educational disparities within the Thessaloniki Roma community.

The team addressed this goal through the following four objectives:

- 1) Assess the digital literacy and educational needs of educators teaching Roma students.
- 2) Evaluate the accessibility and usability of the REVMA Website and REVMA Hub, and the cultural applicability of their existing resources.
- 3) Improve the accessibility and usability of existing digital resources and platforms to address identified gaps.
- 4) Evaluate the effectiveness and usefulness of implemented improvements through educator feedback and usability testing.

3.1 Objective 1: Assess the digital literacy and educational needs of educators teaching Roma students.

The first objective was to assess the digital proficiency and experience in multicultural classrooms of Greek educators in the Thessaloniki community. Addressing their needs included gauging educators' access to and familiarity with digital tools and the challenges they faced when working in multicultural backgrounds, specifically with Roma students. This objective was necessary as the perspective of educators and their direct experience in the classroom environment is an essential component when constructing a digital tool for educational settings. Assessing the digital proficiency of educators involved both an evaluation

of the teacher's comfort with digital educational tools and detailing their past experiences with such resources. To uncover these insights, the team utilized a survey sent to current educators and students of pedagogy attending local universities. The team acquired this information prior to uploading or modifying any resources on the REVMA Hub, which was crucial to ensure effective usability and accessibility for its users.

3.1.1 Surveys with Current and Future Teachers

Discussions with our sponsors indicated a desire to gather data from local educators as well as students of pedagogical departments studying at the Aristotle University in Thessaloniki. The team's addition of students of pedagogical departments to the sample group aimed to provide insight into the level of preparation delivered to future teachers regarding utilizing digital tools in the classroom and interacting with students from different multicultural backgrounds, specifically those that are predisposed to discrimination and prejudice. This facilitated an assessment of the level of multicultural pedagogy that universities provide, while comparing the digital literacy of future Greek teachers to that of current educators. While the team distributed the same survey to both current educators and students of pedagogical departments, the team used survey branching to ask different questions depending on whether a participant was a current educator or a student teacher taking the survey. This survey consisted of 15-20 questions and took approximately 10 minutes to complete. On-site research assistants translated the English survey into Greek, and the team provided both the English and Greek translations in the final survey (see Appendix A).

This survey focused on exploring teacher's experiences with multicultural education, experiences with Roma students in an educational context, and their level of digital proficiency and classroom integration of digital learning tools. Participation was both anonymous and

voluntary, and participants could skip specific questions at their discretion (see Appendix A). The team created this survey using Qualtrics to allow for automated data summarization and visualization. On behalf of the team, REVMA distributed the survey to 15 primary and secondary schools, educators at the Thessaloniki Community Center, and students of pedagogical departments at the Aristotle University via email. The team distributed the survey to the Environmental Education Center of Eleftherio Kordelio & Vertiskos (KPE) via email due to their many contacts with local schools.

The team also created a physical card with the QR code and distributed it at an AMKE REVMA hosted conference for the ACADE-ME project. The conference was a unique opportunity to distribute the survey because it brought together representatives from organizations involved in the ACADE-ME project, an initiative that aims to “actively engage Roma communities, promote positive change through training programs, awareness-raising activities and the creation of educational and information resources” (ACADEME-Project, 2025). The team created and printed 100 physical cards (see Figure 3.1), which three team members distributed at the conference. The team approached attendees during the conference coffee break and explained the scope of our project, inquired if they had any educator experience, and if so, requested that they please fill out our survey to better improve the REVMA Hub.



Figure 3.1: REVMA Hub Card with Survey Distributed at ACADE-ME Conference

The team utilized Qualtrics' data analysis features to analyze quantitative responses from the survey and applied qualitative coding to the short-answer open survey question responses.

3.1.2 Interview with School Director

The team also had the opportunity to discuss intercultural education and digital teaching resources with a school director/teacher at a secondary school in Kalamaria that our project translator recommended as a contact. Two members of the team conducted an in-person semi-structured interview involving questions about teaching diverse classrooms, digital resources for teachers, and any feedback for the REVMA hub. We facilitated the interview, with one member asking questions and the other recording the answers and transcribing the interview. Before the interview began, the team obtained consent from (Appendix B) participants and asked to record audio for notetaking and transcription purposes. The interviewers recorded the interview using the sound recorder Microsoft app and used the iPhone Voice Memos App as a backup recording.

The interview took 45 minutes to complete, and the team transcribed it using Otter.ai. Once transcribed, the team then read through the interview identifying key words and phrases with similar topics. The team then categorized these key words and phrases into broader categories and themes to help identify how previously researched topics correlated to the lived experiences of teachers in Greece.

3.2 Objective 2: Evaluate the Accessibility and Usability of the REVMA Hub and Its Existing Resources

To assess the practicality of cultural education materials that currently exist on the REVMA Hub, the team conducted document reviews via a standardized assessment tool called content auditing. Document reviews examine previously published materials to assess the positive and negative features of resources in a standardized format, identifying common trends and issues (Sikrat & Osman, 2024). The team utilized a content audit to format the document reviews.

The team used Yale's industry-accepted tool to assess the educational materials of the Hub via four categories: Usefulness, Clarity, Readability, and Accuracy (YaleSites, n.d.). The team chose Yale's content audit template because it is a commonly known, industry-accepted tool that aligned well with the team's objective of assessing content and accessibility. Through Yale's content auditing tool, the team answered each category on its quality from "strongly disagree" to "strongly agree." The team then categorized the content into four recommendations: Merge, Keep As Is, Improve, and Retire. This document review process created a standardized tool to evaluate resources as well as what the team may need to add or improve upon. Table 3.1 below displays the actions and results of each content audit verdict.

Table 3.1: Action and Result of Each Content Audit Verdict

Verdict	Action	Result
Keep As Is	No action taken	Directly transferring past content into the new REVMA Hub
Merge	Fusing two or more similar entries into one resource	Combining the similar entries into one new resource in the new REVMA Hub
Improve	Replacement of audited content for a more appropriate content	Retrieving a better suited content into the new REVMA Hub
Retire	Removal of audited content from the REVMA Hub	Removing past content from transferring to the new REVMA Hub

The team used content analysis to analyze how many resources talked about specific topics like history and culture, inclusive practices, and linguistics. When completing the audit, the team highlighted words and phrases from the notes section of the content audit and turned this information into codes describing the overall point of the resource. The team then converted these codes into categories describing the overall content of the REVMA Hub resources, ranging from 1 to 3 coded categories. Table 3.2 provides the breakdown of content categories the team developed for the document review.

Table 3.2: Coding Example of Content Audit Resource

Resource		Additional Context	Coding Table			
Page title/ H1	URL	Notes	Words and Phrases	Codes	Categories	
Dictionary of the Romani Language (Only Available in Greek)	https://ed.hub.revmaorg.gr/wp-content/uploads/2025/04/%CE%9B%CE%B5%CE%BE%CE%B9%CE%BA%CF%8C-%CF%84%CE%B7%CF%82-%CE%A1%CE%BF%CE%BC%CE%B1%CE%BD%CE%B9_%CE%91%CE%BB%CE%B5%CE%BE%CE%B9%CE%BF%CF%85-2.pdf	This is a great resource for individuals (who speak greek) trying to learn the Romani language. It includes synonyms, antonyms, idioms, proverbs, and a poetic excerpt to further understand the language. While I think the target audience can be for anyone, I think this would be a really good resource for educators specifically	great resource for individuals (who speak greek) trying to learn the Romani language AND proverbs, and a poetic excerpt to further understand the language AND really good resource for educators specifically	educational reform and informin educatos	Inclusive Strategies & Frameworks	Language & Linguistics

The team utilized standardized testing tools because of reliability and validity that come with the assessments of testing tools. Research showed that structured documentation and accounting results in more efficient, accurate, and higher quality results (Ebbbers, 2022). These advantages that come with standardization were important for the team’s document reviews to create high quality educational content, while improving previously uploaded content. Furthermore, the standardization of the audit verdicts showed what content the team should merge or remove entirely from the REVMA Hub. Quantifiable information from document reviews helped the team identify key items that were missing from the REVMA Hub’s educational content regarding cultural responsiveness and accessibility.

3.3 Objective 3: Improve the accessibility and usability of existing digital resources and platforms to address identified gaps.

The team utilized findings from surveys and the document content audit to identify recurring themes related to shortcomings of the existing REVMA Hub. Specifically, the team focused on the accessibility of materials, quality of educational content, and significant usability challenges within the platform. The team used quantitative data obtained from an analysis of

proportions of certain types of material within the REVMA Hub as well as survey answers to effectively prioritize deficiencies based on severity and prevalence. Through this synthesis, the team established a clear distinction between surface-level concerns versus structural shortcomings within the website.

For the visual component and user-interface of both the REVMA Hub and REVMA organization website, the team converted the REVMA Hub from Next.js. to WordPress, which is a free, open-source content management system for building websites and digital applications (WordPress). WordPress is a highly reputable and widely used resource, and powers more than 43% of the web (WordPress). This software allows users to construct websites with limited to no prior coding experience, and specific features that cater to both first-time users and developers, should the Hub require more intensive coding at a later stage. REVMA hired an external software developer to develop their website via WordPress. However, the WPI IQP team that worked with REVMA AMKE in 2025 constructed the REVMA Hub using Next.js. While the prior REVMA Hub was functional, its Next.js construction meant that it required extensive programming knowledge to maintain, and REVMA staff indicated that they lack the technical expertise and resources needed for maintenance.

Ensuring that both the Hub and organization website utilize the same software is essential to the longevity of the project and the usability of the platforms for the sponsors. Learning two separate software functions is difficult and time-consuming, especially for an organization that has indicated that their staff has limited free time. For these reasons, the team made the decision to reconstruct the existing REVMA Hub entirely in WordPress. This software allows users with minimal prior coding experience to edit a website through visual means, much like editing a slide on PowerPoint or a poster on Canva. This software component is crucial, as REVMA indicated

that they had little coding expertise and would require an easily editable system to edit their website once the team's project timeline was complete, other than learning a coding language. In the future, REVMA should be able to maintain both websites using the same software.

3.4 Objective 4: Evaluate the Effectiveness and Usefulness of Site Improvements and Educational Resources

The final objective is to evaluate the REVMA Hub through gathering the REVMA staff's feedback on the website. The team selected focus groups as the primary research method because it allowed for direct observation of the staff interacting with the REVMA Hub while also providing insight into the effectiveness of site improvements and newly developed features. The team chose the REVMA staff for this objective, as they are currently the primary users of the Hub and are responsible for reviewing the Hub's resource and maintenance features. The data collected from this session helped to determine whether the changes were successful or the team need to make additional revisions to the Hub. The data collected also provided a foundation for future projects and sponsor recommendations,

3.4.1 Focus Group Evaluating the REVMA Hub

To evaluate the improvements of the REVMA Hub, the team administered a focus group with a moderator who guided topics with the REVMA staff. Due to the staff's busy schedules, the team held two sessions after work hours in a local cafe, with the first session involving two sponsors and the second session involving one sponsor. The focus group contained two sections, usability testing and maintenance testing. Two team members facilitated the focus group, which consisted of three staff members and lasted an hour.

The usability testing section of the focus group included a task-based component and a discussion-based component. During the task-based portion, the facilitators guided participants through two to three tasks, with staff members completing them on laptops. Subsequently, the team conducted a semi-structured discussion to gain feedback on any navigation challenges, accessibility concerns, or confusing layout elements within the Hub. The group discussion aspect of the focus group enabled participants to reflect on their experiences and build on one another's insights.

4. Results and Analysis

This chapter presents our findings to determine the best course of action for improvements on the REVMA Hub, as well as a justification for its use in the classroom. Key takeaways from our findings are that teachers are comfortable utilizing digital tools in the classroom and experienced in teaching Roma students but they face significant barriers and challenges in both aspects. These insights specifically guided the team's decisions on website improvements, as well as recommendations for long-term usability of the Hub.

4.1 Objective 1: Assess the digital literacy and educational needs of educators teaching Roma students

The intentions of the survey were to gather information regarding educators' comfort with utilizing digital tools in the classroom and experience teaching in multicultural classroom environments, specifically those teaching Roma students. The team collected a total of 20 survey responses, consisting of 19 educators and 1 student of pedagogical departments.

4.1.1 Teacher Demographics

Almost half of the teacher respondents (47%) indicated that they taught at the primary school level, followed by lower secondary (21%) and other (16%) (see Figure 4.1). The "Other" category is representative of educators who teach in non-traditional education settings (educating in Community Centers), where educators do not necessarily divide students by grade level, but by other metrics such as Greek language proficiency. The high proportion of educators teaching at the primary school level is particularly notable as this is the educational level where Roma students are most vulnerable to early school dropout (Papachristou, 2023, p. 282).

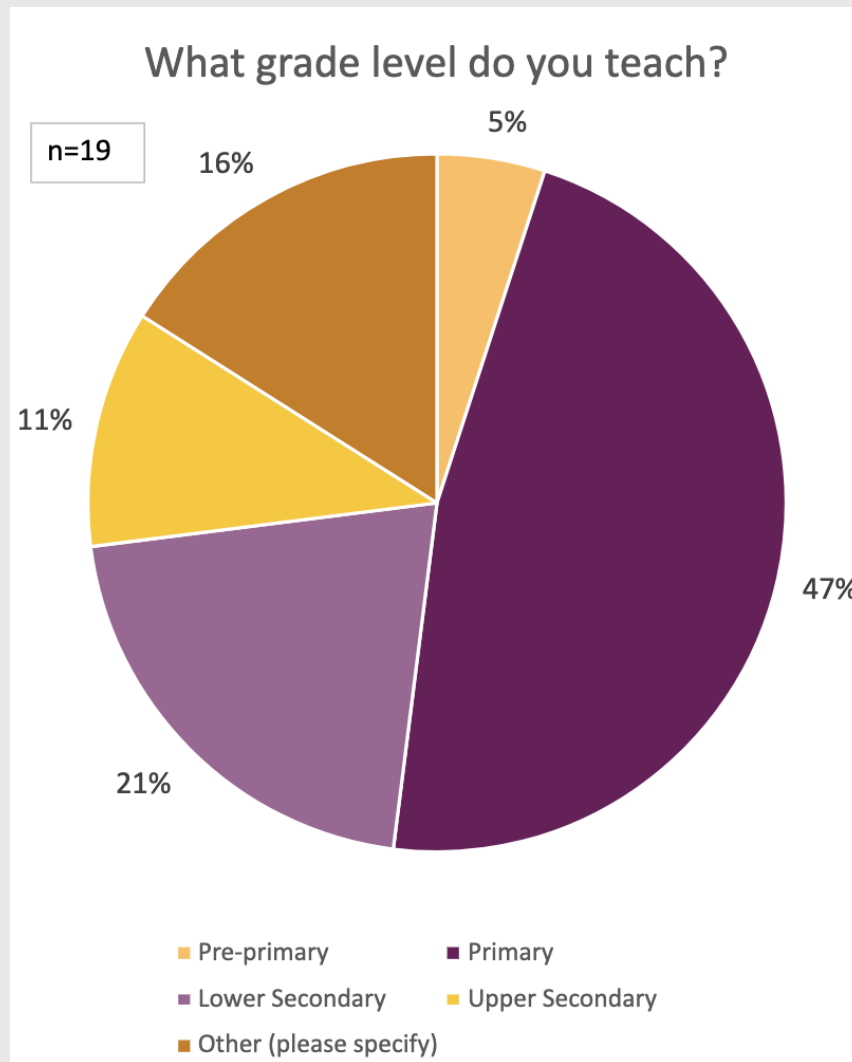


Figure 4.1: Distribution of educator respondents per grade level

Additionally, almost half of teacher respondents indicated that they had been teaching for over 15 years (see Figure 4.2). This indicates that many of the respondents report substantial teaching experience and qualifications, which reflects an informed perspective on classroom expertise and further strengthens the reliability of our findings.

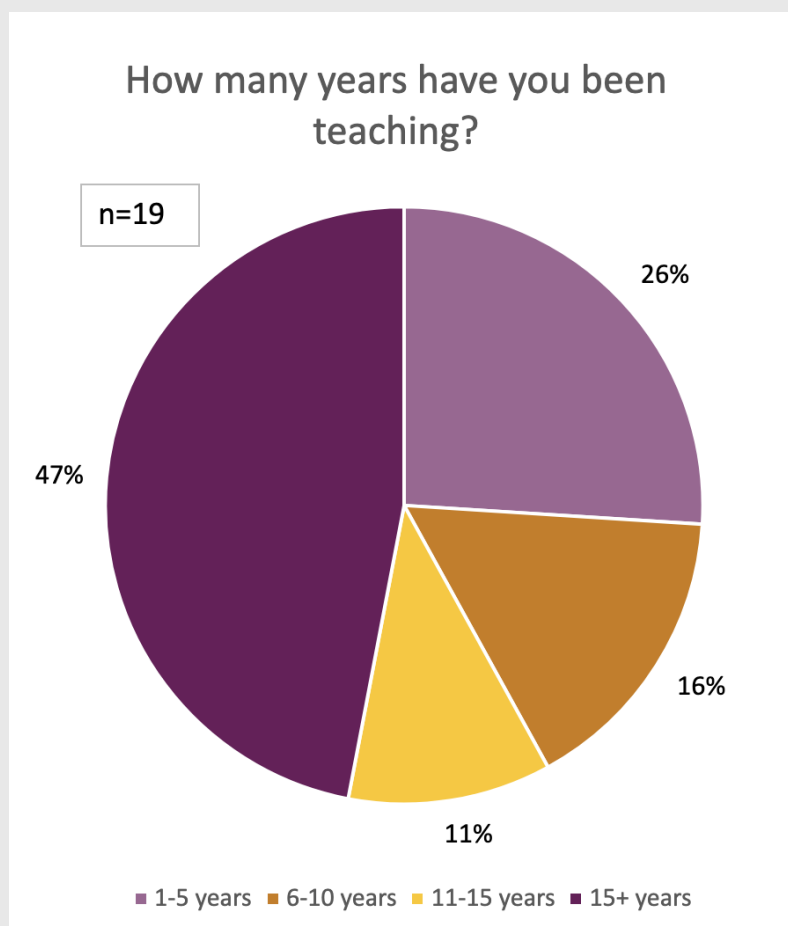


Figure 4.2: Educator respondents' years of teaching experience

Figure 4.3 represents the distribution of subjects the respondents teach. Notably, almost 14 of teachers reported teaching Modern Greek Language/Literature, followed by History, while educators reported teaching other subjects such as Mathematics, Sciences and Ancient Greek Language/Literature less frequently. The “other” category here was populated by subjects such as art and teaching Greek as a second language, likely from educators teaching in community centers. This represents a concentration in core academic subjects, which the team then used to inform recommendations for the types of content which should be present on the Hub, as in order to maximize the Hub’s reach, the types of resources present should correlate to a wide range of subjects, but emphasize those that are most commonly reported.

