



Participation rates of Romani children in the education system and reasons for low participation rates

3rd international training:

*Activities for children, who are not enrolled in
preschool, and their parents*

Ljubljana, Slovenia

May 9-13, 2016



20
Years of
Step by Step Slovenia



THE DEGREE OF INTEGRATION OF ROMA CHILDREN IN THE EDUCATIONAL SYSTEM COMPARED TO NON-ROMA CHILDREN

- The results of **international research** (The situation of Roma ..., 2012), which was carried out in 11 Member States of the European Union (Bulgaria, Czech Republic, France, Greece, Italy, Hungary, Poland, Portugal, Romania, Slovakia, Spain), showed **significant differences** between the inclusion of Roma and non-Roma children at the level of the **entire educational vertical** (pre-school level, primary level, secondary school).
- Summing up the results of the entire study (ibid), we can conclude that, on average, **one in two Roma children included in the preschool program**, that is, with the exception of Bulgaria, Greece and Romania, **nine out of ten Roma children enrolled in primary education** and that on average **only 15 per cent** of Roma children complete **secondary education**.



KHETAUN – 3rd international training



Erasmus+



20
Years of
Step by Step Slovenia



škola
dokorán



SITUATION IN SLOVENIA

Slovenia, like other European countries are facing a **high level of non-participation** of Roma children in the education system, starting with the inclusion of Roma children in pre-school programs. As stated (Vonta et al. 2013) data of the Statistical Office of the Republic of Slovenia in the last past four school years are showing that **almost 90 percent of children aged three to six years** are included in preschool. Based on statistical data, as indicated by Vonta (ibid) **It is not possible to obtain data on how many Roma children are enrolled in kindergarten.**

According to the principals of elementary schools that participated in the *national Evaluation study of the performance of Roma pupils in primary school*, one year before entering elementary school **only 53% Roma pupils were enrolled** in kindergarten in 2009/10.

Nearly a third of principals did not have any information about numbers), but we can say that a significant proportion of Romani children started school without previous experience in organized pre-school education.

The proportion of Roma children who **successfully complete compulsory primary education, significantly lower** than the proportion of other children, according to data on the educational structure of the Roma community in 1991 and 2002. **More than 65 percent of the Roma community, 60 percent of men and 70 percent women had not completed primary education** (The situation of Roma ..., 201).



