



Let's know each other:
**Strategy for the Equity
Inclusion of Roma Students**

**“Roma students' inclusion: an
effective interaction with Roma
students and their parents”**

Project code 2020-1-EL01-KA201-078810

PART A

Roma life and education





This work is licensed under **The Creative Commons Public Domain Dedication**.

CC0 (aka CC Zero) is a public dedication tool, which allows creators to give up their copyright and put their work in the public domain. To view a copy of this license, visit <https://creativecommons.org/publicdomain/zero/1.0/>



Disclaimer:

"The European Commission's support for the production of this publication does not constitute an endorsement or approval of all the views and opinions contained therein by the European Commission. It is solely the responsibility of the author(s) to ensure the accuracy, relevance, and timeliness of the information provided. The European Commission is not responsible for any errors or for any consequences arising from the use of the information contained in this publication."



Contents

A guide about "Roma students' inclusion: an effective interaction with Roma students and their parents";

Roma life and education

1. National Roma Integration – 2014 review Key steps taken since 2011	4
2. Educational system	9
3. Roma in each country	23
4. Roma population in Europe	50
5. Policies at educational systems	51
6. European framework	53
7. Education access and outcomes	56
8. Participation in formal education	57
9. Causes of poor educational outcomes	58
10. School and classroom environment	60
11. Level of government action	61
12. Human rights-based approach to education	61
13. Obligations to ensure the right to education for Roma children	62
14. Framework for promoting the right to education	64
15. Right to access education	66
16. Right to quality education	67
17. Child-friendly schools	69
18. School environment Political will and good governance	71
19. Tackling discrimination. Inclusive education	73



1. National Roma Integration – 2014 review Key steps taken since 2011



BULGARIA

Education

Two-year obligatory pre-schooling introduced with language training if needed.

Gradual introduction of all-day school.

In three years (2010-2013), a Bulgarian educational project has brought down the number of children who drop out of school by almost 80%

Employment

80-95 Roma mediators appointed in local employment offices.

Community Development Centres (CDC) promoting the employment of young people and women in marginalised Roma communities were set up in 11 municipalities.

Job fairs targeted at the most disadvantaged including Roma.

Health

Mobile medical units and mediators in areas where the majority lacks health insurance.

X-ray, immunisation of children, medical and gynaecological exams, screenings and prevention of HIV and TB.

Health education and awareness-raising campaigns.

Increase in the number of Roma health mediators.

Housing

Launch of an EU co-financed housing initiative to provide quality homes within an integrated approach (addressing also employment, education and health challenges simultaneously) for Roma people in 4 municipalities (Burgas, Dupinitza, Vidin, Devnya). The municipalities of Varna, Peshtera and Tundzha are also considering taking up this initiative.

Anti-discrimination

Training for police forces on human rights and minority issues.

Local actions include: legal support and information on rights; Encouraging Roma women to participate in public life and the protection of the rights of Roma children through improvement of parental capacity and care.

GREECE

Education

Policy incentives implemented to increase school attendance via two programmes – 'Education of Roma Children' and 'Roma Children in Macedonia and Thrace'

Employment

Implementation of Local Integrated Programmes for Vulnerable Social Groups (TOPEKO).

Continuation of 29 Support Centres for vulnerable groups, including Roma

Health

Focus on preventive healthcare, mainly on vaccination

Housing

Three regional integrated pilot programmes with an infrastructure component.



Anti-discrimination

The Greek Ombudsman has created a separate office for Roma issues.

ITALY

Education

Measures planned to reduce early school leaving rate in Campania, Apulia, Calabria, and Sicily.

National project launched in 2013 involving 13 large municipalities, aimed at increasing school attendance of Roma children in primary and secondary schools

Employment

Promoting vocational training and job orientation.

The national working group on labour has been developing projects targeting Roma people and aiming to prevent early school leaving, integrating migrants, fighting undeclared work, promoting access to services, promoting self-employment.

Creation of a national integration website to improve access for foreign nationals to services such as education, work, housing and childcare.

Health

The national health system provides universal access to healthcare (including Roma people), prevention and uniform criteria for quality services throughout the country. Additional financial allocations in 2012 and 2013 to a national health institute, created to improve migrants' health and to fight poverty-related diseases.

Project "TroVARSI" – Vaccinations for Roma and Sinti – started in 2013, and aims at better protecting Roma children from diseases that can be prevented by ordinary vaccination.

Housing

Efforts to overcome the "camps-system" were made in various areas of the country.

Anti-discrimination

The 'Campaign Dosta! 2012-2013' aims at raising awareness and combating anti-Roma prejudice.

SPAIN

Education

Pre-school education

Support to enrol Roma at 0-3 years, with priority given to families at risk of social exclusion.

Family awareness and support for the participation of families in school, as well as the training of young people as teachers.

Promotion of work, family and personal life conciliation.

Primary and secondary education

Boosting of mediation programmes between families and schools, encouraging the incorporation of male and female Roma professionals.

Boosting of Reinforcement, Guidance and Support Programmes, in order to avoid absenteeism and early school leaving.



Strengthening of accompaniment measures for the transition from primary to secondary education.
Strengthening of the participation of Roma students with learning difficulties or specific support needs in IPQPs (Initial Professional Qualification Programmes) or in CDPs (Curricular Diversification Projects).
Fostering of measures to avoid the concentration of Roma pupils in certain schools or classrooms.

Post-obligatory education

Boosting of labour orientation programmes to prepare for the move from secondary school to professional training and accompaniment in transition phases between school years and stages.
Fostering of university access measures for the Roma, including the promotion of grants programmes.

Employment

Development of specific programmes to train Roma people at risk of exclusion, simultaneously facilitating access to normalised training programmes for access to employment.
Fostering these programmes to reach out to companies, enabling agreements and paid internships
Encouraging new technology training (ICT) for Roma
Encouraging actions to promote access to continual training for male and female Roma workers
Encouraging informative actions on the obtainment of qualifications and professional certificates (by acknowledgement and accrediting of unofficial professional experience and training).

Health

Fostering of policies and actions aimed at reducing health inequalities suffered by the Roma and other population groups, with priority for children, adolescents and young people, with the inclusion of the gender aspect.
Reorientation of health services towards equality, in terms of areas for promotion and the prevention of diseases and healthcare assistance.
Inclusion of specific targets to reduce inequality and attention to diversity of normalised services in the National Healthcare System
Boosting promotion of lifelong health and, particularly, in Roma children and adolescents, including the establishment of active measures.

Housing

Promotion of the classification of “renewal areas for the eradication of sub-standard housing and slums” for slum settlements and sub-standard housing identified in studies
Encouragement for integral intervention programmes, in the process of re-housing, that favours training for the use and maintenance of housing, the implication of persons affected in all phases of the process, labour occupation and the use of



community and education services; boosting the use of Structural Funds (art. 7.2 of the ERDF Regulations)

Search for dignified solutions for homeless or evicted families or those living in condemned buildings.

Anti-discrimination

Promotion of the effective application of European and Spanish legislation against discrimination, the fight against racism and hate crime, applying recommendations of the Council of Europe in terms of antidiscrimination and anti-Roma attitudes to Spain
Strengthening of cooperation with the State Council for the Promotion of Equal Treatment and active participation of Roma organisations

Elaboration of information and awareness materials that address reducing and eradicating the discrimination suffered by Roma

Development of training for civil servants and other key players, particularly legal professionals, the police service, public service and resources professionals and media professionals

Fostering of information, training actions and programmes for Roma, for awareness and knowledge of rights and duties

The establishment of extraordinary measures for Roma women victim of multiple discrimination

The performance of studies and reports that reveal the situation of discrimination of the Roma community (Panel on discrimination of the State Council for the Promotion of Equal Treatment)

Support for programmes and services that provide guidance, accompaniment and legal advice to victims of discrimination (Victim support network).

Special assistance for discrimination of Roma people originating from other countries and the guarantee of their rights.

PORTUGAL

Education

Improved access to education and healthcare through awareness-raising activities.

Vocational training courses.

Promotion of social inclusion amongst children.

Employment

Tailored training to facilitate access to employment and self-employment

Health

National Health Service provides care to Roma through mobile units.

Housing

Survey on the housing situation of Roma communities in 308 municipalities

Anti-discrimination

Consultative Group for the integration of Roma communities.

National Study on Roma communities.

Programme for Municipal Roma mediators.

Awareness raising campaigns.

Roma Women seminars.

HUNGARY



Education

Obligatory pre-school attendance from age 3 will be introduced in the 2014- 2015 school year.

Enrolment rate of Roma children in pre-school has risen and is now high at 79%. Measures to encourage participation, including cash incentives and the extension of Sure Start Children Centres. These centres offer a range of services such as early childhood development, parental counselling, educational programmes for both children and their parents in the most disadvantaged micro-regions, primarily in localities with ghetto and segregated areas.

Employment

Actions aimed at increasing the employability of disadvantaged groups with emphasis on gender.

Roma mentors in Public Employment Services.

Health

Healthcare measures to reduce inequalities, including preventive health care. Special focus on early childhood development (e.g. screening tests) of youth and Roma women.

Awareness-rising campaigns among Roma.

Housing

Systematic approach with the long-term objective of addressing segregation. Cities are now legally required to prepare a Local Equal Opportunity (Desegregation) Plan as a condition for obtaining financial support.

European Regional Development Fund (ERDF) supports integrated housing projects for Roma and other marginalised communities.

Anti-discrimination

Financial support to municipalities provided under the condition that they observe the principles of equal treatment and desegregation.

Amendment of the penal law related to violence against the members of ethnic communities.



2. Educational system



BULGARIA

Bulgarian educational system

Stages of the Education System

Early Childhood Education and Care

Early childhood education and care is managed by local authorities, and is not part of the State's responsibilities, between the ages of 0 – 3. Between the ages of 3 – 6/7 it becomes part of the responsibilities of the Ministry of Education and Science.

Kindergartens are institutions within the pre-school and school education system for raising, education, and socialization of children from age of 3 up to the age of 7 (entering first class) in line with the state pre-school education standard. Children aged 2 can also enter kindergarten in line with the conditions and rules of the Law on Pre-School and School Education.

Kindergartens are municipal or private. Public kindergartens can be opened as an exception to the Ministry of Defense or on the grounds of an international treaty. Kindergartens to the Ministry of defense are aimed to raising, education and socialization of children of military and civil personnel of the Ministry.

Central kindergarten is a municipal kindergarten, which is situated in the closest settlement of the municipality or a neighboring municipality, where children from the settlements with no kindergarten or a school providing mandatory pre-school education are raised, educated, and socialized.

Education and training of children in kindergartens is organized and provided in line with the Pre-school Education State Standard. School readiness is assessed at the end of pre-school education stage by comparing acquired learning outcomes with the learning outcomes described in the standards. School readiness certificate is issued.

Pre-school education is included in the National Qualifications Framework of the Republic of Bulgaria, which was adopted by Council of Ministers' Decision No 96/2002. In this level knowledge, skills and competences (self-dependence and responsibility, and communicative and social competences).

School Education

School education is mandatory from age of 7 on or from age of 6 according to parents' assessment to age of 16. It provides for education and up-bringing of students according to their individual needs and in line with the requirements and expectations for a successful realization in civic society.

The school is an institution in the system of pre-school and school education, which train, educate and socialize students and provide the conditions for the completion of grade and stage and / or to acquire education. As specified in the Law on pre-school and school education cases, the school provides conditions for acquisition of a vocational qualification.



Schools may provide compulsory preschool education of children in the terms and conditions of state educational standards for pre-school education and state educational standard for physical environment and information and library provision of kindergartens, schools and centers of support for personal development.

Schools are state, municipal, private or religious. According to the type of training schools are non-specialized and specialized.

According stage or level of education non-specialized schools are:

1. primary (I - IV class inclusive);
2. main (I - VII class inclusive);
3. schools (VIII - XII class inclusive);
4. united (I - X including class);
5. secondary (I - XII class inclusive).

Higher Education

The Republic of Bulgaria is also among the first countries which signed in 1999 in Bologna the Joint Declaration for European Higher Education Area.

The higher education governance is performed at state and institutional level. The state is responsible for the development and the implementation of a long-term national policy and establishment of conditions, which guarantee the academic autonomy of higher education institutions, the quality of education, and the provision of adequate conditions for performing scientific research.

The institutional management is performed according to the rights for an academic autonomy of the higher education institutions, but the state assists for development of modern institutional governance through distribution of resources on a competitive basis. Bulgaria works actively towards building up of a favorable environment for modernization of higher education, in line with the needs of the society and of the business. Good practices are studied and multiplied. Possibilities for introduction of new models, which are related to application of modern approaches for institutional governance leading to better financial management, are studied.

Adult Education

Adult education is a priority and takes many forms, ranging from formal class-based learning to self-directed and e-learning. Local authorities are responsible for framing adult education policies for their respective regions. Adult education is most often provided by Licensed Vocational Training centers, as well as Trade Unions. For a brief description of the different levels of the education system and other related topics such as teachers and special needs education, please read the Organisation and Governance and of each educational level: Early Childhood Education, Integrated Primary and Lower Secondary Education, Upper Secondary Education and Post Secondary Non Tertiary Education, Higher Education and Adult Education and Training

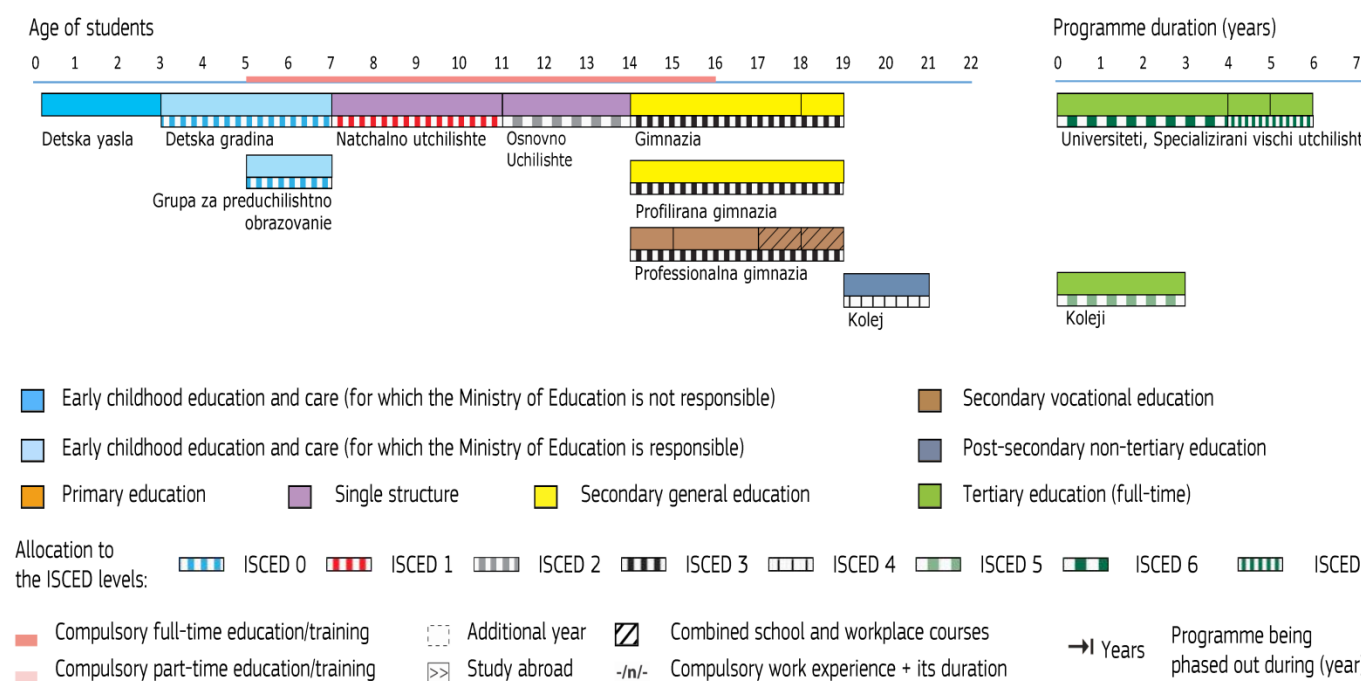


For a brief description of other main topics regarding the national education system, please read the introduction article of Funding education, Teachers and education staff, Management and other educational staff, Educational support and guidance, Quality assurance, Mobility and internationalisation

For information on recently adopted or planned reforms and policy measures, please consult topic Ongoing Reforms and Policy Developments

While Eurypedia provides comprehensive and comparable information, further information may also be found on the websites of the Ministry of Education and Science, as well as that of the National Statistical Institute.

Bulgaria – 2020/21



GREECE

Greek educational system

Stages of the education system

Compulsory education lasts 11 years and extends from the ages of 4 to 15. The stages of the Greek education are mainly 3:

1) Primary education

Primary education includes pre-primary and primary schools.

Nipiagogeio

Nipiagogeio (pre-primary school) in Greece has become compulsory for all 4-year-old children, since school year 2018/19. School year 2020/21 foresees the integration of the two-year compulsory pre-primary school in the few remaining municipalities. Infant centres (vrefikoi stathmoi), infant/child centres (vrefonipiakoi stathmoi) and child centres (paidikoi stathmoi) represent early childhood care. They are run under the remit of the municipal authorities. They cater for children between the ages of 2 months and up to the age of the beginning of compulsory education.

Dimotiko scholeio

Primary education is the next stage. Dimotiko scholeio (primary school) spans 6 years. It concerns children in the age range of 6-12 years.

Since school year 2016/17, there is a single type of school with a new revised daily timetable. Within this framework, all pre-primary and primary schools provide an optional all-day programme.

2) Secondary education

Secondary education includes two cycles of study:

Gymnasio

The first one is compulsory and corresponds to gymnasio (lower secondary school).

- It lasts 3 years
- It provides general education
- It covers ages 12-15
- It is a prerequisite for enrolling at general or vocational upper secondary schools
- Parallel to day gymnasio, evening (esperino) gymnasio operates. Attendance starts at the age of 14.

Lykeio

The second one is the optional geniko or epangelmatiko lykeio (general or vocational upper secondary school).

- It lasts 3 years
- Pupils enrol at the age of 15
- There are two different types:
 - a. **Geniko (general) lykeio.** It lasts 3 years and includes both common core subjects and optional subjects of specialisation
 - b. **Epangelmatiko (vocational) lykeio.** It offers two cycles of studies:
 - i. The secondary cycle
 - ii. The optional post-secondary cycle, the so-called "apprenticeship class".

Parallel to day lykeia, there are also:



1. Esperina genika (evening general) lykeia
2. Esperina epangelmatika (evening vocational) lykeia.

Post-secondary education

- II. Institouta epangelmatikis katartisis – IEK (vocational training institutes) are the main providers of post-secondary non-tertiary education. They operate in the non-formal education framework. They lead to the acquisition of nationally recognised certificates.
- III. Kollegia (colleges) provide non-formal post-secondary education and training and are part of the private sector. They award degrees, titles, study certificates or any other certificate which can be recognised as professionally equivalent to higher education degrees awarded by the Greek formal education system.

3) Tertiary education

Higher education is the last level of the formal education system. Most undergraduate degree programmes take 4 academic years of full-time study.

Postgraduate courses last from one to two years, while doctorates at least 3 years.

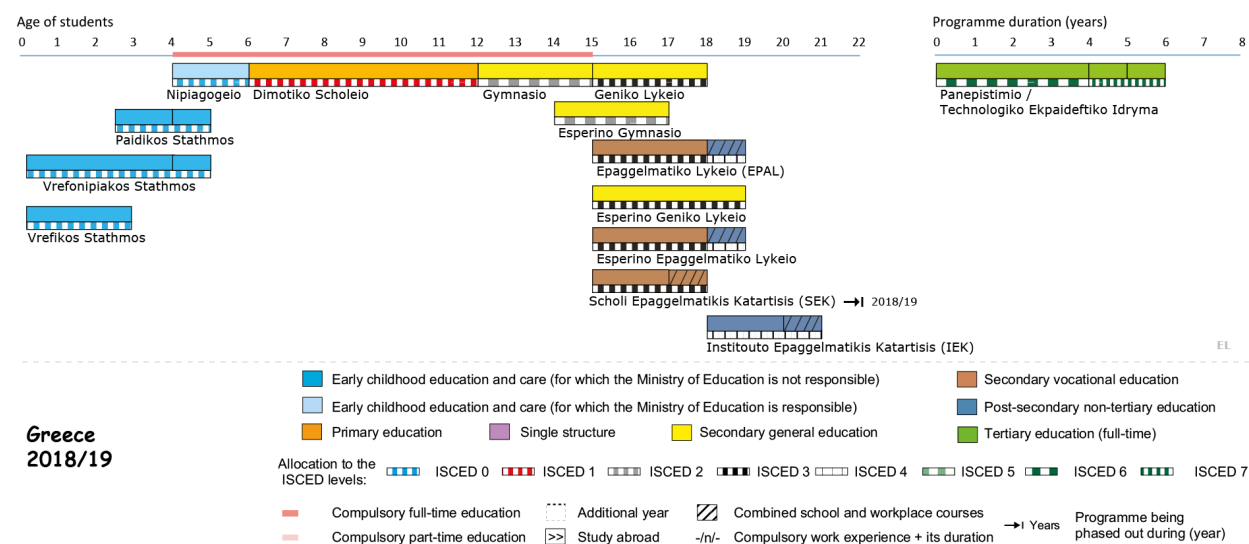
HE comprises:

The university sector (panepistimio):

Universities

Polytechnics

The School of Fine Arts.



Spain educational system

Stages of the education system

Pre-primary education is up to 6 years of age. Although it is not a compulsory education stage, the second cycle is free in all publicly-funded schools (public schools and publicly-funded private schools). Public schools providing it are called pre-primary schools and those also offering primary education are called pre-primary and primary schools.

Basic education is compulsory and free in publicly-funded schools. It lasts ten years and it is divided into two stages:

- **Primary education**, provided in primary schools. It covers six academic years, usually studied between the ages of 6 and 12
- **Compulsory secondary education**, studied in secondary schools, between the ages of 12 and 16. At the end of this stage, students receive the first official certificate, the Lower Compulsory Secondary Education Certificate, which allows them to have access to upper secondary education or the world of work.

Upper secondary education is also provided in secondary schools. It lasts two academic years, usually studied between the ages of 16 and 18. It offers two possibilities: **Bachillerato** (general branch) and **intermediate vocational training** (professional branch). The latter is also provided in vocational training integrated institutions and in national reference institutions.

The reforms of vocational training provision include:

- creation of **basic vocational training cycles**: they can be taken by students aged 15-17, among other entry requirements that have been established
- development by the education authorities of **dual vocational training** in the education system.

Higher education comprises university and professional studies. **University education** is provided in universities and **advanced vocational training** is provided in the same institutions as those offering intermediate vocational training.

Adult education and training cover different types of provision offered by the education and employment authorities, provided by institutions from different nature. Classroom-based education leading to the award of official degrees of the education system is provided in ordinary schools or specific schools for adults. Adult education and training is aimed at people aged over 18 and, as an exception, workers aged over 16 who cannot attend school in ordinary regime or high performance athletes.

Apart from these studies, the Spanish education system offers specialised education:

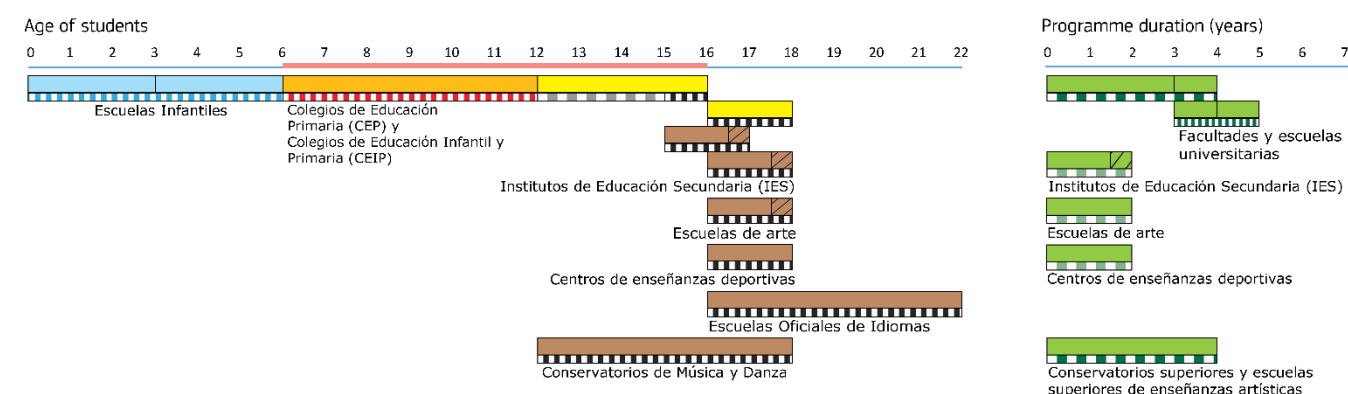
- **Language education**, including the teaching and learning of different languages at levels A1, A2, B1, B2, C1 and C2 according to the Common



European Framework of Reference for Languages (CEFR). These studies are provided at official language schools.

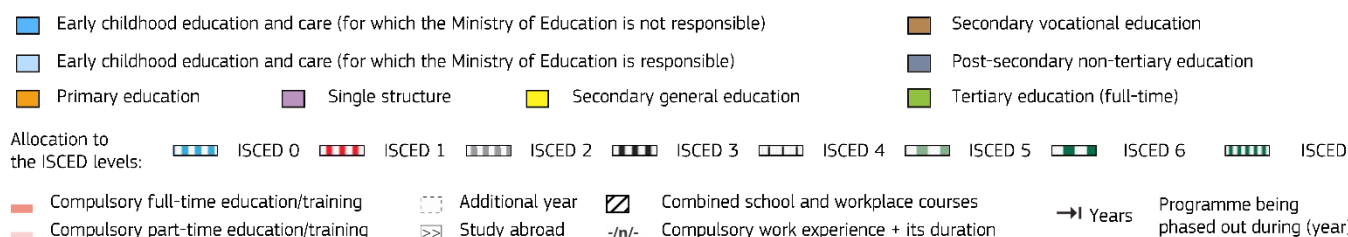
- **Artistic education**, including elementary Music and Dance education, professional artistic education and advanced artistic education. These studies are provided in different specific schools, according to every kind and level of education
- **Sports education**, organised in intermediate and advanced training cycles and provided in the same institutions as those providing vocational training

Spain – 2020/21



Note: *Escuelas oficiales de idiomas* offer language courses that may last for 11 years.

