Needs Assessment Study for the Roma Education Fund

Background Paper

SLOVAK REPUBLIC
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1. Demographic Profile

1.1. Population

The issue of demographic structure of Roma population in Slovakia, its analysis and interpretation of developments and trends suffers from the same problem as in other countries with significant shares of Roma in the population – the absence of reliable data.

However, without knowing the structure of the given population any policy aimed at improving the social situation runs into many problems stemming from the inability to quantify relevant needs.

The lack of data is caused by a number of factors:

- The only legal way to find out ethnicity in Slovakia is self-declaration in the Census carried out once per decade. Data on Roma from the Census return much lower numbers of Roma than realistic, based on all other relevant estimates.

- There is no clear definition of who is a Roma and all research in Slovakia is therefore based on subjective identification of the Roma by the researcher or by non-Roma who live close to the Roma. Often, expert estimates of a variety of actors working with the Roma in the given locality are used.

- There is no consensus in Slovakia as to whether various measures aimed at improving the socio-economic situation of the Roma are to be aimed at the Roma population as a whole or only at its segments in a state of social dependence. In this context, questions arise whether the Roma can be viewed through an ethnic definition – as an ethnic minority suffering discrimination compared with the rest of the population – or through a social definition – as the poorest group within the population.

- Various assessments that give Roma population estimates mean different things. It is therefore methodologically flawed to combine them – while some will give estimates of all ethnic Roma regardless of socio-economic status and degree of integration, others present Roma population figures covering mainly the socio-economically marginalized portions of the community.

1.1.1 Census Data

This section therefore works with official data complemented with a variety of expert estimates from different sources. Although the official figures on Roma population based on the Census are significantly flawed there are indications that they are fundamentally compatible with other estimates as long as methodological differences accounted for.

---

1 The last two Censuses took place in 2001 and 1991.
In comparing the developments in ethnic composition in Slovakia between the 1991 and 2002 Census (Table 1) Roma are the only ethnic group that recorded an increase in size. This is likely primarily related to the fact that prior to 1989 it had not been possible to declare Roma ethnicity and Roma therefore in the 1991 census Roma did not take full advantage of the opportunity to declare their own ethnicity.

This trend has persisted in the latter Census as well – Roma have the tendency to declare Slovak or Hungarian ethnicity, depending on the locality where they live. The main reasons cited are insufficient awareness of legal differences between ethnicity and nationality, rejection of Romani identity due to perceived stigmas attached to it and fear of persecution.

In terms of regional distribution of ethnic groups, Roma are concentrated primarily in the regions of Eastern Slovakia (Presov, Kosice, partly Banska Bystrica). According to census data, 85.5% of Roma (Table 2) live in these three regions. This indicator may be imprecise but it correlates with results of other estimates of regional distribution and therefore shows that Census results shadow the true structure of the Roma population.

**Table 2 – Population of Slovak regions by ethnicity in the 2001 Census**

<table>
<thead>
<tr>
<th>Region</th>
<th>Total population</th>
<th>Of that by nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bratislavský</td>
<td>599,015</td>
<td>546,685</td>
</tr>
<tr>
<td>Trnavský</td>
<td>551,003</td>
<td>407,246</td>
</tr>
<tr>
<td>Trenciansky</td>
<td>605,582</td>
<td>589,344</td>
</tr>
<tr>
<td>Nitriansky</td>
<td>713,422</td>
<td>499,761</td>
</tr>
<tr>
<td>Žilinský</td>
<td>692,332</td>
<td>674,766</td>
</tr>
<tr>
<td>Banskobystrický</td>
<td>662,121</td>
<td>553,865</td>
</tr>
<tr>
<td>Prešovský</td>
<td>789,968</td>
<td>716,441</td>
</tr>
<tr>
<td>Košický</td>
<td>766,012</td>
<td>626,746</td>
</tr>
</tbody>
</table>

Source: Statistical Office of the Slovak Republic, 2001 Census of Population, Houses and Apartments
The gender breakdown of Roma displays one significant difference from other ethnic groups (Hungarian, Ruthenian, Ukrainian, Czech): there are more Roma men than women. Assuming that members of one family generally declare the same ethnicity (which rules out the possibility that more Roma men claim Roma ethnicity than Roma women) this phenomenon may be related to the lower life-expectancy of the Roma.\(^2\)

Because the predominance of women in the general population is caused by the cumulation of women in older age cohorts, due to the lower median longevity of the Roma men dominate in the population.

### Table 3 - Structure of population by gender and nationality in the 2001 Census

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slovak</td>
<td>2,241,269</td>
<td>2,373,585</td>
<td>4,614,854</td>
</tr>
<tr>
<td>Hungarian</td>
<td>250,389</td>
<td>270,139</td>
<td>520,528</td>
</tr>
<tr>
<td>Roma</td>
<td>45,770</td>
<td>44,150</td>
<td>89,920</td>
</tr>
<tr>
<td>Ruthenian</td>
<td>11,885</td>
<td>12,316</td>
<td>24,201</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>4,584</td>
<td>6,230</td>
<td>10,814</td>
</tr>
<tr>
<td>Czech</td>
<td>19,554</td>
<td>25,066</td>
<td>44,620</td>
</tr>
<tr>
<td>German</td>
<td>2,621</td>
<td>2,784</td>
<td>5,405</td>
</tr>
<tr>
<td>Polish</td>
<td>779</td>
<td>1,823</td>
<td>2,602</td>
</tr>
<tr>
<td>Croatian</td>
<td>509</td>
<td>381</td>
<td>890</td>
</tr>
<tr>
<td>Serbian</td>
<td>319</td>
<td>115</td>
<td>434</td>
</tr>
<tr>
<td>Russian</td>
<td>464</td>
<td>1,126</td>
<td>1,590</td>
</tr>
<tr>
<td>Jewish</td>
<td>124</td>
<td>94</td>
<td>218</td>
</tr>
<tr>
<td>Other, not known</td>
<td>34,248</td>
<td>29,131</td>
<td>63,379</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,612,515</strong></td>
<td><strong>2,766,940</strong></td>
<td><strong>5,379,455</strong></td>
</tr>
</tbody>
</table>