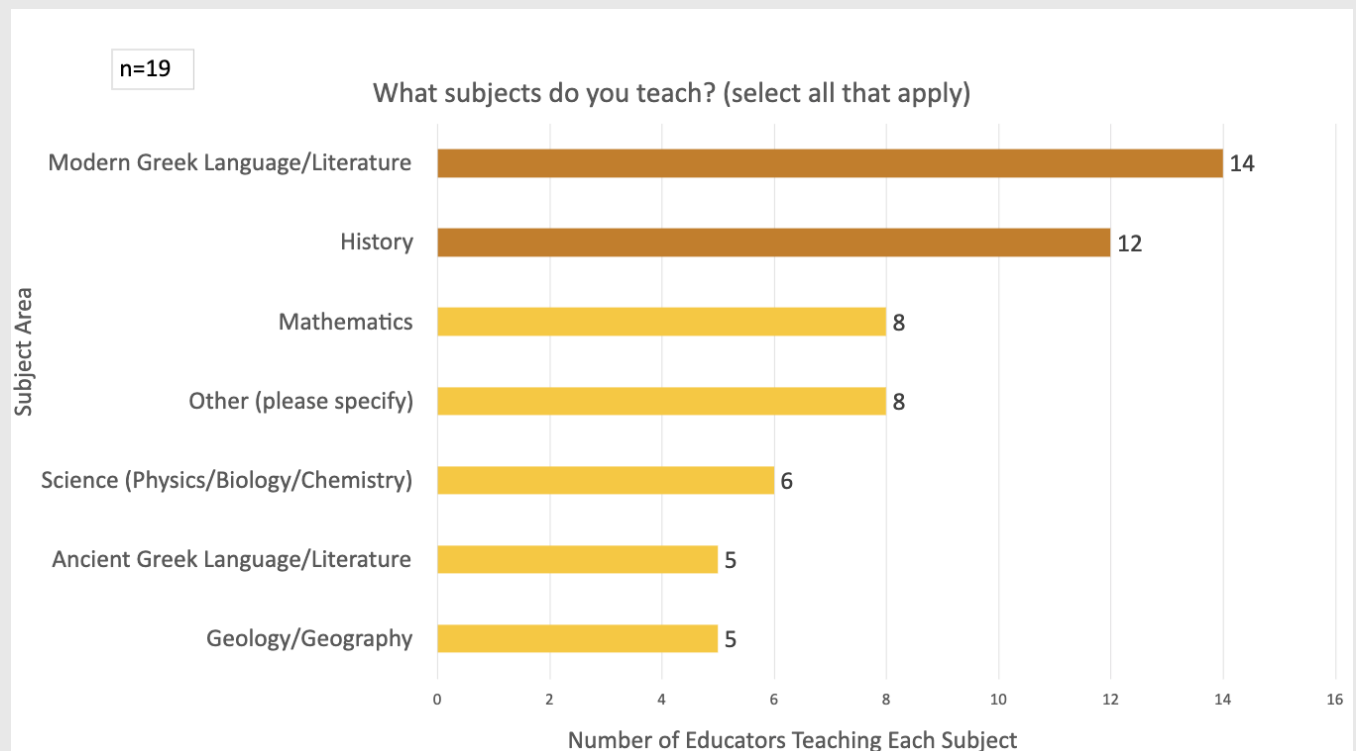


Figure 4.3: Subjects survey participants reported teaching

4.1.2 Experience in Multicultural Classrooms

Notably, half of the respondents (50%) indicated that 80-100% of the students that they teach are of Roma ethnicity, while 28% of the respondents reported teaching in classrooms with less than 20% of Roma students (see Figure 4.4). This distribution shows significant variation in classroom demographics across survey participants, but the findings largely illustrate that most respondents have some experience with Roma students in the classroom.

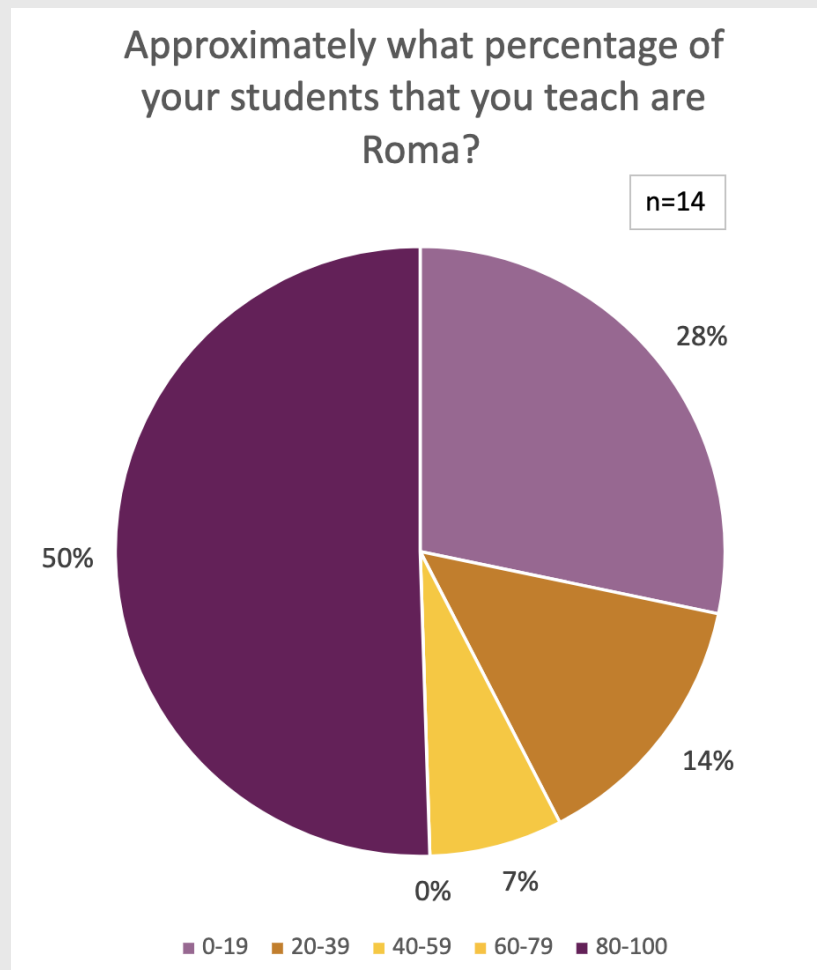


Figure 4.4: Percentage of Roma students in educator classrooms

Despite the prevalence of Roma students, 47% of respondents reported that they rarely or never include Roma history, language, or culture in their current school curricula (see Figure 4.5). While 27% of participants reported that they often included materials regarding Roma history, language or culture, the comparison between reported Roma population and the presence of Roma-centered materials remains significant. This data indicates that although the majority of teachers respondents encounter Roma students within their classrooms, there exists a distinct gap between classroom demographics and the discussion of Roma culture and history within these specific primary and secondary education environments.

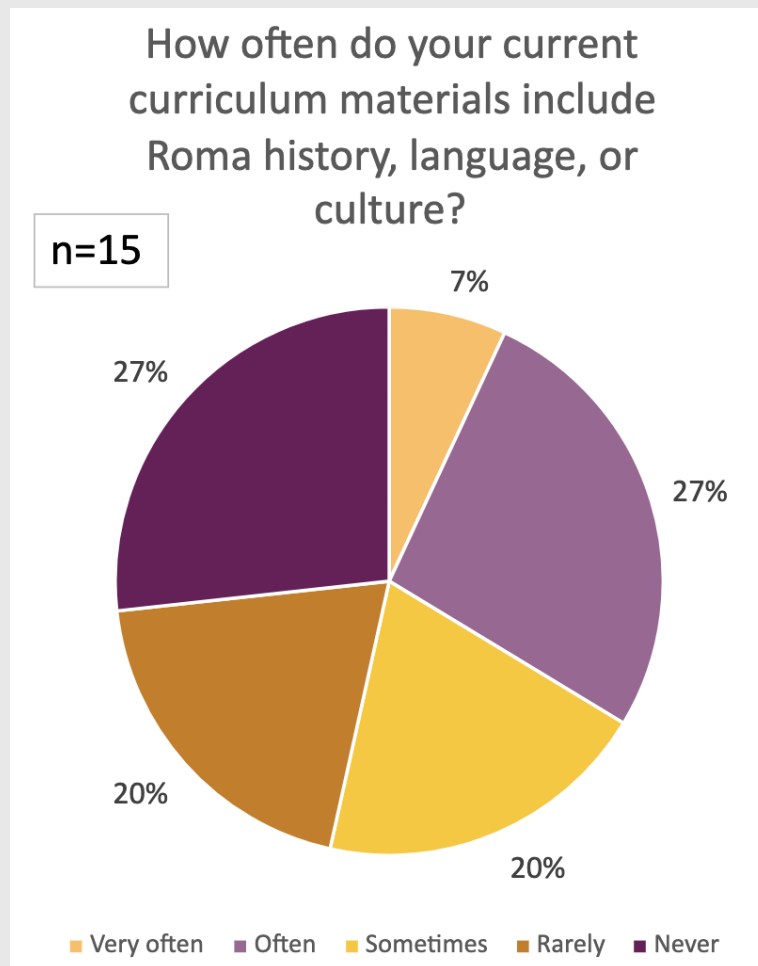


Figure 4.5: Graph showing frequency of Roma-inclusive materials in educator classrooms

Additionally, all respondents self-identified as being of Greek ethnicity. The mono-ethnicity of survey respondents provides context for interpreting responses related to multicultural classroom experiences, as cultural norms of different ethnic groups, specifically in Greek-Roma dynamics, are incredibly varied. In fact, prior research indicates that teachers exhibit evidence of discrimination towards their Roma students (Papachristou, 2023). This is further demonstrated in certain respondents' answers to the survey question "What challenges do you face when teaching in multicultural classrooms?". One lower secondary school teacher with 15+ years of experience stated:

“Challenges that have to do with specific customs and traditions”

- *Teacher, 2026*

This suggests that educators may encounter a significant difference in cultural or societal understandings present in diverse student demographics. As this educator reported that approximately 98% of her classroom consisted of Roma students, it is particularly noteworthy as this highlights that these dynamics are present even in predominantly Roma settings. While researchers often discuss challenges to Roma integration through the lens of minority representation (Kavasakalis et al, 2023), here, even in a Roma-majority environment, the challenges of cultural understanding and integration persist. In response to the same question, another lower secondary school with 1-5 years of teaching experience stated:

“The educational level of the Roma kids is really low and they are more loud and hyperactive”

- *Teacher, 2026*

This educator also reported teaching in a Roma-majority classroom, consisting of approximately 90% Roma students. This response indeed creates a clear delineation between this educator’s perception of Roma students and their non-Roma counterparts. Note that this phrase “The educational level of the Roma kids is really low,” followed by a negative description of their behavior is further confirmation of how harmful stereotypes against Roma students removes

the education responsibility from the teacher and puts it onto the students themselves (Papachristou, 2023).

These responses represent individual perceptions, based on the unique experience of educators in their classroom and readers should not interpret these responses as general conclusions for all Greek educators. However, anecdotes like these, combined with previous studies provide crucial insight into how educators understand and interact with challenges presented in classroom environments.

The fact that teachers indicated an understanding of the crisis of Roma early school dropout further emphasizes this point. In response to question: “Do you think that Roma students at your school are more likely to dropout than non-Roma students? If so, why?” three teachers indicated that the family served a significant role in the Roma dropout rate. A primary school educator who had been teaching for 15+ years stated that:

“For us, the decisive factor is the attitude of the family towards the school as an institution”

- *Teacher, 2026*

Additionally, two other teachers mentioned the ongoing crisis of early marriage and its cultural relevance in the Roma community as a reason for early dropout. Another primary school educator, also teaching for 15+ years, stated specifically that:

“Especially girls, finishing primary school, are usually led into marriage”

- *Teacher, 2026*

For context, students in Greece usually complete primary school at age 12. While only a small percentage of respondents (26%) identified early marriage and family influences as a key component of early school dropout, it suggests that a portion of educators attribute the individual actions of students to broader socio-cultural dynamics.

4.1.3 Experience using Technology in Classrooms

Within the survey, the team also asked questions regarding educators’ experiences utilizing technology in the classroom to gauge their familiarity with digital tools. This information was crucial to determining the REVMA Hub’s place in Greek education and whether educators would be able to utilize such a tool in their daily teaching practice.

Findings from the survey revealed that most teachers reported that they were either very comfortable (42%) or comfortable (53%) using technology in the classroom, with no respondents reporting feeling uncomfortable or very uncomfortable (see Figure 4.6). This suggests that surveyed educators are generally familiar with digital tools and are not averse to incorporating them within their teaching practices.

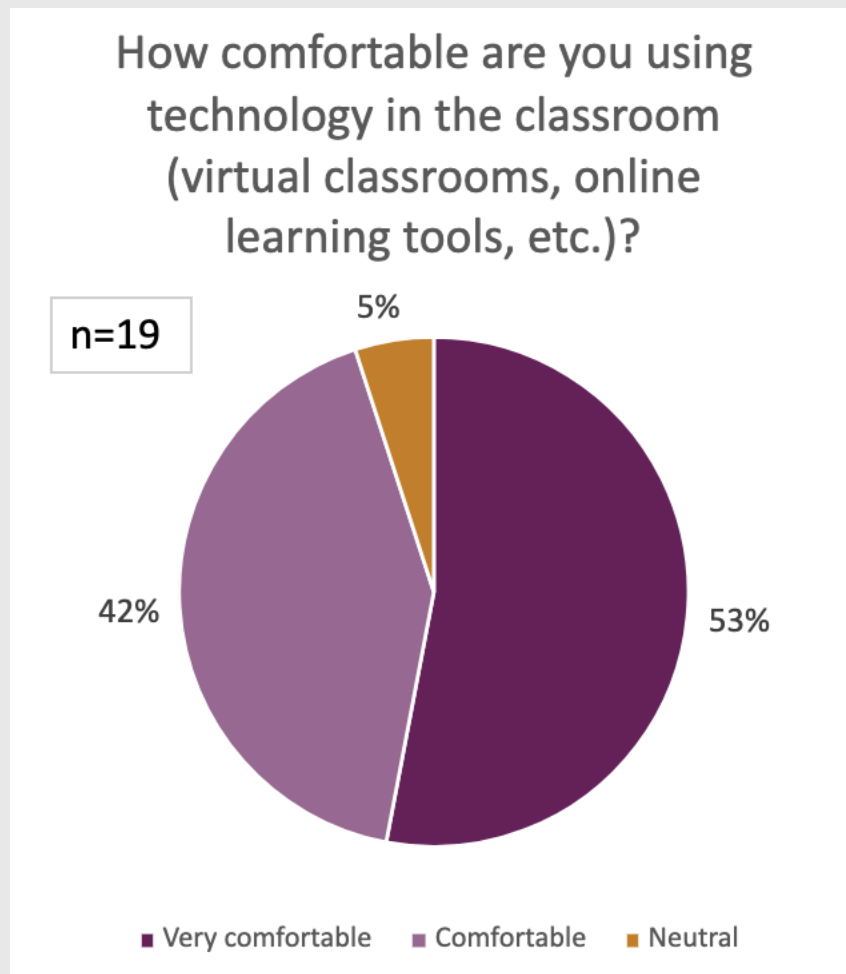


Figure 4.6: Survey respondents' comfort level with digital technology in the classroom

However, despite this reported comfort, 18 respondents indicated that they often faced barriers to the use of digital tools in the classroom. The most frequently reported barrier is limited equipment in the classroom (17), followed by poor internet connection (13) (see Figure 4.7). These results indicate that while most surveyed educators are comfortable using digital tools, external constraints related to infrastructure and the built environment limit the extent to which they implement these tools in the classroom environment.