Some of the education provision of *Conservatorios* can be recognised/validated in full-time mainstream education programmes and contribute to the obtaining *Bachillerato* certificate *Bachiller artístico*.



Italian educational system

Stages of the education system

The Italian education and training system includes ECEC (0-3 and 3-6), primary, secondary, post-secondary and higher education.

Early childhood education and care (ECEC)

ECEC for children aged less than 3 years is offered by educational services (*servizi educativi per l'infanzia*)

ECEC for children aged from 3 to 6 years is available at preprimary schools (*scuole dell'infanzia*).

The two offers make up a single [ECEC](#) [12] system, called 'integrated system', which is part of the education system and is not compulsory. Although being part of the same system, the ECEC 0-3 is organised by the Regions according to the single regional legislations, while the 3-6 offer is under the responsibility of the Ministry of education.

Compulsory education

[Compulsory education](#) [13] starts at 6 years of age and lasts for 10 years up to 16 years of age. It covers the whole first cycle of education and two years of the second cycle. The last two years of compulsory education can be attended either in an upper secondary school or within the regional vocational education and training system.

Compulsory education can be undertaken either at State school or at [scuole paritarie](#) [14] or, subject to certain conditions, at merely private schools or through home education.

In addition, everyone has a right and a duty (*diritto/dovere*) to receive education and training for at least 12 years within the education system or until they have obtained a three-year vocational qualification by the age of 18.

First cycle of education

The first cycle of education is compulsory and is made up of [primary](#) [15] and [lower](#)



[secondary](#) [16]

education.

Primary education (*scuola primaria*) starts at 6 years of age and lasts 5 years.

Lower secondary education (*scuola secondaria di I grado*) starts at 11 years of age and lasts 3 years.

Within the first cycle, students pass from one level to the next one without exams. At the end of the first cycle of education, students who pass the final state examination progress directly to the second cycle of education, the first two years of which are compulsory.

Second cycle of education

The second cycle of education starts at the age of 14 and offers two different pathways: the upper secondary school education

- the regional vocational training system (IFP).

The first two years of the second cycle of education are compulsory.

The [upper secondary](#) [17] school education (*scuola secondaria di II grado*) offers both general (liceo) and vocational (technical and vocational) programmes. Courses last 5 years. At the end of the upper secondary school education, students who successfully pass the final exam, receive a certificate that gives them access to higher education.

The regional vocational training system ([IFP](#) [18]) offers three or four-year courses organised by accredited training agencies or by upper secondary schools. At the end of regional courses, learners receive a qualification that gives them access to second-level regional vocational courses or, under certain conditions, short-cycle courses at higher education level.

Higher education

The following institutes offer education at [higher level](#) [19]:

- Universities (polytechnics included);
- High level arts, music and dance education institutes (Alta formazione artistica, musicale e coreutica - Afam);
- Higher schools for language mediators (Scuole superiori per mediatori linguistici - SSML);
- Higher technical institutes (Istituti tecnici superiori - ITS).

Access to university, Afam and SSML programmes is solely for students with an upper secondary school leaving certificate. The Ministry of education and individual institutions establish the specific conditions for admission.

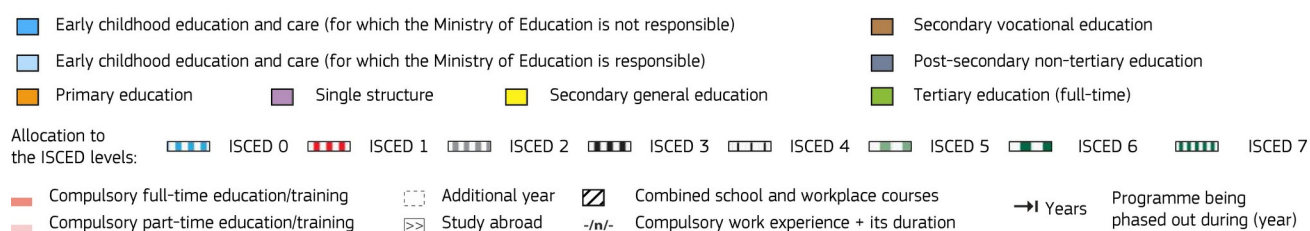
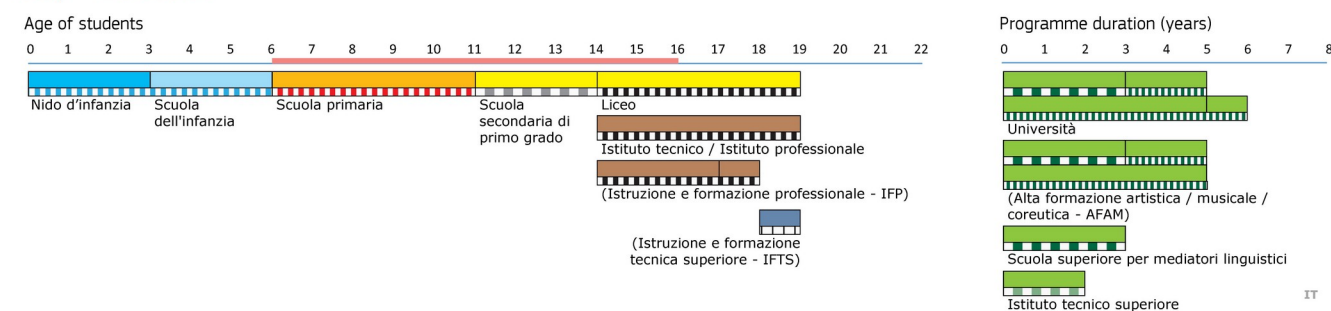


Courses at ITSs are accessible to students with an upper secondary leaving certificate and to students who have attended a four-year regional vocational course followed by an additional one-year course in the Higher technical education and training system (IFTS). ITS offer short-cycle bachelor programmes, according to the Bologna structure.

Adult education

Adult education includes all activities aimed at the cultural enrichment, requalification and professional mobility of adults. Within the broader term 'adult education', the domain "school education for adults" (*istruzione degli adulti*) only refers to the educational activities aimed at the acquisition of a qualification as well as to literacy and Italian language courses. Adult education is provided by centres for school education for adults (*Centri provinciali per l'istruzione degli adulti* - CPIA) and by upper secondary school.

Italy – 2020/21



PORTUGAL

Portuguese Education System

Stages of the education system

Compulsory education lasts 12 years, between the age of six and 18 or until the conclusion of upper secondary education.

The Portuguese education system is divided in pre-school education (from the age of three until the start of basic education), basic education (6 to 15 years old) and upper secondary education (15 to 18 years old).

Pre-school education

Pre-school education covers children from three years old up to the age of compulsory schooling (six years old). Attending pre-school education is optional.

Basic education

- the first cycle corresponds to the first four years of schooling (grades one to four).
- the second cycle corresponds to the next two years (grades five and six).
- the third cycle lasts for three years and corresponds to lower secondary education (grades seven to nine).

Upper secondary education

Upper secondary education lasts for three years and corresponds to grades 10, 11 and 12 of upper secondary education, organised into different types. Some are geared towards further studies, others via dual certification (academic and vocational), the latter combining general, technical and work placement training.

Post-secondary non-higher education

This level is taught through technological specialisation courses, which provides highly qualified technical training geared towards the world of work or continuation of higher-level studies. It usually lasts for one year and is designed for young people over 18 years of age who have completed 12 years compulsory schooling.

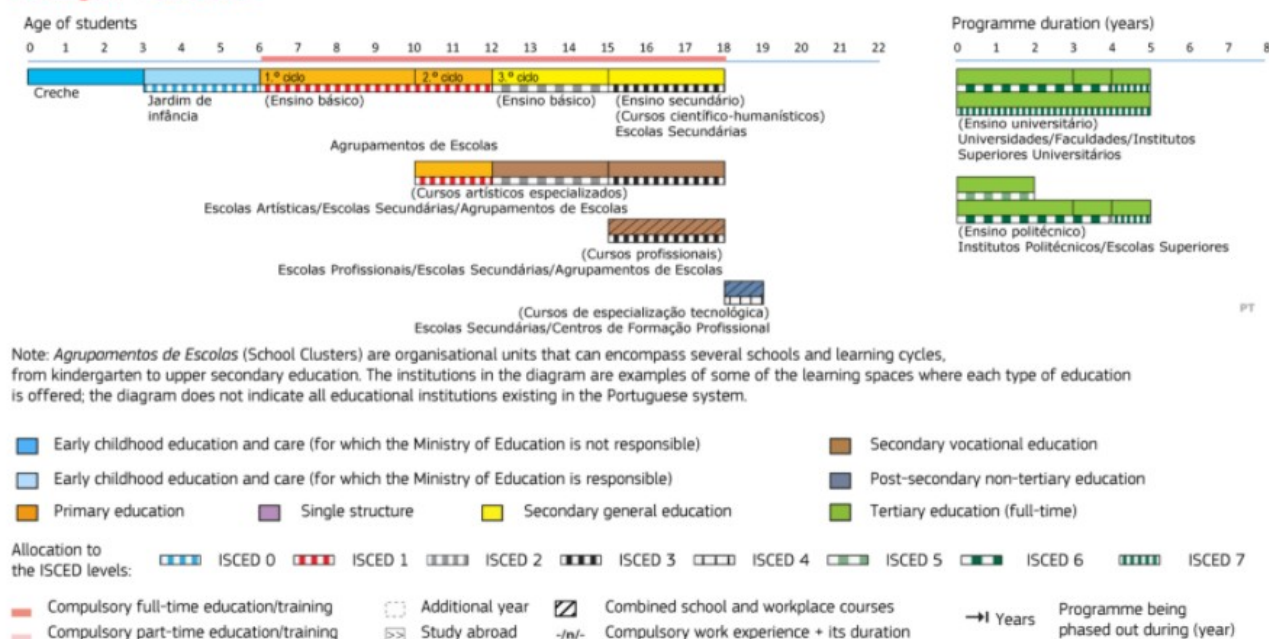
Higher education

Portuguese higher education is a binary system that includes the university and polytechnic systems. Universities are oriented to offer solid scientific training, combining the efforts and competences of teaching and research units, while polytechnics focus on professionally oriented vocational and advanced technical training.



Structure of the national education system

Portugal – 2020/21



Source: Eurydice 2020/21

HUNGARY

1. HUNGARIAN EDUCATION SYSTEM

In Hungary, schools and kindergartens are established and maintained by the state, local governments, minority local governments, legal entities (foundations, churches, etc.) as well as natural persons. About 90 per cent of children attend public sector institutions.

The maintenance of the education system became more centralized. In January 2013, the state took over the maintenance of public education institutions (with the exception of kindergartens) from the local authorities. The Government established Klebelsberg Institution Maintenance Centre for the maintenance of these institutions. Local governments get contribution from the central budget to finance kindergarten education, they are responsible for the organisation of ECEC on their settlement. Minority governments are allowed to establish schools and teach in their own languages.

Teaching and assessment

The minimum level of final qualification required for employment as a teacher is BA for teachers teaching at ISCED 0 and 1. It is BA or MA for teachers teaching at ISCED 2 and MA for teachers teaching at ISCED 3.



Teachers are free to choose their teaching methods. Every five years their work is evaluated by external experts contracted by a central Inspectorate.

In accordance with the provisions of the Act on Public Education, reading and mathematical literacy are tested on the full population of 6, 8 and 10 graders in May of each school year.

An annual foreign language assessment of all pupils learning English or German as a first foreign language was introduced in June 2015 in grades 6 and 8. The Educational Authority organises the assessment and tests the reading comprehension of pupils.

Dual vocational education and ESL

The Vocational Training Act (adopted in 2011) introduced the 3-year vocational training system with reinforced dual elements, which provides practical training (in addition to theoretical classes) already from the first grade of vocational school. First it was applicable for students who entered vocational school (grade 9) in September 2013.

The early school leaving target rate for 2020 in the EU is 10 %. Hungary undertook this target rate by 2020. In 2016 the Hungarian early school leaving rate was 12,4 %.

Stages of the Education System

Participation in education is mandatory between the ages of 3 and 16. 10 years plus 3 year kindergarten education are compulsory. However, studies are financed until the age of 18.

- ISCED 0: 3 years
- ISCED 1: 4 years
- ISCED 2: 4 years
- ISCED 3: 2 years

Creche (bölcsöde) is a welfare institution catering for children aged 20 weeks to 3 years and providing professional day care and development. **Kindergarten** (óvoda) education and care is offered for children aged 3-6 and is compulsory from age 3.

Primary and lower secondary education (ISCED 1, 2) is organised as a single-structure system in 8-grade basic schools (általános iskola) (typically for pupils aged 6-14, covering grades 1-8). Upper secondary education (ISCED 3, typically for pupils aged 14-18, usually covering grades 9-12) is provided by general secondary schools (gimnázium), vocational secondary schools (technikum/szakgimnázium) or vocational schools (szakképző iskola) or vocational school for special education (szakiskola). However, general secondary schools are also allowed to offer longer programmes starting earlier (from Grade 5 or 7).

General secondary schools provide general education and prepare for the secondary school leaving examination, which is the prerequisite for admission to higher education. Secondary vocational schools provide general and pre-vocational education, prepare for the secondary school leaving examination and offer vocational post-secondary non-tertiary programmes (ISCED 4 C). **Vocational schools** provide general, pre-vocational and vocational education and may also provide remedial lower secondary general education for those who have not accomplished basic school. Students can continue their studies to get upper secondary general school examination certificate after finishing their vocational programme.

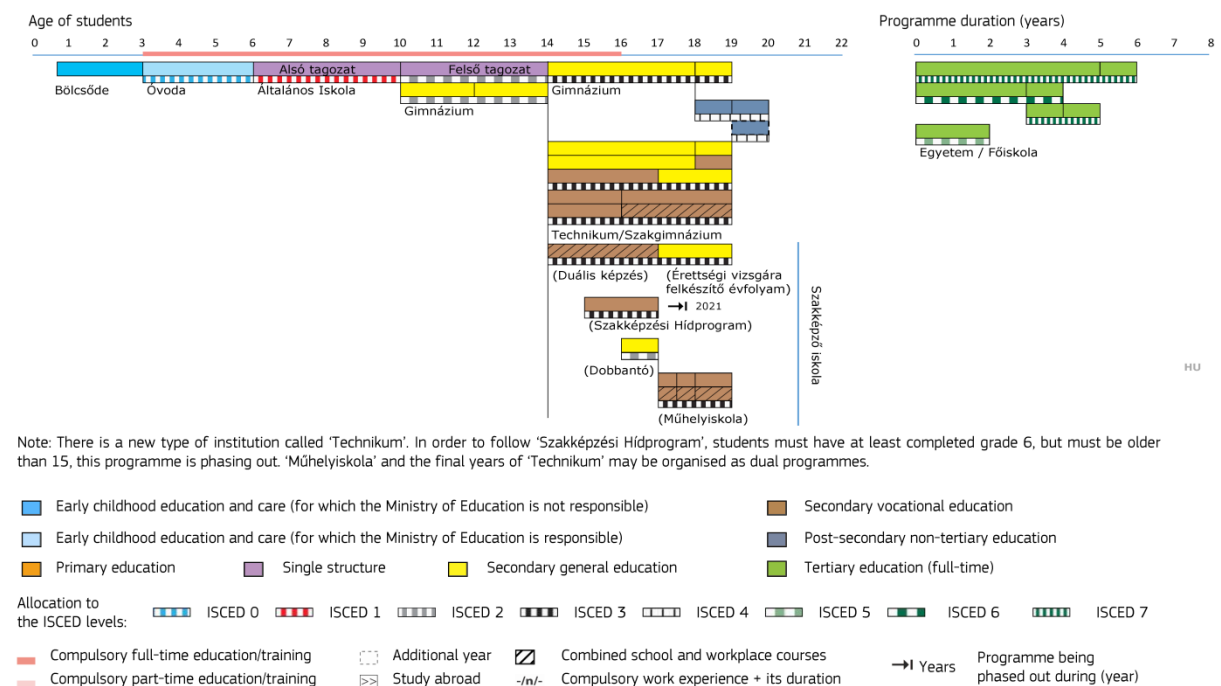


Higher education programmes (ISCED 5A, 5B, 6) are offered by public or private universities (egyetem) and colleges (főiskola) (non-university higher education institutions). In accordance with the three-cycle Bologna degree structure, there are Bachelor degree programmes lasting 6-8 semesters (ISCED 5A, 180-240 ECTS credits), which can be followed by Master degree programmes (ISCED 5A, 60-120 ECTS credits) for another 2-4 semesters. The third cycle provides doctoral studies (ISCED 6). Nevertheless, there are also undivided long programmes (10-12 semesters, 300-360 ECTS credits, ISCED 5A) in some disciplines, e.g. medicine or law.

Adult education and training includes part-time general education programmes at all ISCED levels, vocational education, as well as a wide range of non-formal courses provided by the public and private sector.

Structure of the National Education System

Hungary – 2020/21



3. Roma in each country

BULGARIA

The Roma Of Bulgaria - Roma in Kazanlak

The Roma Of Bulgaria

Today's Roma living in Bulgaria settle here at different times, coming from different places. The first Roma wave to the Balkans was in the 11th, 13th, 14th centuries. Due to the different names given to the Roma by Byzantine and other historians, it is not clear since when the first reports of the arrival of Gypsies in the Balkans date back. According to most gypsyologists, for the first time gypsies, under the name "atsingani", are described in "Life of St. George of Athos", dated back to 1100, telling about events from the middle of the 11th century.

Research shows that the first reliable springs for permanent settlements of Gypsies in Bulgaria are barely from the 13th-14th century. New groups of Roma settled with the arrival of the Turks and in the following centuries. In the 17th and 18th centuries, they were joined by Roma fleeing Wallachia and Moldova, where they had the status of slaves at the time. This gradually changed the source of Roma migrations in the Bulgarian lands - not from Asia Minor, but from the territories of today's Romania.

According to data of the National Statistical Institute as of 01.02.2011 the persons who exercised the right to a voluntary answer to the question of ethnic self-determination were 320,761 citizens who self-identified as Roma. This ethnic group is the third largest. The Roma community is heterogeneous. It consists of separate groups: Daskane Roma, Horahane Roma, Kalderashya, Kalayjesi, Ludari.

In the last 15 years, the decline in the birth rate in the Roma community has been particularly pronounced. The early birth rate (per 1,000 girls under the age of 18) decreased from 690 to 508 ‰ by 2011. The Roma are the community with the highest infant mortality - 25.0 per thousand newborns or 2.6 times higher than among ethnic Bulgarians. The main reasons are mass and deep poverty, poor hygiene, early and frequent births of mothers. The Roma are the community with the highest share of premature mortality and the shortest life expectancy (Tomova, Pamporov, Milenkova, 2009).

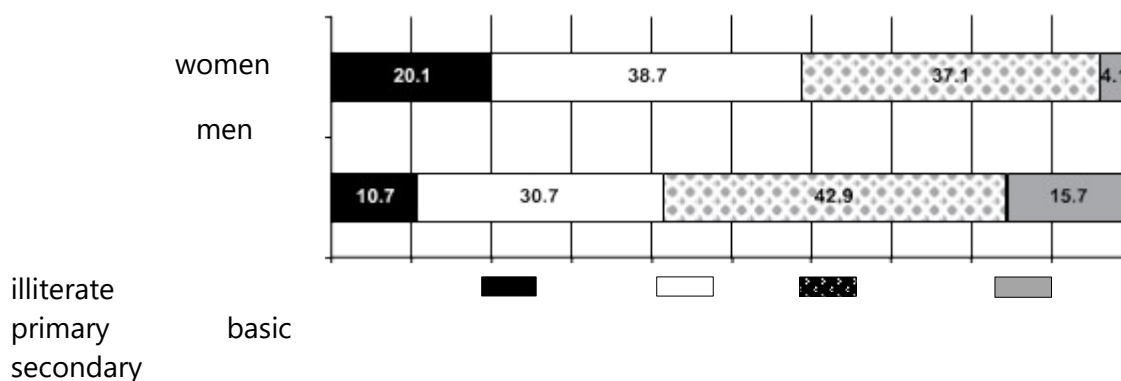
Education

Educational level of the Roma

Both official statistics and various surveys show that the educational level among the Roma community is the lowest compared to other ethnic groups.

At the same time, there is a serious difference in the educational level of men and women in the Roma community itself. Illiterate Roma women are twice as many as men.



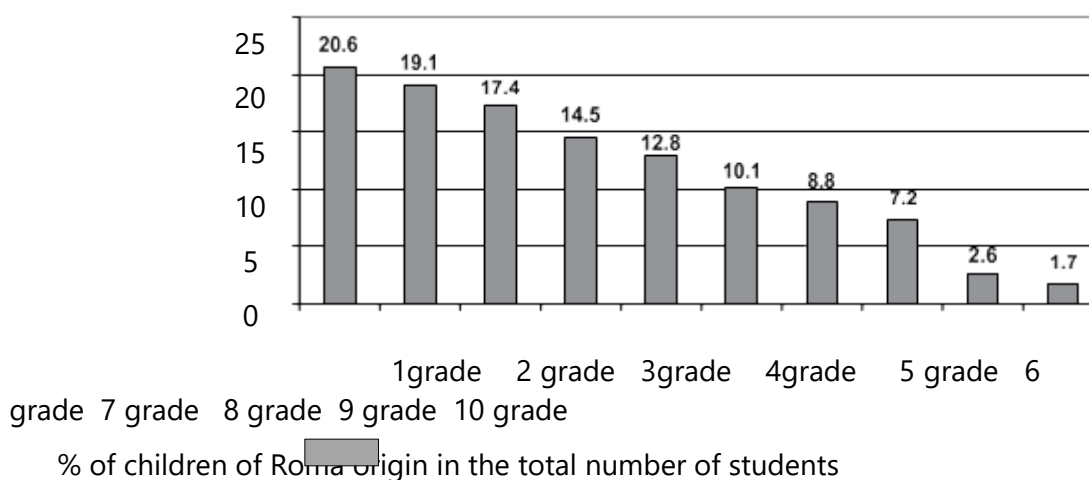


The non-admission and early dropping out of Roma children is a problem for the Bulgarian society as a whole.

The reasons for the low educational level of the Roma should be sought both in the Roma community itself and in the Bulgarian educational system.

The problems in the field of education are different in the different Roma groups, each of which has its own specifics and, accordingly, different educational attitudes.

Share of children of Roma origin in the total number of students



Since 1996, the Open Society Institute - Sofia has been assisting in the building and inclusion of the Roma community in civil society and the process of developing policies for Roma participation in the socio-political life of the country. The initiatives are aimed at supporting and civic monitoring of the process of equal integration of Roma in Bulgarian society by formulating evidence-based integration policies, overcoming negative stereotypes about Roma and promoting Roma inclusion.

Scholarship program for students of Roma origin studying in medical specialties started in 2008 with only twenty-three students at a time when practicing



Roma medics were only few. Over time, the program gradually gained popularity and more and more young people of Roma origin choose to dedicate themselves to medicine. In 2010 the number of scholarship holders exceeded 100. So far, more than 400 scholarships have been awarded, and more than 250 people are already practicing in various medical institutions in Bulgaria.

The Roma in the municipality of Kazanlak

According to data from the National Statistical Institute as of 2011 the Roma in the municipality of Kazanlak number 3738 people, according to the self-determination of the persons, with a relative share of 5.5% compared to the national average of 4.9%.

There are two ethnic neighborhoods in the town of Kazanlak: one in the Carmen neighborhood with a total of 117 apartments, and the other in the Kasma area. There are also Roma neighborhoods in the small settlements of Kazanlak municipality. These are the village of Hadjidimitrovo, the village of Sheynovo, the village of Buzovgrad, the village of Gorno Cherkovishte, the village of Razhena.

Two health mediators (also of minority origin) have been appointed to the municipal administration, who work in the separate Roma neighbourhoods and neighbourhoods on the territory of the town of Kazanlak.

Since 2015 A youth mediator has been appointed to the municipality under the national program "Activation of inactive persons". The mediator consults and informs young people up to the age of 29 who do not work, do not study and are not registered with the Labour Office Directorate

In 2019 an educational mediator has been appointed in our school. The aim of the educational mediator is to be an intermediary between families, local communities, students and the school. To contribute to the coverage and quality of school education of the students in the school, as well as to promote cooperation between the parents of students at risk of dropping out with the pedagogical specialists in the school. Every year about 12% of students that start their education at our school are Roma and 8 % of them graduate. It is a good number according to the statistics that show 20% start their education and only 1.7 % manage to finish their education. This is a good assessment about the work with Roma students at our school.



The Roma Of Greece - Roma in Rhodes

The Roma Of Greece, settled or displaced, are part of the Roma living in almost all parts of the world. They first appeared around the 11th century in areas of the Byzantine Empire and somewhere between the 14th and 15th century in today's Greek area. Since then they have lived in various parts of Greece, from Crete to Thrace, and according to their particular perceptions and social structure have been organised in temporary or permanent settlements. They depend their economic activities on market needs presented to the surrounding society.

After the First World War, and particularly after the Asia Minor Disaster, a second large Roma migratory stream entered Greece from the Constantinople and Izmir area (Ioannidou 1990:436). Some Roma groups who have apparently moved from Romania and Albania, as early of the 20th century to just as recently, use many elements of the Romanian and Albanian language.