KHETAUN – 3rd international training



Erasmus+



20
Years of
Step by Step Slovenia



škola dokorán



... AND IN EUROPE

Survey results at a glance

Figure 1: Country coverage of Roma pilot surveys, 2011

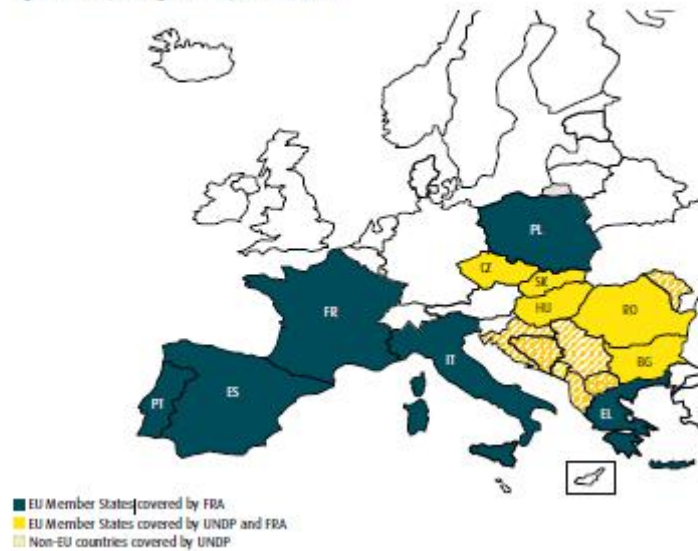
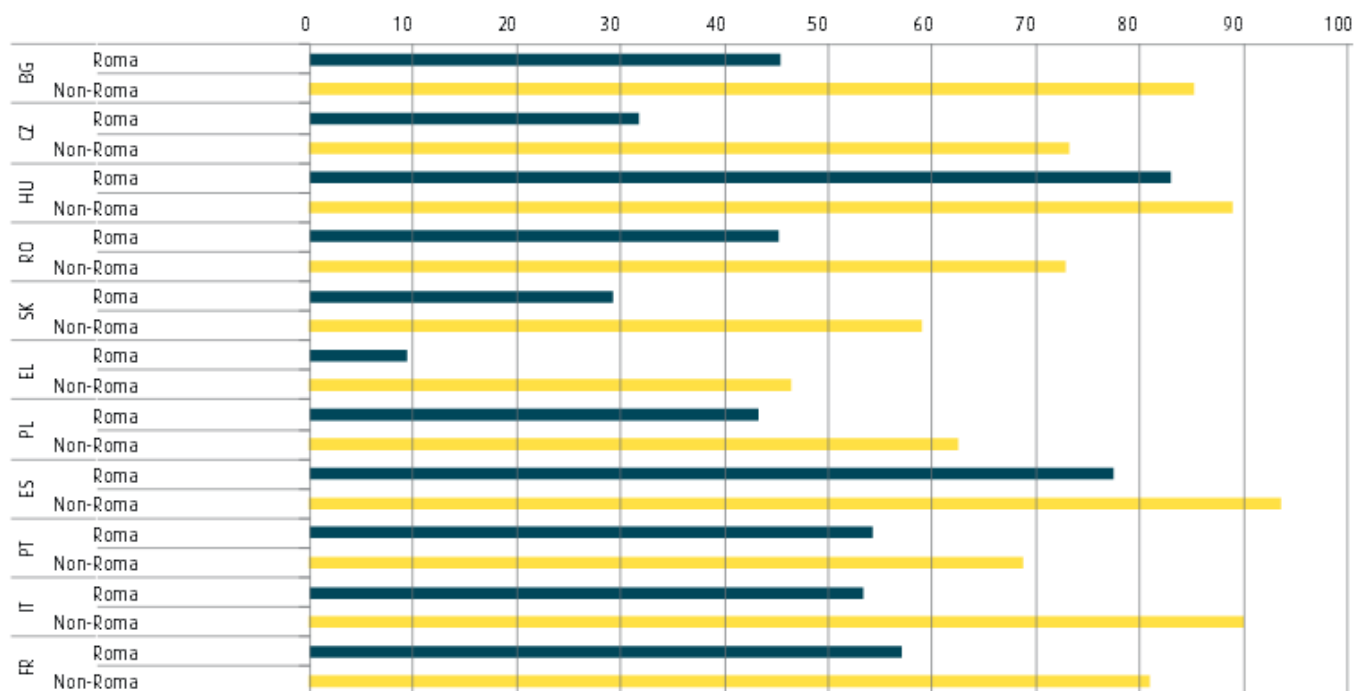


Figure 2: Children aged 4 to starting age of compulsory education attending preschool or kindergarten (pooled data) (%)



Notes: * In Bulgaria, Hungary, Romania and Poland, compulsory education starts at the age of 7; in the other EU Member States at the age of 6.