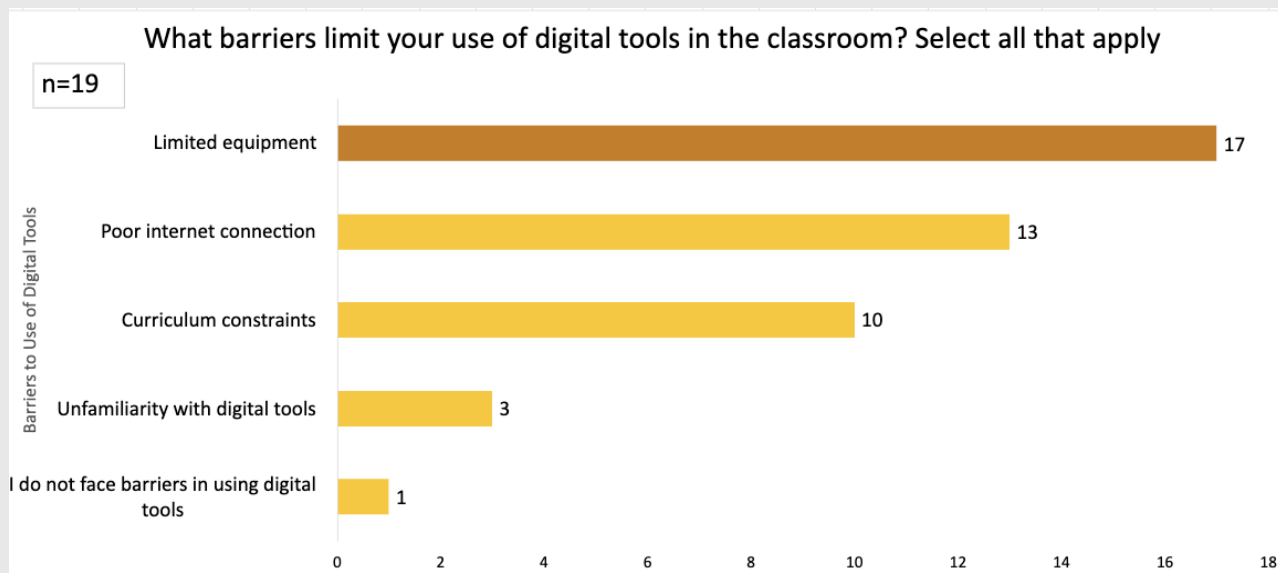


Figure 4.7: Reported barriers to use of digital tools in the classroom by survey respondents

The gap between educators' comfort with utilizing digital tools and the physical barriers to their implementation highlights the importance of making digital tools on the REVMA Hub available and accessible within varying classroom environments.

4.1.4 Key Interview Findings

In addition to our research with teachers, we interviewed a principal at a local secondary school in Kalamaria to hear a personal account on multicultural classroom environments, specifically with perceptions regarding Roma students, and utilization of digital tools in educational settings. The principal the team spoke with teaches computer science and physics.

The first key takeaway from this interview was the continuous practice of intercultural education using digital learning tools. The principal often emphasized that it is important for educators to know intercultural education to better understand students with different backgrounds, learning, abilities, and cultures. Additionally, the director noted that the use of

digital learning tools is way for educators to both enhance their understanding of intercultural education or create more efficient materials for students. The team then categorized this section of the interview as teaching pedagogy and digital learning.

The second part of the interview discussed teachers practicing inclusivity and intercultural education. The principal discussed how he and other educators adjusted their activities and curriculums to better fit their students' needs. The principal said that he often translates certain assignments for students if needed and that it is common for educators to adjust exams and assignments for students with dyslexia. Additionally, the principal stated, "It's kind of difficult to get a student that is a Roma student... interested in the Greek history... that is gonna get successful only if you let the Greek people know the Roma history." The findings from this section of the interview aligned with our background research discussing teachers creating culturally responsive curriculums. As stated in previous chapters, it is necessary for educators to recognize their students' diverse learning styles and abilities when creating assignments or exams. As Meléndez-Luces & Couto-Cantero stated in their paper, it is important for educators to reflect their students' culture and history meaningfully in the curriculum to keep students engaged and develop a stronger connection between their lived experiences and classroom learning (2021). This representation in turn creates a safe learning environment for Roma students and ultimately decrease student dropout.

A key takeaway from this section of the interview is that educators and policy makers often frame Roma integration into Greek society through assimilation, rather than cultural inclusion. The principal expanded on his experience teaching students with different backgrounds. While he has not taught Roma students specifically; he has taught refugee students, with a majority being Albanian. He explained that while the cultural differences were an adjustment for students

and teachers at first, many of the Albanian students learned Greek, took part in Greek culture, and had similar physical characteristics. He emphasized that the Albanian students were eventually indistinguishable within Greek society and successfully integrated into society because they “fit in”.

When asked if this is a similar situation to Roma students, he disagreed. He suggested that Roma students and the overall Roma community is less likely to integrate into society, which ultimately leads to the othering of Roma people within society. The principle later stated that due to the racism within Greece many Roma people cannot get jobs. He stated, “No Greek person would hire a Roma person, even if he had a degree from Massachusetts.” This widespread discrimination towards Roma people is consistent with previous findings stating that potential employers refuse nearly two-thirds of Roma people work due to their ethnicity (Renzi, 2010). A key takeaway from the last section of the interview was that this “othering” and overall discrimination encourages the exclusion of the Roma people within Greek society, especially in educational and social context.

Overall, the findings suggest that inclusive teaching approaches within the Greek education system are moderate and inconsistent. Between the interview and survey responses, many educators reported efforts to incorporate inclusion, but they lack the resources to use digital learning tools and general knowledge of the Roma people and their culture. While organizations and developers have created digital resources and tools for educators, many still report limited equipment and need accessible tools. Additionally, teachers commented on making their resources more inclusive to their students, however, Roma students see few activities reflecting or supporting them. The findings emphasize the need for a digital educational Hub providing resources to educators about intercultural education and Roma student support.

4.2 Objective 2: Evaluate the Accessibility and Usability of the REVMA Hub and Its Existing Resources

The team reviewed a total of 69 resources using the Yale standardized Content Audit system to assess the accessibility and usability of education materials that currently exist on the REVMA Hub. Furthermore, this work helped the team recategorize the Hub and remove materials that are not culturally applicable. Figure 4.8 provides the amount of each content category within the Hub.

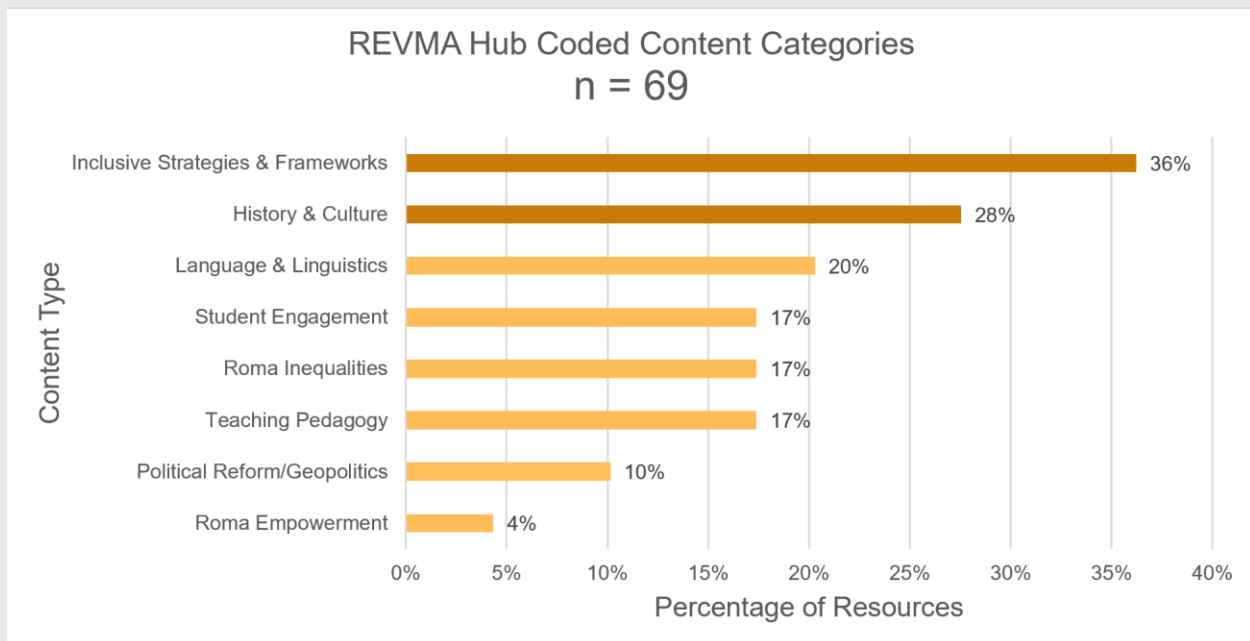


Figure 4.8: REVMA Hub Coded Content Categories

As seen in section 4.1.1, most of the participants from the survey taught Modern Greek Language/ Literature with history being the second most popular. Within the Hub, the team identified 28% of the resources as history and culture and 20% as Language and Linguistics. Furthermore, only 3 of the 14 (21%) linguistic resources are classroom activities. Similarly, within the audit only 6 of the 19 (31%) history and culture materials are classroom resources. To make the Hub more efficient for teachers, each category (Roma Inequalities, Language &

Linguistics, etc.) should have at least half of their resources as ready to use classroom activities instead of academic research articles and reports.

The REVMA Hub's purpose is to promote intercultural education to students. This can be seen in 36% of their resources discussing inclusive strategies and frameworks to address Roma discrimination within society. These resources discuss solutions to decrease discrimination Roma people face including addressing police brutality and creating women Roma support groups. While these resources are helpful for people wanting to learn more about how to address Roma discrimination, some of these resources may not be best suited for educators teaching students. For example, one resource was an educational manual specifically for police training frontline officers. The member reviewing the document stated, "While this is a good resource it does not have much relevance to teachers in discussing intercultural education." Because the overall goal of the document was to decrease bias within officers and help decrease police brutality towards the Roma people, it may not be useful to educators teaching interculturalism.

While some of these inclusive strategies and framework resources do discuss issues within education, very few of them are lesson plans or classroom activities. This suggests that the REVMA Hub currently exists to provide its users with a comprehensive understanding of Roma issues through its wide range of in-depth articles and scholarly journals. Figure 4.9 shows that 26% of the resources on the REVMA Hub are research articles or academic journals. The in-depth articles are great resources for secondary students and educators wanting to learn more about this subject. However, in addition to these learning resources, it is important to provide various classroom activities for different students learning styles. As Lambrev (2025) stated in his paper, students have diverse learning styles, and this can vary depending on the student's

background and culture. This is why it is so important to include oral, written, kinesthetic, and visual activities within the Hub.

While the Hub does not have a lot of ready-to-use classroom resources it does offer other types of resources for teaching including educational frameworks and helpful websites. About 16% of the Hub includes educational framework resources that discuss how teachers should address certain subjects or ways to teach about certain issues. The “Task-Based Language Teaching” resources discuss theoretical and practical knowledge for implementing Task-Based Language Teaching (TBLT) in Greek-language classes for refugee and migrant students and provides 14 ready to use lesson plans. Additionally, the Hub includes various websites discussing Greek Society, Roma culture, and education. Polytropy is a website used to teach Greek linguistics and tests students retention using interactive articles. Currently, the Hub contains many useful resources for teachers and students in regards to education. Along with the resources on the Hub already, the sponsors stated that it would be helpful if there were more ready to use classroom resources for each section and content type to make the Hub more efficient and useable for educators.

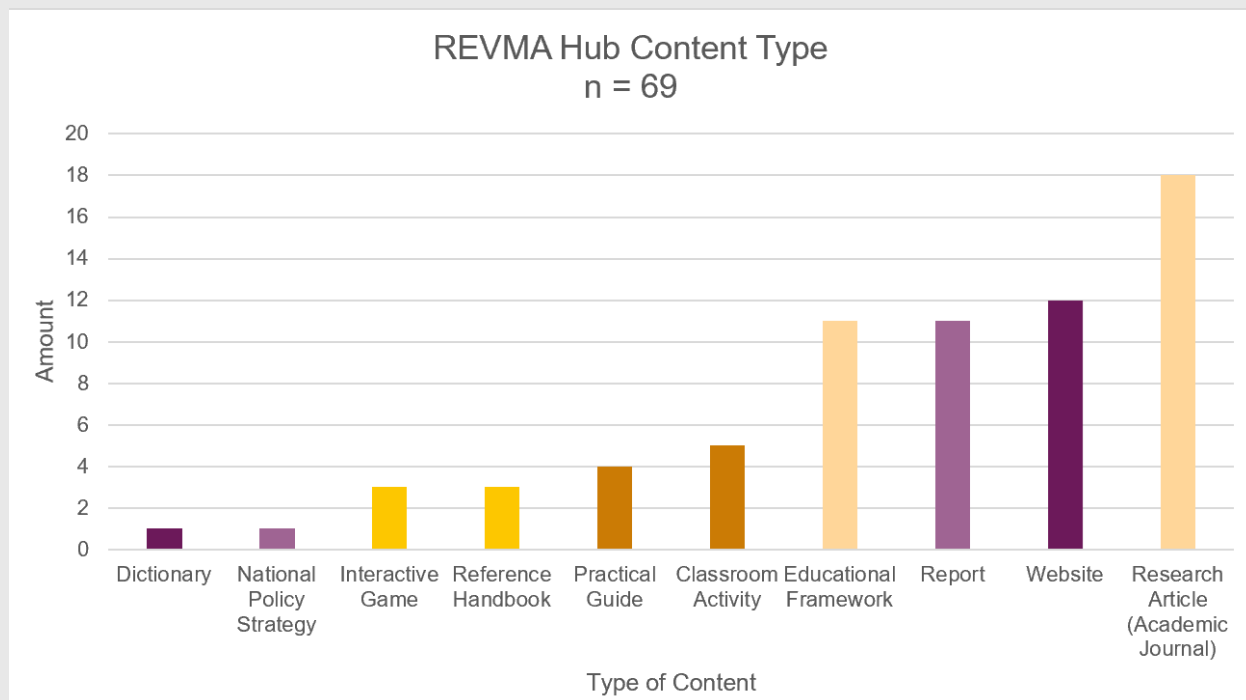


Figure 4.9: REVMA Hub Content Type

To create a more efficient and user-friendly resource section, the team and the sponsors both agreed to organize the resources on the Hub into the categories seen in Figure 4.10. Reorganizing the Hub to address both issues could help make the REVMA Hub more accessible and useable for educators teaching intercultural education.

4.3 Objective 3: Improve the accessibility and usability of existing digital resources and platforms to address identified gaps.

The existing REVMA Hub provided a significant UI/UX framework through its appealing visual layout, large number of resources, mobile compatibility, and variety of interactive

elements. Prior to onsite research, the team conducted a preliminary case-study to determine key features for implementation. The team analyzed websites such as [National Association for Multicultural Education](#) and [Edutopia](#), and noted favorable features. However, in preliminary on-site conversations with sponsors they stated that they could not maintain the current REVMA Hub given their lack of coding experience. Thus, the team made the decision to convert the existing REVMA Hub to WordPress, which is the same platform, domain structure and development frameworks as the REVMA main organization website.

This decision allows the REVMA team to maintain both websites utilizing a single system instead of two, which would then reduce the technical burden and long-term sustainability of the websites. Through extended conversations with our sponsors, the team identified three main areas of targeted improvement for the REVMA Hub:

1. Transition of the REVMA Hub to a more user-friendly platform (WordPress)
2. Expand and refine resource categories on the Resource Archive page
3. Improve navigation and search features

Based on the interview and survey findings and the analysis of the document review, the team constructed a revised categorization system for the REVMA Hub Resource Archive page (see Figure 4.10). The team derived this organization system to more closely align with the needs of educators working in a multicultural classroom environment. The revised categories divides the existing resources by language, school level, thematic content type and resource type. Categorization by language level allows for further multicultural education support for teachers that may be educating in a multilingual environment and are searching for resources that are specific to their classroom demographics. The school level category provides quickly identifiable classroom materials that teacher can use intuitively within their respective education

environment. Further divisions of thematic content type and resource type derived from document analysis allow users to distinguish between informational materials, classroom-ready resources and resources that are pertinent to the specific theme or needs of their lessons.

