



International conference
Broaden Horizons

Networks and Experiences for Successful Roma Inclusion

Challenges in the educational process of Roma children who are involved in an adapted educational programme

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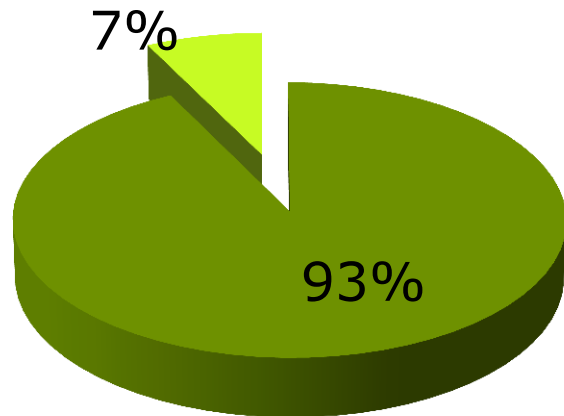


Lifelong
Learning
Programme

This project has been funded with support from the European Commission.
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EDUCATION OF THE ROMA

THE PERCENTAGE OF ROMA PUPILS IN PRIMARY SCHOOLS IN THE MUNICIPALITY OF NOVO MESTO



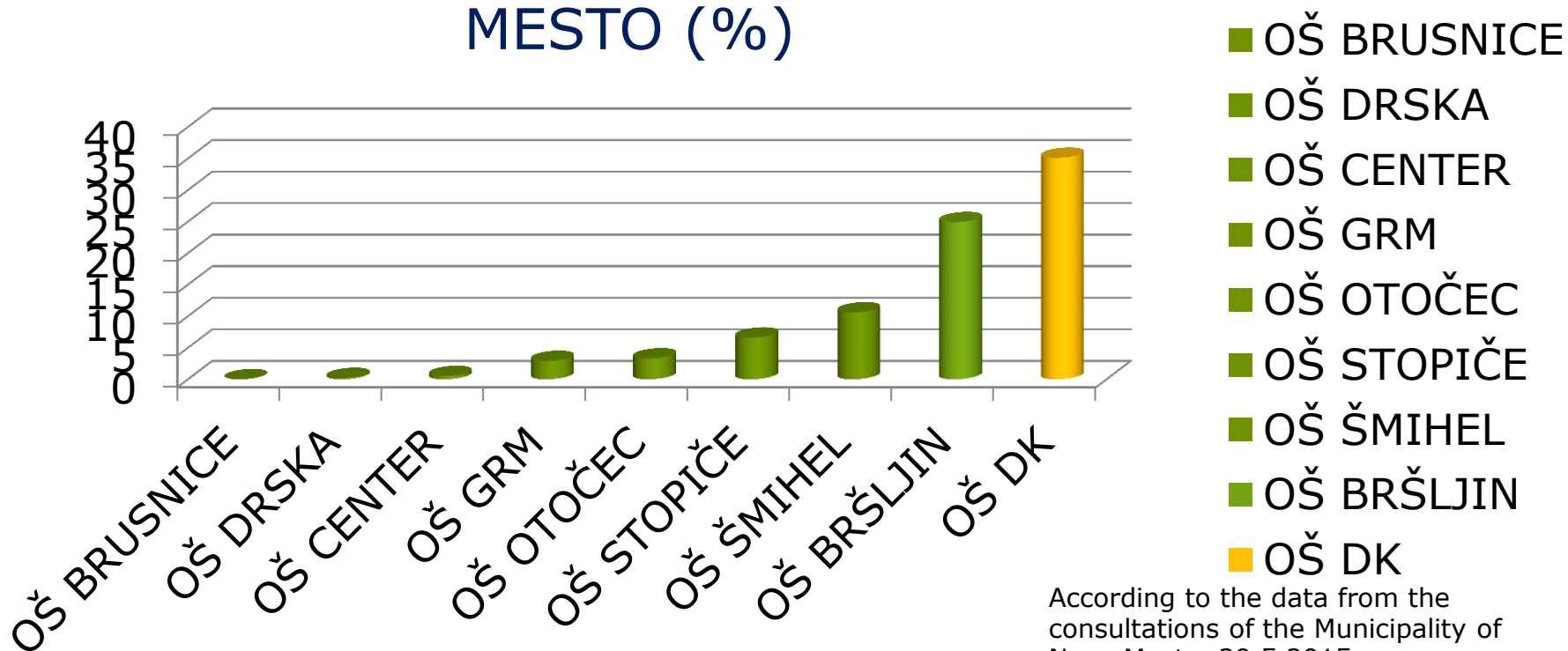
■ NE-ROMI (N=3093)