Source: Statistical Office of the Slovak Republic, 2001 Census of Population, Houses and Apartments

### 1.1.2 Alternative Roma Population Estimates

Demographic estimates based on trends recorded over the past 20 years serve as an alternative to official data presented above. Prior to 1989 data on ethnicity of the Roma were collected. The ethnicity was decided by the census officer on the basis of lifestyle, level of housing, mother tongue, living standard, anthropological features, etc. It is estimated that not more than 15% of the Roma were missed by these statistics.\(^3\)

Current demographic estimates of the number of Roma in Slovakia are based on the reproductive rates of the Roma population in the given period. These trends show that the Roma population is growing faster than total population of Slovakia. Vano (2002) states that while in 1970-1980 the number of Roma increased by about 25%, the total number of inhabitants in Slovakia grew only by 10%. Based on trends in natural rates of population growth, demographers have calculated an estimate of the number of Roma in Slovakia between 1989 and 2000 (Table 4). The estimate of number and age-gender structure of Roma living in Slovakia as of December 31, 2001 was prepared as an ex post demographic forecast. The basis used was the year 1980, for which

\(^2\) According to Kalibová (1989) the life expectancy, as extrapolated from the 1970 and 1980 censuses was as follows: 66.8 years for men, 73.9 years for women, 55.3 years for Romani men, 59.5 for Romani women.

\(^3\) Vano (2002)
sufficiently reliable and detailed required data are available. The end point was the year 2001 and the result is an estimate of the present number and age-gender structure of Roma living in Slovakia.  

Table 4 – Estimate of the Number of Roma in 1980 to 2000

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Roma</th>
<th>Annual Increase (%)</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
</tr>
<tr>
<td>1981</td>
<td>119,622</td>
<td>115,948</td>
<td>235,570</td>
<td>2.90</td>
<td>3.06</td>
<td>2.97</td>
</tr>
<tr>
<td>1982</td>
<td>123,086</td>
<td>119,492</td>
<td>242,578</td>
<td>2.97</td>
<td>3.12</td>
<td>3.04</td>
</tr>
<tr>
<td>1983</td>
<td>126,743</td>
<td>127,152</td>
<td>257,500</td>
<td>3.04</td>
<td>3.19</td>
<td>3.11</td>
</tr>
<tr>
<td>1984</td>
<td>130,588</td>
<td>131,217</td>
<td>265,805</td>
<td>3.06</td>
<td>3.2</td>
<td>3.13</td>
</tr>
<tr>
<td>1985</td>
<td>138,698</td>
<td>135,401</td>
<td>274,099</td>
<td>3.05</td>
<td>3.19</td>
<td>3.12</td>
</tr>
<tr>
<td>1986</td>
<td>142,782</td>
<td>139,573</td>
<td>282,355</td>
<td>2.94</td>
<td>3.08</td>
<td>3.01</td>
</tr>
<tr>
<td>1987</td>
<td>146,884</td>
<td>143,754</td>
<td>290,638</td>
<td>2.87</td>
<td>3.00</td>
<td>2.93</td>
</tr>
<tr>
<td>1988</td>
<td>151,079</td>
<td>148,024</td>
<td>299,103</td>
<td>2.86</td>
<td>2.97</td>
<td>2.91</td>
</tr>
<tr>
<td>1989</td>
<td>155,206</td>
<td>152,239</td>
<td>307,445</td>
<td>2.73</td>
<td>2.85</td>
<td>2.79</td>
</tr>
<tr>
<td>1990</td>
<td>159,401</td>
<td>156,522</td>
<td>315,923</td>
<td>2.70</td>
<td>2.81</td>
<td>2.76</td>
</tr>
<tr>
<td>1991</td>
<td>163,723</td>
<td>160,939</td>
<td>324,662</td>
<td>2.71</td>
<td>2.82</td>
<td>2.77</td>
</tr>
<tr>
<td>1992</td>
<td>168,011</td>
<td>165,329</td>
<td>333,340</td>
<td>2.62</td>
<td>2.73</td>
<td>2.67</td>
</tr>
<tr>
<td>1993</td>
<td>172,189</td>
<td>169,626</td>
<td>341,815</td>
<td>2.49</td>
<td>2.6</td>
<td>2.54</td>
</tr>
<tr>
<td>1994</td>
<td>175,658</td>
<td>173,252</td>
<td>348,910</td>
<td>2.01</td>
<td>2.14</td>
<td>2.08</td>
</tr>
<tr>
<td>1995</td>
<td>178,754</td>
<td>176,521</td>
<td>355,275</td>
<td>1.76</td>
<td>1.89</td>
<td>1.82</td>
</tr>
<tr>
<td>1996</td>
<td>181,754</td>
<td>179,698</td>
<td>361,452</td>
<td>1.68</td>
<td>1.8</td>
<td>1.74</td>
</tr>
<tr>
<td>1997</td>
<td>184,676</td>
<td>182,808</td>
<td>367,484</td>
<td>1.61</td>
<td>1.73</td>
<td>1.67</td>
</tr>
<tr>
<td>1998</td>
<td>187,480</td>
<td>185,811</td>
<td>373,291</td>
<td>1.52</td>
<td>1.64</td>
<td>1.58</td>
</tr>
<tr>
<td>1999</td>
<td>190,310</td>
<td>188,890</td>
<td>379,200</td>
<td>1.51</td>
<td>1.66</td>
<td>1.58</td>
</tr>
</tbody>
</table>

Source: Vano (2001)

However, these data are not fully reliable since it is impossible to observe the current reproductive behavior of the Roma (which undoubtedly changed after 1989 compared to the previous period due to changes in the socio-economic situation). At any rate, these estimates are likely much closer to the real figures than the official statistics from the Census.