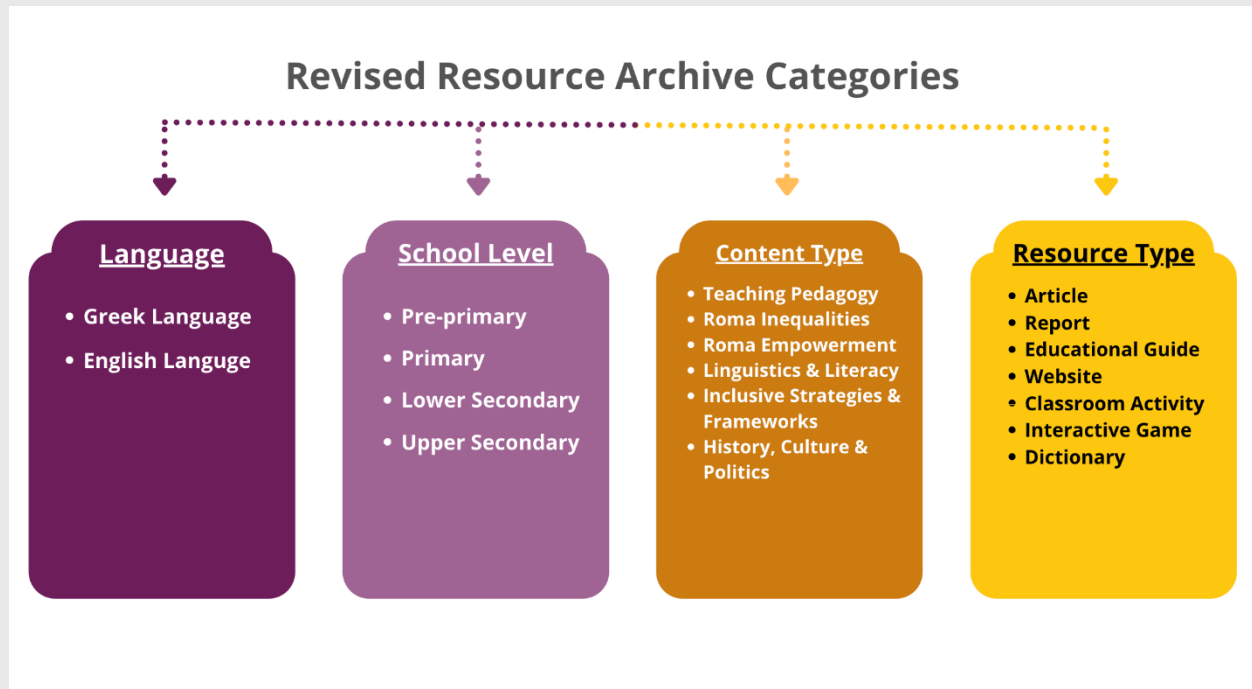


Figure 4.10: Revised Resource Archive Categories

4.4 Objective 4: Evaluate the Effectiveness and Usefulness of Site Improvements and Educational Resources.

The team initially conducted 77 individualized document reviews using Yale's standardized content auditing system (see Appendix F). After deleting duplicates, we ended up with 69 resources to review. After completing the content audit, the team discussed with the sponsors which resources the team labeled as kept, merged, improved, and retired. The team completed this objective through an evaluation testing meeting with the project sponsors. The team conducted the evaluation meeting on two separate days to accommodate the sponsors'

schedules. The team requested the sponsors to bring a laptop so they could evaluate the added features. Following the tasks-based section, the sponsors discussed what was missing from the Hub, awkward points, etc. The team then asked the sponsors to complete a System Usability Scale Survey (Appendix D).

4.4.1 Resource Organization

The team presented the final verdict to the project sponsors determining which resources should be kept, improved, merged, or retired. The sponsors agreed with a majority of the team's decisions, however they preferred to keep 3 of the 10 resources labeled as retired. The team updated the final verdict of the resources (see Figure 4.11), so that 7% are retired, 14% are merged, 16% are improved and 59% are kept as is.

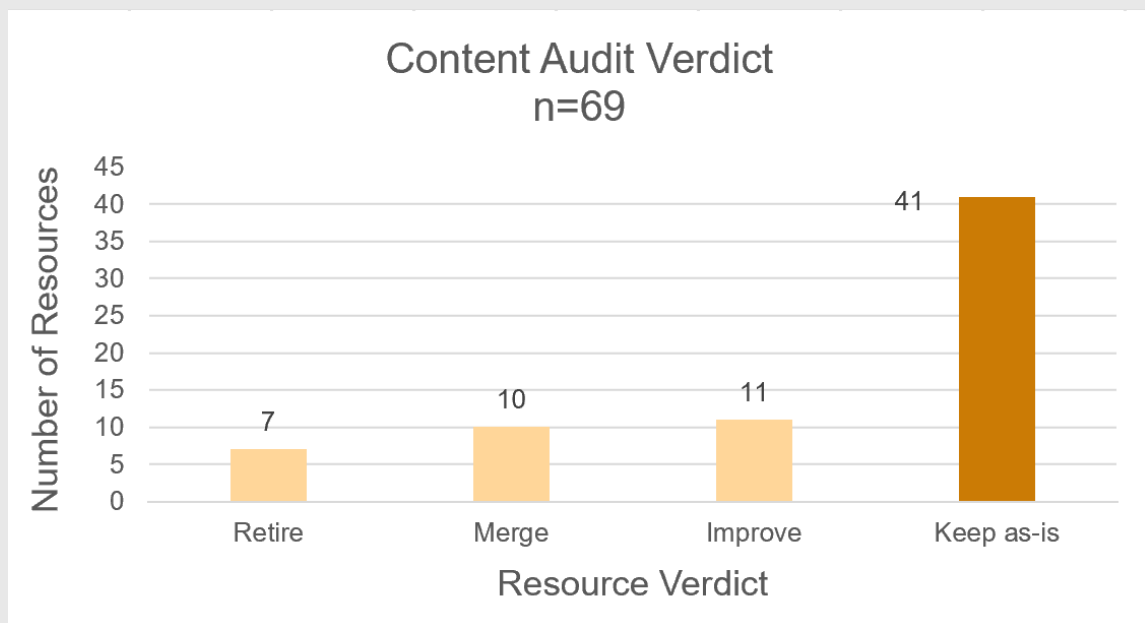


Figure 4.11: Content Audit Verdict

4.4.2 Evaluation Testing

The team divided the evaluation testing meeting into three sections including a task-based component, discussion-based component and a survey-based component. In general, the sponsors were very impressed with the Hub and found all the tasks easy. During the task-based section, one sponsor completed all nine tasks successfully and the other two sponsors completed eight of the nine tasks successfully. The sponsors had difficulty completing tasks four and six, which asked to find a Roma community center map and general education statistics. However, the sponsors only found these tasks difficult due to unfamiliarity with the website. During the discussion-based portion the sponsors stated that the website overall was intuitive and easy to use, however they asked for additional features like a search bar in the resource section, an “About Us” page, and a way to link their main REVMA website to the REVMA Hub. To finish the evaluation session, the sponsors completed the System Usability Scale evaluation survey. The survey responses were then scored according to the Kortum (2014) paper and the resources cited within it. The score fell into the 96th-100th percentile range with an overall average of 92.5 out of 100. These results demonstrate that the REVMA Hub exhibits excellent usability, with minimal complexity and a highly intuitive user experience.

5. Website Design

Through discussions with the project sponsor, the team identified that the main deliverable was to address pitfalls in the previous version of the REVMA Hub. As an outside developer created REVMA's main website using WordPress and Elementor and considering that REVMA staff felt comfortable learning how to use both tools, the team made the decision to migrate the previous REVMA Hub entirely to WordPress.

5.1 Development Environment Setup & Migration

A previous WPI IQP team developed the Hub using Next.js. To transfer their work to WordPress, the team required a fresh development environment to effectively reproduce its look, feel, and functionality in a shared space where all members of the group could equally contribute. The team initially opted to use a managed WordPress site through WPI's free CampusPress hosting service; however, due to restrictions on the themes, plugins, and overall customizability of sites hosted with CampusPress, the team instead chose to migrate the site to an Amazon Lightsail Virtual Private Server (VPS) (Amazon Web Services, 2026) running its own instance of WordPress. The team then purchased the domain "revma-hub.cfd" and registered the appropriate Domain Name System (DNS) records using Cloudflare's free DNS service to direct all internet traffic for the domain to the public-facing static IP address of the previously mentioned Lightsail VPS. Finally, the team generated and uploaded Cloudflare Origin SSL/TLS certificates to allow for secure traffic to and from the WordPress instance. With this configuration, the team was able to make edits to the website by appending "/wp-admin" to the URL, and logging into the WordPress dashboard. While this infrastructure functioned very well as a development environment for the four members of the team, the single server VPS would not have held up to any production level internet traffic. Because REVMA already had

webhosting and a domain for their main website, the team requested that REVMA’s developer generate a subdomain under it and point that subdomain towards a WordPress instance on REVMA’s hosting service. Upon the completion of this request, the team migrated the site from the Lightsail development environment to REVMA’s production ready hosting service. Figure 5.1 displays the home page of the new REVMA Hub.

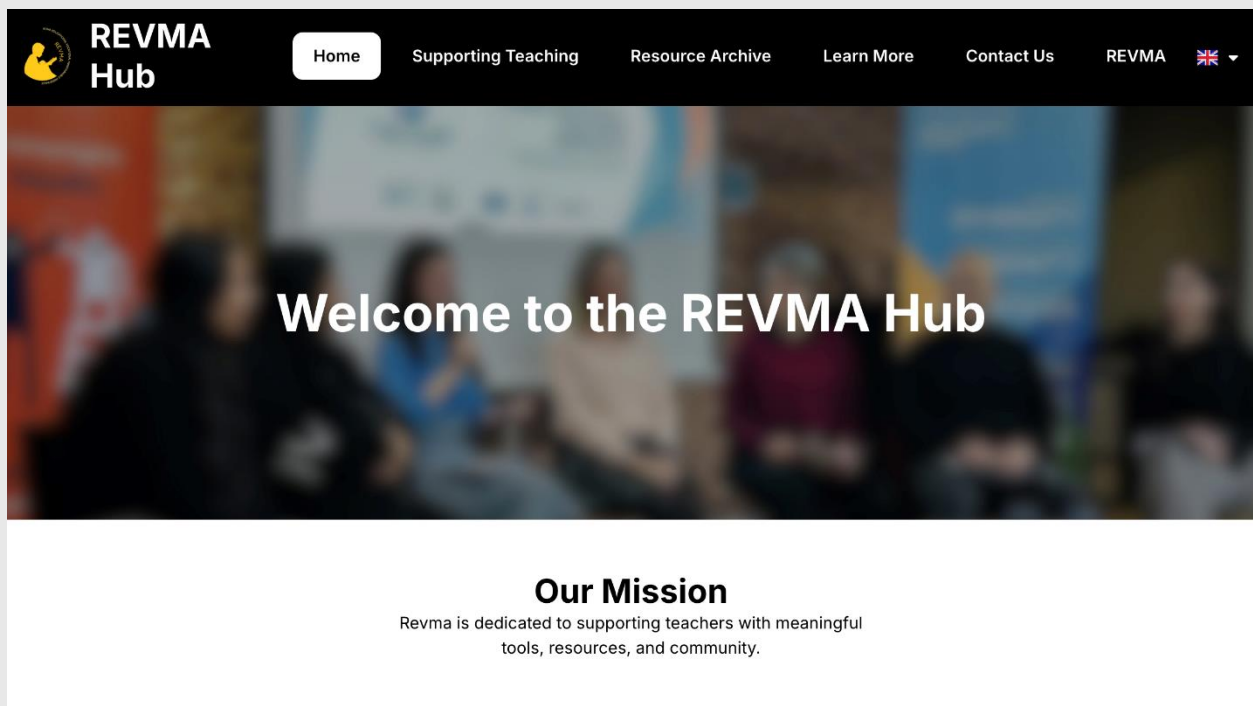


Figure 5.1: New REVMA Hub Home Page

5.2 Choosing a Website Builder

The team chose to design the hub using a page builder plugin called Elementor (Elementor, 2026) while having WordPress continue to serve as the REVMA Hub’s content management system. Elementor is a third-party webpage design plugin for WordPress that operates as a visual, drag-and-drop page builder. What makes Elementor particularly well equipped for use in the REVMA Hub is the freedom of customization that the plugin grants to its

users and its user-friendly interface. This combination of features, in conjunction with the fact that REVMA's main website also uses the tool, made Elementor the perfect choice for the team to construct the new REVMA Hub. Additionally, Elementor is a widely used and well-documented industry-standard tool for constructing WordPress websites. This provided the team with confidence that REVMA staff would be able to efficiently learn how to use the tool to effectively contribute secure, stable, and highly functional features to the REVMA Hub after the completion of the project.

5.3 Recategorization of Resource Archive

To implement the proposed revised resource categories seen in figure 4.10, the team employed the use of multiple WordPress-native taxonomy-based filters. These filters query the formatted gallery of resources present on the archive page and update its contents based on the filters selected using a technique known as AJAX, which enables frontend scripts to dynamically update the contents of a web page without fully reloading that page. The team's use of AJAX in the resource archive filters produced a more responsive user experience to the resource archive than would otherwise be possible with other content loading techniques. This consistent but flexible architecture of taxonomy-based filtering allowed for a more refined and specified searching experience for the user.

Figure 5.2 displays the previous REVMA Hub's resource archive. This previous iteration contained many fewer filters than the updated archive (six as opposed to twenty). Furthermore, the old archive contained duplicate sets of matching filters in the first row of the resource archive page (Inclusive Practices, Linguistics, Roma History, etc.) and in the "Filter By" section of the same page. The REVMA staff indicated that these redundant filters caused confusion when

navigating the archive. Thus, the team chose to remove these duplicated filters in multiple areas of the page from the finalized resource archive.

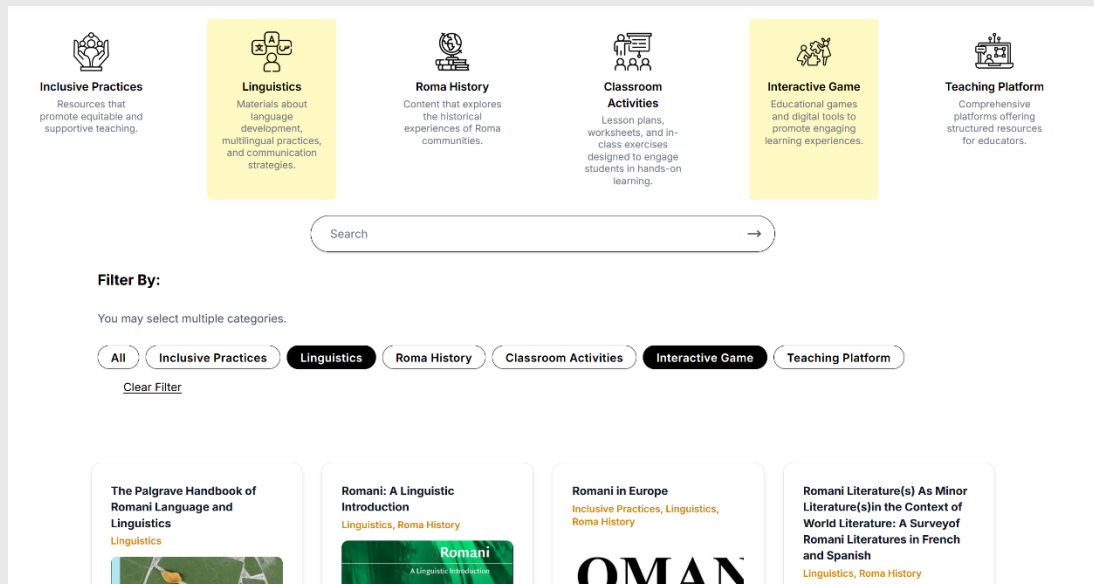


Figure 5.2: Original Resource Archive Filtering

Figure 5.3 shows an example of the updated filtering mechanism in action in the new REVMA Hub. The left column of the archive contains the updated filtering categories generated during document review that users can select to refine the resources listed in the archive. When a user selects a filter, the resources displayed in the archive automatically update without the page needing to refresh. Moreover, the background color of each filter changes to indicate its selection in the current search.

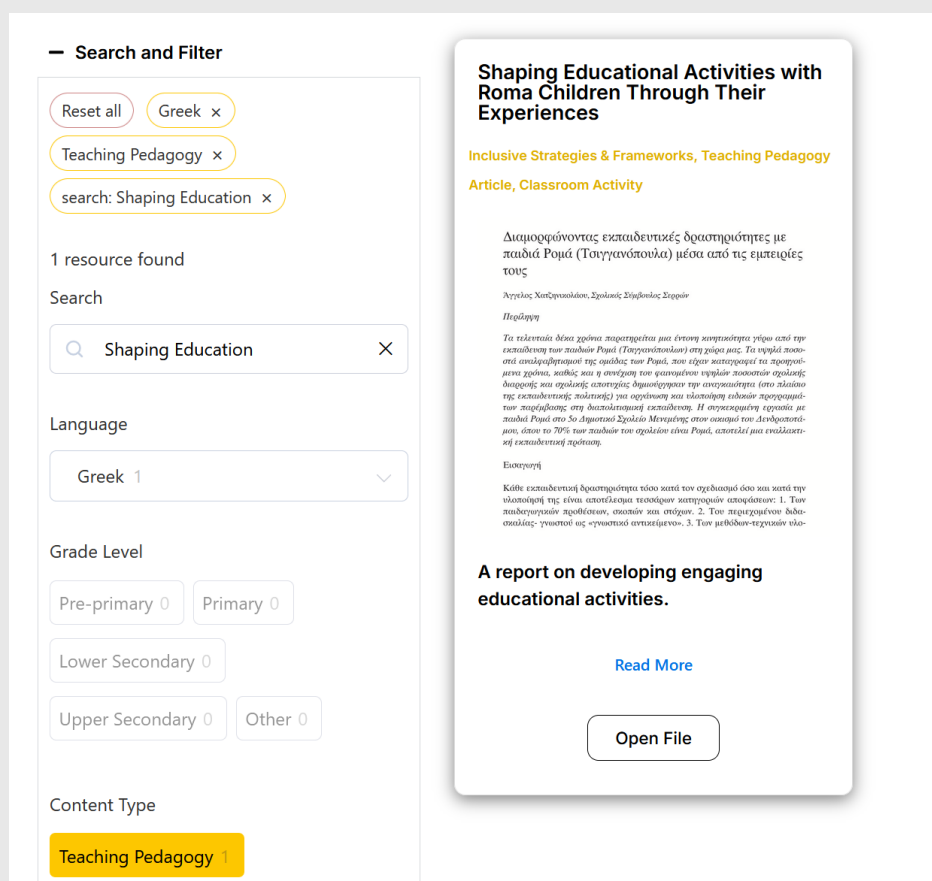


Figure 5.3: Revised Resource Archive Filter Groups

5.4 Updated Resource Submission Process

In the previous version of the resource archive, there was a mechanism in place which allowed users to submit resources to be approved and added to the resource archive by REVMA staff. The architects of the REVMA Hub opted to use a simple popup and form to gather all relevant information about the new resource from the user (see Figure 5.4). However, during conversations with the project sponsor, REVMA staff expressed a strong distaste for the mechanism with which these submissions were processed. The resource submission form setup by the previous IQP team sent all the information from each of the form fields (name, email, files

& links, etc.) to REVMA staff via email. REVMA staff would then navigate to the WordPress dashboard and manually upload these files and information into a custom WordPress post called “Resources”. The purpose of these posts was to group all relevant data for a particular resource into one cohesive unit that is separate from other resources so that it could be reliably displayed in the archive. While the data storage and resource submission user interface were beneficial aspects of the submission system, it was clear to the team that REVMA staff were not fond of the need to manually input form data into each resource post. For this reason, the team decided to deploy a custom script written in PHP to gather submitted form data and generate a resource post with that data. Additionally, the team added the first name, last name, and email of the submitter to the data stored in each resource post to ensure that REVMA staff can contact the submitter in case of an issue with a submission.