Source: FRA Roma pilot survey 2011, UNDP/World Bank/EC regional Roma survey 2011



KHETAUN – 3rd international training



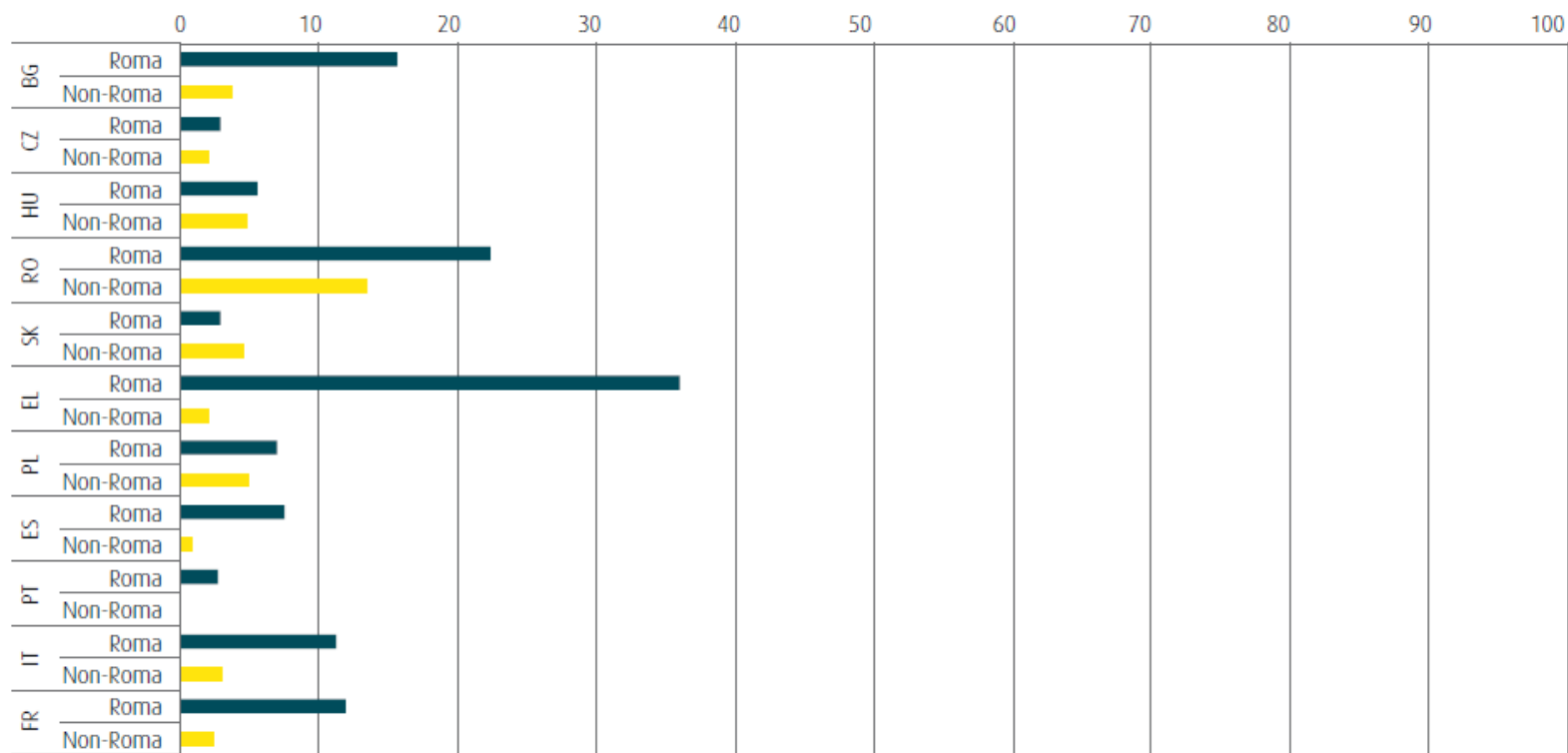
Erasmus+



škola dokorán



Figure 3: Children aged 7 to 15 not in school (%)



Source: FRA Roma pilot survey 2011



KHETAUN – 3rd international training



Erasmus+



škola dokorán



Figure 4: Household members aged 20 to 24 with at least completed general or vocational upper-secondary education (pooled data) (%)



Source: FRA Roma pilot survey 2011, UNDP/World Bank/EC regional Roma survey 2011



KHETAUN – 3rd international training



Erasmus+



škola dokorán



REASONS FOR NON INCLUSION

- Poverty
 - In general- not giving emphasis on education
 - Language difficulties
 - Low expectations
 - Segregation-, “special schools”
- (Kirilova and Repaire , 2003)

REASONS FOR NON INCLUSION

Factors resulting from linguistic, cultural and social disadvantages of Roma children:

- inadequate knowledge of the Slovenian language;
- irregular attendance at school and leary eaving from school;
- poor physical conditions for doing homework and learning at home;
- often uneducated parents are unable to provide adequate support to their children
- parents have low expectations in relation to the education of children, etc.

Factors arising out of the discouraging and inadequate school environment

- low expectations of teachers in relation to Roma pupils;
- the inadequacy and lack of culturally relevant teaching resources and materials;
- insufficient qualifications of teachers working with Roma pupils and to create an - inclusive learning environment of the school;
- the presence of prejudices, stereotypes, toward Roma.

(Vonta, 2006)



KHETAUN – 3rd international training



Erasmus+



škola dokorán



PROGNOSTIC FACTORS OF SUCCESS/ factors affecting the performance of Roma pupils

In the Evaluation study (ibid) based on the analysis of relevant factors at the level of the school and the wider environment, **relevant factors affecting the performance of Roma pupils** were identified. The analysis showed that the learning performance of Roma pupils can be encouraged on many levels. Among the prognostic factors of success of Roma pupils in primary school were among others, identified **two major interrelated factors** that are **directly related to early childhood education**, namely:

1. **Inclusion of Roma children in pre-school programs before entering school**
2. **cooperation with parents.**



KHETAUN – 3rd international training



Erasmus+



20
Years of
Step by Step Slovenia



škola
dokorán





Key principles of a Quality Framework Proposal for key principles of a Quality Framework for Early Childhood Education and Care

3rd international training:

*Activities for children, who are not enrolled in
preschool, and their parents*

Ljubljana, Slovenia

May 9-13, 2016



20
Years of
Step by Step Slovenia



COMMUNICATION ON ECEC (2011)

QUALITY and **ACCESSIBILITY** have become the main pillars of EU policies in recent years:

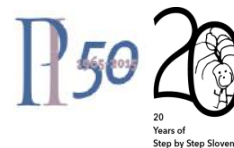
‘The Communication responds to the requests from Member States to launch a *process of cooperation* which will help them address the two-fold challenge [...] to provide **access to child care and education** for all, but also **to raise the quality of their provision** through well integrated services that build on a *joint vision of the role of ECEC*, of the most effective **curricular frameworks** and of the **staff competences** and **governance arrangements** necessary to deliver it.’