■ ROMI (N=248)



According to the data from the consultations of the Municipality of Novo Mesto, 29.5.2015

THE NUMBER OF ROMA PUPILS IN PRIMARY SCHOOLS IN THE MUNICIPALITY OF NOVO MESTO (%)



According to the data from the consultations of the Municipality of Novo Mesto, 29.5.2015

Primary school OŠ Dragotin Kette: a school for pupils with special needs

TO ENROLL ONE NEEDS AN ORDER ON ORIENTATION (intellectual disabilities)

Inclusion of Roma children In the adapted programmes

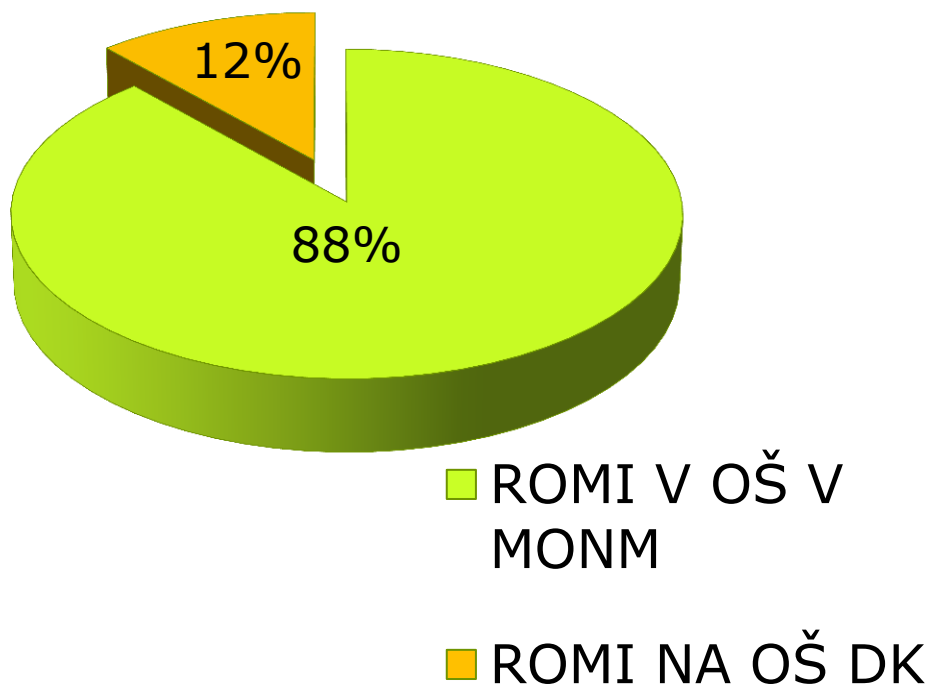
CAUTION:

- **Roma pupils as an ethnic group are not children with special needs!** (VI Roma Strategy, 2004)
- **Re-examine the instruments on which professional opinions are established for orienting these children!** (Strategy, 2011)
- **Eliminate any inappropriate integration of Roma pupils in schools for children with special needs!**

(Report of the Government of the Republic of Slovenia on the situation of the Roma community in Slovenia, according to the Recommendation of the Council of Europe, 2014)

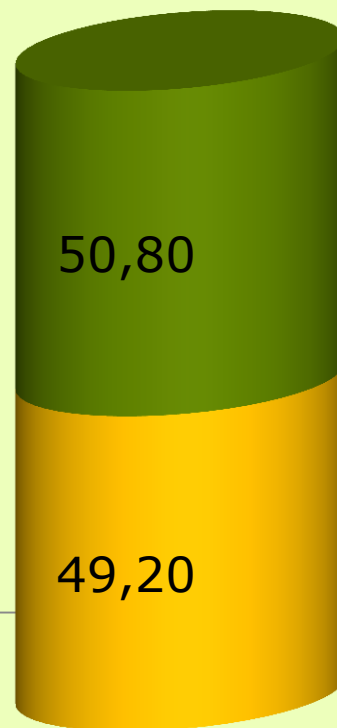
A HIGH PERCENTAGE OF THE ROMA WITH THE ORIENTATION IN THE LOWER EDUCATIONAL STANDARD