×

If you have a link to a resource, please paste it below. If you don't have a link but would like to upload a file instead, you can leave the download link field empty and submit the form. A member of the Revma team will reach out to you via email to coordinate getting the file.

First name

Last name

Your Email

Phone Number

Resource Description

Resource Type

☐ Inclusive Practices

☐ Roma History

☐ Interactive Game

☐ Linguistics

☐ Classroom Activities

☐ Teaching Platform

Paste a download link (Google Drive, etc.)

Cancel

Submit

Figure 5.4: Previous Resource Submission Form

To finalize the revised submission process, the team installed a plugin called “PublishPress Planner”, which provides a simple user interface for REVMA staff to review submitted resources. As seen in Figure 5.5, the plugin provides a list of “cards” for resource posts that are awaiting review. From this panel, REVMA staff can review the contents of a submitted resource by selecting its title at the top of the resource card which will open the WordPress post editor as seen in Figure 5.6. Once the approver has completed a formal review of the contents of the submitted resource, they can then select “Publish” in the or return to the PublishPress dashboard and drag the post card to the “Published” column to add it to the resource archive.

First Name *

Last Name *

Email Address *

Resource Title *

Resource Description *

1-2 sentence description of resource

Resource Language *

English

Intended Grade Level *

Lower Secondary

Other

Pre-primary

Primary

Upper Secondary

Content Categories *

History, Culture & Politics

Inclusive Strategies & Frameworks

Linguistics & Literacy

Other

Other

Type of Resource *

Article

Classroom Activity

Dictionary

Educational Guide

Interactive Game

Resource Upload

How are you uploading this resource? *

☐ Upload a File
☐ Link to a Website
☒ File and Link

Link *

A link to the resource that you want to share

Resource Link

Upload Your Resource *

The file for the resource that you want to upload.

Choose File

No file chosen

Resource Thumbnail

The image that will show up for this resource in the archive.

Choose File

No file chosen

Submit Resource for Review

Figure 5.5: Revised Resource Submission Form

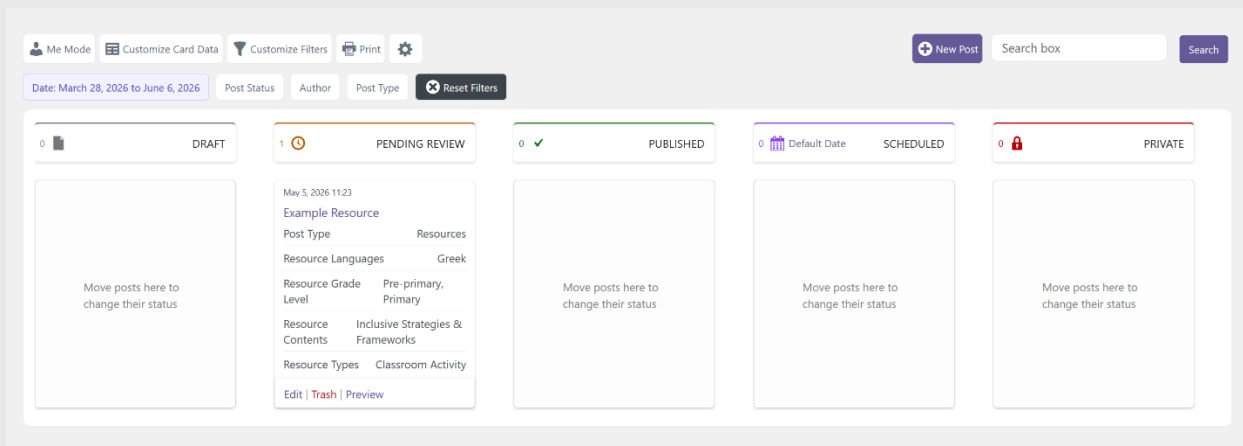


Figure 5.6: PublishPress Dashboard

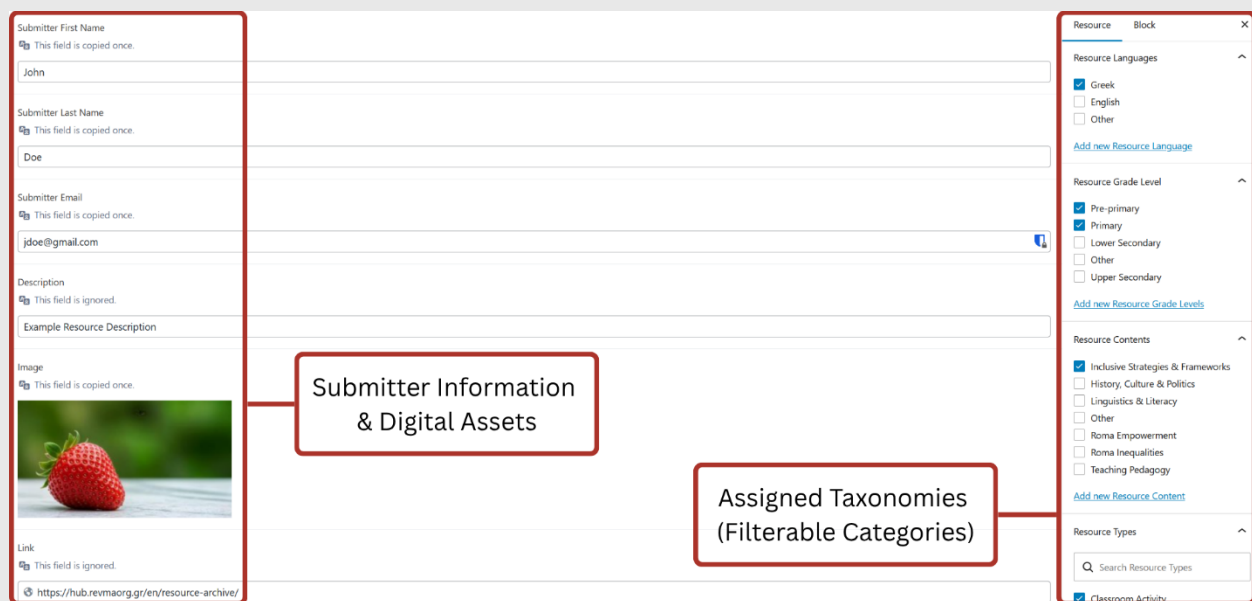


Figure 5.7: Reviewing an Example Resource

The redesign and migration of the REVMA Hub addressed the key limitations identified in the previous Hub, in terms of resource organization, while establishing a user-friendly and maintainable platform. By transitioning to WordPress with Elementor, the team ensured continuity with REVMA’s existing website tools, thus empowering staff with greater control over content management and website development. Beyond technical alignment, the updated Hub introduces improved resource organization and resource submission process, both of which enhance the user experience and applicability of the Hub within multicultural classroom

environments. These improvements collectively position the REVMA Hub as a sustainable, useful resource for both educators and the REVMA organization, with the capability to impact the experience of Roma students facing discrimination within the classroom.

6. Discussion

The results of this study highlight several fundamental patterns related to Greek educators' experiences in multicultural classroom environments and the utilization of digital tools to support learning within the classroom. We found that surveyed Greek educators were comfortable utilizing digital resources within their teaching but faced significant barriers that affected their full implementation. The interview findings further validated the results of the survey, mainly as the director's perspective shed light on the reality of teaching students from different backgrounds, resulting in the need to adapt resources and lesson plans to cater to multiple different backgrounds. His personal account also suggests that teachers and administrators may continue to classify Roma students as "other", citing their denial to assimilate into broader Greek culture. This is a viewpoint present in research regarding of Roma education, as educators correlate low rates of early childhood Roma education to cultural differences rather than systemic issues (Papachristou, 2023).

These results show how the REVMA Hub is particularly relevant to classrooms as cultural division remains prevalent. Findings from both the survey and interview data indicate that some educators and administrators in Greece hold differing attitudes to different student demographics, including more critical perspectives toward Roma students despite their centuries-long presence in Greek society. This perspective and the findings from our investigation point to a gap in understanding Roma culture in educational settings. Roma students, particularly those in primary school, are highly vulnerable to discrimination from both educators and their non-Roma peers (Tourtouras, 2016). The development and implementation of a resource such as the REVMA Hub within classrooms is relevant not only due to its content, but because of its capacity for spreading awareness of Roma culture and reducing the prejudice that they face.

Within the context of the survey responses, document review, and extensive conversations with our sponsors, our restructuring and rebuilding of the REVMA Hub responds for a well-organized tool for educators working in multicultural environments, all available on a website in an easily maintainable format. By implementing categories that hinge on the results of document coding and multi-language needs of educators, the Hub acknowledges and aims to support the presence of multicultural classrooms. The increased availability of resource filters reduces the effort required for educators to find resources germane to their specific classroom and curriculum needs, thus allowing them to further support Roma students who face discrimination within the Greek education system.

The technical alignment of the Hub with the main organizational website, as well as the provision of maintenance video tutorials and the user manual, strengthens the Hub's long-term sustainability. While the sponsors indicated that given their busy schedules learning how to maintain the website may be a long-term goal, our team hopes this IQP will help to mitigate the time and effort they need to self-maintain the website moving forward.

7. Limitations

During the course of this project, the team faced several limitations that impacted the scope of data collection and the effective implementation of updates to the REVMA Hub.

The first limitation centered around limited communication with our project sponsors prior to our arrival at the project site. As our sponsors are leaders of an NGO, with many working multiple jobs outside of their REVMA positions, their demanding schedules limited their ability to meet virtually and clarify project expectations and technical elements within the project preparation phase. Consequently, the first two weeks of on-site research were largely dedicated to technical meetings and crucial conversations regarding scope and team capabilities within the time limit of the project.

This compressed timeline influenced our second limitation, which is a relatively small number of survey responses. Due to revisions made on-site and the need for clarification regarding the intended audience, the team distributed the survey at the start of the third week of the project. This meant that our survey distribution on March 30th was a week before the Easter holiday break in Greece for primary schools, secondary schools and universities, which began on April 6th. During this time, most educators were not willing to participate until the end of the holiday. This delayed their responses until after the break, which was then more than halfway through the project term. Despite widespread distribution, response rate remained relatively low, which reduced the team's ability to draw in-depth and well-evidenced conclusions about all educators in similar contexts to those surveyed as the sample represented a small percentage of educators throughout Thessaloniki.

Furthermore, delays in receiving administrative access to the REVMA Hub led the team to iterate through several platform options for the Hub. As the team waited on a final domain which

REVMA's external software developer set up, we began working on the website edits on a separate domain. Encountering more barriers, the team switched platforms multiple times. Each time a transfer occurred, the team fixed formatting issues before continuing further work. Should the administrative information have been provided sooner, the team may have better mitigated these transfer issues and timeline constraints.

8. Recommendations

Based on the findings of this research, the team has developed several recommendations to further support the development of the REVMA Hub and its support to educators, specifically those in diverse classroom environments.

Recommendation 1: Expand the Resource Archive

Through our combined methodology, the team found that surveyed educators utilize a variety of digital resources in the classroom and display a strong preference for resources that are ready for implementation in the classroom. The document analysis revealed that two thirds of resources currently available on the Hub are purely informational (67%), such as reports and articles, rather than directly applicable classroom materials such as lesson plans, worksheets and slide decks. Currently, classroom activities comprise only 12% of the Resource Archive. To address this gap, REVMA should further expand the Resource Archive through the following steps:

1. Source open-access teaching materials from reputable online platforms, focusing specifically on classroom-ready materials that align with the goal of the REVMA Hub.
2. Utilize the “Submit a Resource” function on the Resource Archive page of the website. This feature is available to all educators who choose to share a resource that may be useful to other educators

As the resource archive grows with more classroom-relevant materials, educators will be more inclined to adopt the website in their regular curriculum. This would improve the practicality of the Hub and increase its adoption among educators.

Recommendation 2: Create Teacher Communication Platform

Through discussions with the REVMA staff, it became evident that teachers often reach out directly to the organization for advice regarding education of Roma students, and they will also contact their peers for guidance. Although the improved Hub contains a Teacher Testimonial section, it would be beneficial for educators to have an outlet to openly communicate with other teachers in similar situations. The REVMA staff or future IQP teams can implement this platform through the following steps:

1. Introduce a moderated private social media group (Facebook group, Whatsapp chat) and link it directly to the REVMA Hub.
2. Create topic-specific discussion posts that allow educators to share specific experiences and give advice based on classroom challenges.

Through the Hub, a dedicated space for communication and advice will help to grow REVMA's community of educators and widen the impact of the Hub's support.

Recommendation 3: Support Maintenance of the REVMA Hub

While the team created user manual and videos (Appendix G) for the Hub to support maintenance for the Hub, long-term maintenance requires an ongoing effort to become familiar with the Hub's technical elements. As more complex issues arise that may be unforeseen at the time of the project's completion, such as those due to software updates and larger website enhancements, a deeper familiarity with WordPress and Elementor than the information provided in the user manual may be necessary. Hence, the project team recommended that the REVMA staff:

1. Practice maintenance of the Hub regularly using the provided manuals to gain familiarity with the Hub functionality.
2. Assign clear roles within the organization for maintenance responsibilities and website upkeep.
3. Update maintenance documentation as issues arise and communicate updates to the REVMA team.

Prioritizing the maintenance of the Hub should keep the REVMA Hub functional and relevant over time, while maintaining its usability within multicultural classrooms and its ability to support educators and students alike.

9. Conclusion

During the REVMA conference the team learned that various individuals and organizations trying to help Roma people, often view them as a monolith with the same struggles and issues. When addressing issues that underrepresented individuals face it is important to include those affected groups in the solution building process. This in turn will help to fully address the problem and provide long-term solutions. This is especially true when thinking about the relationship between educators and their Roma students. To create a safe and inclusive environment for Roma pupils, it is important to assess what they need out of the classroom and what teachers need to support them.

A key goal of this project was to evaluate and strengthen both the REVMA Hub and the intercultural education materials within it to support teachers with diverse classrooms environments. By completing the proposed objectives and collecting data through surveys, document review and sponsor discussion, the team provided a digital platform that meaningfully

promotes intercultural education in multiple school settings. The team hopes that the primary beneficiaries of this work, Roma students, Greek educators, and the REVMA organization, will gain a deeper understanding of the importance of education and interculturalism, have access to well-organized and culturally relevant materials, and benefit from a fully functional and sustainable REVMA Hub. Furthermore, the team hopes the work continued in this project will lay the groundwork for future projects focusing on educational impact and support within the Thessaloniki Roma community.

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Appendix A: Survey for Educators

Q1 Είμαστε μια ομάδα φοιτητών από το Worcester Polytechnic Institute (WPI), Μασαχουσέτη, Η.Π.Α. και εργαζόμαστε πάνω σε ένα συλλογικό πρότζεκτ με τη REVMA AMKE για την δημιουργία ψηφιακών εκπαιδευτικών πόρων για το REVMA Hub, ώστε να υποστηρίξουμε τη REVMA στην αποστολή της για την αντιμετώπιση των εκπαιδευτικών ανισοτήτων εντός της κοινότητας των Ρομά της Θεσσαλονίκης. Σκοπός της εργασίας είναι η κατανόηση των προοπτικών των εκπαιδευτικών σχετικά με τους μαθητές Ρομά και τις πλατφόρμες ψηφιακής εκπαίδευσης. Η έρευνα περιέχει 15-20 ερωτήσεις και θα χρειαστούν περίπου 10-15 λεπτά για να ολοκληρωθεί. Η συμμετοχή σας είναι εντελώς εθελοντική και μπορείτε να αποχωρήσετε οποιαδήποτε στιγμή. Παρακαλούμε να έχετε υπόψιν σας, ότι οι απαντήσεις σας θα παραμείνουν ανώνυμες. Κανένα όνομα ή στοιχείο ταυτοποίησης δεν θα εμφανιστεί στα ερωτηματολόγια, στις αναφορές του έργου ή στις σχετικές δημοσιεύσεις. Η συμμετοχή σας, απαντώντας όλες τις ερωτήσεις της έρευνας, εκτιμάται ιδιαίτερα. Η έρευνα θα σταματήσει να είναι διαθέσιμη μια εβδομάδα αφού ανοίξετε τον σχετικό σύνδεσμο. Εάν έχετε ερωτήσεις ή ανησυχίες μπορείτε να επικοινωνήσετε μαζί μας στο gr-revma-D26@wpi.edu ή μέσω των συμβούλων μας, Melissa Butler (mbutler@wpi.edu) και Robert Kinicki (rek@wpi.edu). Για περισσότερες πληροφορίες σχετικά με την έρευνα ή τα δικαιώματα των συμμετεχόντων, παρακαλούμε επικοινωνήστε με το irb@wpi.edu. We are a group of students from Worcester Polytechnic Institute, Massachusetts, USA and are working on a collaborative project with REVMA-AMKE to create digital teaching resources for the REVMA Hub to address educational disparities within the Thessaloniki Roma Community. The purpose of this survey is to understand educator perspectives on teaching in multicultural classrooms, specifically Roma students, and digital education platforms. The survey consists of 15-20 questions and should take about 10-15 minutes to complete. Your participation is completely voluntary, and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications. Your participation in answering all questions of the survey is greatly appreciated, but you are free to skip any questions that you do not wish to answer. The survey will close 1 week after you open the link. Should you have any questions or concerns, we can be reached at gr-revma-D26@wpi.edu or through our advisors Melissa Butler (mbutler@wpi.edu) and Robert Kinicki (rek@wpi.edu). For more information about this research or about the rights of research participants, please contact irb@wpi.edu.