1.2 Roma Age Distribution and Dynamics

1.2.1 Census Data

Significant differences between the Roma and other ethnic groups can be found especially in the age structure. Many experts point to the high representation of younger age groups among the Roma. This is confirmed by results of the 2001 Census showing that 38.7% of inhabitants of Roma ethnicity are between the ages of 0-14 and 49% are aged 0-19. In the ethnically Slovak population, the under-14 age cohort is represented by 19 percent and among Hungarians by 14.9% (Table 5).

Differences in age structure can be best seen in graphic form (Figures 1, 2, 3). The age structure of ethnic Slovaks and ethnic Hungarians is approximately evenly distributed across all age groups. Among Slovaks, the most represented are people in the 15-30 age group followed by 40-50 and the situation among Hungarians is very

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similar. Among the Roma, each age cohort is smaller than the preceding one. This means that the Roma are on average a “much younger” population than non-Roma. This is a significant issue for education policy since policies aimed at improving the educational attainment of the Roma must take these differences into account in forecasting future developments.

Table 5 – Age distribution by ethnicity according to the 2001 Census

<table>
<thead>
<tr>
<th></th>
<th>Slovak</th>
<th>Hungarian</th>
<th>Roma</th>
<th>Ruthenian</th>
<th>Ukrainian</th>
<th>Czech</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>238,359</td>
<td>21,163</td>
<td>12,942</td>
<td>555</td>
<td>150</td>
<td>298</td>
</tr>
<tr>
<td>5-9</td>
<td>296,752</td>
<td>24,936</td>
<td>11,323</td>
<td>760</td>
<td>247</td>
<td>551</td>
</tr>
<tr>
<td>10-14</td>
<td>350,162</td>
<td>31,844</td>
<td>10,559</td>
<td>977</td>
<td>378</td>
<td>1,198</td>
</tr>
<tr>
<td>15-19</td>
<td>386,657</td>
<td>36,784</td>
<td>9,647</td>
<td>1,075</td>
<td>464</td>
<td>1,457</td>
</tr>
<tr>
<td>20-24</td>
<td>409,202</td>
<td>39,662</td>
<td>8,328</td>
<td>1,320</td>
<td>578</td>
<td>1,818</td>
</tr>
<tr>
<td>25-29</td>
<td>375,186</td>
<td>38,780</td>
<td>7,768</td>
<td>1,321</td>
<td>797</td>
<td>2,434</td>
</tr>
<tr>
<td>30-34</td>
<td>307,465</td>
<td>34,157</td>
<td>6,413</td>
<td>1,253</td>
<td>860</td>
<td>3,011</td>
</tr>
<tr>
<td>35-39</td>
<td>323,819</td>
<td>37,978</td>
<td>5,917</td>
<td>1,642</td>
<td>1,053</td>
<td>3,673</td>
</tr>
<tr>
<td>40-44</td>
<td>339,718</td>
<td>41,853</td>
<td>5,146</td>
<td>1,845</td>
<td>1,117</td>
<td>3,772</td>
</tr>
<tr>
<td>45-49</td>
<td>349,190</td>
<td>44,356</td>
<td>3,970</td>
<td>1,884</td>
<td>1,048</td>
<td>4,889</td>
</tr>
<tr>
<td>50-54</td>
<td>292,815</td>
<td>35,420</td>
<td>2,799</td>
<td>2,023</td>
<td>996</td>
<td>5,403</td>
</tr>
<tr>
<td>55-59</td>
<td>213,907</td>
<td>30,072</td>
<td>1,516</td>
<td>1,630</td>
<td>684</td>
<td>4,439</td>
</tr>
<tr>
<td>60-64</td>
<td>182,226</td>
<td>26,724</td>
<td>1,171</td>
<td>1,758</td>
<td>596</td>
<td>3,416</td>
</tr>
<tr>
<td>65-69</td>
<td>164,954</td>
<td>24,078</td>
<td>872</td>
<td>1,921</td>
<td>566</td>
<td>3,006</td>
</tr>
<tr>
<td>70-74</td>
<td>146,708</td>
<td>21,571</td>
<td>613</td>
<td>1,734</td>
<td>472</td>
<td>2,437</td>
</tr>
<tr>
<td>75-79</td>
<td>114,592</td>
<td>16,203</td>
<td>342</td>
<td>1,348</td>
<td>454</td>
<td>1,430</td>
</tr>
<tr>
<td>80+</td>
<td>85,171</td>
<td>12,886</td>
<td>189</td>
<td>995</td>
<td>283</td>
<td>1010</td>
</tr>
<tr>
<td>Not known</td>
<td>37,971</td>
<td>2,061</td>
<td>405</td>
<td>160</td>
<td>71</td>
<td>378</td>
</tr>
<tr>
<td>Total</td>
<td>4,614,854</td>
<td>520,528</td>
<td>89,920</td>
<td>24,201</td>
<td>10,814</td>
<td>44,620</td>
</tr>
</tbody>
</table>

Source: Statistical Office of the Slovak Republic, 2001 Census of Population, Houses and Apartments

Figure 1-3 – Age Distribution by Ethnicity

Source: authors on the basis of 2001 Census data
1.2.2 Alternative Age Structure Estimates and Forecasts

Alternative approaches of demographers to determining the age structure echo the above-mentioned trend (Table 6, Figure 4).