THE PROPORTION OF THE ROMA WITH THE ORDER OF THE MUNICIPALITY OF NOVO MESTO



THE PROPORTION OF PUPILS IN THE LOWER EDUCATIONAL STANDARD 2015/16

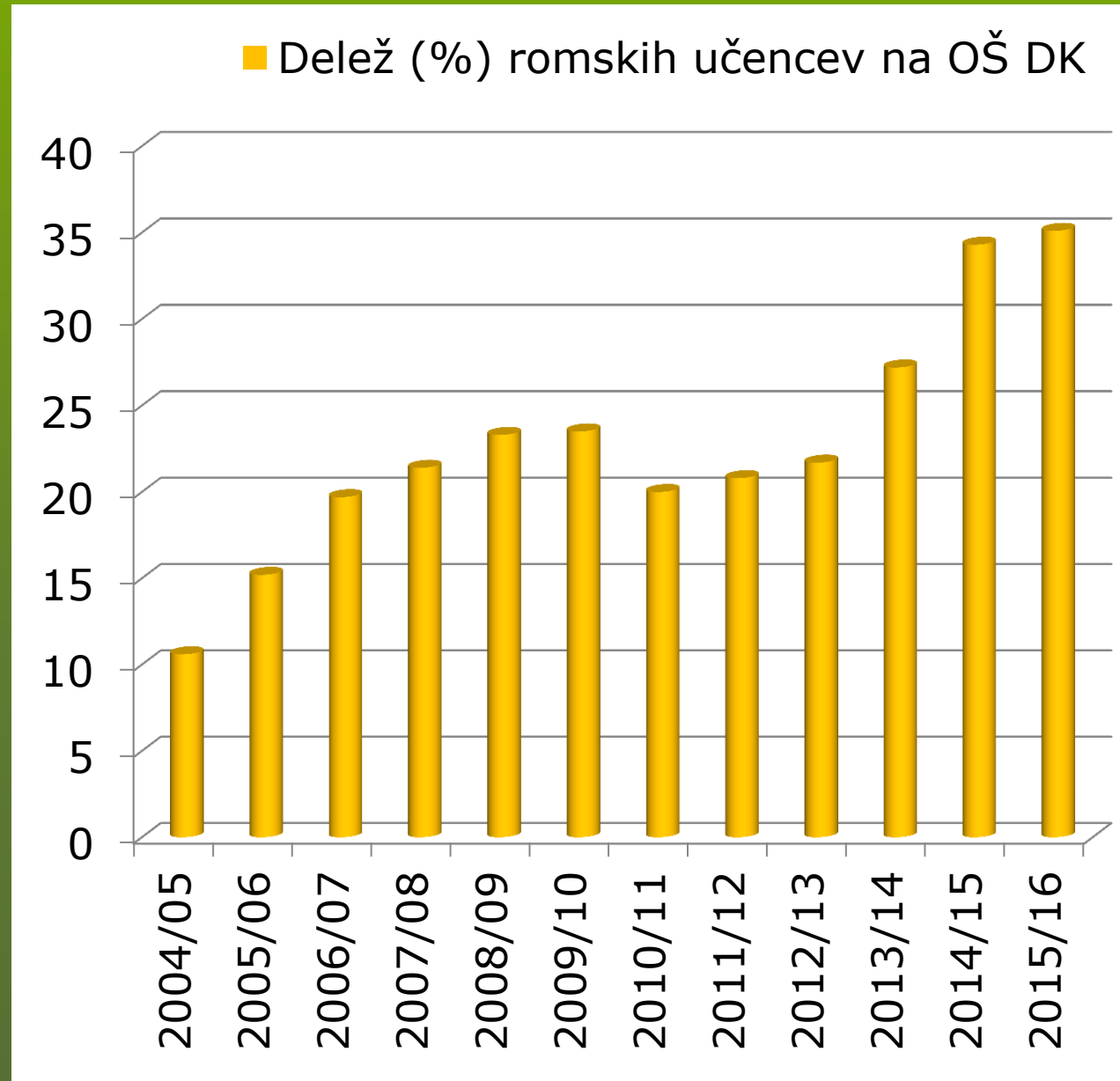
ROMI NE-ROMI



NIS

GROWTH TREND IN THE NUMBER OF ROMA WITH SPECIAL NEEDS

School year	Roma pupils (%)
2004/05	10,6
2005/06	15,2
2006/07	19,7
2007/08	21,4
2008/09	23,3
2009/10	23,5
2010/11	20,0
2011/12	20,8
2012/13	21,7
2013/14	27,2
2014/15	34,4
2015/16	35,1