Q2 Συναινείτε σε αυτή την έρευνα; (Do you consent to this survey?)

- ☐ Ναι (Yes)
- ☐ Όχι (No)

Q3 Παρακαλούμε δηλώστε την επαγγελματική σας ιδιότητα: (Please indicate your profession:)

- ☐ Εκπαιδευτικός (Teacher)
- ☐ Φοιτητής/φοιτήτρια παιδαγωγικού τμήματος (Student of Pedagogical Department)

Q4 Η Ενότητα 1 της έρευνας θα διερευνήσει την ακαδημαϊκή σας εμπειρία και την εξοικείωσή σας με τη διαπολιτισμική παιδαγωγική: (Section 1 of this survey will gauge your academic experience & exposure to multicultural education teaching pedagogy:)

Q5 1) Παρακαλώ δηλώστε το έτος σπουδών σας Please indicate your academic grade level in university

- ☐ Πρώτο έτος (Year 1)
- ☐ Δεύτερο έτος (Year 2)
- ☐ Τρίτο έτος (Year 3)
- ☐ Τέταρτο έτος (Year 4)
- ☐ Άλλο (παρακαλώ προσδιορίστε) [Other (please specify)]

Q6 2) Έχετε διδακτική εμπειρία εκτός του πανεπιστημίου; (π.χ. ιδιαίτερα μαθήματα, πρακτική άσκηση, παρακολούθηση διδασκαλιών); Εάν ναι, παρακαλούμε προσδιορίστε το είδος και τα έτη της προϋπηρεσίας σας. Do you have any teaching experience outside of university (eg: tutoring, internships, shadowing educators)? If so, please indicate what type and how many years of experience you have.

- ☐ Ναι (τι είδος και πόσα χρόνια προϋπηρεσίας) [Yes (what type and how many years of experience)]
- ☐ Άλλο (παρακαλώ προσδιορίστε) [Other (please specify)]
- ☐ Όχι (No)

Q7 3) Ποιο είναι το φύλο σας; (What is your gender?)

- ☐ Άνδρας (Male)
- ☐ Γυναίκα (Female)
- ☐ Μη δυαδικό / Τρίτο φύλο (Non-binary/third gender)
- ☐ Προτιμώ να μην απαντήσω (Prefer not to say)

Q8 4) Πως θα περιγράφατε καλύτερα την εθνότητά σας; How would you best describe your ethnicity?)

Q9 5) Παρακαλούμε δηλώστε το βαθμό συμφωνίας σας με την ακόλουθη πρόταση: «Έχω λάβει επαρκή εξοικείωση με τις αρχές της πολυπολιτισμικής ή διαπολιτισμικής εκπαίδευσης κατά τη διάρκεια των σπουδών μου.» Please indicate your agreement to the

following statement: ("I have received sufficient exposure to multicultural or intercultural education principles during my studies")

- ☐ Συμφωνώ απόλυτα (Strongly Agree)
- ☐ Συμφωνώ (Agree)
- ☐ Ούτε συμφωνώ/ούτε διαφωνώ (Neutral)
- ☐ Διαφωνώ (Disagree)
- ☐ Διαφωνώ απόλυτα (Strongly Disagree)

Q10 6) Ποιά από τα παρακάτω έχετε συναντήσει στο πλαίσιο των σπουδών σας; παρακαλούμε επιλέξτε όλα όσα ισχύουν (Which of the following have you encountered in your coursework? Select all that apply)

- ☐ Θεωρίες πολυπολιτισμικής ή διαπολιτισμικής εκπαίδευσης (Theories of multicultural or intercultural education)
- ☐ Διδακτικές στρατηγικές για μαθητές με διαφορετικό πολιτισμικό υπόβαθρο (Classroom strategies for culturally diverse students)
- ☐ Πρακτικές διδακτικές δραστηριότητες ή προσομοιώσεις διδασκαλίας σε πολυπολιτισμικές τάξεις (Practical teaching activities or simulations of multicultural classrooms)
- ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]
- ☐ Δεν έχω αντιμετωπίσει περιπτώσεις πολυπολιτισμικής εκπαίδευσης (I have not encountered multicultural education topics)

Q11 7) Πόση αυτοπεποίθηση αισθάνεστε σχετικά με τη διδασκαλία σε μία πολιτισμικά ποικιλόμορφη τάξη; (How confident do you feel about teaching in a culturally diverse classroom?)

- ☐ Πολύ μεγάλη αυτοπεποίθηση (Very confident)
- ☐ Αυτοπεποίθηση (Confident)

- ο Κάποια αυτοπεποίθηση (Somewhat confident)
- ο Λίγη αυτοπεποίθηση (Slightly confident)
- ο Καμία αυτοπεποίθηση (Not confident)

Q12 Η Ενότητα 2 αυτής της έρευνας θα αξιολογήσει την εξοικείωσή σας με τα ψηφιακά εκπαιδευτικά εργαλεία: (Section 2 of this survey will gauge your familiarity with digital education tools:)

Q13 8) Ποιά ψηφιακά εργαλεία ή πλατφόρμες έχετε χρησιμοποιήσει κατά τη διάρκεια των σπουδών σας ή της διδακτικής σας πρακτικής; Επιλέξτε όλα όσα ισχύουν. (Which digital tools or platforms have you used during your studies or teaching practice? Select all that apply.)

- ☐ Διαδραστικούς πίνακες (Interactive whiteboards)
- ☐ Εκπαιδευτικά παιχνίδια ή κουίζ (Educational games or quizzes)
- ☐ Εικονικές τάξεις. (Virtual Classrooms)
- ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]
- ☐ Δεν χρησιμοποιώ ψηφιακά εργαλεία στην τάξη μου (I do not use digital tools in my classroom)

Q14 9) Πόσο προετοιμασμένος/η αισθάνεστε για την ενσωμάτωση ψηφιακών εργαλείων στη μελλοντική σας διδασκαλία; (How prepared do you feel to integrate digital tools into your future teaching?)

- ο Πολύ προετοιμασμένος/η (Very prepared)
- ο Προετοιμασμένος/η (Prepared)
- ο Κάπως προετοιμασμένος/η (Somewhat prepared)

- ο Λίγο προετοιμασμένος/η (Slightly prepared)
- ο Καθόλου προετοιμασμένος/η (Not prepared)

Q18 12) Ποιοι τύποι εκπαιδευτικών πόρων περιμένετε να είναι πιο χρήσιμοι για τη διδακτική σας πρακτική; Παρακαλούμε επιλέξτε όλα όσα ισχύουν (What types of resources do you anticipate would be most helpful for your teaching practice? Select all that apply)

- ☐ Έτοιμα σχέδια μαθήματος (Ready-to-use lesson plans)
- ☐ Εργαλεία αξιολόγησης ή πίνακες αξιολόγησης (Assessment tools or rubrics)
- ☐ Στρατηγικές για πολυπολιτισμική μάθηση (Strategies for multicultural learning)
- ☐ Οδηγούς ενσωμάτωσης ψηφιακών εργαλείων (Digital tool integration guides)
- ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]

Q19 13) Σε τι μορφή προτιμάτε αυτούς τους εκπαιδευτικούς πόρους; Παρακαλούμε επιλέξτε όλα όσα ισχύουν In what format would you prefer these resources? Select all that apply

- ☐ Εκτυπωμένα αρχεία PDF (Printable PDFs)
- ☐ Παρουσιάσεις (PowerPoint, Google Slides) [Slide decks]
- ☐ Διαδραστικά παιχνίδια (Interactive games)
- ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]

Q20 14) Εάν σχεδιάζατε μία νέα ψηφιακή δραστηριότητα ειδικά για την ενίσχυση της συμπερίληψης των μαθητών Ρομά, τι θα επιλέγατε να δημιουργήσετε και γιατί; (If you could design a new digital activity specifically to support Roma student inclusion, what would you create and why?)

Q15 Η Ενότητα 3 της έρευνας θα αξιολογήσει την επίγνωσή σας σχετικά με τη REVMA Hub. Η REVMA Hub είναι μία διαδικτυακή εκπαιδευτική πλατφόρμα, η οποία στοχεύει στην υποστήριξη των εκπαιδευτικών με τα απαραίτητα εργαλεία και πόρους για τη βελτίωση της πολυπολιτισμικής εκπαίδευσης και την επίγνωση των εκπαιδευτικών ανισοτήτων των Ρομά: (Section 3 of this survey will gauge your awareness of the REVMA Hub. The REVMA Hub is an online educational platform that aims to support educators with essential tools & resources for improved multicultural education and awareness of Roma educational disparities:)

Q16 10) Πριν από αυτή την έρευνα, είχατε επίγνωση για τη REVMA Hub? (Before this survey, were you aware of the REVMA Hub?)

- ☐ Ναι (Yes)
- ☐ Όχι (No)
- ☐ Δεν είμαι σίγουρος/η (Not sure)

Q17 11) Εάν έχετε χρησιμοποιήσει τη REVMA Hub, πόσο χρήσιμη ήταν για την ενημέρωση σχετικά με την πολυπολιτισμική εκπαίδευση; (If you have used the REVMA Hub, how helpful was it for learning about multicultural education?)

- ☐ Πολύ χρήσιμη (Very helpful)
- ☐ Χρήσιμη (Helpful)
- ☐ Κάπως χρήσιμη (Slightly helpful)

- ο Λίγο χρήσιμη (Not helpful)
- ο Καθόλου χρήσιμη (I have not used it)

Q21 15) Θα σας ενδιέφερε να συμμετάσχετε σε μία συνέντευξη διάρκειας 30-45 λεπτών, προκειμένου να επεκταθείτε στις απαντήσεις σας; (Would you be interested in participating in a 30-45 minute interview to expand upon your answers?)

- ο Ναι (Yes)
- ο Όχι (No)
- ο Ίσως (Maybe)

Q22 Παρακαλούμε συμπληρώστε την παρακάτω φόρμα επικοινωνίας και θα επικοινωνήσουμε μαζί σας για περισσότερες πληροφορίες σχετικά με τη διαδικασία των συνεντεύξεων: (Please fill out the following contact information form and we will reach out with more information about the interview process:)

- ο Ονοματεπώνυμο (Name)

- ο Whatsapp

- ο Email

Q23 Η Ενότητα 1 της έρευνας περιλαμβάνει ερωτήσεις σχετικά με τη διδακτική σας εμπειρία: (Section 1 of this survey contains questions related to your teaching experience:)

Q24 1) Σε ποια εκπαιδευτική βαθμίδα διδάσκετε; (What grade level do you teach?)

- ο Προσχολική αγωγή (Pre-primary)

- ο Πρωτοβάθμια εκπαίδευση (Primary)
- ο Δευτεροβάθμια εκπαίδευση – Γυμνάσιο (Lower Secondary)
- ο Δευτεροβάθμια εκπαίδευση – Λύκειο (Upper Secondary)
- ο Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]

Q25 2) Πόσα χρόνια διδάσκετε; (How many years have you been teaching?)

- ο 1-5 χρόνια (1-5 years)
- ο 6-10 χρόνια (6-10 years)
- ο 11-15 χρόνια (11-15 years)
- ο 15+ χρόνια (15+ years)

Q26 3) Ποιά μαθήματα διδάσκετε; (What subjects do you teach? (select all that apply))

- ☐ Φυσικές Επιστήμες (Φυσική/Βιολογία/Χημεία) [Science (Physics/Biology/Chemistry)]
- ☐ Νεοελληνική Γλώσσα και Λογοτεχνία (Modern Greek Language/Literature)
- ☐ Αρχαία Ελληνική Γλώσσα και Γραμματεία (Ancient Greek Language/Literature)
- ☐ Μαθηματικά (Mathematics)
- ☐ Ιστορία (History)
- ☐ Γεωλογία/Γεωγραφία (Geology/Geography)
- ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]

Q27 4) Ποιο είναι το φύλο σας; (What is your gender?)

- ☐ Άνδρας (Male)
- ☐ Γυναίκα (Female)
- ☐ Μη δυαδικό / Τρίτο φύλο (Non-binary/third gender)
- ☐ Προτιμώ να μην απαντήσω (Prefer not to say)

Q28 5) Πως θα περιγράφατε καλύτερα την εθνότητά σας; (How would you best describe your ethnicity?)

Q29 6) Πόσο άνετα αισθάνεστε με την χρήση της τεχνολογίας μέσα στην αίθουσα διδασκαλίας (εικονικές τάξεις, εργαλεία συνεργασίας κλπ); (How comfortable are you using technology in the classroom (virtual classrooms, online learning tools, etc.)?)

- ☐ Πολύ άνετα (Very comfortable)
- ☐ Άνετα (Comfortable)
- ☐ Ουδέτερα (Neutral)
- ☐ Άβολα (Uncomfortable)
- ☐ Πολύ άβολα (Very uncomfortable)

Q30 7) Ποιά ψηφιακά εργαλεία ή πλατφόρμες έχετε χρησιμοποιήσει κατά τη διάρκεια των σπουδών σας ή της διδακτικής σας πρακτικής; Επιλέξτε όλα όσα ισχύουν. Which digital tools or platforms have you used during your studies or teaching practice? Select all that apply.

- ☐ Διαδραστικούς πίνακες (Interactive whiteboards)
 - ☐ Εκπαιδευτικά παιχνίδια ή κουίζ (Educational games or quizzes)
 - ☐ Εικονικές τάξεις. (Virtual Classrooms)
 - ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]
-

☐ Δεν χρησιμοποιώ ψηφιακά εργαλεία στην τάξη μου (I do not use digital tools in my classroom)

Q31 8) Ποιά είναι τα εμπόδια που περιορίζουν την χρήση ψηφιακών εργαλείων στην τάξη; Παρακαλούμε επιλέξτε όλα όσα ισχύουν What barriers limit your use of digital tools in the classroom? Select all that apply.

- ☐ Περιορισμένος εξοπλισμός (Limited equipment)
 - ☐ Κακή σύνδεση στο διαδίκτυο (Poor internet connection)
 - ☐ Περιορισμοί του αναλυτικού προγράμματος (Curriculum constraints)
 - ☐ Έλλειψη εξοικείωσης με τα ψηφιακά εργαλεία (Unfamiliarity with digital tools)
 - ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]
-

☐ Δεν αντιμετωπίζω προβλήματα στη χρήση ψηφιακών εργαλείων (I do not face barriers in using digital tools)

Q32 Η Ενότητα 2 αυτής της έρευνας περιέχει ερωτήσεις σχετικά με την εμπειρία σας σε τάξεις με πολιτισμική ποικιλομορφία και την εκπαίδευση σε μαθητές ΡομάSection 2 of this

survey contains questions regarding your experience with diverse classrooms and education of Roma students:

Q33 9) Πως θα περιγράφατε την πολιτισμική ποικιλομορφία της τάξης σας; How would you describe the cultural diversity of your classroom?

- ☐ Πολύ ποικιλόμορφη (Very diverse)
- ☐ Ποικιλόμορφη (Moderately diverse)
- ☐ Αρκετά ποικιλόμορφη (Somewhat diverse)
- ☐ Λίγο ποικιλόμορφη (Slightly diverse)
- ☐ Καθόλου ποικιλόμορφη (Not diverse)

Q34 10) Παρακαλούμε αναφέρετε τις διαφορετικές εθνοτικές ομάδες ή εθνικότητες που συνθέτουν τον μαθητικό πληθυσμό της τάξης σας: Please list the different ethnicities that constitute your classroom population:

Q35 11) Κατά προσέγγιση, τι ποσοστό των μαθητών στους οποίους διδάσκετε είναι Ρομά; Approximately what percentage of your students that you teach are Roma?

Q36 12) Πόσο συχνά το τρέχον διδακτικό υλικό σας περιλαμβάνει την ιστορία, την γλώσσα ή τον πολιτισμό των Ρομά; How often do your current curriculum materials include Roma history, language, or culture?

- ☐ Πολύ συχνά (Very often)
- ☐ Συχνά (Often)
- ☐ Μερικές φορές (Sometimes)
- ☐ Σπάνια (Rarely)
- ☐ Ποτέ (Never)

Q37 13) Πιστεύετε ότι οι Ρομά μαθητές στο σχολείο σας είναι πιο πιθανό να εγκαταλείψουν το σχολείο σε σύγκριση με τους μη-Ρομά μαθητές; Εάν ναι γιατί το πιστεύετε αυτό; Do you think that Roma students at your school are more likely to dropout than non-Roma students? If so, why?

Q38 14) Ποιές προκλήσεις αντιμετωπίζετε κατά την διάρκεια της διδασκαλίας σε μία πολυπολιτισμική τάξη; What challenges do you face when teaching in multicultural classrooms?