<table>
<thead>
<tr>
<th>Age</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>20,552</td>
<td>19,695</td>
<td>40,247</td>
</tr>
<tr>
<td>5-9</td>
<td>25,650</td>
<td>24,597</td>
<td>50,247</td>
</tr>
<tr>
<td>10-14</td>
<td>25,282</td>
<td>24,278</td>
<td>49,560</td>
</tr>
<tr>
<td>15-19</td>
<td>22,826</td>
<td>21,896</td>
<td>44,722</td>
</tr>
<tr>
<td>20-24</td>
<td>18,210</td>
<td>17,617</td>
<td>35,827</td>
</tr>
<tr>
<td>25-29</td>
<td>16,504</td>
<td>16,409</td>
<td>32,913</td>
</tr>
<tr>
<td>30-34</td>
<td>14,687</td>
<td>14,178</td>
<td>28,865</td>
</tr>
<tr>
<td>35-39</td>
<td>13,812</td>
<td>13,279</td>
<td>27,091</td>
</tr>
<tr>
<td>40-44</td>
<td>11,609</td>
<td>10,872</td>
<td>22,481</td>
</tr>
<tr>
<td>45-49</td>
<td>8,516</td>
<td>8,395</td>
<td>16,911</td>
</tr>
<tr>
<td>50-54</td>
<td>5,360</td>
<td>5,616</td>
<td>10,976</td>
</tr>
<tr>
<td>55-59</td>
<td>2,768</td>
<td>3,531</td>
<td>6,299</td>
</tr>
<tr>
<td>60-64</td>
<td>2,003</td>
<td>3,007</td>
<td>5,010</td>
</tr>
<tr>
<td>65-69</td>
<td>1,342</td>
<td>2,529</td>
<td>3,871</td>
</tr>
<tr>
<td>70-74</td>
<td>710</td>
<td>1,728</td>
<td>2,438</td>
</tr>
<tr>
<td>75-79</td>
<td>296</td>
<td>879</td>
<td>1,175</td>
</tr>
<tr>
<td>80-84</td>
<td>61</td>
<td>204</td>
<td>265</td>
</tr>
<tr>
<td>85+</td>
<td>12</td>
<td>40</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>190,200</td>
<td>188,750</td>
<td>378,950</td>
</tr>
</tbody>
</table>


Since the Roma Education Fund is working with a 2015 planning horizon, changes in the age structure of the population over that period should be taken into account. Given the significantly differing developments of the Roma population, we must take into account the rising share of Roma children on total children population, in particular in the context of their integration in the education system.

Forecasts by the Center for Demographic Research (Infostat, November 2002) expect the number of Roma in Slovakia to increase, albeit at a gradually decreasing rate. The number of Roma in Slovakia in 2025 is forecast to reach 520,000, which represents an increase of about 140,000 persons (37%) over current (forecast) figures. The growth of the Roma population in Slovakia is expected to cease only after 2035. At this time, the share of the Roma on overall population should be about 11%.
Table 6 – Roma Population Forecast

<table>
<thead>
<tr>
<th>Year</th>
<th>Number in 000s</th>
<th>Share in %</th>
<th>Annual increase in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>402.9</td>
<td>7.5</td>
<td>1.5</td>
</tr>
<tr>
<td>2010</td>
<td>435.3</td>
<td>8.1</td>
<td>1.6</td>
</tr>
<tr>
<td>2015</td>
<td>468.9</td>
<td>8.7</td>
<td>1.4</td>
</tr>
<tr>
<td>2020</td>
<td>499.2</td>
<td>9.2</td>
<td>1.1</td>
</tr>
<tr>
<td>2025</td>
<td>524.0</td>
<td>9.7</td>
<td>0.8</td>
</tr>
</tbody>
</table>


The difference in demographic characteristics of the Roma significantly affects the forecast of the share of Roma children on total children’s population. According to demographic calculations, the process of population ageing will accelerate also in the Roma population, albeit at a much lower level than in non-Roma population. The number of children under 15 in the Roma population will reach between 120,000 and 130,000 in the forecast period. Stagnation of the children’s component of the Roma population in parallel with an increase in the number of Roma will lead to a reduction of the share of children under 15 to about 25% in 2025 from the present levels of about 33%. But the share of Roma children on total children’s population will rise to 17% in 2025 from the present level of 14%.

Table 7 – Forecast of Child Component of Roma Population

<table>
<thead>
<tr>
<th>Year</th>
<th>Age group 0-14</th>
<th>Number in 000s</th>
<th>Share in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>131,746</td>
<td>32.7</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>124,225</td>
<td>28.5</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>129,704</td>
<td>27.7</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>134,334</td>
<td>26.9</td>
<td></td>
</tr>
<tr>
<td>2025</td>
<td>131,401</td>
<td>25.1</td>
<td></td>
</tr>
</tbody>
</table>


According to Vano (2004), at the end of 2002 there were 723.3 thousand children of school age, of that some 99.4 thousand Roma children (13.6%). Although the number of Roma children is expected to decline gradually, their share on all children in the Slovak Republic will increase (Table 8).

Table 8 – Forecast of Roma children of school age

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of children in 000s</th>
<th>Share in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>99.4</td>
<td>13.6</td>
</tr>
<tr>
<td>2005</td>
<td>93.4</td>
<td>14.3</td>
</tr>
<tr>
<td>2010</td>
<td>81.7</td>
<td>15.0</td>
</tr>
<tr>
<td>2015</td>
<td>81.6</td>
<td>15.7</td>
</tr>
<tr>
<td>2020</td>
<td>88.4</td>
<td>16.5</td>
</tr>
<tr>
<td>2025</td>
<td>90.7</td>
<td>17.1</td>
</tr>
</tbody>
</table>


\[\text{Information presented here is based on Vano (2004) – forthcoming.}\]
1.3 Roma language

From the perspective of statistical data availability, the use of Romani language constitutes a very poorly covered area. The only existing data come from the Census, where respondents reported the language they most often used in communication within family as children. In 2001, 99,488 Slovak citizens reported Romani as their mother tongue – some 10,000 more than reported Romani ethnicity. 

Of the people who declared Roma as their mother tongue, 59% also declared Roma ethnicity. 38% stated Slovak ethnicity and some 2% Hungarian ethnicity.

On the other hand, of those who declared Roma ethnicity 65.8% declared Roma as their mother tongue, while some 22.7% stated Slovak as their mother tongue and almost 10% consider Hungarian to be their mother tongue.