KHETAUN – 3rd international training



Erasmus+



20
Years of
Step by Step Slovenia



škola
dokorán



WHY QUALITY MATTERS?

- Learning and education do not begin with compulsory schooling – they start from birth. The early years from birth to compulsory school age are **the most formative in children's lives** and set the foundations for children's lifelong development and patterns for their lives. In this context, high quality early childhood education and care (ECEC) is an **essential foundation for all children's successful lifelong learning, social integration, personal development and later employability**. Improving the quality and effectiveness of ECEC systems across the EU is essential to securing smart, sustainable and inclusive economic growth.
- Good quality and accessible ECEC systems are equally important for empowering all individuals to have successful lives. Consequently the availability of high quality, affordable early childhood education and care for young children continues to be an important priority for Member States and for the European Union



KHETAUN – 3rd international training



Erasmus+



20
Years of
Step by Step Slovenia



škola
dokorán



EUROPEAN QUALITY FRAMEWORK (2012-2014)

- Working group consisting of **policy-makers** (from EU-25 Member States), **researchers** and **NGOs representatives** (es. *Eurochild*,...)
- 8 meetings, 4 peer-learning activities (DK, IRL, RO, HUN,...)
- **Open method of coordination** as working tool:
 - **exchange** and synthesis of policy initiatives undertaken in EU-MS with specific reference to qualification of ECEC services
 - **analysis** of the solutions adopted in each context and evaluation of effectiveness in such **contexts** (strengths and weaknesses)
- **ELABORATION OF SHARED PRINCIPLES** aimed at supporting policy decision-makers in developing ECEC systems that are responsive of **the needs of children and families within local, regional and national communities**: identifying common challenges, leaving space for different solutions
- **NOT PRESCRIPTIVE PRINCIPLES BUT SHARED VISION!**



KHETAUN – 3rd international training



Erasmus+



20
Years of
Step by Step Slovenia



škola dokorán



EUROPEAN QUALITY FRAMEWORK

- By putting the child at the centre of its reflections the Group has highlighted **five areas** where action has led to clear improvements in the quality of provision. These are: **access; workforce; the curriculum; evaluation and monitoring; and governance and funding.**