Q42 15) Ποιοι τύποι εκπαιδευτικών πόρων περιμένετε να είναι πιο χρήσιμοι για τη διδακτική σας πρακτική; Παρακαλούμε επιλέξτε όλα όσα ισχύουν What types of resources would be most helpful for your teaching practice? Select all that apply

- ☐ Έτοιμα σχέδια μαθήματος (Ready-to-use lesson plans)
- ☐ Εργαλεία αξιολόγησης ή πίνακες αξιολόγησης (Assessment tools or rubrics)
- ☐ Στρατηγικές για πολυπολιτισμική μάθηση (Strategies for multicultural learning)
- ☐ Οδηγούς ενσωμάτωσης ψηφιακών εργαλείων (Digital tool integration guides)
- ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]

Q43 16) Σε τι μορφή προτιμάτε αυτούς τους εκπαιδευτικούς πόρους; Παρακαλούμε επιλέξτε όλα όσα ισχύουν In what format would you prefer these resources? Select all that apply

- ☐ Εκτυπωμένα αρχεία PDF (Printable PDFs)
- ☐ Παρουσιάσεις (Powerpoint, Google Slides) [Slide decks]
- ☐ Διαδραστικά παιχνίδια (Interactive games)

☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]

Q44 17) Εάν σχεδιάζατε μία νέα ψηφιακή δραστηριότητα ειδικά για την ενίσχυση της συμπερίληψης των μαθητών Ρομά, τι θα επιλέγατε να δημιουργήσετε και γιατί; If you could design a new digital activity specifically to support Roma student inclusion, what would you create and why?

Q39 Η Ενότητα 3 της έρευνας θα αξιολογήσει την επίγνώσή σας σχετικά με τη REVMA Hub. Η REVMA Hub είναι μία διαδικτυακή εκπαιδευτική πλατφόρμα, η οποία στοχεύει στην υποστήριξη των εκπαιδευτικών με τα απαραίτητα εργαλεία και πόρους για τη βελτίωση της πολυπολιτισμικής εκπαίδευσης και την επίγνωση των εκπαιδευτικών ανισοτήτων των Ρομά: Section 3 of this survey will gauge your awareness of the REVMA Hub. The REVMA Hub is an online educational platform that aims to support educators with essential tools & resources for improved multicultural education and awareness of Roma educational disparities:

Q40 15) Πριν από αυτή την έρευνα, είχατε επίγνωση για τη REVMA Hub? Before this survey, were you aware of the REVMA Hub?

☐ Ναι (Yes)

- ο Όχι (No)
- ο Δεν είμαι σίγουρος/η (Not sure)

Q41 16) Εάν έχετε χρησιμοποιήσει τη REVMA Hub, πόσο χρήσιμη ήταν για την ενημέρωση σχετικά με την πολυπολιτισμική εκπαίδευση; If you have used the REVMA Hub, how helpful was it for your teaching practice?

- ο Πολύ χρήσιμη (Very helpful)
- ο Χρήσιμη (Helpful)
- ο Κάπως χρήσιμη (Slightly helpful)
- ο Λίγο χρήσιμη (Not helpful)
- ο Καθόλου χρήσιμη (I have not used the REVMA Hub)

Q45 20) Θα σας ενδιέφερε να συμμετάσχετε σε μία συνέντευξη διάρκειας 30-45 λεπτών, προκειμένου να επεκταθείτε στις απαντήσεις σας; Would you be interested in participating in a 30-45 minute interview to expand upon your answers?

- ο Ναι (Yes)
- ο Όχι (No)
- ο Ίσως (Maybe)

Q66 Η Ενότητα 1 της έρευνας περιλαμβάνει ερωτήσεις σχετικά με τη διδακτική σας εμπειρία: Section 1 of this survey contains questions related to your teaching experience:

Q67 1) Σε ποια εκπαιδευτική βαθμίδα διδάσκετε; What grade level do you teach?

- ☐ Προσχολική αγωγή (Pre-primary)
 - ☐ Πρωτοβάθμια εκπαίδευση (Primary)
 - ☐ Δευτεροβάθμια εκπαίδευση – Γυμνάσιο (Lower Secondary)
 - ☐ Δευτεροβάθμια εκπαίδευση – Λύκειο (Upper Secondary)
 - ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]
-

Q68 2) Πόσα χρόνια διδάσκετε;

How many years have you been teaching?

- ☐
- ☐ 1-5 χρόνια (1-5 years)
- ☐ 6-10 χρόνια (6-10 years)
- ☐ 11-15 χρόνια (11-15 years)
- ☐ 15+ χρόνια (15+ years)

Q69 3) Ποιά μαθήματα διδάσκετε; What subjects do you teach? (select all that apply)

- ☐ Φυσικές Επιστήμες (Φυσική/Βιολογία/Χημεία) [Science (Physics/Biology/Chemistry)]
- ☐ Νεοελληνική Γλώσσα και Λογοτεχνία (Modern Greek Language/Literature)
- ☐ Αρχαία Ελληνική Γλώσσα και Γραμματεία (Ancient Greek Language/Literature)
- ☐ Μαθηματικά (Mathematics)
- ☐ Ιστορία (History)
- ☐ Γεωλογία/Γεωγραφία (Geology/Geography)

☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]

Q70 4) Ποιο είναι το φύλο σας;

What is your gender?

- ☐ Άνδρας (Male)
 - ☐ Γυναίκα (Female)
 - ☐ Μη δυαδικό / Τρίτο φύλο (Non-binary/third gender)
-

- ☐ Προτιμώ να μην απαντήσω (Prefer not to say)

Q71 5) Πως θα περιγράφατε καλύτερα την εθνότητά σας; How would you best describe your ethnicity?

Q72 6) Πόσο άνετα αισθάνεστε με την χρήση της τεχνολογίας μέσα στην αίθουσα διδασκαλίας (εικονικές τάξεις, εργαλεία συνεργασίας κλπ); How comfortable are you using technology in your program? (virtual classrooms, online learning tools, etc.)?

- ☐ Πολύ άνετα (Very comfortable)
- ☐ Άνετα (Comfortable)

- ο Ουδέτερα (Neutral)
- ο Άβολα (Uncomfortable)
- ο Πολύ άβολα (Very uncomfortable)

Q73 7) Ποιά ψηφιακά εργαλεία ή πλατφόρμες έχετε χρησιμοποιήσει κατά τη διάρκεια των σπουδών σας ή της διδακτικής σας πρακτικής; Επιλέξτε όλα όσα ισχύουν. Which digital tools or platforms have you used during your studies or teaching practice? Select all that apply.

- ☐ Διαδραστικούς πίνακες (Interactive whiteboards)
- ☐ Εκπαιδευτικά παιχνίδια ή κουίζ (Educational games or quizzes)
- ☐ Εικονικές τάξεις. (Virtual Classrooms)
- ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]

☐ Δεν χρησιμοποιώ ψηφιακά εργαλεία στην τάξη μου (I do not use digital tools in my classroom)

Q74 8) Ποιά είναι τα εμπόδια που περιορίζουν την χρήση ψηφιακών εργαλείων στην τάξη; Παρακαλούμε επιλέξτε όλα όσα ισχύουν What barriers limit your use of digital tools in the community center? Select all that apply.

- ☐ Περιορισμένος εξοπλισμός (Limited equipment)
- ☐ Κακή σύνδεση στο διαδίκτυο (Poor internet connection)
- ☐ Περιορισμοί του αναλυτικού προγράμματος (Curriculum constraints)
- ☐ Έλλειψη εξοικείωσης με τα ψηφιακά εργαλεία (Unfamiliarity with digital tools)
- ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]

☐ Δεν αντιμετωπίζω προβλήματα στη χρήση ψηφιακών εργαλείων (I do not face barriers in using digital tools)

Q75 Η Ενότητα 2 αυτής της έρευνας περιέχει ερωτήσεις σχετικά με την εμπειρία σας σε τάξεις με πολιτισμική ποικιλομορφία και την εκπαίδευση σε μαθητές ΡομάSection 2 of this survey contains questions regarding your experience with diverse classrooms and education of Roma students:

Q76 9) Πως θα περιγράφατε την πολιτισμική ποικιλομορφία της τάξης σας; How would you describe the cultural diversity of your classroom?

- ☐ Πολύ ποικιλόμορφη (Very diverse)
- ☐ Ποικιλόμορφη (Moderately diverse)
- ☐ Αρκετά ποικιλόμορφη (Somewhat diverse)
- ☐ Λίγο ποικιλόμορφη (Slightly diverse)
- ☐ Καθόλου ποικιλόμορφη (Not diverse)

Q77 10) Παρακαλούμε αναφέρετε τις διαφορετικές εθνοτικές ομάδες ή εθνικότητες που συνθέτουν τον μαθητικό πληθυσμό της τάξης σας:Please list the different ethnicities that constitute your classroom population:

Q78 11) Κατά προσέγγιση, τι ποσοστό των μαθητών στους οποίους διδάσκετε είναι Ρομά; Approximately what percentage of your students that you teach are Roma?

Q79 12) Πόσο συχνά το τρέχον διδακτικό υλικό σας περιλαμβάνει την ιστορία, την γλώσσα ή τον πολιτισμό των Ρομά; How often do your current curriculum materials include Roma history, language, or culture?

- ☐ Πολύ συχνά (Very often)
- ☐ Συχνά (Often)
- ☐ Μερικές φορές (Sometimes)
- ☐ Σπάνια (Rarely)
- ☐ Ποτέ (Never)

Q80 13) Πιστεύετε ότι οι Ρομά μαθητές στο σχολείο σας είναι πιο πιθανό να εγκαταλείψουν το σχολείο σε σύγκριση με τους μη-Ρομά μαθητές; Εάν ναι γιατί το πιστεύετε

αυτό;Do you think that Roma students at your school are more likely to dropout than non-Roma students? If so, why?

Q81 14) Ποιές προκλήσεις αντιμετωπίζετε κατά την διάρκεια της διδασκαλίας σε μία πολυπολιτισμική τάξη;What challenges do you face when teaching in multicultural classrooms?

Q82 Η Ενότητα 3 της έρευνας θα αξιολογήσει την επίγνωσή σας σχετικά με τη REVMA Hub. Η REVMA Hub είναι μία διαδικτυακή εκπαιδευτική πλατφόρμα, η οποία στοχεύει στην υποστήριξη των εκπαιδευτικών με τα απαραίτητα εργαλεία και πόρους για τη βελτίωση της πολυπολιτισμικής εκπαίδευσης και την επίγνωση των εκπαιδευτικών ανισοτήτων των Ρομά:Section 3 of this survey will gauge your awareness of the REVMA Hub. The REVMA Hub is an online educational platform that aims to support educators with essential tools & resources for improved multicultural education and awareness of Roma educational disparities:

Q83 15) Πριν από αυτή την έρευνα, είχατε επίγνωση για τη REVMA Hub? Before this survey, were you aware of the REVMA Hub?

- ☐ Ναι (Yes)
- ☐ Όχι (No)
- ☐ Δεν είμαι σίγουρος/η (Not sure)

Q84 16) Εάν έχετε χρησιμοποιήσει τη REVMA Hub, πόσο χρήσιμη ήταν για την ενημέρωση σχετικά με την πολυπολιτισμική εκπαίδευση; If you have used the REVMA Hub, how helpful was it for your teaching practice?

- ☐ Πολύ χρήσιμη (Very helpful)
- ☐ Χρήσιμη (Helpful)
- ☐ Κάπως χρήσιμη (Slightly helpful)
- ☐ Λίγο χρήσιμη (Not helpful)
- ☐ Καθόλου χρήσιμη (I have not used the REVMA Hub)

Q85 17) Ποιοι τύποι εκπαιδευτικών πόρων περιμένετε να είναι πιο χρήσιμοι για τη διδακτική σας πρακτική; Παρακαλούμε επιλέξτε όλα όσα ισχύουν What types of resources would be most helpful for your teaching practice? Select all that apply

- ☐ Έτοιμα σχέδια μαθήματος (Ready-to-use lesson plans)
- ☐ Εργαλεία αξιολόγησης ή πίνακες αξιολόγησης (Assessment tools or rubrics)
- ☐ Στρατηγικές για πολυπολιτισμική μάθηση (Strategies for multicultural learning)
- ☐ Οδηγούς ενσωμάτωσης ψηφιακών εργαλείων (Digital tool integration guides)
- ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]

Q86 18) Σε τι μορφή προτιμάτε αυτούς τους εκπαιδευτικούς πόρους; Παρακαλούμε επιλέξτε όλα όσα ισχύουν In what format would you prefer these resources? Select all that apply

- ☐ Εκτυπωμένα αρχεία PDF (Printable PDFs)
 - ☐ Παρουσιάσεις (Powerpoint, Google Slides) [Slide decks]
 - ☐ Διαδραστικά παιχνίδια (Interactive games)
 - ☐ Άλλο (παρακαλούμε προσδιορίστε) [Other (please specify)]
-

Q87 19) Εάν σχεδιάζατε μία νέα ψηφιακή δραστηριότητα ειδικά για την ενίσχυση της συμπερίληψης των μαθητών Ρομά, τι θα επιλέγατε να δημιουργήσετε και γιατί; If you could design a new digital activity specifically to support Roma student inclusion, what would you create and why?

Q88 20) Θα σας ενδιέφερε να συμμετάσχετε σε μία συνέντευξη διάρκειας 30-45 λεπτών, προκειμένου να επεκταθείτε στις απαντήσεις σας; Would you be interested in participating in a 30-45 minute interview to expand upon your answers?

- ☐ Ναι (Yes)

- ο Όχι (No)
- ο Ίσως (Maybe)

Appendix B: Educator Interviews

Consent Form:

We are students from Worcester Polytechnic Institute, Massachusetts, USA, working with REVMA AMKE to create digital teaching resources for the REVMA Hub to support REVMA in its mission to address educational disparities within the Thessaloniki Roma Community. We are conducting interviews to expand upon our initial survey and gauge educators' experiences with digital education tools and teaching in multicultural classroom environments, specifically teaching Roma students. This interview will take approximately 30 minutes. Your participation is completely voluntary, and you may stop the interview at any time or refuse to answer any question that we ask. This interview is confidential; no names or identifying information will appear in any project reports or publications unless you have explicitly agreed to have your name published.

With your permission, we will be recording this interview and using the recording for transcription purposes.

Should you have any questions or concerns upon completion of this interview, we can be reached at gr-revma-D26@wpi.edu or through our advisors Melissa Butler mbutler@wpi.edu and Robert Kinicki (rek@wpi.edu). For more information about this research or about the rights of research participants, please contact Ruth McKeogh irb@wpi.edu.

Do you consent to this interview?

Do you consent to having this interview recorded?

By typing your name below, this will be an electronic signature stating that you acknowledge that you have been informed about and consent to be a participant in the study described above. Make sure that your questions are answered to your satisfaction before signing. You are entitled to retain a copy of this consent agreement.

Study Participant Signature

Date: _____

Signature of Person who explained this study

Date: _____

Section A: Warm-Up Questions

1. Can you tell me a bit about your role and how long you've been teaching
2. What subjects and age groups do you currently teach? What do you enjoy most about teaching?

Digital Learning

If digital tools are used:

2. In the survey, you indicated using _____ as a digital education tool in your classroom. Can you tell me more about how and why you use this tool?
 3. How do your students typically respond to these tools?
 - a. Can you provide an example of this?
 4. Would you say that Roma students are typically more or less engaged when using digital tools as compared to traditional paper-based lessons?
5. If digital tools are not used:
6. In the survey, you indicated that you do not use digital tools in the classroom. Can you tell me why that is?
 7. Do you feel pressured to utilize digital tools in your classroom?
 8. Have you had any formal teacher training about utilizing digital tools in your classroom?
 9. Are there any ways that you wish you could have utilized digital learning resources in your teaching, but didn't? If so, what prevented you from doing so?

Intercultural/Multicultural/Roma Education

10. In Greece, there is a pervasive problem with Roma students dropping out of school. Is this an issue in your school?
 - a. If so, why do you think that is?
11. Have you encountered any challenges in engaging Roma students in learning?
12. How do you adapt your teaching to better suit the needs of Roma students?
 - a. Can you describe a moment when you felt that this was particularly effective?
13. How much control do you have over the topics that you include in your curriculum?
14. What do you think is most important for improving education for Roma students?

REVMA Hub

15. In your survey, you indicated that you were/were not already aware of the REVMA Hub. Have you interacted with the website since you completed the survey?
 - a. If so, what are your thoughts about the organization of the website's contents?
 - i. What are your thoughts about the resources on the website?
16. Would you utilize the REVMA Hub in your classroom?
 - a. If so, what about the website makes it useful for your teaching?
 - b. If not, what would you change or add to the website to make it useful for your teaching?

Conclusion

17. Is there anything else you'd like to share about your experiences or concerns regarding utilizing digital education tools or teaching Roma students?

Appendix C: Evaluation Testing Guide

REVMA Evaluation Testing Guide

Objective 4: Evaluate the effectiveness and useability of the REVMA Hub

Participants: 3 staff members

Duration: 1 hour

Facilitators: 2 team members (1 lead, 1 timekeeper/note-taker)

1. Introduction (5 minutes)

- Thank participants and explain purpose: to evaluate user navigation and experience the REVMA Hub.
- Clarify that the website is being evaluated & not participants.
- Explain structure: users will collectively complete tasks followed by group discussion.
- Encourage equal participation.

2. Warm-Up Questions (5 minutes)

1. What features are most important to you for this Hub?
2. What makes a website easy to use?

3. Task-Based Usability Testing (15–20 minutes)

Participants complete the tasks individually and are encouraged to “think aloud.”

Facilitator records navigation path and points of hesitation.