CHANGING SCHOOLS DURING THE SCHOOL YEAR

Review of data in the period between 2008 - 2015

The number of enrolled students: 29 Roma pupils

Dates of enrollment in the primary school OŠ Dragotina Ketteja:

11 students (37.9%): enrollment from 1st September

18 pupils (**62.1%**): enrollment in the months from **October to March**

An example: school year 2015/16

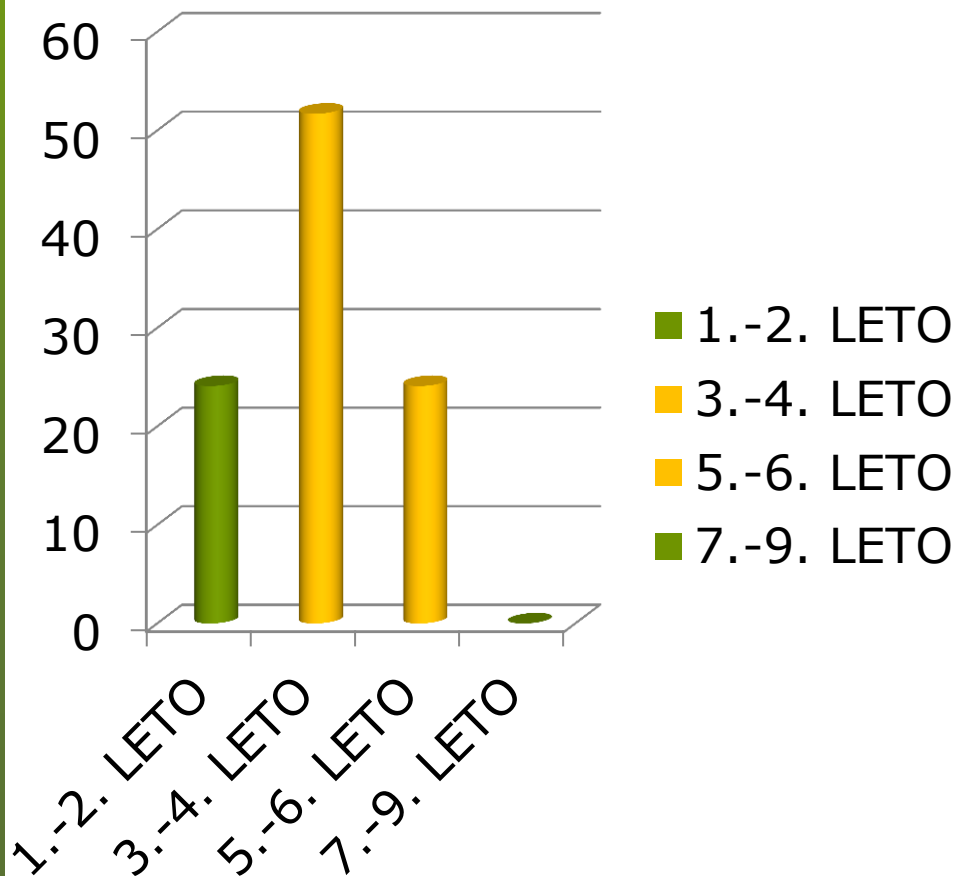
The number of enrolled Roma pupils, 1. 9.2015: 27

The number of enrolled Roma pupils, 24.11.2015: 29

3 Roma pupils are still waiting to be enrolled, expected to be enrolled by 01.02.2016

LATE ORIENTATION IN THE LOWER EDUCATIONAL STANDARD

THE NUMBER OF ROMA PUPILS (%)



THE CHARACTERISTICS OF PUPILS

- Previously often repeat a year
- Advancing despite not meeting standards
- A long time academically unsuccessful
- Emotional and behavioural problems
- generational deviation

CHALLENGES AT EDUCATIONAL WORK WITH THE ROMA AT THE PRIMARY SCHOOL OŠ DRAGOTINA KETTEJA

CHALLENGE: ORIENTATION PROCEDURES OF ROMA PUPILS AS CHILDREN WITH SPECIAL NEEDS

CHALLENGE: WORKING WITH OTHER INSTITUTIONS

CHALLENGE: ENCOURAGING THE ROMA FOR ACTIVE ENGAGEMENT IN THE EDUCATIONAL PROCESS

Absenteeism and low school attendance

Example: School year 2013/14

Average absenteeism of a Roma pupil:

46 days of lessons justified and additional 13 unjustified (in total 59 days)

Total average school attendance of a Roma pupil :