This points to a significant discrepancy between declaring ethnicity and the use of Roma language. These data do not allow us to deduce the level of use of Roma language among the Roma, since Census data are not amenable to comparisons with any other alternative estimates.

The Roma language issue is further complicated by the variance in dialects of the Roma language used in different parts of Slovakia. Many efforts at codification of the Roma language as a language for teaching or a support language for teaching failed in the past because Roma children did not understand the Roma language used in published textbooks.

### Table 9 - Ethnicity of persons declaring Roma as mother tongue in 2001 Census

<table>
<thead>
<tr>
<th>Mother tongue, gender</th>
<th>Slovak</th>
<th>Hungarian</th>
<th>Roma</th>
<th>Ruthenian</th>
<th>Ukrainiana</th>
<th>Czech</th>
<th>German</th>
<th>Polish</th>
<th>Croatian</th>
<th>Serbian</th>
<th>Other</th>
<th>n/a</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roma</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>162</td>
</tr>
<tr>
<td>M</td>
<td>19,101</td>
<td>1,024</td>
<td>30,060</td>
<td>9</td>
<td>9</td>
<td>48</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>162</td>
<td></td>
<td>50,424</td>
</tr>
<tr>
<td>F</td>
<td>18,702</td>
<td>994</td>
<td>29,114</td>
<td>8</td>
<td>10</td>
<td>41</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>151</td>
<td></td>
<td>49,024</td>
</tr>
<tr>
<td>T</td>
<td>37,803</td>
<td>2,018</td>
<td>59,174</td>
<td>17</td>
<td>19</td>
<td>89</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>313</td>
<td></td>
<td>99,448</td>
</tr>
</tbody>
</table>

Source: Statistical Office of the Slovak Republic, 2001 Census of Population, Houses and Apartments

An alternative estimate of the share of Roma with Roma as their mother tongue is provided by the UNDP Roma Human Development Project from 2001. In the quasi-representative sample of 1,030 Roma, 59.8% said they use Roma as their primary language of domestic communication.

### Table 10 - Usage of Romani language

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Roma language</td>
<td>606</td>
<td>59.8</td>
</tr>
<tr>
<td>Do not use Roma language</td>
<td>408</td>
<td>40.2</td>
</tr>
<tr>
<td>Total</td>
<td>1014</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: authors based on 2001 Roma Human Development Project data

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6 Coincidentally, this also confirms that the number of Roma exceeds that reported by official sources. Of course, not all citizens reporting Roma nationality reported Roma as their mother tongue.
1.4 Roma settlement patterns
Awaiting data from mapping, disaggregation of Census data order from the Statistical Office

Sociological research distinguishes three basic patterns of Roma settlement in Slovakia:
1. segregated settlements – these are socio-economically the poorest settlements, mainly rural with shacks or houses of varying quality, characterized by patterns of multiple exclusion including complete or near complete unemployment and dependence on social transfers, serious health and hygiene issues, complete lack of infrastructure. Estimates of total population and total number of these settlements vary. While earlier government data counted over 600 of these with some 140,000 inhabitants, more recent research points to somewhat lower figures.
2. semi-segregated/separated settlements – these are settlements of different quality both rural and urban, usually partly segregated or separated from other housing. Some portion of the above figure are expected to fall within this category. Socio-economically, communities in this category are of different state – while some have infrastructure (e.g. urban settlements in “Roma ghettos”), others are separated from the majority population by the very lack of infrastructure.
3. integrated Roma – there is a significant Roma population not living in clusters with other Roma – living integrated with the majority population to various degrees in both urban and rural settings. Some members of this group feel little allegiance to Roma ethnicity while others are proud Roma and active in public affairs. The level of unemployment in portions of this group is no different than in the majority population and some parts hold traditional Roma employment patterns (e.g. Roma artists and musicians).

1.5 Roma ethnic subdivisions
Roma in Slovakia belong to three main ethnic subgroups. The settled Roma, also called Rumungres (Rumungri) account for a majority of the Roma population estimated at around 90%, although exact shares of each of the groups are not known.

In addition, there is a mainly urban population of Vlachs, formerly a nomadic group, who constitute at most an estimated 10%. The biggest tribes among them are the Lovars and Boughests. There are also small groups of the Sinti who migrated from Germany.

The degree of social and economic exclusion is generally the highest for the Rumungres, who also form most segregated Roma settlements. The formerly nomadic Vlachs are better integrated with the urban population.
2. Socio-Economic Profile

Due to the lack of ethnically specific data there is virtually no reliable information available on the socio-economic characteristic of the Slovak Roma as a whole. Existing assessments draw mainly on a few limited sample studies (notably the 2001 UNDP study Roma Human Development Project) and inferences from data on the general population.

Therefore the picture painted in most available literature probably does not adequately cover the heterogeneity of the Roma population. Especially the more integrated and/or assimilated Roma are not captured in most statistics.

A clear correlation has been found repeatedly by sociologists between the degree of residential segregation of the Roma and their social status.\(^7\)

The Roma living in segregated, semi-segregated or separated settlements suffer from very high unemployment levels and their dominant and mostly exclusive source of income are social benefits.

### 2.1 Unemployment

The latest overall unemployment levels are just below 14% according to the Ministry of Labor. Official statistics on unemployment derived from the Labor Force Survey (LFS) carried out by the Statistical Office show Roma unemployment at 26,600 persons or 87.5% of the Roma productive age population (based on the Census), as compared to 14.2% for the whole population in the 3rd quarter of 2003. These statistics, however, have very little information value, as they are normalized to the 2001 Census data on the Roma and there is no way to establish the correspondence in self-reporting of ethnicity in these two surveys.

The November 26, 2001 Joint Assessment of Employment Priorities in the Slovak Republic signed jointly by the Slovak Labor Minister and the European Commissioner for Employment contained what it called a conservative estimate that Roma unemployment was twice that of the general population.