Today, the population of Roma living in Greece is estimated at 160 to 200 thousand (Vavougios, 2008), according to other estimates the population does not exceed 100-120 thousand. There are many areas in Greece where they are permanently installed or periodically installed. Some areas, in large population, include the following: Athens (St. Barbara, Liosia, Zefiri, Aspropyrgos etc), Thessaloniki (Dendropotamos, Eleftherio-Kordelio, Evosmos, Menemeni, Nymfopetra etc), Agrinio, Alexandria Imathia, Alexandroupolis, Amaliada, Amfissa, Gastouni, Didimoticho, Examilli Corinthia, Thebes, Kato Achaia, Komotini (Hephaestos), Mesolongi, Nea Alikarnassos Iraklio, Nea Ionia Magnisia, Xanthi, (Pournalic, Genisea, Gazchane, Drosero etc), Orchomenos, Sapes, Serres (N.Heraklia, Flambouro etc), Sofades, Farsala, Florina and Chios. The Greek Roma community is not a single national cultural and linguistic entity. The differences between them are many and may concern the country of origin (Romania, Albania, Turkey etc), the degree of their assimilation of the Greek society, religion (Christians, Muslims), the form of the language they speak and the degree of establishment (installed or removable) among others. That is why description of the Roma of Greece obliges the researcher to confine themselves to the data presented without major differences to almost all Roma living in Greece.

The settled Roma of Greece do not have a particular type of accommodation or any residence at all. Some reside in apartments (Agia Varvara Attici), others in shacks (IpheostosKomotini) and some in classical houses in the Greek countryside (Flambouro Serres). Others who move for short or long periods of time stay in specially designed trucks, which are also used to transport goods, or in closed- type semi- trucks or tents. The practice of staying in caravans common to the Roma of Western Europe has never been adopted in Greece.

The settled or semi- settled Roma in Greece are of Greek nationality, they are registered at the municipality where they reside and enjoy the rights and obligations that all Greek citizens have. This possibility was generalised in the late 1970s, and until 1955 they were not considered as Greek citizens but foreigners and issued a special ID card from the Department of Aliens (Vassiliadou & Pavli-Korres, 2011 March 2013)



The long-lived coexistence of Greek Roma with non- Roma' Greeks has had an impact on cultural and ideological elements, which in some Roma groups (very few) has been intense while in most groups the particular characteristics of the Roma society remain predominant. Those groups that accepted the cultural impact of the rest of the Greek society, assimilated and followed the social standards and cultural values that are dominant in Greek society (i.e. type of profession, economic activities, lifestyle, education etc). The other groups, which are exclusively mentioned by the relevant bodies of the Greek state and the European Union when discussing issues of racism, intercultural education etc; are those that have resisted and continue to resist assimilation. What differentiates the Roma from the rest of the Greeks is their insistence on diversity, which consists mainly of the different lifestyle, values and ideals they embody, and which are particularly felt in the field of education.

The reservations that the non- Roma' society have towards the Roma remain within the school site, where they are forced to coexist. There, a peculiar racism develops in which the school is called upon to alleviate if they cannot completely eradicate it.

At the level of education we have been systematically involved with the Roma since the early 1980s, when the Ministry of Education set up a series of working groups/committees to study the issue of Gypsy education, while the local branches of the then General Secretariat for Popular Education (GSPE) were invited to reflect the situation of Gypsies in their area (Vasiliadou & Pavli-Korres, 2011). In general, it seems that at this time, dealings with the Gypsies mainly pass through the General Secretariat for Popular Education (GSPE), which represents the central adult education unit in Greece. At the same time, educational activities for the Roma are starting again mainly through the GSPE. Also within the two decades (1980 and 1990), we have had small and medium- scale intervention programmes such as: The program "Poverty 3" by Aristoteleio University of Thessaloniki <http://users.auth.gr/gtsiakal/Poverty3/ftwxeia.htm> (Kogidou et al.,1997), while large-scale intervention programmes have been refined and assigned to universities in the second half of the 1990s, which, with some intermediate management gaps in funding and adjustments to their axes, continue to this day. Within these programs, but also independently, there is a continuing interest in the education of Roma children and this interest is substantiated by an ever- increasing production of relevant studies.

The universities that undertook these programs in chronological order are: a) The University of Ioannina between 1997-2001 ("Gypsy Education Program" with scientific supervision by A. Gotov), b) Again, the University of Ioannina between 2001-2004 (Program " Integration of Gypsies in school" with scientific author P. Papakonstantinou), <http://www.uoi.gr/services/epeaek/metro11/ergo0664.htm>
Program: "Gypsy Education" at the University of Ioannina 1997-1999

<http://edu.pep.uoi.gr/eeakaee/ROMA>

Program: "Inclusion of Gypsies in the School" at the University of Ioannina 2002-2004

c) The University of Thessaly (Program "Integration Of Gypsies in the School" with the scientific responsibility of N. Mitsis) between 2006- 2008
http://www.pre.uth.gr/main/index.php?option=com_content&view=article&id=374:tsiganopaides-2006-2008 &catid = 35: epeaek-

programs &Itemid = 52



d) Between the period 2010- 2013 (with extensions until 2015), The National and Kapodistrian University of Athens undertook to implement the program in the regions of Attici, Peloponnese, Central Greece, Thessaly, Epirus, Crete, Northern & Aegean (Program: "Education of Roma children")

and e) The Aristotelio University of Thessaloniki for the regions of Central Macedonia, Western Macedonia, Eastern Macedonia and Thrace("Education of Roma Children" with the scientific responsibility of E. Tresos) [http://roma.eled.aut.h.Education of Roma children >>of AUTH-ETS 2010-2013](http://roma.eled.aut.h.Education%20of%20Roma%20children%20of%20AUTH-ETS%202010-2013).

The ESPA Program "Education of Roma Children" / University of Athens / School of Philosophy /Center for Intercultural Education (KEDA) – <http://www.keda.gr/roma>

Program: "Education of Roma Children ", University of Athens 2010-2013 implemented by the University of Athens can be considered as the physical continuation of the programs by the University of Ioannina and The University of Thessaly respectively. Looking through the actions of the first program implemented at The University of Ioannina, we see that extensive mapping of the student population and families were done at the time, the quantities available were updated and verified, while central questions were raised about the accessibility and support of Roma school children. Already then, the issue of poor schooling and school leakage was raised, not as a cultural parameter but as a social parameter. We are not talking about other people, we are talking about poor, socially marginalized, therefore vulnerable Greeks of Roma origin who are at risk of falling out of educational institutions and resources. Also within the framework of the first programs, the University of Ioannina conducts specific field research to explore issues of economics, education, language, housing, the Gypsy family (Gotovos, 2004), as well as studies focusing on the views of Roma in particular and linguistic issues (see Maragoudaki, 1998). Innovative language aids are also found, such as glossaries and small dictionaries in Greek and Roma language (Marcelos,). Finally, for the first time and with the expense of the Greek public and EU funds, we have the systematic production of customized teaching material depending on the age and level of language learning of the pupils, while teacher training is also being systematically introduced.

The conclusion is that for any education problems (poor attendance at school, leakage, poor performance) Roma children have are primarily due to social and not cultural reasons.

Demographics for Roma in Rhodes

The Roma of Rhodes live by 57.9% in a nuclear family (i.e. couple and children), by 29.8% in an extended family (i.e. grandparents, cousins and other relatives) and 12.3% are single-parent family. 32% of the families have three children, 19% have four children and 17% have two children.

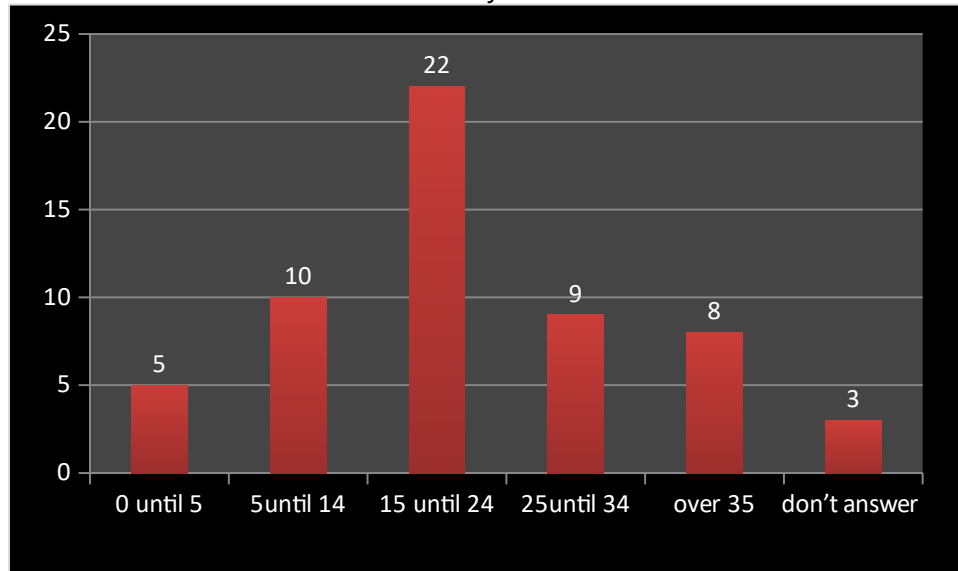
Table 1

According to their statements, 30% of households have been living in Rhodes for about 20 years and 42% (24 families) said they are Rhodes citizens. It is worth noting here that out of the 24 households that have registered in the Rhodes registry, 16 are in Caraconero, 3 in the Cair vineyards and 5 in the Agious Apostolous.



89.5% stated they are Greek (51 households), while the remaining 6 households declined to declare their country of origin. 93% of Roma say they are Christian Orthodox.

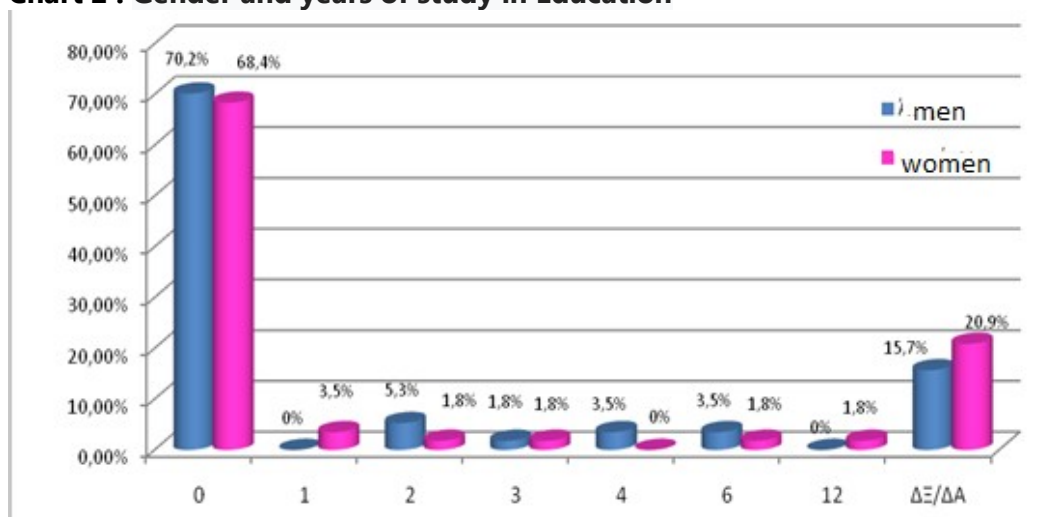
Chart 1 : Number of households and years of residence on the island of Rhodes.



Education level

Regarding the educational level of the population, 70.2% of the heads of the households did not go to school at all. Only 5.3% of the family heads said they went to 2 years of school and 3.5% said they went between 4 to 6 years. Regarding their spouses' attendance it was stated that 68.4% went to no school at all and only 3.5% went to one year of school. 63.2% of the children attend schools and 69% consider the Aegean University Students' initiative to support their children in the afternoon. Education of Roma children on the island of Rhodes during the school year 2019-2020

Chart 2 : Gender and years of study in Education



There are no large Roma populations settled on the Island of Rhodes. The three outposts/camps in Caraconero, The Agious Apostolous and the Cair vineyards



number to about 400 people. This population grows greatly during the summer months where increased tourist traffic attracts many Roma to the island mainly for begging.

The widespread child labor in Roma communities and the consequent increased school leakage are significant obstacles to completing basic education for Roma children. During the current school year, 53 Roma students attend schools in Rhodes. Of these, 49 children attend elementary schools (Primary Education) in the city and 4 in First Grade Gymnasium (Secondary Education). The 49 elementary school students are divided into five elementary schools in the city of Rhodes and are transported daily to and from the school by buses that belong to the Municipality of Rhodes. The students who complete successfully the elementary school and continue to secondary basic education are all enrolled in the same Gymnasium.

It is noteworthy that in the previous school year 2018-2019, two Roma students graduated from a professional high school on the island. In most cases, Roma students do not complete basic education (9 years of study, up to grade three of high school), while girls do not progress to secondary education mainly because they marry and have children very early in adolescence.

At the Municipality of Rhodes there is a community center with Roma service and Ms Karagiannis Christina is responsible for all issues of the Roma' community living on the island. This community center has a sociologist, a social worker, a psychologist and an accountant.

Every Roma family is entitled to a financial allowance at the end of each school year, providing their children attend school sufficiently.

The University of the Aegean, Department of Primary Education, and in particular the Laboratory of Linguistics and Mrs. Skourtou Eleni (Professor of Linguistics) in cooperation with the corresponding department at the University of Athens are implementing a special program to support the education of Roma children. With the help of students in the department, they monitor the Roma students' education, in order to ensure adequate education and achievement of the teaching objectives of each school level. To this end, groups of university students, with the supervision and coordination of their professors, assist teachers (during class hours) in primary schools that host Roma students and additionally supervise the afternoon study of Roma students.



SPAIN

Currently, Spanish society is a mosaic of historical and cultural realities with their own peculiarities, languages and peoples. In this multicultural context, it is necessary to make known that the Roma reality in Spain has six centuries of history and is very diverse.

The Roma people have been assimilating many of the cultural elements that have been found in the different territories that they have crossed in their way from India and, thanks to this, the current common culture is full of their contributions made both in the language, as trade, music, literature and many other arts.

Roma people are fully right citizens, in Spain and in the European Union. They have cultural features that are their own and share a common identity, which does not detract anything from their citizenship, but rather on the contrary, it implies wealth and added value for the society of which we are all part.

But despite the achievements in Spain since the establishment of Democracy in improving the living conditions of the Roma population, there are still situations that require the attention of public authorities and society as a whole to get once and for all that Roma exercise their citizenship on equal terms as the rest of the citizens.

EDUCATION

The Spanish Roma population was incorporated into the educational system just 30 years ago. In such a short time, the progress has been enormous, and it has gone from exclusion to schooling, previously going through separate schooling through the bridge schools.

But the great educational gap is crudely shown both in the possibilities of young Roma to access secondary school and in the possibilities of completing post compulsory studies. The gap begins to be drawn in Primary, but it opens even before the completion of Compulsory Secondary Education - with 64% of Roma students between 16 and 24 years old, they do not finish compulsory studies compared to 13% of all students.

From 15 to 16 years there is a great decrease in schooling. At 15 years old, 86.3% of Roma students are in school (compared to 97.9% of the population as a whole) and at 16 this figure drops to 55.5% (for students as a whole, this data is 93.5%). The course in which the most abandonment occurs is 2nd of the E.S.O and the age in which the most Roma students drop out is 16 years old.

In general terms, the Roma population in Spain has made major social advances over the past 40 years. This progress has gone hand-in-hand with the democratisation of Spanish society, the economic growth of the country, the construction of a social state, widespread access to social welfare systems (especially housing, education, health and social services and benefits) and specific measures and programmes designed to offset disadvantages. Important progress has been made specifically in some aspects of education such as enrolment in primary education with rates close to 100%. Moreover, over half of Roma children start pre-school at age three and in 90% of the cases Roma children are in the grade level that corresponds to their age.



In short, more and more Roma families are taking the initiative to enrol their children in school. In addition to the growing value that families place on education, headway has also been made in terms of consistent attendance at school and improvement in the social interaction of Roma students with their classmates and teachers. Therefore, universal and inclusive education, and what has come to be known as the “Spanish model for the inclusion of the Roma population”, can be considered as one of the achievements of the last several decades and a benchmark against which to measure future progress; a model featuring more and better collaboration between public authorities and Roma associations. However, we cannot rest on our laurels but rather must continue to work in the field of education, both from within and outside the educational community, to improve and advance in the level of education attained by Roma youth since it is still a far cry from that achieved by the majority population. Here we would draw attention to the dropout rate which is one of the symptoms of the problem: 64% of Roma youth fail to complete their compulsory secondary education studies (ESO) compared to 13% for the population. Moreover, the illiteracy rate of the Roma community stood at 8.7% in 2011 compared to 2.19% for the whole of Spain. By age 16 the Roma enrolment rate declines to 55%, far below the 93.5% for the rest of the population. In 2007, only 2.6% of the Roma population had gone on to higher education compared to 22% of the population. We would also note that at age 15-16 the vast majority of Roma who remain in school are enrolled in middle level vocational training or an Initial Professional Qualification Programme (PCPI). The situation is even worse in the case of Roma girls and young women¹. The Ministry of Education, Culture and Sports, aware of the importance of continuing to work to resolve the issues raised above, and convinced that better training and qualifications over the medium and long term will help to promote equal opportunity for Roma children and contribute to economic growth, actively participates in the implementation of the National Strategy for the Social Inclusion of Roma in Spain 2012-2020, adopted on 2 March 2012 by resolution of the Council of Ministers. The Spanish Strategy for the Social Inclusion of the Roma Population was developed in response to the European Commission Communication “An EU Framework for National Roma Integration Strategies up to 2020” submitted by the Commission on 5 April 2011, undoubtedly the most important initiative launched by that institution in recent years in this area.

Roma students enrol in public schools at all levels of education. While this is also the option chosen by most of the general population (74.7%), the percentage is higher among the Roma population (81.7%). Most Roma students who choose private education opt for semi-private subsidised schools. Up to age 14, the enrolment rate for Roma youngsters is very similar to that of the general population. At age 12, for instance, the general enrolment rate stands at 99.2% compared with 98.6% for the Roma population. However, as of age 15 the number of Roma children enrolled in school gradually declines with a very significant drop of 30.8 percentage points between age 15 and 16, the age at which education is no longer compulsory. The most substantial differences between the Roma population and the general population are found between the ages of 16 and 20, reaching a maximum enrolment rate gap of 50.4 percentage points at 18, age at which 71.1% of the overall population is in school compared to only 20.8% of Roma youth.



Here we should point out that the enrolment rate for Roma women is lower than that of Roma men which is just the opposite of what happens in the general population. This means that the gap between Roma girls and the general population is even wider, reaching 56.6 percentage points at age 18

Educational path of Roma students in compulsory secondary education (ESO): From age 12 to 16, most Roma pupils are enrolled in ESO (commensurate with their age) but a closer look shows that at age 12, when most Roma students should be in year one of ESO, 37.3% are still in primary school (compared to 16.1% of their general population counterparts) which means that even at this early age a significant percentage of Roma boys and girls have had to repeat a grade level. Age 15 marks another milestone in the educational gap between the general population and Roma. Not only do we see a drop in the enrolment percentage of Roma students, 11.1% of Roma pupils (6% girls and 16% boys) continue to study through what are known as "initial vocational qualification programmes" (PCPI) compared to 1.3% of the general student population at that age. Hence, the PCPI are an important alternative for Roma youth to continue their training but are also a way out of ESO. Another significant gap opens up at age 16 when many Roma students drop out of school (the dropout rate being higher for girls than boys) since it is no longer compulsory. Moreover, of the Roma youngsters who remain enrolled in school at that age, 43.8% are still in the ESO (compared with 32.6% for the general population). As already alluded to, we would draw attention to the fact that the age-grade correlation rate of Roma students is lower than that of the general population in all of the age brackets studied (12, 14 and 15), the gap being especially wide at age 14 where 68% of the general student body is enrolled in the grade corresponding to their age compared to 26.5% of Roma students. We would also note that at age 15, only 28.4% of Roma students are enrolled in the grade that corresponds to their age. If we disaggregate data by sex we find that the age-grade correlation rate is higher for girls both in the case of the general student body and the Roma student body.

THE EDUCATIONAL LEVEL OF YOUNG ROMA

Young Roma are less educated than youngsters in general. For instance, 64.4% of Roma boys and girls aged 16 to 24 have not earned their compulsory secondary education (Spanish acronym ESO) diploma which means they have not even completed compulsory education, compared to only 13.3% of all young people in that age bracket. That comes to a difference of 51.1 percentage points between their respective school failure rates

There is a noteworthy gender difference among the general population with regard to the school failure rate, 11.5% for girls compared with 15% for boys and the figures are virtually the same for Roma youngsters. As for the level of education achieved by Roma youth aged 16 to 19, 62.7% have completed primary school, 24.8% have earned their ESO diploma and only 7.4% completed non-compulsory secondary education (high school or intermediate-level vocational training). At these ages, the difference with the general population is quite significant; for that same age bracket, 47% of the general population earned their ESO diploma and 24.7% finished non-compulsory secondary education. For the Roma population between the ages of 20 and 24 the gap with the general population is even greater, especially with regard to



higher levels of education; only 8.9% of the Roma population finishes high school or intermediate-level vocational training and 2.2% finish higher studies while those same percentages for the general population are 39.9% and 21.5% respectively. 60.4% of Roma youth in that age bracket have not completed any post-primary school studies. A more detailed analysis of the maximum level of education reached by the Roma population reveals that while among older Roma it is the men who have attained a higher level of training, among the youngsters there is very little difference between genders. Lastly, mention should be made of young people who neither study nor work, popularly known in Spain as “ni-nis”. As regards the youngest age bracket (between 15 and 19), 43.3% of the Roma population neither studies nor work, 30.4 percentage points above the national rate (which stands at 12.8%). In the next age bracket considered (20 to 24) the gap with the national indicator narrows: 48.5% of Roma youth are not engaged in any sort of training or labour activity compared to 27.4% of the general population. For both age groups, the percentage of Roma women who neither study nor work is higher than Roma men with differences ranging from 6.7 percentage points for the youngest bracket to 8.8 for the 20 to 24-year-old group. These results show the impact that early school leaving has on the young Roma population as well as how unemployment hits the young Roma community particularly hard.

Unlike the general population where fewer girls than boys in ESO have to repeat a grade level, just the opposite is true for Roma; in other words, more girls than boys have to repeat an academic year. The biggest difference is in the fourth (last) year of ESO with a gap of 13.6 percentage points. We would also draw attention to the high levels of absenteeism of Roma students in ESO where both absenteeism and unexcused absences are higher than at other levels of education. The absenteeism rate for Roma students stands at 14.3% and is higher for girls (16%) than boys (12.8%). The unexcused absence rate, which also includes the first four absences each month, was 26.4%. At the end, after successfully passing the different courses of the ESO, 62.4% of the Roma students enrolled in the fourth (last) year of ESO obtained their ESO Diploma. 15% more Roma boys earn their ESO diploma than Roma girls which compares the number of students who have graduated from ESO (regardless of age, i.e. without considering that theoretically students begin the last year of ESO at age 15), clear differences are observed between the Roma population (56.4% graduation rate) and the general population (74.1%). However, if we only consider the Roma pupils who earn their ESO diploma by the theoretical age, the percentage falls drastically to 15.4% (17% in the case of Roma girls and 14.1% for boys).



The Roma Of Italy**THE CONDITION OF ROMA, SINTI AND CAMINANTI COMMUNITIES IN ITALY**

The Roma, Sinti and Caminanti (RSC) communities in Italy are characterized by the heterogeneity of the groups, by their linguistic-dialectal variety, as well as by different cultures. The various attempts over the years to promote integration, inclusion and their recognition as a minority (national or linguistic), confirm the complexity of the condition of Roma, Sinti and Caminanti. This status quo can be well understood, if we take into account the fact that when we talk about RSC communities, we are referring to: Italian citizens; foreign citizens belonging to other EU countries; foreigners, citizens of non-European countries; foreigners, who have been granted the right to asylum or subsidiary protection; (de facto) stateless people, born in Italy from de facto stateless people. In particular, it should be borne in mind that, at present, the minority of RSC is not concentrated in a specific area of the national territory, but rather spread throughout the country.

The old conception, which associated these communities with the exclusive connotation of "nomadism", an outdated term both from a linguistic and a cultural point of view and which, moreover, does not give a correct picture of the current situation, has been overcome. More specifically, according to Piasere, Roma, Sinti and Caminanti communities fall into: "a so-called polythetic category made up of elements that resemble each other in something, but for different traits; the flexibility of the conceptual structure of this category has allowed to include historically a fairly composite variety of people, with different cultural components".

The word Roma is therefore a universal term, referring to a myriad of groups and subgroups, characterized by a number of similarities, including language, ways of life, cultural traditions and family organization. Moreover, "over time, individual cultural specificities have interpenetrated and merged with elements of other populations, with which they have come into contact, creating powerful mixtures and irregular forms of life with respect to the assumed Roma archetype". In the light of the growing and increasingly meaningful international, regional, EU and national obligations, the respect of fundamental rights (art.2 of the Italian Constitution) and the application of the principle of formal and substantial equality (art.3, paragraphs 1 and 2, of the Italian Constitution) require, today, in an urgent manner, the implementation of appropriate and specific measures: in particular, to facilitate the inclusion of these communities, whose living conditions continue to be characterized by an objective disadvantage. In view of this, it is necessary to overcome the welfarist and/or emergency approach and implement appropriate and specific measures, so that equality, equal treatment (art. 3 of the Italian Constitution) and the ownership of fundamental rights and duties (art.2 of the Italian Constitution) are fully affirmed.