70 % of days in a school year

Example: school year 2013/14

Number of Roma pupils: 33

Criteria: unjustified absenteeism for more than 4 days in a month

- up to 6 months: 12 pupils (36,4 %)

- over 6 months: 9 pupils (27,3 %)

Total: 21 pupils (63,6%)

EARLY SCHOOL LEAVING

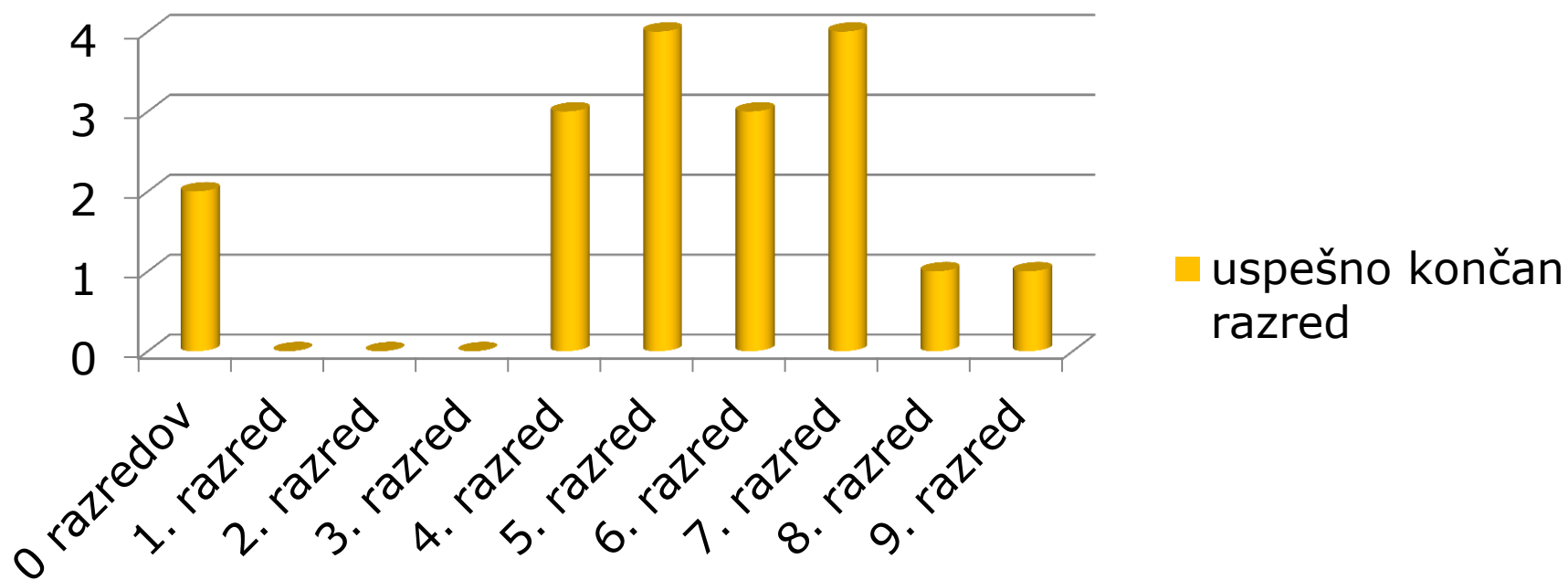
An example: period **2008 – 2015**

Completed schooling (completed primary school requirement): **18 Roma pupils**

Attended lessons in the last mandatory year: 3 Roma pupils

Did not attend lessons in the last school year: **15 Roma pupils**

SUCCESSFULLY COMPLETED YEAR



EDUCATIONAL PROBLEMS AND MODELS OF GOOD PRACTICE

- A five-step teaching plan MODEL
- COOPERATION PROTOCOL (professionals, pupils and parents, external institutions)
- a system of increased supervision in school and on the bus
- a system of reminders and rewarding while riding on the bus
- a system of action in case of absence and rewarding / promoting attendance
- individual-oriented method of behaviour modification

compliance with
the rules and
agreements

positive attitude

individual
approach

understanding
the good and
bad days

orientation to
problem solving

support of
the
management

optimism



**EFFICIENT
SCHOOL
CLIMATE**

searching for
effective
solutions in a
team

tolerance

mutual
assistance and
cooperation

clearly set aims
and boundaries

quick
responsiveness

open-minded
accepting of
diversity

support and
communication

integrated
cooperation
with pupils and
parents



**ŠOLA HILI
PRVO LIGA!**