In general, the Roma excessively suffer from many factors contributing to high unemployment – especially in terms of extremely low educational attainment, high concentration in rural areas and in high-unemployment regions.

### 2.2 Social Situation

In comparing the social position of the Roma poor to other poor, the situation of Roma is compounded by the ethnic dimension of their poverty. Again, however, most data used in describing the social position are anecdotal and no national-level data are available.

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\(^7\) see for example Radicová (2000)
Recent reforms in the Slovak social system have had a disproportionate impact on non-integrated Roma recipients of social assistance, as they hit hard on the benefits to families with more children.  

Most large families in Slovakia are assumed to be Roma families. One source has cited an average of nearly eight children in underdeveloped Romani settlements.  

2002 World Bank report refers to 1988 data on family structure (without specifying the exact source), which show that of families living in segregated settlements, 25% had three or less children and 77% had four or more children. Of these, 41% had six or more children.

### 2.3 Economic Activity

Historically, Roma in Slovakia used to be economically active in different fields; based on what ethnic subgroup they belonged to. They used to follow many different trades, they used to be blacksmiths, musicians, basket-makers, bellows menders, they were involved in selling pottery, or in the horse-trade.

During communism, they were forced to settle and mostly streamed into low-skilled jobs, in agricultural cooperatives and in factories or mines, which were first to be hit by industrial restructuring and downsizing after 1989, which is one of the contributing causes of their overrepresentation among the unemployed.

Today, not much is known about the employment of the Roma (unlike the unemployment), but it is thought to also be closely correlated with the degree of residential segregation. Because the Roma living in more integrated settlements tend to have at least vocational education they are more likely to have regular employment, regardless of gender. For Roma living in the more segregated settlements, the only types of jobs available for them are one-off construction jobs, or seasonal agricultural work. Those involved in public work programs in recent years were usually street cleaners or forest rangers.

Many Roma are employed in informal sector, they are involved in activities like salvaging and selling scrap metal, petty trade, and part-time work in agriculture and construction.

Unofficial data from Labor Force Surveys, which are not considered representative for the Roma population, indicate that the key sectors of employment of the Roma are construction (roughly 30% of Roma in employments), other community, social and personal services (some 20%), health and social work (about 15%), agriculture, manufacturing, electricity, gas and water supply and transport and telecoms (below 10% each).

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8 Among other changes in the social system, the 2004 reform introduced a mandatory cap on social assistance to a single family regardless of the number of children.
9 Ginter (2001)
10 The World Bank (2002), p. 9
11 Marušiaková (1988)
13 ibid, p. 31
2.4 Housing

According to official statistical data, the Annual Report on Groups at a Low Social and Cultural Level – Roma settlements – for the year 2001, there were 620 such settlements with a population of 139,560. The research also recorded 4,511 shacks. According to information collected by State health institutes in September 2001 from the mayors, there were 115 603 in Roma settlements.

Shacks in Roma settlements can be defined as simple buildings built mostly of wood, dirt, metal or its combinations. Such buildings do not meet the valid technical and hygienic standards; they are self-constructed, without building permit and without the ownership titles to the land being settled.

An estimated one-quarter of Roma in Slovakia live in settlements, many of which are in the poorer eastern regions of the country. Settlements vary significantly in the quality of housing and infrastructure based upon geographic location and the level of ethnic segregation.

The extent of overcrowding within Roma houses was also found to be closely related to the degree of segregation and geographic isolation of the community. In general, in both Roma and non-Roma houses in integrated areas the qualitative study results showed that there were approximately 1.5 people per room, while in segregated settlements there was an average of 2.5 to 3.5 persons per room. Estimates by district officials put the number of people per dwelling in Roma settlements at 8.6 in 1997.

2.5 Health

The state of health of the Roma population is illustrated by their lower life expectancy and higher neo-natal mortality. According to Kalibová (1989) the life expectancy, as extrapolated from the 1970 and 1980 censuses was as follows:

- 66.8 years for men overall vs. 55.3 for Roma men
- 73.9 years for women overall vs. 59.5 for Roma women

High infant death rates among Roma are one of the significant factors influencing such discrepancy. Kalibová found that in Slovakia infant death rates of the Roma in their first year were 34.8/1000 births, while these rates in the non-Roma population were 14.6/1000 births.

Between 1981 and 1990 death rates of Roma children under the age of three in three different Slovak villages (Bystrany, Spišské Tomášovce and Spišský Štvrtok) were

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14 Ministry of Health (2002)
17 Ibid, p. 19
18 Kalibová (1989)
19 As cited in: Koupilova (2001)
47.1, 40.9 and 32.0 per thousand respectively.\textsuperscript{20} Under-5 mortality rate at that time was 15.8 per thousand in Slovakia.\textsuperscript{21}

There is not much more than anecdotal evidence about indicators of poor health. The only Roma specific data that exist are on communicable diseases. Following information is taken from the Ministry of Health’s document “Improvement of the living environment, hygienic conditions and communicable diseases prevention among the citizens living in Roma settlements”.\textsuperscript{22}

\textsuperscript{20} Mann, A.B., 1992, Evolution of Roma families in the example of three villages in the Spiš region. Demografie, vol. 34, pp. 118 - 129
\textsuperscript{21} Koupilova et al., 2001
\textsuperscript{22} Ministry of Health (2002)
3. Roma in Education

3.1 Pre-School Education

The low number of Roma children in pre-schools is a frequently cited factor in their poor education attainment. While before 1989 pre-school attendance in the last year was mandatory for all children, after 1989 the number of Roma children in pre-school has continually declined. At present, according to official statistics from the Institute of Information and Forecasting in Education, Roma children represent only 0.79% of children attending pre-school. Assuming the high share of children on the Roma population in comparison with other ethnic groups, the 0.79% share in pre-school implies very low attendance shares compared to other ethnic groups.