The reference to Article 3 of the Constitution, which recognizes the equal social dignity of all citizens, seems essential for the condition of Roma, Sinti and Caminanti, populations often discriminated against, marginalized and stigmatized. It is estimated that on the national territory there are 120 thousand/180 thousand Roma, Sinti and Caminanti, half of whom are Italian and the other half, although foreign, are mostly settled.



The visibility of Roma settlements on the outskirts of the large urban centers of Central-Northern and Northern Italy sometimes leads to overlook the significant presence of these communities in other areas of the territory. In Scampia (Naples), where over 1,500 Roma of Yugoslavian origin live, the first presences have been attested since the end of the 1980s: the second generation of Yugoslavian Roma, born in Scampia, is in fact Italian. Even in Apulia, and on the border between Molise and Abruzzo, there have been presences for more than ten years, mostly settled. In Noto, Sicily, the community of Caminanti has been living there since the late fifties (even if there are forms of "semi-nomadism" for some of them), while the North of Italy is characterized by a prevalent presence of Sinti. This situation brings with it the consequence of the affirmation of multiculturalism and multiethnicity in the social structure. The variability of the population as a result of the processes of intraand extra-European mobility, which have been consolidating over the years, means that in some areas of the country the foreign presence, legalized or not, assumes dimensions of absolute importance, with a not indifferent contribution to the economic and welfare development of the country.

The intercultural Italian way

Although immigration so-called extra-Community beginnings to become a mass phenomenon in Italy only since at least the early 90s, some attention to the reception issues of diversity was the one featured on the level of general principles which refer, both in terms of acts of experimental education directed to the topic of the multicultural society.

It should also be noted that the same historical presence of Roma and Sinti Italians had forced educational institutions to pose the inclusion of community school problem considered the bearers of cultural otherness. Just the "gypsy" presence constitutes the beginnings of a theoretical reflection on cultural diversity which will be applied to new flows of migrants.

The term intercultural appears in 1978 in a document of the Council of Europe, and the importance of the concept is again resumed in a publication in 1989 of the Board. This new perspective has as its representatives not only migrants, but citizens of several European countries that were engaging in merger processes. The prospect of an intercultural education will characterize Italy in a much more significant than in other European countries.

The term "intercultural education" enters for the first time in the official programs of Italian medium schools in 1979, and this is repeated in any subsequent documents such as those of 1985, which extends the cross-cultural perspective, even in elementary school, in elementary school reform 1990 in the guidelines for the nursery of 1991 and in the programs for secondary school in 1992. interculturalism is not seen as an ancillary dimension, which school curricula have to comply, but rather as a process based on a relationship of dialogue, where cultures rather than oppose or stand as waterproof and locked sets, tend to merge, making themselves available to trade and mutual cultural contamination.

To support this process the Ministry shall establish as early as 2004 the General Directorate for Students, with a competent special office dedicated to school integration of foreign students and Roma.

The following section will be devoted to the analysis of the Italian school legislation



concerning the education of Roma children and foreigners, thus providing a more detailed report on this intercultural Italian way.

Strategies of the Calabria region

The Calabria Region with DGR 122 of 2014 approved the strategic guidance document of operational planning 2014-2020. In line with the Europe 2020 strategy, the Region intends to pursue the strategic objective of active inclusion and combating poverty Regional, making emerge from extreme poverty a significant percentage of the population through a multidimensional approach.

The region, not having a structured plan aimed at the integration of the RSC, intends to launch a program of interventions in line with the EU Guidelines on the subject and ROM 2012-2020 national strategy

with public-private consultation tools, from table Regional coordination, already operating in Calabria, in order to identify key priorities and co-designer of inclusion interventions. Programming for 2014-2020, the region has a specific priority actions for the RSC populations: reducing extreme marginality and implement actions in favor of Roma, Sinti and Travellers in line with the national strategy for Roma integration, concentrating in the areas most critical with the aim of giving the Roma families essential services needed to advance the integration and job autonomy and start territorial consultation processes involving, institutional bodies and associations representing the Roma community. On the topic of extreme marginality, the Region intends to integrate infrastructure work relating to housing and social and health facilities with support measures for homeless people in the path towards autonomy.

Among the priorities in terms of inclusion defines the Region:

- Reduction in the number of families living in hardship through innovative housing models aimed to the increase of social and housing services housing for vulnerable categories for economic and social reasons;
- Reduction of poverty and social exclusion along the three lines of income support, social and work integration (in integration with the means provided in the OT 8), and the improvement of services. The priority involves strengthening administrative sectors (social services, employment, health services, education, services for justice) and the qualification of social workers. The region also provides for the integration of interventions to counteract poverty with Community and national instruments provided, such as the Fund for European Aid to Indigent (FEAMD) at European level and support for active inclusion (SIA) level national.
- Boosting employability and participation in the labor market of the most vulnerable persons, victims of violence or serious exploitation and at risk of discrimination, supporting the taking paths (disabled, drug addicts, prisoners, victims of violence, exploitation, foreign holders international protection, etc ..) aimed at integrating the circuits working, and strengthening the entrepreneurial capacity of the social unrest categories also making use of social innovation tools.
 - Increased legality in high social exclusion areas; improvement of the urban fabric, in low-rate areas of law, through support to the goods and



confiscated companies for institutional, social, cultural and economic fields and to facilitate job placement opportunities and through the development of prevention to judicial redress system through measures of education in the legal actions (at schools, educational institutions, local communities) and street education with the involvement of the third sector and the strengthening of public-private networking.

- Increased economic activity (profit and non-profit) with social content and social farming activities (in integration with the OT 3 - Competitiveness of productive systems) through the strengthening of the activities of social enterprises, encouraging networks and systems regional and interregional co-operation between business and government producing services for the local area, encouraging economic activities to high social, environmental and educational. Social promotion of Agriculture is instead addressed to enhance the role of multifunctional agriculture and the pursuit of therapeutic purposes, rehabilitation, hospitality and social integration, job placement and training closely geared to working in agricultural practices to disadvantaged groups.

The Roma of Reggio Calabria

In the city of Reggio Calabria, the Roma have been struggling for years against residential segregation, asking to live fairly distributed throughout the territory and in the districts together with non-Roma, according to the model of ethnic-social mix. The meaning of this request lies in the fact that living is a crucial element for the social inclusion of every person, because living in a house is not simply occupying a comfortable space, but it is a complex phenomenon, made up of relationships, which according to the social characteristics of neighbors allows inclusion in the community or vice versa exclusion.

For the application of this housing model, the Roma of Reggio Calabria have followed a long, difficult path, which began fifty years ago with their settlement in the city and continues today. This path can be divided into two phases. In the first phase, which goes from the fifties to 1992, the requests of the Roma were not heard, and therefore the housing model recognized and applied was that of segregation. In the second phase, from 1993 to 2008, the demands of the Roma began to be followed, and therefore the housing system of fair dislocation was born.

The problem of school inclusion

Another of the problems faced by the Roma community in Reggio Calabria was school inclusion. In the 70s and 80s, there were few cases in which Roma children attended public schools. The drop-out rate was very high, many of them ended up doing manual labour (collecting iron or copper) or committing crimes (housebreaking or robbery). Things started to change at the end of the 1990s when early school leaving was dealt with at national level and schools became aware that the problem had to be tackled. This led to a renewal of the teaching strategies, the improvement of teachers' training and the opening up of the school to resources outside the school.



Many school inclusion projects were launched in synergy with parishes and social services. They tried to involve Roma children through workshop activities such as choir, the use of musical instruments, motor and expressive activities. They tried to transmit knowledge about the cultural and social context of the Roma population and to develop an intercultural approach. Today we can say that the inclusion of Roma in schools can be considered a success . Many children continue beyond compulsory schooling and study for a diploma. There are no reports of students going on to higher education.



PORTUGAL

Roma in Portugal

The Roma in [Portugal](#), known in spoken [Portuguese](#) as *ciganos*, are a [minority ethnic group](#). Exact numbers in the country are unknown—estimates vary from 30,000 to 50,000.

As implied by some of their most common local names, the native Portuguese Roma belong to the [Iberian Kale](#) (Kalos) group, like most of the fellow Lusophone Brazilian [ciganos](#), and the [Spanish Romani people](#), known as *gitanos*, that share their same ethnic group. Their presence in the country in and around [Minho](#) goes back to the second half of the 15th century when they crossed the border from neighbouring Spain. Early on, due to their sociocultural differences and nomadic lifestyle, the *ciganos* were the object of fierce discrimination and persecution.

The number of Roma in Portugal is difficult to estimate, since it is forbidden to collect statistics about race or ethnic categories in the country. According to data from [Council of Europe's European Commission against Racism and Intolerance](#) there are about 40,000 to 50,000 spread all over the country. According to the Portuguese branch of [Amnesty International](#), there are about 30,000 to 50,000. The national High Commissioner for Migrations places the number at around 37,000.

History

The first Roma arrived in Portugal in the late 15th century. The presence of Roma in Portugal in the early 16th century is confirmed by the title of a play by Gil Vicente from 1521, Act of the Gypsies (*O Auto das Ciganas*). Starting with King John III in 1526 and throughout the centuries, numerous discriminatory laws were aimed at the Roma, who were only recognised as regular citizens in 1822, after the Liberal Revolution of 1820.

A latter wave of Romani migration in the late 19th century entered through the northern border.

After the first Roma arrived in Portugal in the turn of the 15th to the 16th century and over the following centuries there were several laws passed marginalizing the *ciganos*. From the early 16th century until the early 19th century, they were forbidden from entering and expelled from the country, forced into exile in the colonies, used as forced labour in the sailing ships and forbidden from using their language and traditional attire and from performing fortune telling. Such strictures and compulsions were introduced by the monarchs. Only with the Liberal Constitution of 1822 were the Romani recognised as Portuguese citizens.

From 1920 to 1985, a statute of the Portuguese gendarmerie (Guarda Nacional Republicana) determined that this military force should carry out special monitoring of the Roma communities. The 1920 Regulation on the Rural Services of the



Gendarmerie read "[t]he Gendarmerie staff will carry out strict surveillance on the gypsies, constantly monitoring their movements in order to prevent and punish their frequent acts of looting" (Article 182). In 1980, the Council of the Revolution, following an opinion from its Constitutional Commission arguing the same, declared Articles 182 and 183 of that Regulation unconstitutional for violating the principle of equality.

The later 1985 Regulation on the Services of the Gendarmerie, in a section entitled "Surveillance on nomads, beggars, tramps and prostitutes" (Section XVII), prescribed "special surveillance on groups and caravans of people who usually wander from land to land doing commerce, taking part in fairs or carrying out any other activities proper of a peripatetic lifestyle" and the monitoring of "their movements in order to prevent and punish any criminal acts" (Article 81), a veiled reference to Romani as "nomads" in a passage that closely resembled that of the previous regulation. In a judicial review in 1989, the Constitutional Court declared unconstitutional part of the section where it allowed the officers to perform searches without warrants in the caravans, but not the ethnically discriminatory surveillance measures, although Judges Vital Moreira, Magalhães Godinho and Nunes de Almeida co-signed a dissenting opinion, asserting that the norm meant to discriminate Roma communities and was unconstitutional in its entirety for violating the principle of equality.

Only in 2010 did the Government pass a new regulation overriding the 1985 one, removing all explicit or implicit mentions of specific ethnicities.

Integration programmes

In the last decades, a few governmental programmes to promote Roma integration were launched. In 1996, a Working Group for the Equality and Inclusion of Gypsies was created within the High Commission for Migrations and Ethnic Minorities, publishing a report shortly afterwards. In 2013, the Government passed the National Strategy for the Integration of the Romani Communities, creating a Consultative Group for the Integration of the Gypsy Communities, renamed Consultative Council in 2018.

In 2013 the High commission for Immigration and Intercultural Dialogue published: National strategy for the Integration of Roma Communities, in 2019 it was published a guide for schools: Promote inclusion and educational success of Roma communities

Education

91,3% have not completed the 3rd cycle of basic education.

Roma in São João da Talha

The establishment of Roma in São João da Talha began in 1971 with the installation of the large family of *Romões* and *Ciclones* in shacks made of wood, tin and plastic, on land a little above the road N10. In the area, there are today two sets of social housing, inhabited solely by Roma. It is considered to be the largest agglomeration



of its kind in the municipality of Loures. They live in social housing near the high school; most do not work and live on subsidies.

Roma in AE S. João da Talha

They attend primary and secondary school but most of them usually don't go to classes. Some have behaviour problems, aggression towards students and lack of respect towards employees and teachers. They abandon their studies early: 7th grade, because they get married, have children and drop out of school. Two thirds of Roma are married before the age of 19 and 16% do so between the ages of 12 and 14.

Number of Roman students (2020/2021):

Basic education

- First cycle - grades one to four: 33
- Second cycle - grades five and six: 30
- Third cycle – grades seven to nine: 6

Upper secondary education

- grades ten, eleven and twelve: 0



Arrival of Roma in Hungary

We do not know exactly when Roma arrived in Hungary. In recent decades the historical literature has identified the earliest source relating to Roma as a document dating from 1416. The document indicates that Roma were already present in Transylvania around 1400. Roma arrived in the Balkan countries in the mid-14th century, moving on to Wallachia, where they are first mentioned in 1385. From Wallachia they migrated to Transylvania. In later centuries too, Roma came from the Romanian principalities to Transylvania and Hungary. Sporadic references to persons named *Cigan*, *Cygan* or *Chygan* or to villages named *Zygan* can be found in charters from the 13th–14th centuries. In the late 15th century and early 16th century, strengthening fortifications and manufacturing weapons were not the only forms of employment practiced by Roma, for some of them were musicians. By the late 16th century or the early 17th century, Roma had nevertheless reached all parts of Hungary.

Immigration

Roma immigration started in 16th century and continued throughout 17th centuries and became even more significant in the 18th and 19th centuries. The Roma immigrants were Romani native speakers; they learnt Hungarian after their arrival in the country. Within several generations, their linguistic assimilation was complete and they no longer spoke Romani. Some smaller groups, however, preserved their knowledge of the language. In some counties some Roma continue to speak Romani (the Carpathian dialect) as well as Hungarian.

The Triumph of “Gypsy” Music

Roma musicians had been living in Hungary since the late 15th century. At first, there were only a few of them, but their numbers grew steadily. Still, “gypsy” bands and “gypsy” orchestras did not begin to form until the 18th century. The first gypsy band was founded by Panna Czinka. By the end of the century, a whole series of “gypsy” orchestras had been established. In the initial periods, they were founded by landowners for their own entertainment. Nonetheless, landowners were usually quite willing to support public performances, and they took their orchestras along with them to the national diets. Roma “gypsy” musicians also accompanied their masters into the war of independence of 1848. After the Hungarian defeat, it was time for plaintive merriment; and Roma musicians were in greater demand than ever before.

20th century

Following Hungarian independence in 1919, the Hungarian government carried out a series of anti-Roma policies. The Roma were prohibited by bureaucratic obstacles from practicing their traditional trades, and annual police raids on Roma communities were mandated by legislation. During [World War II](#), 28,000 Hungarian Romani [were](#)



[murdered](#) by the [Nazis](#), who worked in conjunction with the Hungarian authorities led by [Ferenc Szálasi](#) of the [Arrow Cross Party](#).

Following the establishment of the post-war administration, formal discrimination against the Roma was removed and conditions improved for the Roma population. However, they were still economically disadvantaged and did not benefit from the post-war land reform to the same degree as ethnic Hungarians.

During the [1956 Hungarian Revolution](#), several thousand Hungarian Roma took part in the uprising, estimated as around 5–8% of revolutionary forces. Among notable Romani figures of the Revolution was [Gábor Dilinkó](#), who fought in the [Battle of the Corvin Passage](#) and later on became an artist.

The 1960s and 1970s saw a process of integration of the Roma into Hungarian society, with many Roma becoming more urbanised and leaving their traditional occupations to take industrial jobs. This formed part of a deliberate attempt to integrate the Roma into Hungarian society, by removing the economic and cultural particularities that differentiated them from the majority population. Despite this policy, the Roma still had lower incomes than non-Roma, which was believed to be connected to larger family sizes and their more rural residence pattern. Some Roma continued to participate in the non-state economy, especially music, crafts, horse-trading and commerce, their fortunes rising and falling throughout the Communist era depending on the degree of economic autonomy permitted by the regime. After the fall of Communism, Hungarian Roma suffered disproportionately from the country's economic collapse, with high unemployment rates accompanied by an increase in anti-Roma racist sentiment.

Current demographic changes in Hungary are characterised by an aging, falling population while the number of people of Romani origin is rising and the age composition of the Romani population is much younger than that of the overall population. Counties with the highest concentration of Romani are [Borsod-Abaúj-Zemplén](#) and [Szabolcs-Szatmár-Bereg](#) (officially 45,525 and 25,612 people in 2001, respectively), but there are other regions with a traditionally high Romani population like parts of [Baranya](#) and the middle reaches of the [Tisza](#) valley.

Although they traditionally lived in the countryside, under general urbanization trends from the second half of the 20th century many of them moved into the cities. There is a sizable Romani minority living in [Budapest](#) (officially 12,273 people in 2001). The real number of Romani in Hungary is a disputed question. In the 2001 census 205,720 people called themselves Romani, but experts and Romani organisations estimate that there are between 450,000 and 1,000,000 Romani living in Hungary.

Studies from the 1990s show that the majority of Romani in Hungary grow up with Hungarian as their mother tongue. Only about 5% spoke Romani and another 5% spoke Boyash as their mother tongue, with particularly Romani rapidly declining. Boyash is a language related to Romanian and apart from loan words not related to Romani.

During [World War II](#), about 28,000 Romani were killed by the Nazis in Hungary. Since then, the size of the Romani population has increased rapidly. Today every fifth or sixth newborn Hungarian child belongs to the Romani minority. Based on current demographic trends, a 2006 estimate by Central European Management Intelligence claims that the proportion of the Romani population will double by 2050.



Economic exclusion

In the transition to a market economy, Roma workers were disproportionately likely to lose their jobs, leading to severe economic hardship and social exclusion. The Roma population of Hungary still suffer from an elevated rate of poverty which can only be partly explained by their larger family sizes. The unemployment rate for Roma in 2012 was at least 70%, three to four times that of non-Roma. The [Helsinki Committee for Human Rights](#) on Hungary has reported that Roma do not receive equal treatment in employment, while the UN Special Rapporteur on Racism states that, according to NGO's, the high level of unemployment among Roma is the result of frequent discrimination in the labour market. More than 40% of Roma interviewed in 2012 stated they had suffered racial discrimination, and it is common for Roma who are invited for interview to be told the position has been filled when their ethnicity becomes apparent. Chinese merchants in Hungary often hire Romani women to do work since they do not require high pay. No taxes or social security are present in these arrangements.

The housing conditions of Hungarian Roma are considerably worse than those of non-Roma across a range of indicators of deprivation. Hungarian Roma frequently live in segregated districts of small isolated villages which lack basic services. NGOs, academics and religious organisations working with the Roma report that they are often denied access to public housing, and where government programmes to improve their living conditions exist, they can be impeded by local authorities.

Education of Roma

There is a positive attitude toward inclusive education among all important stakeholders and political structures in Hungary. There is also a history of initiatives and systemic provisions addressing the needs of Roma in education. Furthermore, the country has a strong, active, and well-developed Roma nongovernmental sector, as well as non-Roma human rights civil society organisations. These groups have been helping improve the educational situation of Roma for some time now. Meanwhile, the number of Roma occupying key governmental and county-level positions has increased significantly during the past years. In the last few years, there has been a serious transition in the field of education, which is becoming more and more of a public priority. Roma children in Hungary have full access to education.

The participation rate of Roma is also high, and drop outs only represent a problem at the secondary school level. There is free textbook provision, several social benefits, and scholarship and mentorship assistance available for Roma students. Furthermore, affirmative action is institutionally incorporated in Hungary's tertiary education, and desegregation is financed from a budgetary provision that gives normative per-capita support for integration. Roma in Hungary are also assisted by EU social funds.

Nonetheless, there are still some systemic weaknesses of the Hungarian education system that need to be tackled, including: Children coming from poor families face serious enrollment barriers that originate from the selective education system, in which schools are encouraged to favor children of good economic standing in making admittance decisions.



This problem manifests itself in the following ways: Roma children's enrollment in kindergartens and schools is hampered by many factors, such as a lack of available places in class, a lack of public transportation, non-welcoming school management and, in some cases, segregated schools and classes. Poverty constitutes a major obstacle. Roma families in poor rural communities or settlements live far from the good schools. They cannot pay for public transportation to get to the best schools, books, or other education expenses, and scholarships are usually insufficient to cover all costs.

The quality of education provided for Roma children is inadequate and insufficient to ensure their successful completion of higher levels of education. Therefore, Roma children's educational achievement is low, and their class repetition and drop-out rates are high, especially at the secondary level. Many of them enroll in low-quality schools or vocational schools that do not give students the skills they need to have good prospects for employment.

Teachers' education, especially at the initial level, does not prepare teachers for working in heterogeneous multicultural classes. The teachers' education system is predominantly knowledge-oriented and not method-oriented. Although there is a wide range of in-service training available, teachers are free to choose which of these courses they will take. The most popular of these courses are English and information and communication technology, and fewer teachers take those courses that would enable them to work in multicultural environments. Another systemic weakness is the tendency of the different professional committees for assessing learning abilities to place disadvantaged children, in particular Roma children, in special education institutions.

Segregation, in different forms, represents another major issue Roma children have to face in today's education system in Hungary.

The problem can manifest itself in the following ways: Segregation among schools can be caused by school maintainers who are in favor of keeping separate schools just for Roma children. Spontaneous migration of non-Roma out of an area results in the rise of the proportion of Roma students. Segregation within schools can emerge due to the per-student financing system of education. School administrators are interested in having as many students as possible. Therefore, to prevent the "emigration" of non-Roma children which usually happens as a consequence of the rising proportion of Roma students, some schools set up segregated classes for Roma students. These segregated classes can, in most cases, be found in separate and lower quality buildings.

Segregation occurs in special schools. In practice, special schools and special classes mean students face low expectations, low-level teaching and lower curricula. The proportion of Roma students in special schools is extremely high.

Segregation through exemption from school attendance is a relatively new method of separating Roma children. Many Roma children get classified as study-at-home students who are only obliged to take exams at the end of each semester. This is a common alternative for many Roma children who are at risk of dropping out, but students in such programmes have reduced chances of finishing school.

De facto segregation takes place when Roma children are pushed into short-term vocational schools. Many Hungarian and international reports point out the weaknesses of short-term vocational education. These schools are the last resort for



socially and academically excluded young people, many of whom are Roma. The system is disconnected from employers' needs, with few apprenticeship opportunities and high drop-out rates, i.e. around 20-25 percent in grades nine and 10.

Whereas almost half of Hungarian secondary school students enroll in vocational secondary schools or comprehensive grammar schools, which provide better opportunities, only one in five Romani children does. Moreover, the drop-out rate in secondary schools is significant. Slightly more than 80% of Romani children complete [primary education](#), but only one-third continue studies into the intermediate (secondary) level. This is far lower than the more than 90% of children of non-Romani families who continue studies at an intermediate level. Less than 1% of Romani hold higher educational certificates.

The separation of Romani children into segregated schools and classes is also a problem, and has been on the rise over the past 15 years. Segregated schools are partly the result of "white flight", with non-Romani parents sending their children to schools in neighbouring villages or towns when there are many Romani students in the local school, but Romani children are also frequently placed in segregated classes even within "mixed" schools. In 2016, the European Commission launched infringement proceedings against Hungary for its segregation of Romani children, this followed six incidences in which the [Supreme Court of Hungary](#) ruled that school districts had enforced segregation in schools. That year, according to [Amnesty International](#), 45% of Roma children attended segregated schools.

Many other Romani children are sent to classes for pupils with learning disabilities. The percentage of Romani children in special schools rose from about 25% in 1975 to 42% in 1992, with a 1997 survey showing little change; however, a National Institute for Public Education report says that "most experts agree that a good number of Roma children attending special schools are not even slightly mentally disabled".

Supported programmes for disadvantaged and multiply disadvantaged children/pupils -including of Roma children

In public and vocational education institutions and outside them, disadvantaged or multiply disadvantaged children/pupils are supported through the following targeted programmes. Compulsory kindergarten education from the age of three, introduced from September 1, 2015, plays a significant role in equalizing disadvantages.

Methods and programmes applied in institutions

- Integrational Pedagogical System
- Complex Instructions Programme
- Complex Core Programme
- Arany János Programmes
- 'Útravaló' (For the Road) Scholarship Programmes
- 'Dobbantó' (Springboard) Programme of vocational training schools

Support measures of social institutions

- Sure Start Children Centres
- 'Tanoda' programmes (extracurricular learning centres)
- Preventing early school leaving of romany girls

Helping to prevent social exclusion, supporting people with learning difficulties and social disadvantages is not limited within the confines of the public education system.



At tertiary level, the benefits determined in public education continue to be provided to students with learning difficulties. Colleges and universities support people in need with scholarships. Support for those, who participates in adult education and training is provided through central institutions at the expense of central support.

Summary of Systemic Strengths and Weaknesses with Regard to Roma Education

Strengths

In Hungary, there is a widely accepted positive attitude towards integration among all important stakeholders and political structures. There is also a history of initiatives and systemic provisions addressing the needs of Roma in education. Furthermore, a strong and well-developed civil society of Roma NGOs and non-Roma human rights organisations has been addressing Roma education issues for a longer period, and more and more Roma are working at key governmental or county-level positions.

As a result of this, Roma children in Hungary have full access to education. The participation rate of Roma is also high, and the tendency to drop out of the education system starts to surface as a problem only at the secondary school level. There is free textbook provision, several social benefits, and scholarship and mentorship assistance that can be used by Roma students. Furthermore, affirmative action is institutionally set in tertiary education in Hungary and desegregation is financed from a budgetary provision that gives normative per-capita support for integration. Roma in Hungary are also assisted by EU social funds.