1. Find a classroom teaching resource related to Roma culture or inclusion.
2. Find the REVMA organizations mission
3. Find a teacher testimonial from other educators on the site
4. Using the Hub find the location of one of the Roma community centers
5. Go to the educational resources section. Filter the options so that you can only see articles about Roma empowerment
6. Find a statistic regarding Roma children attending segregated schools
7. Contact the REVMA team through email

After each task:

- Was this easy or difficult?
- What slowed you down?

Data Collected:

- Task success rate
- Navigation patterns
- Observed friction points

4. Semi-Structured Discussion (10–15 minutes)

- What felt intuitive?
- Were labels and categories clear?
- Was the site awkward to use?
- What is missing?
- What would make you more likely to use this platform regularly?
- What is one improvement that would have the greatest impact?

5. Closing (5 minutes)

- Would you use the updated REVMA Hub? Why or why not?
- Thank participants and explain how feedback will inform improvements.

Mitigation of Limitations

- Use round-robin responses when needed.
- Direct questions to quieter participants.
- Facilitate balanced discussion.

Appendix D: Evaluation Survey

Είμαστε μια ομάδα φοιτητών από το Worcester Polytechnic Institute (WPI),
Μασαχουσέτη, Η.Π.Α. και δραστηριοποιούμαστε σε ένα συνεργατικό project με τη REVMA

ΑΜΚΕ για τη δημιουργία ψηφιακών διδακτικών πόρων για τη REVMA Hub, με σκοπό να υποστηρίξουμε τη REVMA στην αποστολή της να αντιμετωπίσει τις ανισότητες στο εκπαιδευτικό σύστημα, στα πλαίσια της κοινότητας των Ρομά. Ο σκοπός αυτής της έρευνας είναι να εντοπιστούν οι τομείς που μπορεί να βελτιωθεί η REVMA Hub και την αποτελεσματικότητα των διαπολιτισμικών υλικών εκπαίδευσης, που δημιούργησε η ομάδα μας. Το πρώτο μέρος της έρευνας (Μέρος 1) θα θέτει ερωτήματα για την εμπειρία σας κατά τη διάρκεια χρήσης τού ήδη υπάρχοντος υλικού της REVMA Hub. Το πρώτο μέρος θα διαρκέσει περίπου 5 λεπτά για να το ολοκληρώσετε. Το δεύτερο κομμάτι της έρευνας (Μέρος 2) θα θέτει ερωτήματα για τη χρήση του διαπολιτισμικού υλικού εκπαίδευσης της REVMA Hub, μέσα στην τάξη. Μόνο καθηγητές και εκπαιδευτές θα απαντήσουν το δεύτερο μέρος αυτής της έρευνας. Αυτό θα διαρκέσει, επίσης, περίπου 5 λεπτά για να το ολοκληρώσετε. Η συμμετοχή σας είναι απολύτως εθελοντική και μπορείτε να αποσυρθείτε ανά πάσα στιγμή. Παρακαλώ, λάβετε υπόψιν σας ότι οι απαντήσεις σας θα παραμείνουν ανώνυμες. Κανένα όνομα ή πληροφορία ταυτοποίησης δε θα εμφανιστεί στα ερωτηματολόγια ή σε κάποια αναφορά ή δημοσίευση του project. Η συμμετοχή σας εκτιμάται ιδιαίτερα. Εάν έχετε κάποια απορία ή ανησυχία, μπορείτε να επικοινωνήσετε μαζί μας στο gr-revma-D26@wpi.edu ή μέσω των συμβούλων μας Melissa Butler (mbutler@wpi.edu) και Robert Kinicki (rek@wpi.edu). Για περισσότερες πληροφορίες σχετικά με τη έρευνα ή τα δικαιώματα των συμμετεχόντων παρακαλώ επικοινωνήστε στο irb@wpi.edu.

(We are a group of students from Worcester Polytechnic Institute, Massachusetts, USA and are working on a collaborative project with REVMA AMKE to create digital teaching resources for the REVMA Hub to support REVMA in its mission to address educational disparities within the Thessaloniki Roma Community. The purpose of this survey is to determine areas for improvement of the REVMA Hub and the efficiency of intercultural education materials our team created. The first part of this survey (Section 1) will be asking questions about your experience utilizing content within the existing REVMA Hub. Section 1 will take approximately 5 minutes to complete. The second part of the survey (Section 2) asks about utilizing intercultural education materials on the REVMA Hub within the classroom. Only teachers and educators will answer the second part of this survey. This will also take approximately 5 minutes to complete. Your participation is completely voluntary, and you may withdraw at any time. Please remember that your answers will remain anonymous. No names or identifying information will appear on the questionnaires or in any of the project reports or publications. Your participation is greatly appreciated. Should you have any questions or concerns, we can be reached at gr-revma-D26@wpi.edu or through our advisors Melissa Butler (mbutler@wpi.edu) and Robert Kinicki (rek@wpi.edu). For more information about this research or about the rights of research participants, please contact irb@wpi.edu.)

Q1 Ποιο είναι το φύλο σας (What is your gender?)

- Αρσενικό (Male)
- Θηλυκό (Female)
- Μη δυαδικό ή τρίτο φύλο (Non-binary or third gender)

Q2 Ποια είναι η ηλικία σου (What is your age?)

- 18-24
- 25-34
- 35-44
- 45-54
- 55 και άνω (55 and over)

Q3 Είμαι εξοικειωμένος με τους ιστότοπους και αισθάνομαι σίγουρος για την πλοήγηση στους περισσότερους ιστότοπους. (I am familiar with websites and feel confident navigating through most websites.)

- Δεν υπάρχει εμπειρία ιστού (No web experience)
- Αρχάριος (Beginner)
- Ενδιάμεσο (Intermediate)
- Έμπειρος (Experienced)

Section 1

Q4 Απαντήστε στις ακόλουθες δηλώσεις με βάση την εμπειρία σας χρησιμοποιώντας το REVMA Hub. (Please respond to the following statements based on your experience using the REVMA Hub.)

	Διαφωνώ απόλυτα (Strongly disagree)	Διαφωνώ μερικώς (Somewhat disagree)	Ούτε συμφωνώ ούτε διαφωνώ (Neither agree nor disagree)	Συμφωνώ μερικώς (Somewhat agree)	Συμφωνώ απόλυτα (Strongly agree)
1α. νομίζω ότι θα ήθελα να χρησιμοποιώ συχνά αυτόν τον ιστότοπο. (1a. I think that I would like to use this website frequently.)	☐	☐	☐	☐	☐
2α. βρήκα αυτόν τον ιστότοπο άσκοπα περίπλοκο. (2a. I found this website unnecessarily complex.)	☐	☐	☐	☐	☐
3α. Θεωρώ πως αυτός ο ιστότοπος ήταν εύκολος στη χρήση (3a. I thought this website was easy to use.)	☐	☐	☐	☐	☐
4α. Θεωρώ ότι θα χρειαζόμουν την υποστήριξη ενός τεχνικού για να μπορέσω να χρησιμοποιήσω αυτόν τον ιστότοπο. (4a. I think that I would need the support of a technical person to be able to use this website.)	☐	☐	☐	☐	☐
5α. Θεωρώ πως οι διάφορες λειτουργίες ήταν καλά ενσωματωμένες (5a. I found the various	☐	☐	☐	☐	☐

functions in the website were well integrated.)

6α. Θεωρώ ότι υπήρχε υπερβολική ασυνέπεια σε αυτόν τον ιστότοπο (6a. I thought there was too much inconsistency on this website.)

☐ ☐ ☐ ☐ ☐

7α. φαντάζομαι ότι οι περισσότεροι άνθρωποι θα μάθουν να χρησιμοποιούν αυτόν τον ιστότοπο πολύ γρήγορα. (7a. I imagine that most people would learn to use this website very quickly.)

☐ ☐ ☐ ☐ ☐

8α. βρήκα την ιστοσελίδα πολύ δύσκολη στη χρήση. (8a. I found the website very awkward to use.)

☐ ☐ ☐ ☐ ☐

9α. ένιωσα πολύ σίγουρος χρησιμοποιώντας τον ιστότοπο. (9a. I felt very confident using the website.)

☐ ☐ ☐ ☐ ☐

10α. έπρεπε να μάθω πολλά πράγματα πριν μπορέσω να προχωρήσω με αυτόν τον ιστότοπο. (10a. I needed to learn a lot of things before I could get going with this website.)

☐ ☐ ☐ ☐ ☐

Note. If participants select “No” to the question “Είστε δάσκαλος ή εκπαιδευτικός (Are you a teacher or educator?)”, they will be shown the questions above. Once these set of questions are completed the survey will end.

Appendix E: Project Timeline

Month	March														April														May																										
Date	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1	2	3	4	5	6	7
Day of Week	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T							
Week #	Week 1				Week 2				Week 3				Week 4				Week5				Week 6				Week7				Week 8																										
Meeting with Sponsors																																																							
Document Review																																																							
Update Website																																																							
Send out Prelim. Survey																																																							
Interview Educators																																																							
Prelim. Survey Analysis																																																							
Send Out Eval. Survey																																																							
Website																																																							
Presentation/Testing																																																							
Community Center Observations																																																							
Eval. Survey Analysis																																																							
Final Draft of Project Report																																																							

Appendix F: Content Audit



REVMA Hub
Content Audit.xlsx

Appendix G: User Manual



REVMA Hub

Maintenance User Manual



Issued on 7th May, 2026

Version 2026 Edition

About The REVMA Hub



Purpose of the Hub

The REVMA Hub was originally created by the 2025 WPI IQP Team, consisting of Anna Kelly, Prakriti Pragya, Grace Robinson, and Melica Zekavat, advised by Professor Fred J. Looft and Professor Linda C. Looft. Through the 2026 team, the platform was migrated to WordPress using Elementor as a plugin.

The Hub was created to support Roma students and educators teaching Roma students, by acting as a digital repository for materials regarding Roma history, culture, education and inclusive practices.

What You'll Find in This User Manual

- 🔹 **Short Form Videos** Each section contains a video, detailing both helpful information & a step-by-step guide for each task
- 🔹 **Description of Video Content** Before each video, there is a page dedicated to what information the video details
- 🔹 **Additional Resources** Where needed, we have included links to external general tutorials published by Elementor

NOTE: Written sections of this user manual are a supplement to the videos. Tasks are not meant to be completed utilizing the written sections alone. Please watch the provided video before attempting a task.

Why This User Manual Matters

- ◊ **Clarity** It ensures you are informed about Hub maintenance and able to edit the website on your own.
- ◊ **Consistency** It provides a unified understanding of the Hub’s maintenance procedures.
- ◊ **Support** It is a valuable resource to help you navigate maintenance tasks & achieve technical autonomy.

This user manual is a living document and should be updated periodically to reflect changes in the REVMA Hub and addition of new pages/maintenance tasks. Please ensure you are familiar with its contents, as it plays a key role in our shared success.

Important Note

While the User Manual provides valuable information, it does not necessarily constitute a complete picture of the Hub and all tasks, especially those that come to light after the end of the 2026 IQP term. For any questions, please contact Liam Laidlaw & Peter Story (main website developers), or any member of the 2026 IQP team:

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01

Intro to Elementor

1.1 What is Elementor & WordPress?

- Elementor is a website builder plugin for WordPress that increases the visual appeal of your WordPress website
- Elementor is a visual-based Drag-and-Drop software to design and build websites without needing to learn how to code
- WordPress is the platform, while Elementor is the design tool that runs on top of it
- Differences between WordPress & Elementor:

WordPress

- Theme/Plugin-dependent flexibility for website design
- CMS Platform for content
- Gutenberg block editor
- Free cost with paid hosting and themes

Elementor

- High flexibility in design
- Page Builder
- Drag-and-Drop Live Editor
- Both a free and paid version of Elementor (we are using elementor pro)

1.2 Logging into WordPress

Sign-In Information

URL: <https://hub.revmaorg.gr/>

Username:

Password:

1.3 Introduction Video

**REVMA Hub Tutorial:
Introduction to
Elementor & WordPress**



02

Creating a Page in WordPress



2.5 Pages Video

**REVMA Hub Tutorial:
Creating a Page in
Elementor (1/4): Setup**



03

Elementor Layout



3.1 Layout in Elementor

- There is a standardized constraint that all web pages need to work with in Elementor
- This grid is full of different sections called containers.
- These containers act as building blocks that stack vertically as you scroll down the page.
- Inside each of these containers, you can place different widgets like text, images, buttons, and youtube videos.
- Elementor has two primary types of containers: Grid Boxes and Flex Boxes.

Flex Boxes

- Flexible form of layout focused on arranging items over a single axis
- Ideal for simple and responsive designs
- Great to quickly align things like menus and buttons
- An example of flex boxes used in the REVMA Hub is the submission button for resources, as well as the resource archive filters

Grid Boxes

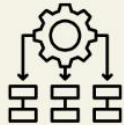
- Rigid form of layout focused on arranging items over both axes simultaneously
- Can define the number of rows and columns for placement of elements
- Used for applications that require rigidity and consistency
- Great for multi-axis applications that need easy creation of equal-height/width grid-based entries
- An example of grid boxes used in the REVMA Hub is the Roma Education statistics in the Learn More Page, as well as the resource gallery in the resource archive

Tasks in Video



3.2 Creating a Blank Container

1. Click the Add Elements menu.
2. Select the widgets section of the menu.
3. Find the Layout category in the menu, and left click and drag the option that says Container.
4. Click and drag this container onto the outlined box that states “Drag Widgets Here” in italics



3.3 Creating a Flex Box

1. Create a flexbox from the Atomic Elements section into the blank container.
2. Left click and drag the Flex box into the container section



3.4 Creating a Grid Box

1. Go to the “Add Elements” menu to find the Grid option in layout.
2. Similar to how we created that blank container, left-click and drag the Grid option onto the Drag Widgets Here zone
3. Adjust the Grid to be 3 Vertical Columns and 1 Horizontal Row (example)
4. Navigate to the structure menu
5. In the Columns and Rows section, type 3 for Columns and type 1 for Rows
6. In the align items menu, select the center option to better align our grid.



3.5 Adjusting Flex Boxes

1. Go onto the Structure menu and left click on the first container.
2. In the direction section select the bottom arrow.
3. In the align items setting select center
4. Repeat the previous steps, but in the direction menu select the arrow pointing to the right to make the direction of our content horizontal rather than vertical.
5. Navigate to the structure menu
6. In the Columns and Rows section, type 3 for Columns and type 1 for Rows
7. In the align items menu, select the center option to better align our grid.

3.6 Layout Video

**REVMA Hub Tutorial:
Creating a Page in
Elementor (2/4):
Web Page Layout**



04

Elementor Basic Elements



4.1 What are Widgets?

- Building Blocks of your website
- Add functionality to website, allowing us to create any website feature ranging from writing text to adding dynamic data from posts
- 5 main widgets:

1) Heading

- A form of writing text designed for titles
- Recommended Widget Section: Atomic Elements
- Purpose: Allows us to insert and customize page heading

2) Paragraph

- A form of writing text designed for content
- Recommended Widget Section: Atomic Elements
- Purpose: Allows us to add and customize content on your website

3) Image

- A form of capturing attention on websites
- Recommended Widget Section: Atomic Elements
- Purpose: Allows us to add and customize pictures on your website, through media stored in WordPress

4) Button

- A way to guide user action
- Recommended Widget Section: Atomic Elements
- Purpose: Lets you add interactive and appealing buttons to your website, enabling easy control of appearance, behavior, and link destinations

5) Divider & Spacer

- A way to organize and separate content
- Recommended Widget Section: Atomic Elements for Divider, Spacer for Basic Elements
- Purpose: Both widgets allow us to control the spacing and visual separation between elements

Tasks in Video



4.2

Adding Heading & Paragraph

- Left click and drag a heading from the Atomic Elements section into the first flexbox.
- Access the edit headings setting and move to the “General Settings”.
- Find the typography section of the Style settings.
- Select the font family selection and type in Inter
- Click and drag a Paragraph widget from the Atomic Elements section of the Add Elements menu below the Heading.
- In the typography settings for the Paragraph widget, we shall give it a font size of 16 PX, and a font family of Inter, similar to the Heading
- Add a spacer underneath the Paragraph Widget.
- Click and drag the spacer block from the basic elements section of the add elements menu below the paragraph in the flex box. When created, adjust the space of the spacer to be 100 pixels



4.3

Adding Images

- Drag the image widget from the Atomic Elements section of the Add Elements menu into each of the grid entries.
- Hover over the image icon in the Edit Image settings and choose the “Select Image” button.

Tasks in Video



4.4 Adding Buttons

- Drag the buttons from the Atomic Elements section of the Add Elements menu onto the last Flex Box.
- For our left button, type in “Youtube” through the edit button menu in the “General” section.
- Add a link, which works by selecting the plus in the Link section
- Activate the open link in new tab setting.
- Replicate the same settings with the second button, putting google with text and using <https://www.google.com/> as the link
- To add space to both buttons, select the Flexbox in the structure menu and find the Gap section of the Style settings in your edit flexbox menu.
- Select one of the two buttons and access the style section of its edit button settings. Go to background and make the button’s background fully transparent.
- Select the border settings and add a black border with curved edges.
- Copy the first button and “paste the style” onto the second button.



4.5 Adding Divider and Youtube

- Add a divider to the website page by dragging its widget to Drag Widget Here button. This will create a blank container specifically for the divider
- Create a new container underneath the divider.
- Create a blank container underneath the divider and drag the youtube widget from the atomic elements onto that container.
- Copy and paste a youtube url and the user will be able to play it from the website.