Table 11 – Romani Children in Pre-schools (based on self-reported ethnicity)

<table>
<thead>
<tr>
<th>Pre-schools</th>
<th>Number of schools</th>
<th>Number of classes</th>
<th>Number of children</th>
<th>Number of teachers</th>
<th>Number of Roma children</th>
<th>% share of Roma children</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>3,180</td>
<td>7,438</td>
<td>149,728</td>
<td>14,862</td>
<td>1,124</td>
<td>0.75%</td>
</tr>
<tr>
<td>Private</td>
<td>11</td>
<td>19</td>
<td>318</td>
<td>37</td>
<td>16</td>
<td>5.03%</td>
</tr>
<tr>
<td>Church</td>
<td>19</td>
<td>31</td>
<td>672</td>
<td>64</td>
<td>52</td>
<td>7.7%</td>
</tr>
<tr>
<td>Total</td>
<td>3,210</td>
<td>7,488</td>
<td>150,718</td>
<td>14,963</td>
<td>1,192</td>
<td>0.79%</td>
</tr>
</tbody>
</table>

Source: UIPŠ (2003)

According to the findings of the 2000 survey conducted by the Methodical Center in Prešov,\(^{23}\) only 5.35% of students who attended either nursery school or kindergarten before they started their compulsory education were Roma, compared with the 11.12% of students attending first grade of compulsory education in elementary school who were Roma. This disproportion is due in part to the fact that in most Roma locations there is only an elementary or a special elementary school for handicapped children (Szigeti, 2002).

Figure 5 - Age structure of children attending pre-school, 2000/2001


\(^{23}\) Metodické centrum Prešov (2002)
The age structure of Roma children attending pre-school shows that the vast majority of them are 5-6 years old. This is likely in part a result of initiatives and projects aimed at preparing Roma children to begin school or the awareness of parents of the need for pre-school education to successfully enter school.

3.2 Primary Schools

Compulsory education in Slovakia usually lasts 10 years until the child turns 14, unless the beginning of compulsory education is postponed for the child. In the 2000/2001 school year, 576,331 students, 47,701 of which were Roma, attended elementary schools managed by the school departments of the district authorities in Slovakia.  

According to official data, the share of Roma children in primary schools is therefore very low. These data are again based on self-reported ethnicity. Official data thus do not correspond to the real situation and are of little use for further analysis.

<table>
<thead>
<tr>
<th>Primary schools</th>
<th>Number of schools</th>
<th>Number of children</th>
<th>Average children per class</th>
<th>Number of teachers</th>
<th>Number of Roma pupils</th>
<th>Percentage share of Roma pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>2,272</td>
<td>553,249</td>
<td>21.3</td>
<td>35,880</td>
<td>3,048</td>
<td>1.3%</td>
</tr>
<tr>
<td>Private</td>
<td>11</td>
<td>503</td>
<td>11.9</td>
<td>60</td>
<td>2</td>
<td>0.39%</td>
</tr>
<tr>
<td>Church</td>
<td>104</td>
<td>25,259</td>
<td>21.15</td>
<td>1,754</td>
<td>22</td>
<td>0.08%</td>
</tr>
<tr>
<td>Total</td>
<td>2,387</td>
<td>579,011</td>
<td>21.35</td>
<td>37,694</td>
<td>3,072</td>
<td>0.53%</td>
</tr>
</tbody>
</table>

Source: UIPŠ (2003)

Looking at the data from district school departments and individual schools in Slovakia, it is clear that the overall number of students is falling every year, although the number of Roma children starting their compulsory education is growing. The 62.44% representation of Roma students in the tenth year of compulsory education shows that Roma students more often have to repeat some elementary school grades. Based on the figures, the year-on-year increase in the number of Roma students attending compulsory education has averaged about 6% over the past four years.  

No data are available allowing establishing the proportion of Roma children who are not enrolled in compulsory education. There is significant anecdotal evidence of cases of Roma pupils who are not enrolled in primary school until the age of 7 or 8, as their parents do not present them at the time of primary school sign-up.

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24 Maczejková, Rigová (2003)

25 ibid.
Table 13 – Share of Roma Pupils by Grade in the 2000/2001 school year

<table>
<thead>
<tr>
<th>Year of compulsory school education</th>
<th>Total number of students</th>
<th>Of that, Roma</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>54,834</td>
<td>6,095</td>
<td>11.12</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>56,814</td>
<td>5,614</td>
<td>9.88</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>57,118</td>
<td>5,343</td>
<td>9.35</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>60,435</td>
<td>4,955</td>
<td>8.20</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>55,152</td>
<td>4,636</td>
<td>8.41</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>56,397</td>
<td>4,625</td>
<td>8.20</td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>57,500</td>
<td>4,618</td>
<td>8.03</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>59,029</td>
<td>4,489</td>
<td>7.60</td>
</tr>
<tr>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>60,174</td>
<td>4,108</td>
<td>6.83</td>
</tr>
<tr>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3,086</td>
<td>1,927</td>
<td>62.44</td>
</tr>
<tr>
<td>TOTAL</td>
<td>576,331</td>
<td>47,701</td>
<td>8.28</td>
</tr>
</tbody>
</table>

Source: Methodical Centre Prešov (2002).

This evidence is corroborated by data from the 2001 Census, which show that 4.3% of Roma Women and 3.1% of Roma men have not attended school at all as compared with 0.3% and 0.3%. Indirectly, these data also point to the relatively worse situation of Roma women compared to Roma men than non-Roma women in society.

Other children who are not enrolled are ones whose families move mid-year. These generally do not stay at home but continue to accumulate unexcused absences at their original school.

A survey of 548 teachers at primary schools and special schools carried out by the State School Inspection showed that almost a half of special school teachers surveyed and a third of primary school teachers believed that there were some Roma children not enrolled in primary education at all.