Weaknesses

Despite the positive aspects mentioned above, the education of Roma in Hungary still faces many systemic weaknesses. The major issues in Roma education in this respect can be summarized as follows:

There are still enrollment barriers for the Roma in Hungary:

- Roma children's enrollment in kindergarten faces serious barriers, including a lack of places, a lack of public transportation, etc.; school enrollment is not fair due to a system supposedly giving parents free choice of schools, segregation in schools and classes, big differences in the quality of schools, discrimination in categorizing students, and other incidents of discrimination;
- parents and local Roma authorities are not well informed about their options, the existence of better schools, new policies, fellowships, and other vital information; poverty can be a barrier in many ways: Roma families often live far from secondary schools; public transportation, books, and other materials are expensive; scholarships are not enough to cover all of the costs; and the targeting of scholarships is not focused enough.

Many indicators show that the quality of education provided for Roma children is less than adequate – so it cannot ensure their sustained attainment and successful completion of higher levels of education. Factors affecting quality include:

- teachers with low pedagogical-methodological knowledge;
- low expectations;
- a high class repetition rate;
- a high drop-out rate in the secondary level;



- enrolment in poor performing, disadvantaged schools;
- enrolment in vocational schools that train for unattractive vocations for which there is no demand;
- inadequate coverage of after-school support for all students in need.

Most of the active teachers are not trained to teach in a culturally diverse setting, and they cannot overcome their prejudices and stereotypes toward Roma and migrant children. Initial training does not prepare teachers for teaching in heterogeneous classes. The teacher education system is predominantly knowledge-oriented and not method-oriented. This is not compensated by in-service training. Although there is a wide offer of in-service training for practicing teachers, the actual choice among training options is completely free; hence teachers most often choose English and information technology courses.

There are several incompatibilities in the system that hamper the education of Roma:

- Special schools and professional committees for assessing learning abilities, which together decide on placement of children in special education, are often at the same (county) level, thus combining incentives to place Roma children in special education. It is extremely difficult to get from special schools back to mainstream education.
- Evaluation of key elements of the system, such as the schools under the municipal and county education authorities, is undertaken at the municipal or county level. Often, the evaluating agency is paid by the entity being evaluated. Fair evaluation results are therefore hard to find, especially regarding treatment of marginalized groups. There is an urgent need for review of the work of school maintainers (like local government, county government, church, private, foundation, etc.) and evaluation of in-class activity of teachers.

Sources:

https://eacea.ec.europa.eu/national-policies/eurydice/content/hungary_en

https://www.euromanet.eu/upload/58/69/Hungary_report.pdf

<https://www.romaeducationfund.org/hungary-and-roma-education/>



4. Roma population in Europe



There is a twofold major problem in collecting data on Roma individuals: the strong mistrust of Roma individuals and Roma organisations on the one hand, and the rejection of ethnicity categories in official data on the other. Across different official sources, the number of individuals perceived as Roma in Europe can then vary from 1 to 5 million. As a result, by fear or by lack of relevant category to identify to, a significant number of Roma individuals are invisible in most censuses. Based on some official statistics and academic research, an estimate of the number of Roma individuals in the different European countries can however be made (Table 1.1).

Table 1.1. Estimated Number of Roma in Europe

	Low hypothesis	High hypothesis		Low hypothesis	High hypothesis
Albania	90 000	100 000	Luxembourg	100	150
Austria	20 000	25 000	Macedonia	120 000	160 000
Belarus	10 000	15 000	Moldavia	20 000	25 000
Belgium	25 000	30 000	Netherlands	35 000	40 000
Bosnia-Herzegovina	30 000	40 000	Norway	2 000	3 000
Bulgaria	700 000	800 000	Poland	40 000	50 000
Croatia	20 000	30 000	Portugal	40 000	50 000
Cyprus	500	1 000	Romania	1 800 000	2 500 000
Czech Republic	250 000	300 000	Russia	300 000	400 000
Denmark	1 500	2 000	Serbia-and-Montenegro	400 000	450 000
Estonia	1 000	1 500	Slovakia	480 000	520 000
Finland	8 000	10 000	Slovenia	8 000	10 000
France	280 000	340 000	Spain	700 000	800 000
Germany	150 000	200 000	Sweden	30 000	40 000
Greece	200 000	300 000	Switzerland	30 000	35 000
Hungary	550 000	600 000	Turkey	400 000	500 000
Ireland	25 000	35 000	Ukraine	50 000	60 000
Italy	90 000	110 000	United Kingdom	90 000	120 000
Latvia	5 000	7 000	TOTAL	7 003 600	8 712 650
Lithuania	2 500	3 000			



5. Policies at educational systems



Two main non-exclusive categories of policy approaches can be adopted by countries towards the inclusion of Roma students and Roma communities in general in mainstream society (European Social Fund (ESF) Learning Network, 2015):

The *targeted approach*, whose goal is the improvement of the Roma minority specifically. Its defendants argue that Roma students suffer from exclusion not only because of their socio-economic situation, but also because of discrimination on the basis of their ethnicity. The fact that they are subject to a specific form of discrimination requires policies tailored for Roma students as a distinct group. Discrimination can take various different shapes, including bullying and physical violence, and be expressed at all levels, including in political and academic discourses, the classrooms, schools and educational policies. Targeted policies towards Roma communities might therefore be seen as needed in order to reduce the specific barriers to inclusion and imbalances faced by Roma individuals.

The *mainstream approach* that aims to foster inclusion for the whole school population without categorising a distinct ethnic minority that would endure specific issues. Its tenants argue for an ethnically blind approach with a special focus on civic equality embodied in a general anti-discrimination and human rights frame. In this case, policies aim to increase opportunities for Roma in dealing with institutions of education as a whole. They worry that a targeted approach might “ethnicise” Roma identity which would be against inclusionary principles, and prefer a rights-based approach directed to all citizens without special attention to a group based on ethnic characteristics. They may also criticise targeted policies for ignoring satellite problems and/or homogenise the Roma population that is highly diverse, not only in terms of practices but also in terms of socio-economic status.

On the contrary, the mainstream approach has been criticised for making Roma invisible and ignoring prominent issues at the roots of their exclusion. In those countries that adopt a colour-blind approach when it comes to policy making and/or do not officially recognise Roma groups as an ethnic national minority, few national policies target them specifically. As a result, in all areas including education, they tend to target socio-economic disadvantage and do not implement complementary measures to respond to marginalisation or exclusion challenges linked to racism and ethnic discrimination.

European institutions have tried to solve this dilemma by arguing for policies based on the *explicit but not exclusive targeting principle*. It guides the European level governance on Roma inclusion and corresponds to the second principle of the ten Common Basic Principles on Roma Inclusion.

Common Basic Principles on Roma Inclusion developed by the European Platform for Roma Inclusion.

1. Constructive, pragmatic and non-discriminatory policies
2. Explicit but not exclusive targeting
3. Inter-cultural approach
4. Aiming for the mainstream
5. Awareness of the gender dimension
6. Transfer of evidence-based policies

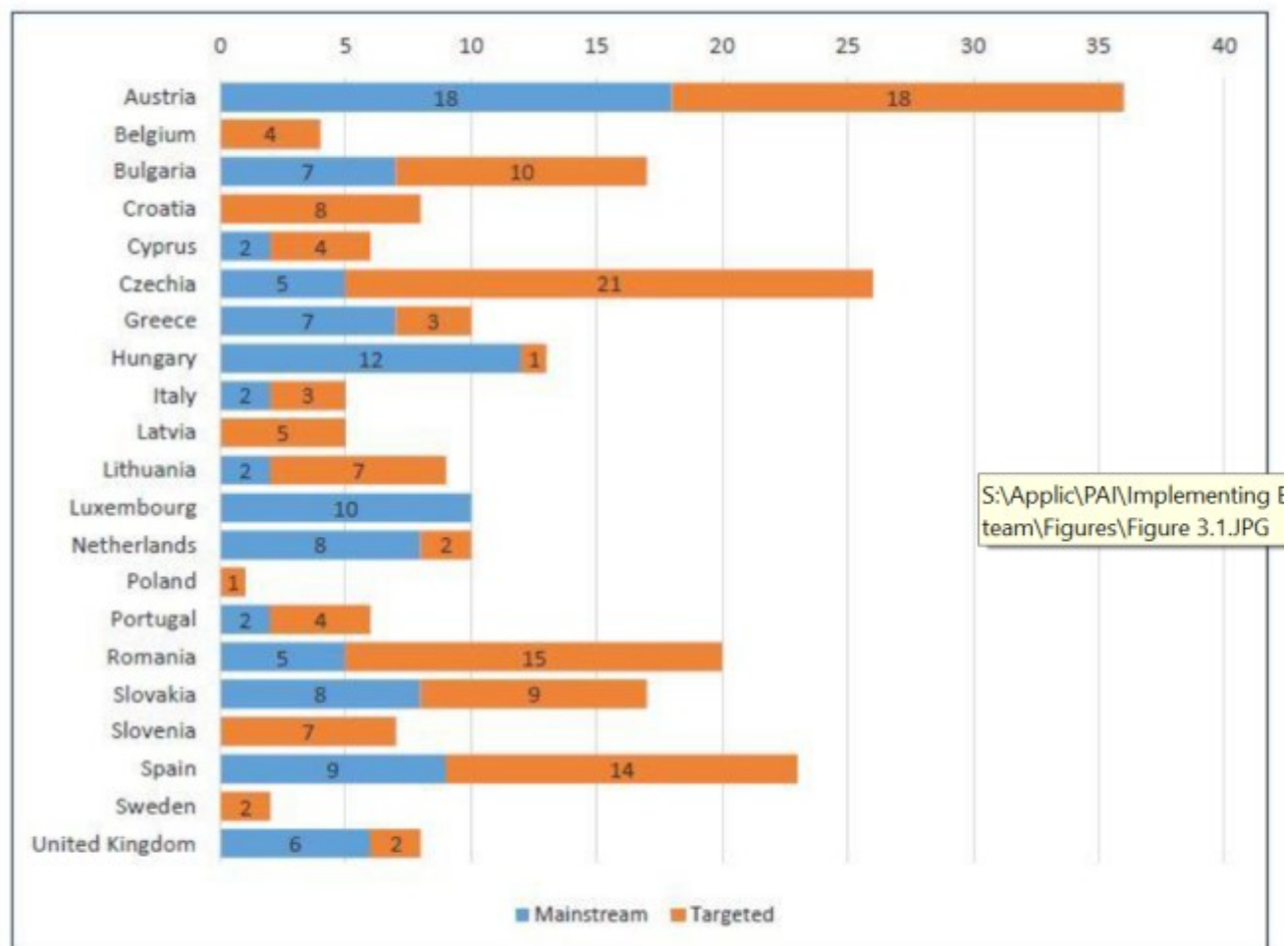


7. Use of European Union instruments
8. Involvement of regional and local authorities
9. Involvement of civil society
10. Active participation of the Roma

Regarding the type of measures implemented by countries, the Commission 2019 Staff Working Document identifies that in 2017, out of a total number of 243 measures relevant for education, more than half (140) were targeted. The following Figure 3.1 provides an overview of the types of measures adopted by different countries.

Figure 3.1. Number of measures implemented in the area of education by type of measure (mainstream or targeted) in 2017

Figure 3.1. Number of measures implemented in the area of education by type of measure (mainstream or targeted) in 2017



6. European framework

Huge gaps exist between Roma people and the rest of the population concerning education, health, employment, and access to decent housing and essential services. Closing these gaps is crucial to improving the lives of Roma people.

To meet these challenges, the EU Framework sets four European goals.

Education: Making sure all Roma children complete at least primary school

Only 42 % of Roma children complete primary school in some EU Member States. This is often the result of discrimination or segregated education.

Employment: Closing the gap

Employment rates for Roma people are much lower than for the rest of the population. This is often due to discrimination in the labour market, which makes it difficult for Roma people to find or keep jobs.

Healthcare: Reducing inequalities

Life expectancy for Roma people is, on average, 10 years less than the EU average. High levels of infant mortality also exist in many Roma communities. These inequalities are linked to the poor living conditions of disadvantaged Roma people and their limited access to quality healthcare.

Housing and essential services: Closing the gap

Roma people often live in poor housing with inadequate access to services, such as water, electricity and gas. These conditions have a major impact on the health of Roma communities. They are also often the result of segregated living areas, which create further barriers between Roma people and the rest of the population.

The Commission sets **seven objectives at the EU level** for the period up to 2030. Three of these objectives are horizontal in the areas of equality, inclusion and participation. The other four are sectoral objectives in the areas of education, employment, housing and health.



ENSURE EFFECTIVE EQUALITY, INCLUSION AND PARTICIPATION

HORIZONTAL OBJECTIVES AND TARGETS BY 2030

Red: EU level target on minimum progress to be reached by 2030

Green: minimum progress to be reached for Roma by 2030

Blue: latest available data from which progress will be measured

1. Fight and prevent antigypsyism and discrimination

Cut the proportion of Roma with discrimination experience by at least half

- to ensure that by 2030 less than 13% of Roma experience discrimination
- discrimination experience of Roma: 26% (past 12 months), 41% (past 5 years)

Decrease the proportion of general population who feel uncomfortable having Roma neighbours by at least a third

- to ensure that by 2030 less than 30% feel uncomfortable having Roma neighbours
- proportion of general population who feel uncomfortable having Roma neighbours: 46%

2. Reduce poverty and social exclusion to close the socio-economic gap between Roma and the general population

Cut poverty gap between Roma and general population by at least half

- to ensure that by 2030 the majority of Roma escape poverty
- 'at risk of poverty' rate: Roma 80%; general population 16.8% (gap 63.2 pps)

Cut poverty gap between Roma children and other children by at least half

- to ensure that by 2030 the majority of Roma children escape poverty
- Roma children: 85%; children in general: 19.6% (gap: 65.4 pps)

3. Promote participation through empowerment, cooperation and trust

Capacitate and engage at least 90 NGOs in EU-wide coordinated Roma civil society monitoring

- NGOs involved in Roma Civil Monitoring project: 85

Ensure participation of Roma NGOs as full members in national monitoring committees

- for all programmes addressing needs of Roma communities

Double proportion of Roma who file a report when they experience discrimination

- to ensure that by 2030 at least 30% of Roma victims report discrimination
- proportion who reported last incident of discrimination they experienced (in any area) in last 5 years: 16%

Encourage participation of Roma in political life at local, regional, national and EU levels

- (in Member States with significant Roma population)
- to ensure they register as voters, vote, run as candidates



SECTORAL OBJECTIVES

4. Increase effective equal access to quality inclusive mainstream education

Cut gap in participation in early childhood education and care by at least half

- to ensure that by 2030 at least 70% of Roma children participate in pre-school
- early childhood education and care participation (3+): Roma 42%; general population 92.2% (gap 50.2 pps)

Reduce gap in upper secondary completion by at least one third

- to ensure that by 2030 the majority of Roma youth complete at least upper secondary education
- completed upper secondary or above: Roma 28%; general population 83.5% (gap 55.5 pps)

Work towards eliminating segregation by cutting at least in half the proportion of Roma children attending segregated primary schools (in Member States with significant Roma population)

- to ensure that by 2030 less than one in five Roma child attend schools where most or all children are Roma
- Roma children attending schools where most or all children are Roma: 44%

5. Increase effective equal access to quality and sustainable employment

Cut employment gap by at least half

- to ensure that by 2030 at least 60% of Roma are in paid work
- paid employment: Roma 42%; general population 73.1% (gap 30.1 pps)

Cut gender employment gap for Roma by at least half

- to ensure that by 2030 at least 45% of Roma women are in paid work
- gender employment gap - Roma: 27pps (women: 29%, men: 56%); general population gap: 11.7pps (women: 67.2%, men: 78.9%)

Cut gap in NEET rate by at least half

- to ensure that by 2030 less than one in three Roma youth is not in education, employment or training
- NEET rate (16-24 years): Roma 62%; general population 10.1% (gap 51.9 pps)

6. Improve Roma health and increase effective equal access to quality healthcare and social services

Cut life expectancy gap by at least half

- to ensure that by 2030 Roma women and men live 5 years longer
- life expectancy gap at birth (general population vs Roma): Roma women 10.4 years; Roma men 10.2 years

7. Increase effective equal access to adequate desegregated housing and essential services

Reduce gap in housing deprivation by at least one third

- to ensure that by 2030 the majority of Roma do not face housing deprivation
- housing deprivation: Roma 61%; general population 17.9% (gap: 43.1 pps)

Cut gap in overcrowding by at least half

- to ensure that by 2030 the majority of Roma no longer live in overcrowded households
- overcrowding: Roma 78%; general population 17.1% (gap 60.9 pps)

Ensure that at least 95% of Roma have access to tap water

- access to tap water in dwelling: Roma 70%; general population: 97.7%





7. Education access and outcomes

Research in Romania found that a combination of institutional and structural factors embedded in the educational system lead to high Roma drop-out rates and non-attendance. These factors might also be relevant for other countries.

They include poor infrastructure and shortages of equipment, geographical distance to schools and the lack of available public transport, general problems which disproportionately affect marginalised rural areas where many Roma reside. In addition to the institutional causes, individual characteristics, such as language and communication problems, low confidence in schools, early marriage and childbirth or the necessity of contributing to household income, hinder Roma children's school attendance. These reasons are often aggravated by teaching styles or curricula that do not resonate with the real-life experiences of Roma children; teacher prejudices or low motivation; or segregation.

When asked why the household's school-aged children were not attending compulsory school, respondents could select from the following options:

'not yet in education',

'stopped school completely',

'children are working'

or they were **'temporarily not in school or skipped the year'**.

The option 'not yet in education' means that they had reached school age but their parents had not yet enrolled them. Children declared as 'working' were considered to have stopped education. In all EU Member States, less than 2 % of all Roma children were not attending school because they were reported to be working. The category 'temporarily not in school or skipped the year' includes children who missed a school year because of sickness, moving house, financial problems or other reasons. Any of these responses was understood as non-attendance.

Selecting one of the possible options for non-attendance is just the first step towards explaining its underlying factors. Three main reasons may be distinguished for children of compulsory school age not attending school: late school start (59 %), irregular school attendance (5 %), and early drop-out (36 %). These categories overlap to a certain extent, however, and it is difficult to rigidly differentiate 'reasons' from 'non-attendance outcomes'. Drop-out may be an ultimate outcome of the late school start or irregular school attendance, but it can also be used as a 'reason' for not attending school. These types of reasons form country-specific patterns. In most EU Member States, late start seems to be the major reason for not attending compulsory school.

Further research is necessary to examine the reasons for a delayed start of compulsory education, in particular concerning lack of preschool experiences and the existence of admission criteria, such as 'maturity tests' that might disproportionately affect Roma.



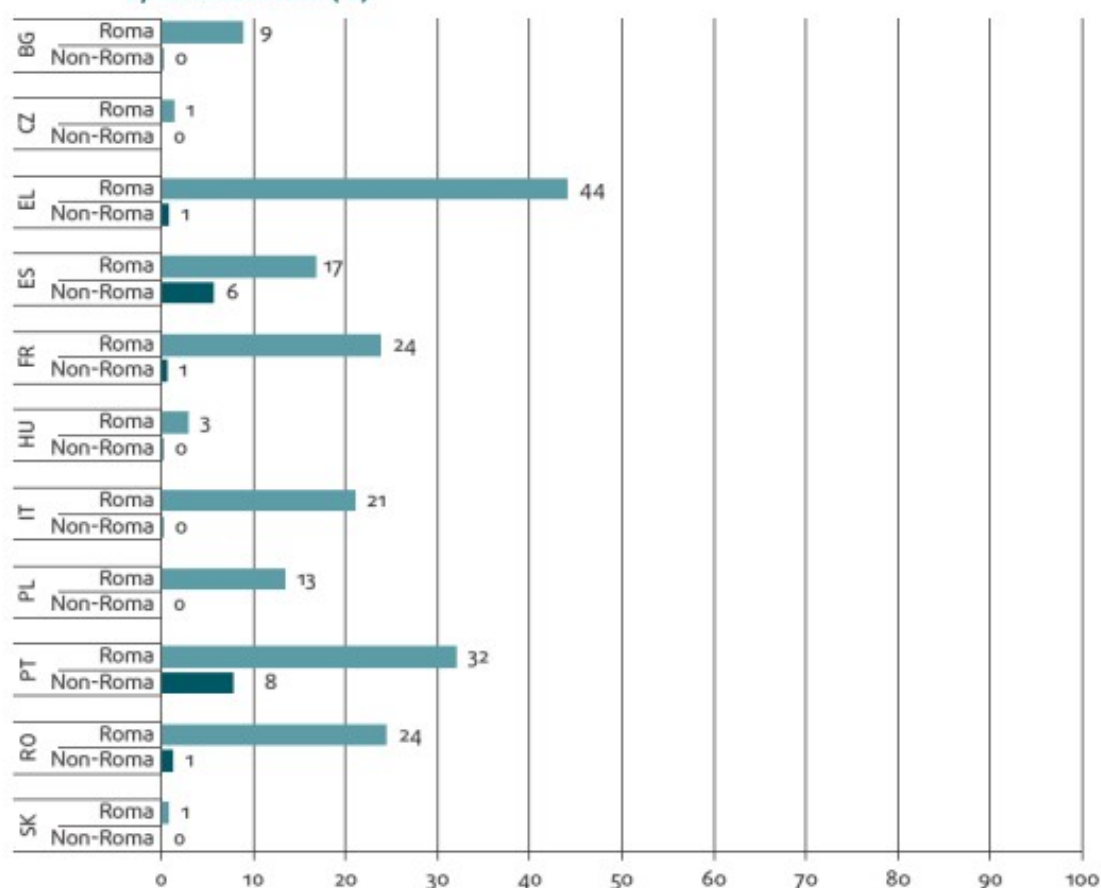
8. Participation in formal education



Data on the attainment of formal education suggest strong differences between Roma and non-Roma (Figure 11). In some countries, many Roma have not had any formal education. In Greece, 44 % of Roma respondents aged 16 and above said that they had never been to school. For Portugal, that figure was 32 % and in France, Italy and Romania it stood between 20 % and 25 %. In contrast, in the Czech Republic, Hungary and Slovakia, the share of Roma who reported never having been to school is very low. The expansion of education for Roma is apparent in all Member States: the percentage of Roma respondents who have never attended school is lowest among the youngest age group. The share of respondents in the oldest age group who report that they have never been in school is highest in Greece (66 %), Portugal (57 %) and Spain (43 %). Portugal and Spain have made particular headway: younger Roma in those two countries are far more likely to have attended school than older Roma.

This elevated share of young Roma who have never been in formal education stems from a combination of social, geographical and infrastructural factors, such as social exclusion, sub-standard living conditions, the lack of accessible schools.

Figure 11: Roma and non-Roma respondents aged 16 and above who have never been to school, by EU Member State (%)



Question: H1. At what age did you finish or leave school? 94 never been in education.
 Notes: Reference group: All Roma and non-Roma respondents aged 16 and above.
 Source: FRA Roma pilot survey 2011



9. Causes of poor educational outcomes



To identify possible reasons for non-attendance the survey asked respondents why they stopped going to school or why they never attended school. Respondents could choose up to three different answers from a list of twelve. Possible responses included financial reasons, such as the need to work and the cost of education, given that households have associated costs. Other responses reflect circumstantial reasons, such as illness, long distance from school, marriage and childbirth or a lack of documents, as well as other reasons, such as did poorly at school or judged to be sufficiently educated. Finally there are reasons related to the school environment, which may, for example, be hostile. Migration and the necessity to assist in the household or family business were not among the defined response categories and fall under 'other', the response chosen most frequently in Portugal, Italy, Spain and France.

Table 1 presents the three reasons the Roma respondents most frequently chose. These reasons related to low aspirations, such as the respondent's belief that he or she was sufficiently educated, or employment, he or she needed to work for income or had found a job.

The second group is actually poverty related because it hints that education is simply unaffordable for an important share of the respondents. Given that the employment-related reasons for quitting education are just another dimension of poverty, poverty emerges as a primary reason for stopping education.

Two options – 'judged to be sufficiently educated' and 'need to work for income/found job' were more frequently selected in all countries, indicating that the respondents seem to view the level of education they have attained as sufficient for the jobs they can get.

The results cannot tell us about the nature of these jobs, but it is reasonable to assume that they would be low-skilled. This could reflect the need to find work to address immediate needs at a lower education level thus limiting opportunities for improving their labour market situation through longer stay in education.

Some clear regional patterns emerge from the results. Romania registered the highest scores for poverty-related reasons (costs of education), which also emerged among the top three categories in Bulgaria, Greece, Hungary and Slovakia. The choice between education and income is also reflected in 'the need to find a job' option, with poverty again acting as a major factor pushing Roma out of education. Dropping education in favour of income generation backfires, however, in the long run, because it reduces future income generation opportunities and effectively locks Roma in a self-perpetuating cycle of poverty. There is a real risk that people simply extrapolate their experience onto their expectations, perceiving this vicious cycle as the only realistic approach, which may also at least in part explain their low educational aspirations.



Table 1: Roma respondents' three most frequently mentioned reasons for stopping school aged 16 and above, by EU Member State (% based on all answers)

Bulgaria (n=1,274)	%	Czech Republic (n=1,565)	%
Judged to be sufficiently educated	30	Judged to be sufficiently educated	25
Need to work for income/found job	24	Did poorly, failed at entrance exam	19
Cost of education too high	19	Need to work for income/found job	19
Hungary (n=1,540)	%	Romania (n=1,191)	%
Need to work for income/found job	30	Cost of education too high	36
Judged to be sufficiently educated	24	Need to work for income/found job	18
Cost of education too high	11	Judged to be sufficiently educated	17
Slovakia (n=1,662)	%	Greece (n=1,588)	%
Judged to be sufficiently educated	30	Need to work for income/found job	34
Need to work for income/found job	20	Cost of education too high	14
Cost of education too high	14	Judged to be sufficiently educated	13
Poland (n=833)	%	Spain (n=1,101)	%
Need to work for income/found job	22	Need to work for income/found job	40
Judged to be sufficiently educated	21	Judged to be sufficiently educated	21
Marriage, pregnancy or childbirth	15	Other reason	18
Portugal (n=1,214)	%	Italy (n=656)	%
Other reason	40	Other reason	29
Judged to be sufficiently educated	19	Need to work for income/found job	25
Need to work for income/found job	12	Judged to be sufficiently educated	13
France (n=795)	%		
Other reason	29		
Judged to be sufficiently educated	24		
Need to work for income/found job	15		

Question: Why did you stop going to school? Why did you never go to school?

