



International conference
Broaden Horizons
Networks and Experiences for Successful Roma Inclusion

ROMA PUPILS IN THE FIRST DAYS OF CLASSES

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Lifelong
Learning
Programme

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When starting school, Roma pupils bring with them their own culture, upbringing and language.

ESTABLISHING GOOD COMMUNICATION VZPOSTAVITEV DOBRE KOMUNIKACIJE

- Ensuring safety, trust and acceptance.
- Adapting to the pupils by using an individual approach and respecting their values.
- Ensuring trust between a teacher and a pupil.

MOTIVATION

- Considering pupils' desires, needs, opinions, experiences and interest.
- The involvement of pupils in school and public performances and events.
- Enabling more movement.
- Providing opportunities for play.

BEHAVIOURAL AND LEARNING PROBLEMS

- Previous knowledge of Roma pupils is poor, poor general knowledge, they have a short attention span, they are unreliable at work
- There is a big difference in the previous knowledge between the Roma and non-Roma pupils.
- They encounter difficulties with the language, comprehension, expressing.
- When working they are unfocused, tired, often sleepy and indifferent.

OVERCOMING BEHAVIOURAL AND LEARNING DIFFICULTIES

- Thoughtful delivering of instructions (clear, short)
- Constant encouraging
- Additional individual explanation
- Leadership and orienting
- Praise

EXPERIENCE WITH ROMA PARENTS

- Education is not a value.
- They feel an aversion to school.
- Unreliability, disregarding agreements.
- They are not punctual.
- Non-cooperative (signing approvals, monitoring children who are sent to further examinations ...).
- Roma parents are also caring parents.

WORKING WITH ROMA PARENTS

- Gaining trust.
- Constant raising awareness about the importance of education.
- Permanent cooperation and regular communication (ad hoc conversations, home visits, communication via a Roma assistant).
- Communication is adapted, clear and comprehensible to them.
- Getting used to punctuality.



This year's
Roma
pupils in
the
classroom
1. a



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**THANK YOU FOR YOUR
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