KHETAUN – 3rd international training



Erasmus+



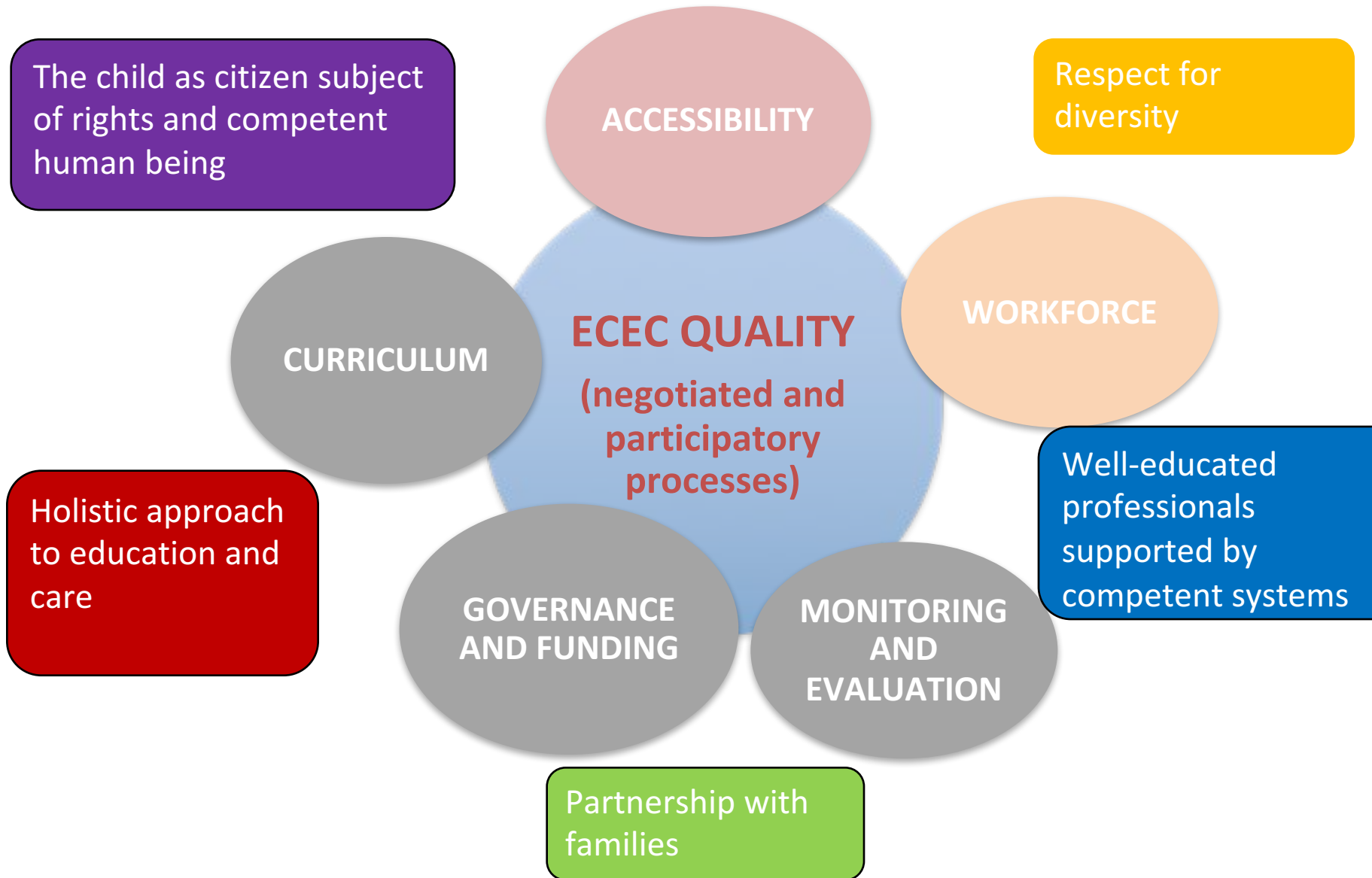
20
Years of
Step by Step Slovenia



škola
dokorán



Vision and underlying principles



Accessibility



'Any framework based on social inclusion and diversity should acknowledge that the two are inextricably linked and avoid the pitfall of making structural discriminations into issues of cultural diversity.'

Vandenbroeck, M. 2007. *De-culturalising social inclusion and re-culturalising outcomes*. Bernard Van Leer Fundation.

Developing quality:

1. accessibility
1. workforce
1. curriculum
1. monitoring and evaluation
1. governance and funding



KHETAUN – 3rd international training



škola dokorán



5 AREAS/ KEY PRINCIPLES OF EQF

ACCESS

1. provision that is available and affordable to all families and their children.
2. provision that encourages participation, strengthen social inclusion and embraces diversity.

THE ECEC WORKFORCE

3. well-qualified staff whose initial and continuing training enables them to fulfil their professional role
4. supportive working conditions including professional leadership which creates opportunities for observation, reflection, planning, teamwork and cooperation with parents

CURRICULUM

5. a curriculum based on pedagogic goals, values and approaches which enable children to reach their full potential in a holistic way.
6. a curriculum which requires staff to collaborate with children, colleagues and parents and to reflect on their own practice.



KHETAUN – 3rd international training



Erasmus+



20
Years of
Step by Step Slovenia



škola
dokorán



MONITORING AND EVALUATION

7. monitoring and evaluating produces information at the relevant local, regional and/or national level to support continuing improvements in the quality of policy and practice.

8. monitoring and evaluation which is in the best interest of the child

GOVERNANCE AND FUNDING

9. Stakeholders in the ECEC system have a clear and shared understanding of their role and responsibilities and know that they are expected to collaborate with partner organizations

10. Legislation, regulation and/or funding supports progress towards a universal entitlement to publicly subsidised or funded ECEC, and progress is regularly reported to all stakeholders



KHETAUN – 3rd international training



Erasmus+



20
Years of
Step by Step Slovenia



škola
dokorán



ISSA 'S PRINCIPLES OF QUALITY PEDAGOGY

- Focused on process quality
- Areas:
 - 1. Interactions
 - 2. Family and Community
 - 3. Inclusion, Diversity and Values of Democracy
 - 4. Assessment and Planning
 - 5. Teaching Strategies
 - 6. Learning Environment
 - 7. Professional Development



KHETAUN – 3rd international training



Erasmus+



škola dokorán



ISSA 'S PRINCIPLES OF QUALITY PEDAGOGY

- How to use ISSA principles in practice?
- How can ISSA principles help us in building quality practice?



KHETAUN – 3rd international training



Erasmus+



škola dokorán