Reference group: All Roma respondents aged 16 and above. Respondents were asked to provide up to three answers.

Source: FRA Roma pilot survey, 2011



10. School and classroom environment



A UK example

Good practices for the inclusion of Roma children in schools in the United Kingdom The Traveller Movement, a charity based in the United Kingdom that works with Gypsies, Roma and Travellers (GRT), released a report in 2019 aimed as a guide for schools to create an environment likely to enhance outcomes and a sense of belonging for Gypsy, Roma and Traveller Children in education.

Through empirical research with teachers and Roma families, and some quantitative analysis, they identified the most efficient practices implemented in UK schools. These schools are the ones responding to the most significant issues that are exclusion, admission and transport, bullying, discrimination, attendance, special educational needs and elective home education.

Overall, the schools having both a high GTR population and good attainment are those consistently characterised by the following elements:

- They create an environment of safety and trust;
- They cultivate an ethos of respect;
- They are committed to access and inclusion;
- They have high expectations of their pupils;
- They work in partnership with families, pupils and local communities;
- They communicate openly and respectfully with children and create good working relationships with parents.

This type of studies shows that schools with directors and teachers committed to inclusion practices that consider the various dimensions of diversity, including Roma students, have a strong impact on both students' performance and well-being.

Source: (The Traveller Movement, 2019).

OECD recommendations for well-being of Roma students

Well-being is an element increasingly incorporated in OECD's work on children, young people and education. It is defined here as a dynamic state characterised by students experiencing the ability and opportunity to fulfil their personal and social goals. According to OECD's work on child well-being (OECD, 2015), the latter is multidimensional and covers:

1. Cognitive well-being;
2. Psychological well-being;
3. Physical well-being;
4. Social well-being;
5. Material well-being.

As observed in recent OECD works, embracing cultural diversity in the classroom has positive effects on students' outcomes and enhances all aspects of well-being. In fact, some of the most successful schools are the ones that provide an inclusive and intercultural environment where students feel connected and valued (OECD, 2017). This suggestion comes to explore the possibility of implementing intercultural education to foster Roma students' well-being.



11. Level of government action



Obligations to ensure the right to education for Roma children

When governments ratified the Convention on the Rights of the Child, they undertook to take all necessary measures to ensure that children's rights are realized. This involves action to:

Fulfil the right to education by ensuring that education is available for all children and that positive measures are taken to enable children to benefit from it, such as by tackling poverty, adapting the curricula to the needs of all children or engaging parents to enable them to provide effective support to their children's education.

Respect the right to education by avoiding any action that would serve to prevent children from accessing education, such as legislation that categorizes certain groups of children with disabilities as uneducable.

Protect the right to education by taking the necessary measures to remove the barriers to education posed by individuals or communities, such as cultural barriers to education or violence and abuse in the school environment.

12. Human rights-based approach to education



Principles underpinning a rights-based approach to education

A rights-based approach to education is informed by seven basic principles of human rights:

1. Universality and inalienability: Human rights are universal and inalienable, the entitlement of all people everywhere in the world. An individual cannot voluntarily give them up, nor can others take them away.

2. Indivisibility: Human rights are indivisible. Whether civil, cultural, economic, political or social, human rights are all inherent to the dignity of every person.

3. Interdependence and interrelatedness: The realization of one right often depends, wholly or in part, on the realization of others.

4. Equality and non-discrimination: All individuals are equal as human beings, and by virtue of the inherent dignity of each person, are entitled to their rights without discrimination of any kind.

5. Participation and inclusion: Every person and all peoples are entitled to active, free and meaningful participation in, contribution to and enjoyment of civil, economic, social, cultural and political development.

6. Empowerment: Empowerment is the process by which the capabilities of people to demand and use their human rights grow. The goal is to give people the power and capabilities to claim their rights in order to change their own lives and improve their communities.

7. Accountability and respect for the rule of law: A rights-based approach seeks to raise levels of accountability in the development process by identifying 'rights holders' and corresponding 'duty bearers', and to enhance the capacities of those duty bearers to meet their obligations.



13. Obligations to ensure the right to education for Roma children



Government structures

While the primary responsibility for the provision of education for Roma children rests with education ministries, this cannot be achieved without an overarching framework of mechanisms in place across government as a whole. Where possible, a comprehensive national action plan needs to be put in place that commits governments to the necessary structures, laws, policies, and partnerships, which are not only transparent and accountable, but also backed up by appropriate levels of financing. It is not sufficient for the future of this marginalized and excluded group of citizens to be dependent on short-term projects and programmes that will never have the necessary impact on the lives of all Roma children. A comprehensive and intersectoral approach to achieving the right to education for Roma children, including early childhood development and education, has implications for government structures at three levels:

1. Across ministries
2. Within the education ministry
3. Between national and local government

Cross-ministerial strategies

Action is needed across a number of government ministries in order to remove the many barriers that impede the right to education. For example:

- Finance ministries have responsibilities to ensure that budgets are allocated to implement the strategy to realize the right to education. Traditionally, finance ministries have not been involved in the financing of Roma education in any meaningful way. However, without their cooperation, systemic changes are difficult to achieve. Finance ministries also need to be concerned with the quality of education that is being funded.
- Ministries of justice and home affairs have responsibility for implementing laws and proactive policies to tackle prejudice, xenophobia and lack of registration.
- If Roma children are to be able to arrive at school adequately prepared, they need access to improved housing, water and sanitation facilities in many of the settlements in which they live.
- Ministries of social welfare need to establish appropriate social protection policies and benefits to encourage and enable Roma families to meet the associated costs of education.
- Ministries of health need to coordinate, for example, maternal and prenatal health services with early childhood education services.
- Given the fear of prejudice, bullying and aggression when attending school experienced by many children and their families, ministries responsible for child protection need to be involved to explore approaches to tackling vulnerability to violence.
- Ministries of broadcasting and communication need to play a part in challenging xenophobia and promoting tolerance and inclusion.

Overall, ministries need to be aligned in their understanding of the commitment to Roma education in order to achieve an integrated and holistic approach where they



are working collaboratively towards a shared agenda. This would reduce the fractured nature of many current services and strengthen accountability for policymaking, funding, regulation, personnel, training, certification and professional development.

Integrated education ministries

In many countries in the region, mainstream schooling and special education are managed under different administrations within the Ministry of Education. The administrations need to be integrated, with a view to bringing an end to the segregation of both Roma and children with disabilities in special education. It is not sufficient just to press for Roma children to be educated within the mainstream. Collaboration with organizations working both with and for children with disabilities would enable both constituencies to strengthen their advocacy and present a more coherent and inclusive approach to governments.

Devolved government structures

There are strong arguments to be made for devolving government responsibilities to the local level. This enables services to be adapted to local needs, and allows for greater local democracy and accountability. However, there are challenges in doing this. Consideration must be given to the need to balance, on the one hand, the establishment of a national strategy for Roma education dedicated to the right of every Roma child to education on the basis of equality of opportunity, with the value of flexibility in implementation at the local level. Devolved structures allow for significant variations in the level of service provided. Devolved structures may be more subject to pressures of local communities hostile to Roma, and may rely for implementation on officials who

Investment in education infrastructure to overcome disadvantage. Roma children, who come from generations that have experienced poverty, exclusion and disadvantage, require dedicated funding beyond that of the majority population if they are to achieve equality of opportunity in education. In order to attract Roma children into schools and ensure their sustained involvement in education, governments will need to commit the resources for early childhood education, as well as universal access to basic education, training of teachers, curriculum development, improved access to schools and improved physical environments in schools, have infrastructure appropriate for the number of pupils and provide quality instruction and support for integrating Roma pupils into an ethnically-mixed school environment.



14. Framework for promoting the right to education



A conceptual framework for promoting the right to education

Taking the basic principles together with the overarching government obligations, it is possible to construct a clear conceptual framework to guide the actions necessary to ensure that Roma children are able to realize their right to education. This necessitates a focus on three interdependent and interlinked dimensions: the right to access education, the right to quality education and the right to respect within the learning environment. These dimensions reflect the importance of a holistic approach to the right to education, which requires addressing the realization of all three.

Right of access to education

Every child has the right to education on the basis of equality of opportunity. Roma children are particularly at risk of being marginalized or discriminated against in the realization of this right. Governments need to invest in the following universal and targeted measures to ensure that Roma children are equally able to realize the right to education alongside other children:

Provision of free, early childhood education for at least two years for every Roma child

Available, accessible and inclusive basic education for all children, supported by the necessary resources, and measures within schools to overcome discrimination and exclusion

Equality of opportunity through the removal of social and economic barriers to education faced by Roma children

Right to quality education

It is not enough to provide access and equal opportunities to education. That education has to be of the highest possible quality to help every child reach their potential, and that quality should be consistent across regions, different populations, and urban and rural settings. Although there is no single definition of 'quality education', it is broadly understood to incorporate the opportunity for both effective cognitive learning, together with opportunities for creative and emotional development. In order to achieve these goals, education for Roma children must encompass:

A broad, relevant and inclusive curriculum that enables Roma children to acquire the core academic curriculum and basic cognitive skills, together with essential life skills, that are fully respectful of their culture

Rights-based learning and assessment in which the role of teachers is to facilitate participatory learning rather than simply transmitting knowledge, and in which assessment processes are sensitive to the situation of Roma children, including their language and culture

A child-friendly, safe and healthy environment to enable children to reach their full potential, and which adopts a holistic approach to their education, health and well-being

Right to respect in the learning environment



Human rights are 'inalienable' – that is, they are inherent in each human being and must be respected within learning environments, as in all other contexts. In order to realize the right of Roma children to education, other key rights must also be respected, including:

Respect for identity: Recognizing the right of Roma children to their culture and language

Respect for participation rights: The right of children, including Roma children, to be involved in matters concerning their education, at the level of individual decisions affecting them, in the way that their school is run and in relation to broader education policy and delivery

Respect for integrity: Roma children have the right, both within school and when travelling to school, to be protected from all forms of violence, and also to school discipline that is respectful of their dignity



15. Right to access education



The right to access education

The right to education on the basis of equality of opportunity imposes obligations on States to establish the legislative and policy framework, together with sufficient resources, to ensure access for every Roma child.

Achieving this goal will necessitate the following:

Early childhood development services

Although the Convention on the Rights of the Child does not require governments to provide early childhood education, the Committee on the Rights of the Child strongly encourages them to do so, recognizing that learning and development starts from the very beginning of life. The convention calls on governments to ensure that young children have access to programmes of health, care and education designed to promote their well-being, and stresses that the right to optimum development implies the right to education during early childhood, with systematic and quality family involvement. Early childhood development and education, from conception to primary school age, is important to the overall achievement of the full inclusion of Roma into society, and to ensure the equal realization of their rights. As a marginalized and vulnerable population, they are at greatest risk of not having pre- and post-natal and early childhood needs met. Investment in early childhood development and education should be a priority, as this is the stage of life where the most rapid development occurs and is the basis for future learning.

Early childhood development is widely recognized as the foundational stage to developing effective life skills, to socialization and education and to access and inclusion into the regular educational system. An accumulating body of evidence now exists to indicate that early childhood interventions to remedy disadvantage are more effective than interventions that come later in life. The first few years of a child's life are the most critical period of human development, and early disadvantage, if left untouched, is shown to lead to academic and social difficulties in later years. Indeed, investing in disadvantaged young children is a public policy initiative that simultaneously promotes fairness and social justice for the families involved, while enhancing productivity in the economy and in society at large.

The OECD *Starting Strong* report makes it clear that investment in early childhood services impacts positively on both educational returns and in the social, economic and labour market spheres. Quality services will alleviate social disadvantage and inequality, and further, it enhances social and economic outcomes by reducing gaps in school achievement, breaking the poverty cycle, improving long-term health and employment options, reducing reliance on social services and avoiding criminality.



16. Right to quality education



Governments need to consider introducing:

A commitment to two years of free preschool education for at least 80 per cent of Roma children by

2012. The segregated location of many Roma communities militates against inclusive early childhood educational environments, as they would involve sending very young children long distances to unfamiliar environments and restrict the active involvement of parents. In remote areas, where there are no local preschools, consideration could be given to temporary measures such as:

- Satellite or mobile preschools run close to communities
- Non-formal kindergartens in Roma settlements
- Community-based or family-based preschool education for children under 4 years old
- Preschool teachers visiting families
- Preschool provision accompanied by literacy courses for parents
- Supported home learning environments by providing books for families, family literacy programmes, and TV/ radio programmes that reach communities

However, these measures should not be allowed to develop into permanent lower quality parallel educational systems. Preparation for early childhood education school should be organized according to community preferences, funded at the same level as non-settlement options, and all preschools (state-funded, whether in or out of settlements) should be open to Roma and non-Roma and seek diverse populations. It is essential to ensure training of staff working with the children, either Roma or non-Roma, in order to provide quality education and to ensure links and regular visits to the formal preschools in the vicinity.

Support and education for mothers. Good parenting and the well-being and education of mothers is an important dimension of effective early childhood education. Investment is needed in programmes designed to strengthen mothers' own literacy and capacities to support their children's readiness for school.

Holistic service approaches. Early childhood educational programmes cannot alone address the issues of poverty and institutional discrimination. They need to be comprehensive and linked with other services. For example, for the youngest children up to 4 years, there should be an emphasis on screening, health, nutrition and capacity-building of parents; for children 4 to 7 years, more attention needs to be paid to their transition to primary school. Cooperation is needed to ensure that health and education ministries collaborate to provide effective and holistic services for young children, including wider community-based services.

Building demand. Governments need to undertake awareness-raising programmes on the value of early childhood education, its potential to facilitate the successful transition of children into primary school, as well as the importance of play in children's development, in order to strengthen demand from Roma communities. Creating opportunities for Roma parents to visit early childhood educational facilities, play an active role in their design and get involved as support workers will all help in building understanding of and confidence in early childhood services. Parents need to be reassured that the culture and environment within preschool education is receptive to the Roma community and that their children will not experience



discrimination. In addition, it is important to create mechanisms through which parents can raise concerns, talk to staff members and lodge complaints where they feel their child has been treated inappropriately.



17. Child-friendly schools



Education has to be of the highest possible quality to help every child reach his or her potential, and governments must ensure that Roma children in all schools, including preschools, are able to receive the same quality of education as all other children. The Committee on the Rights of the Child stipulates that the curriculum, in early childhood and in school, must be of direct relevance to the child's social, cultural, environmental and economic context, and to his or her present and future needs, and take full account of the child's evolving capacities. Curriculum must therefore be inclusive and adapted to the needs of children in different and/or difficult circumstances. Quality in education can only be achieved through the development of child-friendly learning environments that have a holistic approach to children's development. All learning environments and educational content, teaching and learning processes should reflect human rights principles. This means addressing children's multiple rights, using strategies that build links between the school and the family and community. Child-friendly learning environments seek not only to equip children with basic learning skills, but also to enable them to take control of their lives and to promote justice, democracy, peace and tolerance.

UNICEF has established specific benchmarks for educational environments within its child-friendly schools (CFS) framework. The CFS framework conceives of the learning environment and all of its components as an interdependent whole, rather than concentrating discreetly on different aspects of the learning environment. This holistic approach is fundamental to the creation of environments in which Roma children can learn effectively. In the larger context, the CFS framework is "a means of translating the Convention on the Rights of the Child (CRC) into school management and classroom practice, and ensuring the right of all children to have access to quality basic education."

For preschools, schools and education systems to be child-friendly, they should:

- Be **inclusive** of all children, particularly Roma, children with special educational needs and children with a disadvantaged social background
- Offer **good quality** teaching and learning processes with individual instruction appropriate to the developmental level, abilities and learning capacities and outcomes of all children, thus ensuring that no child is left behind; the curriculum and educational content must be **relevant** to the needs of the society, its social cohesion and labour market
- Provide a **safe, healthy and protective** school environment in which children are protected from violence, abuse and harm and in which essential life skills and values of respect, tolerance and democracy are promoted
- Be **gender-sensitive** and promote gender equality in both enrolment and achievement; adequate attention must be given to the situation of girls in some countries, but also to the growing disadvantage of boys in upper-secondary and higher education throughout the region
- Promote the **participation of stakeholders** – children, families and communities – in all aspects of school life encouraging the involvement of parents and families through the development or strengthening of effective parent-teachers associations



(PTAs), and fostering local partnerships in education through working with the civil society – NGO s and community-based organizations.¹¹¹

In particular, early childhood education needs to meet the following criteria:

- Be close to communities
- Link with other services
- Be flexible and openly managed
- Be physically and emotionally secure
- Have a child-centred pedagogy
- Involve parents
- Have a curriculum reflecting diversity
- Be a democratic learning environment
- Involve teachers with an understanding of child development



18. School environment Political will and good governance



A child-centred, safe and healthy environment

For learning environments to be optimized to enable children to reach their full potential, schools need to take a holistic approach to their education, health and well-being. Roma children, in particular, may also need additional targeted assistance, such as extra financial aid, in-school meals, extra homework and academic support. This will necessitate attention being paid to the following concerns:

Physical health. In order for children to be able to maximize their learning experience, they need to be in proper physical condition to learn. Schools need to take an intersectoral approach in order to bridge gaps in health and nutrition for Roma children. This could mean working together with the health ministry and other relevant bodies to provide basic health screenings, vaccinations and the provision of free meals to the poorest.

Basic health and safety standards for school buildings need to be set and equally implemented. Schools should take measures to contribute towards children's health and well-being, taking into account the differing needs of children – for example, consideration as to the location of schools, travel to and from school, factors which might cause illness or accidents in the classroom or playgrounds, and appropriate facilities for girls. It also requires the proactive provision of facilities, services and policies to promote health and safety of children, and the active participation of the local community. A healthy environment also needs to provide safe and stimulating opportunities for play and recreation.

Design and equipment. All schools should be equipped with appropriate and adequate educational equipment and materials, with attention paid to special needs such as multilingual texts books in Romani-speaking areas. The design of the schools and kinds of facilities, materials and equipment to be included should be developed with the input of the local community, parents, teachers, children and other stakeholders. For instance, the socio-economic position of some Roma children may affect their chances of having appropriate places to do school work. Many live in cramped housing conditions or may be homeless. For these children, it is important that schools provide facilities to enable them to study safely and quietly, after formal school hours.

A multi-sector and cross-departmental approach to promoting inclusive education would involve:

Sensitization to the rights of all children to education. National campaigns and information dissemination are necessary to challenge many of the cultural barriers and discriminatory attitudes and beliefs that impede access to education for Roma children.

Parental and family support. Roma parents need to be supported to promote both their willingness and capacity to ensure their children's attendance at school.

An inclusive ethos and environment. Schools need to be provided with policies and guidance on how to create learning environments that respond to and value the needs of Roma children. Schools should promote a culture of respect for differences



and introduce approaches to support all children, irrespective of gender, language, ethnicity or disability.

A flexible structure and timetable. Schools should adapt to children rather than requiring them to adjust to a pre-defined and rigid system, especially during early years and through the first grades of primary school. If Roma children, particularly those who may be required to work, are to realize their right to education, it is necessary to explore options for a more flexible and inclusive approach to the organization of schools. However, flexibility should not extend to the exclusion of Roma children from mainstream classes. Offering alternative curricula for Roma children can serve to discriminate and limit their future opportunities. Of course, children are entitled to protection from economic exploitation and from any work that interferes with their health, education or development. The first priority must be to ensure that children are not forced into work that limits their access and opportunity to benefit from education. However, until this goal is realized, such children are entitled to an education that accommodates the competing demands on their time.



19. Tackling discrimination. Inclusive education



Inclusive education concerns every child and young individual. Countries can promote it in schools to raise awareness, promote inclusion and so that all students will benefit from a good quality education. In the specific case of ethnic minority groups' education, in this case Roma students, intercultural education deserves special attention. It seems to be a powerful tool to foster social cohesion and, in the long run, peaceful and inclusive societies. Lack of intercultural dialogue is likely to generate societies poorly tolerant to diversity and exacerbate the exclusion of some ethnic groups. In this sense, the intercultural approach should be further considered in policy making aimed to foster the sustainable social inclusion of Roma communities in Europe, for which it has proven to have a positive impact.

A strong political commitment, a consistent implementation of legal frameworks related to intercultural education as well as the recognition of Roma students' specific needs will therefore be important to strengthen the inclusiveness of European education systems. Such an approach recognising and valorising, among others, Roma culture, is likely to play an important role in strengthening Roma students' inclusion, i.e. their sense of belonging and well-being. Through recognition and dialogue, intercultural schools could contribute to suppressing the "otherness" with which Roma communities have been sealed, and shift this vision to one considering them as fully European, though having differences with mainstream societies. Therefore, intercultural education, and overall a communication respectful of cultural variations might be a core driving force within a holistic approach to promote inclusion.





Let's know each other:
**Strategy for the Equity
Inclusion of Roma Students**

**“Roma students' inclusion: an
effective interaction with Roma
students and their parents”**

Project code 2020-1-EL01-KA201-078810

PART B

Educational Activities, Strategies and Practices







This work is licensed under **The Creative Commons Public Domain Dedication**.

CC0 (aka CC Zero) is a public dedication tool, which allows creators to give up their copyright and put their work in the public domain. To view a copy of this license, visit <https://creativecommons.org/publicdomain/zero/1.0/>



Disclaimer:

"The European Commission's support for the production of this publication does not constitute an endorsement or approval of all the views and opinions expressed therein, which may not necessarily align with the official stance of the European Commission."



Contents



Educational Activities

Educational Activity 1 Children's rights	5
Educational Activity 2 United Nations Convention on Children's Rights	6
Educational Activity 3 Roma people and their way of life	7
Educational Activity 4 Roma history	8
Educational Activity 5 International Roma day	9
Educational Activity 6 Dilemma on International day of thinking	10
Educational Activity 7 City council	12
Educational Activity 8 Roma people Bulgaria	14
Educational Activity 9 Roma New Year	15
Educational Activity 10 Erasmus +	16
Educational Activity 11 Put yourself in my shoes	17
Educational Activity 12 MUSIC MOVES THE WORLD	18
Educational Activity 13 I will show you my world	19
Educational Activity 14 What's enough?	20
Educational Activity 15 All the same all different	21
Educational Activity 16 Roma - targeted program - Open Day for Roma Parents	22
Educational Activity 17 What do you know about the history of Roma people? Let's listen	23
Educational Activity 18 What do you know about the history of Roma people? Let's research!	24

Strategies

Strategy 1 Preschool education	27
Strategy 2 Employment of the members of Romani community	28
Strategy 3 Family and school	29
Strategy 4 Non formal training for qualification	31
Strategy 5 Education for adult Roma	32
Strategy 6 Connecting Roma and non Roma	33
Strategy 7 Promoting Roma culture and history through formal and non-formal education	34
Strategy 8 Developing teaching material in the Romani language	35
Strategy 9 Promoting translation and Romani language teaching as occupations	36
Strategy 10 Roma in Europe	37
Strategy 11 Schools welcome Roma children	38



Strategy 12 Measures for early school leaving	39
Strategy 13 Cultural heritage of Roma	40
Strategy 14 Roma literature	41
Strategy 15 Measures for early school leaving	42
Strategy 16 Vocational training	43
Strategy 17 Connecting Roma and non -Roma	44
Strategy 18 Education and Employment of young Roma people	45
Strategy 19 Let's gardening!	46
Strategy 20 Bridge to Business	47

Best practices

Ideas from partners	48
---------------------	----



Educational Activities



EDUCATIONAL ACTIVITY 1

TITLE:

Children's rights

TOPICS

UNICEF, children, rights, children's rights

ABSTRACT

Students watch a video about Child protection and answer a Google Forms about Children's rights according to UNICEF Convention on Children's rights.

AIM

To learn more about Children protection and UNICEF Convention on Children's rights

OBJECTIVES

To present injustice and bad behaviour to children
To present protective measures for children by UNICEF
To register students' opinion on children; s rights
To emphasize the importance of child protection

RESOURCES

The link to UNICEF video <https://www.youtube.com/watch?v=3xGkNBerxe0>
The link for the questionnaire <https://forms.gle/xTztyYoT1Kvt1Etu6>

STEPS

Step 1

Students are asked to watch UNICEF video and describe injustices and / or bad behaviour to children

Step 2

Students are asked to answer the Google form. At the beginning of the questionnaire there is a link to UNICEF convention of children's rights.

OUTCOMES

Students learn about children; s rights
Students acquire social knowledge
Students sympathise with less privileged children



EDUCATIONAL ACTIVITY 2

TITLE:

United Nations Convention on Children's Rights

TOPICS

Children, UNICEF, rights

ABSTRACT

Students watch a UNICEF video that emphasises differences on children's life between rich and poor countries. Then students complete an interactive exercise about children's rights at H5P platform.

AIM

To learn about Children's Rights and conditions of living in different countries

OBJECTIVES

To learn about Children' rights
To acquire knowledge about universal human rights
To think about injustices between poor and rich countries

RESOURCES

Video and H5P exercise

STEPS

Step 1

Students watch a UNICEF video about daily life of children. The difference between rich and poor countries is obvious. <https://www.youtube.com/watch?v=E1xkXZs0cAQ>

Step 2

Students complete the exercise about Children's' rights at at <https://h5p.org/node/1085673>.

OUTCOMES

Students are presented about children who lead difficult lifes
Students exercise their knowledge about Children's rights
Students are aware of the importance of UNICEF protection for children



EDUCATIONAL ACTIVITY 3

TITLE:

Roma people and their way of life

TOPICS

Roma, life style, music

ABSTRACT

Students listen to a song and watch videos about Roma people

AIM

To learn more about Roma people and their way of life

OBJECTIVES

To learn about Roma

To think about the diversity of cultures

To overcome stereotypes

To discuss about the condition of Roma people in the area

RESOURCES

Song Rom

Film Rom by Menelaos Karamaghiolis

STEPS

Step 1

Students listen to Rom song from the film Rom by Menelaos Karamaghiolis (Greece, 1989). <https://www.youtube.com/watch?v=nPemn7YjeZc>

Students watch the video <https://youtu.be/JOYqQdPkUR8>

Step 2

Students discuss in groups

Who are these people

Are there Roma people at your school

Are there Roma people at your city

If yes, where do they live in your area

What are the names for them

Where do we meet them

What is their language

What are their special characteristics

What are their professions

Step 3

Students tell to the class one thing that they like about Roma. The teacher presents to the class

OUTCOMES

- To learn about the “other”
- To learn about Roma
- To think about the importance of cultural diversity
- To focus on positive aspects of Roma culture



EDUCATIONAL ACTIVITY 4

TITLE:

Roma history

TOPICS

History, Roma

ABSTRACT

Students watch an animated video about Roma and a timeline about Roma history

AIM

To learn more about the history of Roma and to think critically about their persecution

OBJECTIVES

To learn about history of Roma

To understand why Romani people were forced to leave their settlements

To sympathise for Roma persecution

To think critically about decisions taken for Roma and by Roma

RESOURCES

Video and timeline

STEPS

Students watch the video Gypsies, Roma, Travellers: An Animated History rou

Adrian Marsh

<https://www.opensocietyfoundations.org/voices/gypsies-roma-travellers-animated-history>

Students study the timeline at

https://en.wikipedia.org/wiki/Timeline_of_Romani_history

Students are asked to think about

- Other names for Romani people
- The orientation of Roma
- The arrival of Roma in Europe
- Their professions
- The persecution of Roma
- The effort for health, employment, education and equity

Each group presents to the class

OUTCOMES

- To deepen knowledge about Roma people
- To understand the reasons that Roma were treated not equally
- To sympathise with the persecutions Roma faced
- To show understanding for the present situation of Roma
- To learn more about Roma and not to criticize their way of life



EDUCATIONAL ACTIVITY 5

TITLE:

International Roma day

TOPICS

Roma culture, Roma history, Roma dance

ABSTRACT

On International Roma Day, the teacher organises an event for both students and parents/guardians to celebrate Roma culture. The event includes videos, presentations, quiz, references to famous Roma people and a dance

AIM

To promote inclusion of Roma children and their families at school and local community

OBJECTIVES

For students

To strengthen the self-esteem of Roma children

To introduce the importance of all cultures

For parents/guardians

To strengthen the self-esteem of Roma parents

To involve families actively at school

To promote multiculturalism and respect for others both at school and community

To enhance parents' knowledge for other communities/ cultures

RESOURCES

Roma music, Video about Roma, presentations

STEPS

Step 1

All parents and children (Roma and non-Roma background) watch the presentation and videos of Roma culture. Roma flag, anthem and images depicting the history and culture of the Roma are included together with images of famous, well-known people of Roma origin

Step 2

A Kahoot game with questions about the Roma traditions, language and history

Step 3 Dance lesson (optional)

Roma people perform dance in traditional Roma costumes. The dancers explain how the dance is connected to their traditions

Step 4

Both parents and students learn "thank you" in Romani language

OUTCOMES

Strengthening of Roma parents' self-confidence because International Roma Day is celebrated at school

For all school community, new information and new insights about Roma are presented

Families from Roma and non Roma background meet at school and may find common traditions

Parental involvement supports children's integration



EDUCATIONAL ACTIVITY 6

TITLE:

Dilemma on International day of thinking

TOPICS

Diversity, Roma, dilemma

ABSTRACT

Students are asked to state their opinion on an incident with Roma people

AIM

To be in the position and try to understand Roma people's way of life

OBJECTIVES

To learn more about Roma way of life

To feel empathy for Roma people

To approach critically social issues

RESOURCES

Digital tools for online collaboration

STEPS

On February 22 International day of thinking is celebrated. A reference is made to International day of thinking with a discussion about a moral dilemma.

The question given to the students is: I live with the Roma, all different, all equal?

One student related an incident that occurred outside his home and the discussion revolved around it: "In the recycling bin outside his house there was an incident between an elderly man, who daily collected plastic bottles and aluminum boxes for reciprocal recycling and some Roma who urgently demanded the same waste. The residents heard the fight and went out. Most of them took a stand in favour of the elderly with a basic argument that he collected the materials to be recycled daily. There were few who proposed a sharing, a compromise".

A discussion ensued. The students made their arguments and stated how they would deal with this incident if they had to give a solution.

Their responses were collected on the digital board (photo attached).

Questions and further dilemmas such as:

What are the living conditions of the Roma?

What's their average life expectancy?

How do they earn money? Why do they resort so easily to illegality?

How could the state persuade them or force them to go to school and generally be more law-abiding?

The students wondered, 'since these people have never joined the communities of any European country, why have they not been given funds to set up a settlement as is the case with refugees today'

OUTCOMES

Digital board of opinions



Microsoft Whiteboard

World Thinking Day

Οι Ρομά δε δέχονται τους ηλικιωμένους!

Φωνάζουν για τα δικαιώματά τους! Αλλά δεν τηρούν τις υποχρεώσεις τους!

22 Φεβρουαρίου: παγκόσμια μέρα σκέψης

Ο παππούς έχει ανάγκη οικονομική

Το περιβάλλον κερδίζει!

Δε με ενοχλεί κανείς ως τα πάρει οποιος προλάβει

Με ενοχλεί γιατί δεν είναι ευγενικοί.

Ζω μαζί με τους Ρομά
Όλοι διαφορετικοί! Όλοι ίσοι;

Είναι δύσκολο να τους καταλάβουμε

Ας τα βοηθάμε!

Ας ανακουφίσουμε! Κάνουν πολύ στο περιβάλλον

Να μην ανησυχώ να ευχηθώ μαζί τους δε θα τα καταφέρω

Το κάνουν μόνο για τα λεφτά

Είναι κάτι κοινόχρηστο! Ας το πάρει οποιος προλάβει



EDUCATIONAL ACTIVITY 7

TITLE:

City council

TOPICS

Role play, citizens, city council

ABSTRACT

Roma students in their effort to integrate into the Greek education system and school reality have to adopt habits incompatible with their family and social environment practices. Everyday habits, ways of communication and many other usual practices of non-Roma students are unknown and unfamiliar to Roma students.

The teacher organizes a city council simulation for students to practice social roles

AIM

To exercise citizenship skills

OBJECTIVES

To teach active participation in decision-making processes as applied in student councils.

To create active and responsible European citizens

To familiarize students with the operation of the school and its problems

To seek solutions through cooperation, argumentation and acceptance of all

RESOURCES

- A classroom with furniture that can be reset as a city council room.
- Paper and pen for writing down information etc.

STEPS

Role play is used for this activity because it involves oral speech (verbal communication) but also physical expression (non-verbal communication). It is an ideal method for developing multiple individual and group skills.

The design of the student council simulation should include the following basic steps:

1. Selection of the topic or issues to be discussed in the council and decisions to be made. When choosing topics, students are encouraged to justify their choice with arguments. The topics chosen should relate to the students 'own problems, so that the process is of greater practical interest for them.
2. Division into sub-groups and distribution of roles (president, secretary, treasurer, etc. of the student council). The students could also choose the roles of teachers, journalists, representatives of the parents' association and guardians, etc. Each subgroup will implement a role.
3. Create a startup scenario, which will describe the problem in detail but in a comprehensive and clear way.
4. Collection of arguments and opinions. The team makes decisions (right or wrong) and has to face the consequences of their decisions. The hypothetical reality creates a sense of security and observation of the world from a different perspective.
5. Presenting views and trying to find acceptable solutions or even to reach the greatest possible consensus. During the exchange of ideas, many different views are expressed, which are evaluated by the group and are either accepted or rejected. In any case, there is respect for the rules of democracy that encourages the development of young people.
6. The group, through a democratic exchange of views tries to reach a final conclusion that will express the majority of its members.



7. Discussion and evaluation of the knowledge acquired during the role play. Students understand the variety of factors that can affect the solution of problems at school and at society in general.

OUTCOMES

This teaching proposal aims to reduce prejudice and hostility between individuals and groups, to strengthen interpersonal relationships and mutual respect, to enhance the self-esteem of team members and to socialize more isolated students, such as Roma students. Improvement in the use of oral speech and argumentative ability is also expected



EDUCATIONAL ACTIVITY 8

TITLE:

Roma people Bulgaria

TOPICS

Roma, life style, music

ABSTRACT

Students listen to a song and watch videos about Roma people

AIM

To learn more about Roma people and their way of life

OBJECTIVES

To learn about Roma

To think about the diversity of cultures

To overcome stereotypes

To discuss about the condition of Roma people in the area

RESOURCES

Song -SOFI MARINOVA- Ederlezi, Chaorie Shukarie, 2012

Video about Roma life and traditions.

STEPS

Step 1

Students listen to Roma song by Sofi Marinova (Bulgaria, 2012)

Students watch the video <https://www.youtube.com/watch?v=1CudqmRi4b4>

Step 2

Students discuss in groups

Who are these people

Are there Roma people at your school

Are there Roma people at your city

If yes, where do they live in your area

What are the names for them

Where do we meet them

What are their special characteristics

What are their professions

Step 3

Students tell to the class one thing that they like about Roma. The teacher presents to the class

OUTCOMES

- To learn about the “other”
- To learn about Roma
- To think about the importance of cultural diversity
- To focus on positive aspects of Roma culture



EDUCATIONAL ACTIVITY 9

TITLE:

Roma New Year

TOPICS

Roma culture, Roma history, Roma traditions

ABSTRACT

Before Roma New Year's Day, the teacher organises an event for both students and parents/guardians to celebrate Roma culture and traditions. The event includes videos, presentations, quiz, references to Roma people, students from Drama club show a performance where Roma students are included.

AIM

To promote inclusion of Roma children and their families at school and local community

OBJECTIVES

For students

To strengthen the self-confidence of Roma children
To introduce the importance of all cultures

For parents/guardians

To strengthen the self-esteem of Roma parents
To involve families actively at school
To promote multiculturalism and respect for others both at school and community
To emphasize parents' knowledge for other communities/ cultures

RESOURCES

Roma music, Video about Roma, presentation

STEPS

Step 1

All parents and children (Roma and non-Roma background) watch the presentation and videos of Roma culture. Roma music and images depicting the traditions and culture of the Roma people are included together with images of famous, well-known people of Roma origin

Step 2

A quiz with questions about the Roma traditions, language and history

Step 3 School performance (Roma and non- Roma students are included)

Students show that how important collaboration is between Roma and non-Roma children at school.

OUTCOMES

Strengthening of Roma parents' self-confidence because International Roma Day is celebrated at school.

For all school community, new information and new insights about Roma are presented.

Families from Roma and non- Roma background meet at school and may find common traditions.

Parental involvement supports children's integration.



EDUCATIONAL ACTIVITY 10

TITLE

Erasmus +

TOPICS

School Projects, Students, Teachers

ABSTRACT

In order to integrate Roma students in high school, it is good to participate in various extracurricular activities. Erasmus projects are an exceptional opportunity to bring them into the educational system. Students get acquainted with new cultures ,enrich their knowledge and skills as well as learn responsibilities.

AIM

To open students' minds

OBJECTIVES

To create active European citizens

To gain self-confidence

To familiarize students with other culture, habits

RESOURCES

Classrooms, presentations, other countries visit

STEPS

Step 1

To involve students on the Erasmus+ project teachers introduce information about other countries and its culture. Talk about similarities and differences between cultures and make Roma students feel significant.

Step 2

Teacher organize a number of extra lessons to train Roma students. They pass a test in English language.

OUTCOMES

Strengthening students' self-confidence.

Shortens the gap between Roma and non- Roma students.

Acceptance of Roma students as equal.



EDUCATIONAL ACTIVITY 11

TITLE:

Put yourself in my shoes

TOPICS

Tolerance, empathy, understanding,

ABSTRACT

Students play a game to understand and to put in the Roma people's shoes.

AIM

Be able to understand and feel what they feel.

OBJECTIVES

To get understanding and empathy
To connect with Roma people
To know their feelings
To understand the differences between them

RESOURCES

Roma people experience

STEPS

Step 1

A Roma student tells one difference between his culture and our culture.

Step 2

Using the expression "If I were you" the other students have to say how they would feel or what they would do If they were them.

Step 3

They speak about their feelings about a situation according to the difference that a Roma student has told.

Step 4

All together look for solutions or changes to improve the situation.

OUTCOMES

Students learn about Roma people
Students acquire social knowledge
Students sympathise with less privileged students
Students empathise with Roma people



EDUCATIONAL ACTIVITY 12

TITLE:

MUSIC MOVES THE WORLD

TOPICS

Music, Roma people

ABSTRACT

Roma people teach the other students how their music is. Show their skills about music and help the teacher to teach the students

AIM

To involve Roma people In music classes to emphasise music culture and learning.

OBJECTIVES

To learn about Roma music

To involve Roma people in the class

To get enhance the Roma people's strength

RESOURCES

Roma people experience

STEPS

Step 1

<https://www.culturasonora.es/blog/mejores-guitarristas-flamencos/>

Show the best Roma guitarists of the history

Step 2

Roma students show their skills

Step 3

Roma students teach the other students their music and music in general.

OUTCOMES

Students know Roma music

Roma students show and develop their skills



EDUCATIONAL ACTIVITY 13

TITLE:

I will show you my world

TOPICS

Roma, lifestyle, music, culture, family

ABSTRACT

Roma people speak about music, culture, family, lifestyle even they can record videos of their traditions, birthday, the way they celebrate weddings, family meetings etc.

AIM

To learn more about Roma people and their way of life

OBJECTIVES

To learn about Roma
To think about the diversity of cultures
To overcome stereotypes
To discuss about the condition of Roma people in the area

RESOURCES

Videos created by Roma people

STEPS

Step 1
Roma people speak about music, culture, family, lifestyle
Step 2
Students ask Roma people about all the things *explained*
Step 3
They can record videos of their traditions, birthdays, the way they celebrate weddings, family meetings etc.
Step 4
Students watch the videos about their own mates.

OUTCOMES

- To learn about the “other”
- To learn about Roma
- To think about the importance of cultural diversity
- To focus on positive aspects of Roma culture



EDUCATIONAL ACTIVITY 14

Title:

What's enough?

Topic:

Global poverty and reflecting on material and non-material needs

Abstract:

Focusing around the topic of poverty, discussing the meaning of wealth and well-being and consider what they need to live a poverty-free life. Finally, the students will produce a poster and present their ideas.

Aim:

To raise awareness of the phenomenon of poverty at global and local level
To reflect on material and non-material needs

Objectives:

Better understanding that everybody is equal, being full member of the society cannot depend on wealth or poorness
To develop knowledge and understanding towards poverty

Steps:

1. Lead-in – Discussion about this quote: 'Earth provides enough for every man's need, but not every man's greed.'
2. True or False? – Work in pair to decide about the statements
3. Where do people live in poverty? – Using the map
4. Brainstorm - students are going to think about what they need to live a life without poverty.
5. Posters - to produce a poster of what they need to live without poverty. They should produce a poster that includes: five essential material things that you need, five essential non-material things that you need, and three non-essential things (material or non-material) that you need (or would like!).
6. Mini presentation - Students can then work in their pairs or groups to plan a short presentation of their ideas.

Resources:

https://en.wikipedia.org/wiki/File:CIA_WorldFactBook-Political_world.pdf

Students' worksheet:

https://www.teachingenglish.org.uk/sites/teacheng/files/SDG1_What_is_enough_%20student_worksheet.pdf

Outcomes:

Reduction in negative attitudes towards the poor, included in Roma
During the pair and group work Roma and non Roma students can work together, they can exchange their opinion, they can be familiar with the lifestyle of different social groups



EDUCATIONAL ACTIVITY 15

Title:

All the same all different

Topic:

The greater the diversity, the greater the perfection - promoting understanding and mutual respect

Abstract:

Exploration of similarities and difference, learning how we are all similar and different and how we are all special in different ways.

Aim:

To respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes

Objectives:

To identify and respect similarities and differences between people including physical appearance, culture, family, religion and language.

Steps:

1. Working in pair - key questions about the concept of 'home'.
2. An image/model of a Gypsy, Roma, Traveller's caravan - what is the same/different to your home?
3. In pairs /small groups look at 3 photos about the lives of Gypsy, Roma, Travellers then talk about the similarities and differences between your homes and the ones in the pictures.
4. Watch Angelina DVD - how would you welcome someone new into class?

Resources:

DVD Angelina Ballerina 'The Lucky Penny' - Episode 'Angelina and Anya'

Photos - https://artinterior.blog.hu/2011/12/20/kulonos_otthon_a_ciganykaravan

Outcomes:

To feel good about the ways we are similar in the group

To know that there are similarities and differences between every child in the class

To realize that it is wrong to tease someone because they are different and to develop the



EDUCATIONAL ACTIVITY 16

Title:

Roma - targeted program - Open Day for Roma Parents

Topic:

History of Roma, Roma Culture, Romani Folklore

Abstract:

Once a year the program is organised by the school for Roma students and their relatives with music, dance, quiz and cooking

Aim:

Better understanding cultural diversity
To raise awareness of Roma

Objectives:

To develop the knowledge of different cultures and religions
To improve families' interest towards the school, education
To feel empathy for each other

Steps:

1. Short presentation (PPT) about origins and short history of Roma
2. Quiz – True or False – questions about Roma culture
3. Meeting and interview with a well-known and famous representative of Roma
4. Exhibition – photos of Roma Holocaust, traditional clothes and musical instrument
5. Cultural program with live music, dance
6. Gastronomy – Cooking and tasting typical dishes from Romani cuisine

Resources:

presentation, music, photo,

Outcomes:

To strengthen the self-respect and self-confidence of Roma children and their parents
To create an environment of trust in the school among Roma and non Roma teachers, children and parents
To understand and accept, minority problems are felt even by those who do not belong to that minority, and ideally, the majority takes responsibility for those problems, actively helping to solve them and making sacrifices to do so.



EDUCATIONAL ACTIVITY 17

TITLE

What do you know about the history of Roma people? Let's listen!

TOPICS

History and Culture of Roma people

ABSTRACT

Students read short stories about the history and culture of Roma people

AIM

To learn about Roma people history and culture
Create a book

OBJECTIVES

To learn about Roma while reading a story
To encourage students to understand, value and enjoy a different culture and respect the differences between people, based on the knowledge of diversity.
To work collaboratively.

RESOURCES



Books: Ossiri and the Bala Mengro



Yokki and the Parno Gry

Marco, the Gypsy elf

<https://tile.loc.gov/storage-services/service/gdc/dcmsiabooks/ma/rc/og/yp/sy/el/fs/ho/00/pa/tt/marcogypsyelfsho00patt/marcogypsyelfsho00patt.pdf>

or Other

STEPS

Step 1 Students read aloud a short story or a passage of a book.

Step 2 They discuss about the story and what they have learnt.

Give opinions and show what they have understood

Step 3 The final task of this activity is starting to create a class book: History of Roma people.

At the end of each session students are invited to draw or write a sentence that represents what they learned that day.

OUTCOMES

- To learn about Roma
- To learn about the importance of cultural diversity
- To create a book



EDUCATIONAL ACTIVITY 18

TITLE

What do you know about the history of Roma people? Let's research!

TOPICS

History and Culture of Roma people

ABSTRACT

Students research about the topic and present their finding to the class.

AIM

To learn about Roma people history and culture
Create a mind map, a mural and a book

OBJECTIVES

To learn about Roma while researching
To encourage students to understand, value and enjoy a different culture and respect the differences between people, based on the knowledge of diversity.
To work collaboratively.
To learn how to look for information.
To express themselves
To be creative

RESOURCES

Texts given by the teacher
Books, magazines, computer.

STEPS

Step 1 First students are induced to outline a conceptual map about what they know and what they would like to know about the history of Roma people as a brainstorm: what is their country of origin, why have they travelled, how they lived in the past, how have they been treated in the countries where they have lived, how they live today...

Step 2 They research and present their findings

Step 3 The questions and answers will be collected on a support that can be exposed to the class

Step 4 Students are invited to write, in the class book, a sentence that represents what they learned that day.

OUTCOMES

- To learn about Roma
- To learn about the importance of cultural diversity
- To create a mind map
- To create a mural
- To create a book



MATERIAL

A. Read the following text and answer the questions.

Mara is a gypsy girl who really likes stories. She always asks her grandmother to tell her old stories. One day she asked her grandmother what the story of the Roma people was.

Her grandmother told her that a long time ago the gypsies lived in a land north of India. One day a war started in the country. So the gypsy families decided to go on a trip to find a place to live in peace.

They travelled through many towns. They had maps so you wouldn't get lost along the way. At that time there were no cars, everyone travelled in horse-drawn carriages.

They carried their houses on their backs, like when we go camping. They liked to look at the blue sky and walk through the green fields. They worked as peasants, blacksmiths, ranchers, artists and vendors.

In some villages the people were happy when the gypsies arrived because they sang happy songs. In other countries they looked at them with fear. Sometimes they were imprisoned for being different.

Time passed and, after many trips, Roma people now live in countries from all over the world and they can speak many languages. They go to school and work in many different jobs.

Huellas Gitanas (translated)

1. Who is Mara?
2. What did she ask her grandmother?
3. Where did the Roma people live a long time ago?
4. What happened one day in the country where the Roma lived?
5. Where did the Roma travel?
6. How did everyone travel then?
7. How did people behave when the gypsies arrived in their countries?

B. Group Work

Material:

- Big World map
- Roma flags
- A card with the names of the countries through which Roma people travelled
- Colour pencils





Countries through which the Roma people travelled

1. India 2. Turkey 3. Greece
4. Romania 5. Germany 6. France
7. Italy 8. Spain 9. United Kingdom

Activity

In order to know the migrations that the Roma people did students have to:

- paste the Roma flag in each of the countries marked on the card
- write on the map the names of the countries
- colour the countries, so that migrations are represented.

At the end students are invited to write, in the class book, a sentence that represents what they learned that day.



Strategies



Strategy 1

TITLE

Preschool education

ABSTRACT

Preschools are the first step toward building the trust of the Romani community and overcoming language barriers. Due to high rate of unemployment in Romani communities, the need for day care is relatively small. So there should be an effort to outreach the majority of preschoolers at Roma communities in order to help the new generation integrate in education.

STEPS

Step 1

Preschools acquire information on the number of Romani preschool children in a given area, as well as try to connect with key local stakeholders who will support the Roma families. Preschools can contact social services or outreach Roma families at their settlements

Step 2

Meetings with Roma families for enrolments at preschools may be carried out in the home as informal gatherings, games, creative workshops, sports events, and so forth in cooperation with stake holders / social services.

Step 3

Special attention to making a personal approach with Romani parents and their children in order to enable cooperation

Step 4

Preschools follow a comprehensive approach. They should establish a system of cross-sectoral collaboration that brings together preschools and other local institutions (municipalities, centers for social work, healthcare centers, and so forth). They should ask for help from social services in order to provide transportation for children, clothes, school items, medical examinations or any other kind of support that will enable inclusion in education and community

OUTCOMES

- Focus on the importance of education from early years
- Acquire parental cooperation that is important and necessary
- Establish and build mutual trust between Romani parents and preschool professionals
- Show respect to Roma families by considering parents' opinions, ideas, needs, and expectations in terms of their children's childcare and education.



Strategy 2

TITLE

Employment of the members of Romani community

ABSTRACT

Inclusion of workers and mediators from Romani community enables understanding and enforces cooperation. Moreover, it helps to overcome the language barriers and works as an example for both Roma and non Roma population.

STEPS

Step 1

Employ staff from Romani community. Priority for employment should be given to Roma people

Step 2

Roma employees outreach municipality, centers for social work, healthcare centers, NGOs and other organizations who work with Romani community and the local community for the best impact in society

Step 3

The preschools through Roma employees get in touch with individuals. The preschools should not expect individuals to do so themselves. With regard to Romani parents, employees can establish a contact with the Roma families outside the school in a less formal manner.

Step 4

Employees develop various approaches, design diverse topics, and include parents in different ways – while strengthening parental competencies in cooperation with institutions in the local area. Supplementary programs by other institutions within the local community should also be provided.

OUTCOMES

- Better understanding and trust
- Presentation of Roma employees as an example for overcoming barriers
- Presentation of Roma employment as an example for future professions
- Identification of potential reasons that hinder the inclusion process of Romani parents in their children's childcare and education (i.e. language barriers, low level of trust in their own ability to actively participate, and so forth). Accordingly, educators should take into account potential reasons when planning parental inclusion.
- Supplementary measures will strengthen parental competencies and empower Romani parents with regard to literacy and education in general that could contribute to parents' inclusion in their children's education.



Strategy 3

TITLE

Family and school

ABSTRACT

The family background is considered an important factor for children development. In order to integrate Roma children in school and community, the support of their families is vital.

The strategy is a pedagogical intervention that connects school, teachers and parents/ guardians for the best of Roma children. The intervention can be initiated by the teacher who teaches the children most hours and /or has developed a close relation with them.

STEPS

Step 1

At the first semester, the teacher discusses with students about their background: family, relatives, way of life, cooking habits, free time activities, social background, mobility of the family etc. The teacher tries to establish a permanent and trustworthy relationship with the student. The teacher also presents to the student his/her own life style so that the student feels trust and connection.

Step 2

The teacher suggests to the student to have a first personal meeting with their parents / guardians. The meeting is better to be held at school so that the teacher can also guide the parents / guardians at school and present the way they work at school. It is expected that the parent /guardian will have an insight at the school system and how it will help his /her child. Other members of the family can also be invited, siblings, both parents, grandparents. The teacher asks the family and the student if they wish to make adjustments so that the school includes Roma traditions in school life eg eating habits, dress code. This is very important for the cooperation between school and family but also for the attitude towards the Roma family that they can be respected at the school community. In case that the Roma families have any requests, the school and the teacher should try to respond because it will show respect and thus help the integration of the children.

Step 3

After the first semester, there is a second personal meeting with parents / guardians that will focus on the academic and social performance of the student. The teacher informs the parents / guardians and tries to showcase positive achievements of their child. The teacher emphasizes the good points in order to build further upon them. The teacher praises both the family and the students for achievements so that the family support is promoted.

Step 4

At the end of the school year, there will be an evaluation meeting. Roma student and his/her family discuss with the teacher how they felt, what helped them proceed, whether any adjustments were supportive, what are their future plans etc. The evaluation aims to figure out the best practices and ideas derived from own experiences of Romani community.

OUTCOMES

The meetings aim at fruitful cooperation between family background, student and teacher, established on a respectful basis for Roma traditions and life style. It is expected that

- Parents/ guardians will be informed about the school system and they will know what their child learns at school
- Parents /guardians will start up a good interpersonal relationship with the teacher



- Roma families will have a word to say and to request adjustments for the education of their child. Thus, they will feel that they are treated with equity and respect by school
- There will be a regular follow up on students' progress



Strategy 4

TITLE

Non formal training for qualification

ABSTRACT

Setting up education and training programmes for Roma people leading to a qualification, to motivate their participation

STEPS

Step 1

Provide vocational training, to better prepare Roma children for the market, if possible for skills connected to their traditions and traditional occupations

Step 2

Provide young unemployed Roma, those outside the education system and those having left school at a young age with opportunities for non-formal learning

OUTCOMES

A number of Roma children will be better prepared to enter the labour market

Reduction in the number of unemployed young Roma

New professional paths, if possible connected to Roma traditional occupations



Strategy 5

TITLE

Education for adult Roma

ABSTRACT

Parental involvement is crucial for the integration of children. So it is of great importance to provide basic education for uneducated adult Roma. Educating adult Roma emphasises the importance of education and in their turn parents will motivate their children to be educated

STEPS

Step 1

Offer training courses for adults (legislation, curriculum, teaching material, teacher training, budget)

Involve parents with Adult education centres, Schools, Roma communities, Non-governmental organisations and associations

Step 2

Give an active role to Roma adults for their education

OUTCOMES

Greater participation by parents of Roma children in the implementation of measures aimed at their children

Increase in the number of educated Roma adults

Increase in the number of Roma adults with a better chance of finding a job



Strategy 6

TITLE

Connecting Roma and non Roma

ABSTRACT

Events that aim to inclusion

Awareness raising and provision of information to non-Roma parents

Countering prejudice and stereotypes among the majority population

STEPS

Step 1

Encourage dialogue between Roma and non-Roma through local activities

Organise voluntary activities involving Roma and non-Roma parents

Step 2

Establish a partnership between Roma communities and local media with a view to promoting a more accurate image of Roma

Conduct awareness-raising campaigns designed to counter racism and discrimination through presentation leaflets, advertising, shows, publications

Work in a cross sectoral way involving Media, Municipal department responsible for minority affairs, Non-governmental organisations and associations, Public bodies

OUTCOMES

Better relations between Roma and non-Roma parents

Reduction in negative attitudes towards Roma

More positive attitude towards the distinctive features of Roma culture

Gradual elimination of stereotypes and prejudice against Roma

Inclusion of Roma in community activities



Strategy 7

TITLE

Promoting Roma culture and history through formal and non-formal education

ABSTRACT

School incorporate aspects of Roma culture in curricular and extra curricular activities. Cooperation with cultural centres to design events or exhibitions on Roma

STEPS

Step 1

Cover aspects of Roma history and culture

Develop extracurricular programmes designed to destigmatise Roma identity and enhance the selfawareness

of Roma,

Incorporate Roma culture into school festivals and leisure centre activities

Promote artistic creation for Roma children;

Step 2

Establish a network of museums and cultural centres that could organise events / exhibitions for Roma culture

Start creation of material on Roma that can be re used

Involve actively Roma people and community to raise self esteem and show in practice respect for their culture

OUTCOMES

Official curricula will include specific content relating to Roma culture

School activities cater for cultural diversity, particularly that of Roma

Development of educational material for teachers

Better understanding of Roma culture and history among Roma children, and greater respect for their own ethnic identity

Understanding of Roma culture and history among non-Roma children



Strategy 8

TITLE

Developing teaching material in the Romani language

ABSTRACT

Promotion of Romani identity by creating educational material in Romani language

STEPS

Produce books, multimedia material and comics in the Romani language

Encourage the use of the Romani language in existing teaching material (translation into Romani)

Educational tools in the Romani language developed by and for the Roma community

Production of new teaching material geared to the specific needs of the Roma population

Introducing optional Roma language, history and culture classes with Roma communities and research institutes

OUTCOMES

Educational tools in the Romani language developed by and for the Roma community

Production of new teaching material that will support needs of the Roma population



Strategy 9

TITLE

Promoting translation and Romani language teaching as occupations

ABSTRACT

Development of courses for professional interpreters in Roma language

STEPS

Step 1

Develop training modules for learning the Romani languages

Introduce specialised courses in translation and interpretation from and into the Romani language

Step 2

Balance the status of the Romani language in relation to that of the majority language, both within the school system and in society in general

Use Romani language labelling at schools and public administration

OUTCOMES

Strengthened Roma cultural identity through learning of the Romani language

Establishment of a corpus of professional translators for the Romani language

More Romani language teachers available



Strategy 10

TITLE

Roma in Europe

ABSTRACT

Acknowledging Roma history as an integral part of national and European history

STEPS

Step 1

Launch a Day of Remembrance for Roma

Step 2

Produce presentations on Roma history and culture, emphasising the role of Roma in European history, including topics such as marginalisation, discrimination and the Holocaust

Step 3

Produce monographs, educational fact sheets and textbooks on Roma history, and distributing them to schools, museums and cultural centres. Establish cooperation with European and international organisations, Ministry of Education, Universities and Research institutes

OUTCOMES

Teaching aids for Roma history

Commemoration of the Roma Holocaust

Availability of educational tools for teachers in formal and non formal education



Strategy 11

TITLE

Schools welcome Roma children

ABSTRACT

Making schools more attractive for Roma children

STEPS

Step 1

School curriculum

Introduce specific content relating to Roma identity (history, lifestyle, literature, music, etc.)

Design more flexible school curricula, with more optional courses meeting a wide range of educational needs

Promote non-formal learning

Include informal learning, traditions and heritage in formal curricula

Step 2

Teacher training

Raising teachers' awareness through intercultural education and training them to deal with prejudice, exclusion and marginalisation

Encouraging and supporting young Roma to become teachers

Step 3

School governance and management

Promote inclusive school management

Develop a school environment that prevents discrimination, bullying and segregation

Develop working relationships and communication with Roma families and communities

Include Roma parents in governing boards

Promote dialogue and exchanges among all students in a climate of respect for human rights

OUTCOMES

Reduction in truancy among Roma children

Reduction in discrimination against Roma children

Increased participation and interest in school life among Roma parents

Greater respect for cultural diversity among students

A significant number of teachers of Roma origin



Strategy 12

TITLE

Measures for early school leaving

ABSTRACT

Introducing appropriate programmes for Roma children who have dropped out of school or are failing academically

STEPS

Step 1

Identify the causes and social background of pupils from Roma communities who have dropped out of school (migration, unemployment, lack of confidence in school)

Step 2

Offer remedial measures such as fast-track “second-chance” learning programmes and vocational training

Offer evening classes and extra-curricular activities to Roma children who are failing academically

Step 3

Make free, optional remedial and academic support programmes available to Roma children outside the school curriculum

OUTCOMES

Significant number of Roma school drop-outs go back to school

Second chance for children

Increase in the number of children at school and completing compulsory schooling

Improvements in academic and vocational achievement among Roma children

Relationship of trust between school and Roma communities



Strategy 13

TITLE

Cultural heritage of Roma

ABSTRACT

Promoting Roma cultural heritage with a view to intercultural dialogue

STEPS

Step 1

Organisation of workshops at cultural centres and museums with an emphasis on interaction between Roma and non-Roma participants

Step 2

Incorporate aspects of Roma culture into cultural festivals

Celebrate key events in Roma history at local, national and European level

Cooperate with out-of-school educational facilities, Non-governmental organisations and Roma communities

OUTCOMES

Awareness of, respect for, and promotion of Roma cultural heritage

Inclusion of Roma cultural heritage in the European cultural Heritage



Strategy 14

TITLE

Roma literature

ABSTRACT

Promoting Roma literature and providing Roma with a framework for cultural expression in schools

STEPS

Step 1

Draw attention to existing Roma literature

Step 2

Encourage the writing and dissemination of stories, narratives, short stories and poetry

Provide assistance for the organisation of competitions and prizes and the dissemination of publications

Make school premises available for cultural events (exhibitions, shows, etc.)

OUTCOMES

Existence of Roma literature acknowledged and highlighted; Roma literature included in national and European literature

Roma young people and adults having self respect and a positive image of their identity

Improved attitudes towards Roma

Improved image of school within the Roma community, and greater confidence in school



Strategy 15

TITLE

Measures for early school leaving

ABSTRACT

Introducing appropriate programmes for Roma children who have dropped out of school or are failing academically

STEPS

Step 1

Identify the causes and social background of pupils from Roma communities who have dropped out of school (migration, unemployment, lack of confidence in school)

Step 2

Offer vocational training

Offer extra-curricular activities to Roma children who are failing academically

Step 3

Make academic support programmes available to Roma children outside the school curriculum- join Roma student to the school Drama club and sport clubs and events

OUTCOMES

Significant number of Roma school drop-outs go back to school

Second chance for children

Increase in the number of children at school and completing compulsory schooling

Improvements in academic and vocational achievement among Roma children

Relationship of trust between school and Roma communities

Make school more attractive for children



Strategy 16

TITLE

Vocational training

ABSTRACT

Every year Roma students aged 17- 19 participate in vocational training in real companies and car repair shops. The training is under supervising of a teacher and a representative from the company. The period during the students do their job is the second term of the school year. All the participants are paid at the end of the training – 200 euro for the whole period.

STEPS

Step 1

At the end of the first semester a meeting with the Roma students and their parents is held where they meet the representative of the companies partners of the high school. Teacher present students' upcoming work. Teachers control day-to-day work in the companies.

Step 2

At the end of the vocational training another meeting with parents and students is held to present the results.

OUTCOMES

The meetings aim at fruitful cooperation between family background, student and teachers.

Parents/ guardians will be informed about the school system and they will know what their child learns during the school practice.

This contributes a good realization for students after graduating at school.



Strategy 17

TITLE

Connecting Roma and non -Roma

ABSTRACT

Events that aim to
Awareness raising and provision of information to non-Roma parents
Countering prejudice and stereotypes among the majority population

STEPS

Step 1

Encourage dialogue between Roma and non-Roma through local activities
Organise voluntary activities involving Roma and non-Roma parents

Step 2

Establish a partnership between Roma communities and local media with a view to promoting a more accurate image of Roma
Conduct awareness-raising campaigns designed to counter racism and discrimination through advertising, shows, publications
Work in a cross sectoral way involving Media, Municipal department responsible for minority affairs, Non-governmental organisations and associations, Public figures

OUTCOMES

Better relations between Roma and non-Roma parents
Reduction in negative attitudes towards Roma
More positive attitude towards the distinctive features of Roma culture
Gradual elimination of stereotypes and prejudice against Roma
Inclusion of Roma in community activities



Strategy 18

Title:

Education and Employment of young Roma people

Abstract:

The social integration of young Roma people up to the age of 29, registered at the Local Labour Offices of the National Employment Agency in our town through their inclusion in employment and provide training by our school for vocational qualification and key competences – foreign languages and digital competence.

Steps:

1. Informing employers about the possibilities of the programme.
2. Receiving requests from employers for hiring young people in concrete work places
3. Selecting young people to be included in subsidized employment, as well as in professional trainings or trainings for attaining key competences in foreign languages or digital competences. –
4. Conducting trainings for the acquisition of professional qualifications or key competencies.

Outcomes:

To facilitate the transition from education to employment for unemployed Roma youth who will get their first or a new chance to work, new or improved professional knowledge, skills acquired in the workplace, professional qualifications and key competences in foreign languages and digital competence (if necessary for the particular employer).

To help young Roma people at risk of social exclusion and young Roma people from marginalised communities for inclusion in subsidized employment as well as for inclusion in vocational training.



Strategy 19

Title:

Let's gardening!

Abstract:

It is an organic agricultural programme for Roma and non-Roma students, which aim to disseminate sustainable development models among the youth after leaving the school. Later this kind of knowledge can help them to decrease unemployment and introduces a healthy and sustainable lifestyle.

Steps:

1. Call attention for the program among the youth at school
2. The programme was developed in the spirit of agro- based social business.
3. Who wants to support their families with healthy vegetables week after week can join the programme.
4. They learn the importance of agriculture-based rural development, fair distribution of the goods produced, community based innovation and business development.

Outcomes:

It provides gardening skills and general social skills, mainly cooperation among Roma and non-Roma students, discipline, selforganisation. The young students are empowered, strengthened and in addition they are grateful for the much healthy vegetables



Strategy 20

Title:

Bridge to Business

Abstract:

An important component of the programme is the prevention of school drop-outs for Roma secondary education students. The programme works in close cooperation with representatives of the private sector who are interested in employing educated and qualified young people regardless of their ethnic origin.

Steps:

1. To inform the Roma students and their parents about the program
2. To choose the mentor teachers for students in the last two years of education
3. To provide additional activities to ensure the successful passing of the final exams
4. To organise motivational public events, meetings with representatives of business organisations, meetings with successful representatives of the Roma community
5. Career orientation
6. For 2 years to provide the students by mentoring an integrated and customized service.

Outcomes:

The main goal is to ease the access of young Roma to positions in the private business sector that fit their education and qualification and facilitating contact with employers in the future



Best practices



Vocational School of Transport and Management, Bulgaria

Good practices for Roma students

Roma students very often drop out of school for a number of reasons. To get them back to high school, authorities of Vocational School of Transport and Management support them in different ways:

1. School provide a scholarship for socially disadvantaged Roma students. They have to achieve average educational results , thus stimulate them in the learning process as well. School authorities provide electronic devices to those Roma students who cannot afford to purchase their own. They are allowed to use free internet at school during on-line education if they need.
2. Roma students are joined to school Drama club and different sport clubs and events. These activities provide students self-confidence, improves communication between Roma and non- Roma students.
3. School provide Vocational practice after school lessons in automotive companies and car repair shops. During the second term, students work and receive appropriate payment for their work. They acquire additional skills needed for their further realization.
4. School includes Roma students in Erasmus+ projects to widen their view of the world, to build trust between school as an institution and Roma students and their families.

The mediator at our institution is the connection between teachers, students and their families. Parents and students are invited for meetings to be familiarized with the school strategies and advantages of visiting school. Communication encourage parents to be more responsible and to realize benefits for their kids. Roma parents are invited to different school events to get acquainted with students' achievements.



Agrupamento de Escolas de São João da Talha, Portugal

Best practices for Roma education and parental involvement

1. Introduction
2. Roma students at school
3. Conclusion

1. Introduction

Currently one of the values that are most promoted in school is the acceptance of difference and respect for people of different ethnicity, religion, customs, etc. School plays a very important role in relation to these issues and must adapt to all educational and social realities while promoting a democratic and inclusive society. A good educational practice is the inclusion of Roma students and their social integration.

In recent years, Roma access to education has progressively improved and little by little the distrust of the school community regarding Roma students and of these towards the school is disappearing. The distrust of many families is also disappearing and Roma students feel more comfortable and useful and they realize that what they learn will serve them in the future. It's essential that students feel at ease and that families feel they are safe and they are taking advantage of the time to learn, avoiding the exclusion of school, the dropping out of school and avoiding conflicts.

School is facing nowadays a great challenge and has to be attentive to the constant social and cultural changes so that all students can develop and integrate in the same way.

2. Roma students at school

The current project for the integration of Roma students was born from the collaboration between the school and the TECHARI Roma Association, created in 2019, which aims to help the Roma community in the region and promote their social integration. This Association develops cultural and social activities in the community and encourages the education of young people.

<https://www.facebook.com/profile.php?id=100027030505305>



In order to know more about its role at school we interviewed the president of Techari, **Mr. José Fernandes**.



Q- How and why did this collaboration start?

A- We know that there have been many problems with Roma students at school over the years. We had an idea, we presented it to the President of the Parish Council, he presented it to the school Headmaster, she was receptive to the idea and... here we are.

Q- It started this school year just in one school?

A- Yes, but next year we will be in another one.

Q- What do you do at school?

A- First I want to present you the two Techari members that work every day at school, as mediators: Mr. José Carlos Silva and Mr. José Silva.



They are at school to show support to the Roma students because they don't feel very well when they don't see other Roma near them.

We want them to learn like everybody else. We are here to see if they come to school, if they don't come we talk to the families and we check if in the classroom they are working and performing the tasks teachers tell them to do.

I am going to tell you something... we are Portuguese but we also have our culture. If our community is not present the students don't understand the importance of learning, the importance of school.



When we bring our culture to school is profitable for our kids and also for the school. You can see that now we have many girls at school because the parents trust our mediators and know they are all day here. Our students also feel they have someone at school that can help them.

We also tell our students that they have to follow school rules.

If we don't help them at school what will become of them in the future?

One of our main goals is to solve the problem of those who miss classes. Another one is to find help at school, too. Did you know that Roma students don't have access to a school psychologist? Why? I think they have to follow the rules but they must have the same rights as the other students. School reflects the social problem. That's why I think we have a lot of work to do in the community and at school.

Then we talked to the mediator **José Carlos Silva** that told us about his work at school.



My day at school? Ok. It starts at 8H00 and finishes at 18H00.

I check if they are in the classroom and if they need something. I also check if they are wearing the masks, if they have books, pens, pencils, all the things they must have and also if they are working. It's important for them to know we are here, they work, they behave better and they feel supported.

We also talk to the families, they feel more at ease when they talk to us about their children. Family is very important and it's good for the children if parents allow them to be at school and want to know about what they are doing. We also talk to the teachers when they want. We can also help others students if they need, of course. I think our work here is good for us and for you.

At the end of our interview Mr. José Fernandes add the following: Teacher, I am going to tell something that I think most people don't know. First, Techari means Liberty, the international Romani day is on 8th April and we have a flag and an anthem.





Gelem, Gelem

https://www.youtube.com/watch?v=dk-QjOgg_Kc&start_radio=1&t=7s

The International Romani Day is always marked on April 8th each year. It honors the first major international meeting of Romani representatives, on April 1971 in Chelsfield , England.

3. Conclusion

In order to have other opinions to better reach a conclusion we listened to the opinions of some teachers, one assistant Mrs. Irene Costa and the school coordinator Mr. José Morgado and they all shared the same opinions.

The presence of the Roma Mediators is essential to keep the good behaviour in the classroom, in the corridors and in the playground. They take the students to the classroom and they obey them and don't complain. They respect them and follow their instructions. Some of them started to come to school every day, so there is less absentism; the only thing that is still a problem, in spite of the instructions of the mediators, is that most of them keep going to class without books.

One of the good things pointed by everyone is that the school became less noisy, because the mediators don't allow them to shout and run at school.

Now they don't remain in the corridors, they go to the classroom and little by little they started working.

They stopped fighting among them and with other students and they started to respect the teachers and the educational assistants.

We can say that Techari involvement at school became positive to all the school community: Romani students and other students, because now it's possible to live, work and learn together.



The roma strategy of association “Testvérvárosok Baráti Egyesülete”, related to support of roma families

The city of Jászberény has nine twin cities, it means that the different activities of the association are strongly connected to the activities of all the twin cities. Four of them have larger Roma communities.

These are:

- 1./ Sucha Beskidzka (Poland),
- 2./ Conselve (Italy)
- 3./ Gyimesfelsőlök (Romania)
- 4./ Nitra (Slovakia)

We regularly exchange experiences with the educational institutions and civil organizations of the four twin cities regarding the support of Roma students and families.

The Gypsy population moved to Europe from India approx. 700 years ago. It was the "lowest", poorest caste, which was divided into several strata, consisting of horse traders and tinsmiths. The musical gypsies were a separate class. The poorest made up the "tented" gypsies, who constantly travelled with their horse-drawn carts. This was typical for Hungary as well.

There are just few typical family models, the most relevant characteristics of them are the casual labor and giving birth to many children. As a result, their family model hardly changed, which was a cohesive closed community with many children. The children typically continued the family life they saw from their parents. They didn't go to school, they got married early, they gave birth to children at the age of 14-16, due to this fact there were 6-10 children in a family.

As a result, their number in Hungary has quadrupled in the last 70 years, from 300 to 1.2 million. The stratification has changed, the richest are the gypsies who are musicians and metal dealers. The poorest are those Gypsies, who typically live in temporary accommodation or emergency housing provided by the municipality, due to disappearing of nomad lifestyle.

The number of children in the rich Gypsy families decreased, but the poor families consist of 6-8 children as usual. Few have a permanent income, they mainly live on public support received after the number of children, local government support and casual work. This does not ensure the livelihood of a family of ten, so they supplement their income with other activities. (Begging, stealing, etc.). Since the Union prohibits the compilation of statistics on Gypsies, it is estimated that more than 60% of prisoners are of Gypsy origin.

Today in Hungary it is compulsory to go to school, only in this case the citizens are entitled to receive state support for children. At the same time, the family model has hardly changed among them. They get married early and have children early, constantly "reproducing" the poor family model. There are just few opportunities of an outbreak. It often happens that a student who is really talented at school and who is likely to apply for further education is unable to continue his studies due to early marriage and childbirth.

The issue of segregation is a completely legitimate goal, but at the same time it does not work in practice, because non-Gypsy parents cannot be forbidden to send their children to another school.

The association's activities and programs related to the topic



The association is not an educational institution, but a civil organization with foreign relations.

As for our twin cities, we have permanent cooperation with their educational and public institutions, we regularly exchange our experiences between the schools. There are different symposiums not only in the circle of students but also in the circle of teachers. This enables them to deal with the situation of social minorities (migrants, gypsies, and other nationalities) and to exchange their experiences and learn from each other.

There is also regular contact between local governments, the police, fire department and other civil organizations. The situation of minorities in the country and in the settlement also arises here.

The task of the association is to support, coordinate and organize the relationship between the cities and their organizations. This makes it possible for the association to examine and help the situation and integration of Gypsies beyond the school. The experience of the twin cities helps us with this work.

Mapping the situation and support of the Gypsy population in Jászberény, defining goals and tasks

Program 1:

Participants:

Jászberény: Municipality, Primary Schools, Lehel Vezér Grammar School, Pedagogical College of Jászberény, Association of Testvérvárosok Baráti Egyesülete

Sucha Beskidska: Municipality, Grammar School

Vechta: Municipality, Civil Organisation of Twin Relationships

The teacher at the college gave a general presentation on the settlement, stratification, territorial location, and development of the Roma population in Europe, gaining deeper insight into the current situation of Gypsies in Hungary.

The local health officer of the Municipality in Jászberény gave a general overview about the support of Gypsy families related to the pregnancy and the birth of the baby.

Although all families receive support for the child's nursery and kindergarten admission, there are only few families who take this opportunity, preferring to keep the children at home, resulting from presence of strong family cohesion.

Primary school education is free, and they can also apply for free books. Primary schools are divided by district, but it is also possible to apply to another school. It is an interesting experience that "rich" gypsies do not like to take their children to schools where many "poor" gypsy children go. Gypsy children regularly attend primary school, because if the child does not attend school, the state support may be withdrawn from the family.

The participants visited a house given by the municipality to a Gypsy family with 6 children. They got to know the family's living conditions. The husband makes a living from casual work and works as deliveryman. They regularly receive targeted support from the municipality, e.g., to heating. But because of the 6 children, it is really hard to provide the right conditions for raising the children.

Afterwards, the participants went to a primary school and a secondary school, where they learned about differentiated education and integration methods. Thus, they can help students who are in disadvantaged social background and have difficulties in acquiring the learning materials.



Program 2:

Participants:

Jászberény: Municipality, Primary Schools, Lehel Vezér Grammar School, Pedagogical College of Jászberény, Association of Testvérvárosok Baráti Egyesülete

Sucha Beskidska: Municipality, Grammar School

Vechta: Municipality, Civil Organisation of Twin Relationships

The participants paid a visit to a battery factory, where they investigated the working conditions of Gypsy people. Although there are quite difficult jobs in the factory, the number of hiring is increasing.

Unfortunately, they found only one Gypsy man, who has been working here for several years and is employed currently as a foreman. According to the factory manager, the gypsies do not work here for more than 2-3 months, they find the work difficult.

They visited a community center as well where a complete kitchen is also equipped. Here they can learn to cook, sew, and do needlework. This gives them the opportunity to make their home more beautiful and to be able to prepare food suitable for a healthier diet.

After that, they visited an agricultural foil-tent garden, where mainly Gypsy men and women were taught how to plant and raise seedlings to be able to produce for the family in their own garden.

Due to the collaboration with twin cities, the association of Testvérvárosok Baráti Egyesülete can monitor the long-term, targeted and integrated measures aimed at reducing the social and economic marginalisation of Roma communities, in particular through the adoption of labour market integration measures, including strengthened links between social assistance and activation, increased school attendance by Roma children and the reduction of early school-leaving;