According to the Ministry of Education, some 2-3,000 children enrolled in one of the grades of mandatory primary school attendance are missing in end-year classification reports and therefore essentially drop out of school.26

### 3.3 Special Schools

One of the most disturbing segregation trends for Roma pupils is their massive overrepresentation in special schools for the mentally handicapped. Although the official education statistics suffer from the same problems in identifying ethnicity as the general Census data, nonetheless they give a clear indication of this pattern. Of all

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26 Interview with Katarína Ondrášová, Head of Department of Education of Roma Communities, July 12, 2004.
pupils in the Slovak primary school system who self-identified as Roma, 39% attended schools for the mentally handicapped in the school year 2003/2004.

Additional information on the presence of Roma children in special schools can be derived from the UNDP Roma Human Development Project research in 2001. Researchers found that in segregated Roma settlements as many as 30% of families had one or more children in special school. In integrated Roma communities, this share was only about 5%.

The evidence that the share of Roma pupils in Special Schools for pupils with a light mental handicap is massive and many are placed there without a real mental handicap is mounting. It has been recognized in a number of government documents.

Table 14 - Pupils in special schools according to nationality (school year 2002/2003)

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Absolute numbers</th>
<th>Share in percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slovak</td>
<td>27,770</td>
<td>85.48</td>
</tr>
<tr>
<td>Roma</td>
<td>2,475</td>
<td>7.62</td>
</tr>
<tr>
<td>Hungarian</td>
<td>2,165</td>
<td>6.66</td>
</tr>
<tr>
<td>Czech, Moravian, Silesian</td>
<td>51</td>
<td>0.16</td>
</tr>
<tr>
<td>Other</td>
<td>27</td>
<td>0.08</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32,488</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Source: Ministry of Education of the Slovak Republic

Table 15 – Regional Statistics on Special Schools

<table>
<thead>
<tr>
<th>Region</th>
<th>All children</th>
<th>Roma children</th>
<th>Share of Roma in %</th>
<th>Classes in special schools (mental handicap)</th>
<th>Number of special integrated classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bratislavský</td>
<td>970</td>
<td>4</td>
<td>0.4%</td>
<td>126</td>
<td>7</td>
</tr>
<tr>
<td>Trnavský</td>
<td>1,590</td>
<td>111</td>
<td>6.98%</td>
<td>198</td>
<td>4</td>
</tr>
<tr>
<td>Trenciansky</td>
<td>982</td>
<td>0</td>
<td>0%</td>
<td>134</td>
<td>0</td>
</tr>
<tr>
<td>Nitriansky</td>
<td>1,632</td>
<td>80</td>
<td>4.9%</td>
<td>181</td>
<td>5</td>
</tr>
<tr>
<td>Žilinský</td>
<td>1,359</td>
<td>0</td>
<td>0%</td>
<td>155</td>
<td>5</td>
</tr>
<tr>
<td>Banskobystrický</td>
<td>2,557</td>
<td>124</td>
<td>4.8%</td>
<td>260</td>
<td>40</td>
</tr>
<tr>
<td>Prešovský</td>
<td>4,767</td>
<td>1,336</td>
<td>28%</td>
<td>331</td>
<td>146</td>
</tr>
<tr>
<td>Košický</td>
<td>4,782</td>
<td>319</td>
<td>6.6%</td>
<td>394</td>
<td>111</td>
</tr>
<tr>
<td><strong>Slovakia</strong></td>
<td><strong>18,639</strong></td>
<td><strong>1,974</strong></td>
<td><strong>10.5%</strong></td>
<td><strong>1,779</strong></td>
<td><strong>318</strong></td>
</tr>
</tbody>
</table>


Official statistics show significant variations in the regional distribution of children in special schools. The average share of Roma children in special schools for the mentally handicapped is 10.5%. In the Prešov region (with the highest share of Roma population), the share of Roma children in special schools reaches 28%. Some education experts estimate the share of Roma children in special schools for the mentally handicapped at as much as 80%.  

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27 Interview with Miron Zelina, July 17th 2004.
State School Inspection repeatedly found and unfavorable teacher qualification structure in special schools: the 2002/2003 school-year report found that only about a half of teachers in special schools held required qualifications (for this type of schools) compared with 68% in regular primary schools.\textsuperscript{28}

### 3.4 Secondary and Higher Education

Roma in Slovakia have a very poor record in transition to secondary education. Common patterns include children failing at least once in primary school or attending 0\textsuperscript{th} year classes and thus completing the school attendance requirement at the time of or even before primary school completion.

According to statistics and anecdotal accounts, Roma students are extremely underrepresented especially in secondary grammar schools (academic track). If they do attend secondary schools, it is mainly vocational ones not offering the final state leaving exam (maturita) offering limited employment prospects.

A survey by the State School Inspection in 2002/2003 among schools with pupils from socially disadvantaged background found that fewer than 20% of such pupils in primary schools went on to study in vocational schools and no students at all proceeded to secondary schools leading to the final state leaving exam. In special schools, the share of students continuing their education was found to be about half.

In higher education, official statistics indicate miniscule numbers of Roma students, although again, the reliability of the statistics is limited (e.g. adding up Roma Memorial Scholarships recipients gives somewhat higher numbers).

The figures for Roma presence in secondary and higher education are so dismal that they seem to indicate a reduced propensity to declare Roma nationality with rising education attainment. Nonetheless, the under-representation seems massive.

| Table 16 – Ethnic Composition of Secondary and Higher Education Institutions |
|---------------------------------|--------|--------|--------|--------|
| Vocational schools              | Slovak | Hungarian | Czech | Roma |
| Joint Secondary Schools         | 287    | 461     | 1     | 0     |
| Secondary Specialized Schools   | 81,149 | 5,797   | 190   | 113   |
| Secondary Grammar Schools       | 75,978 | 6,318   | 242   | 4     |
| Higher Education (public)       | 92,949 | 4,182   | 198   | 15    |


\textsuperscript{28} The qualification requirements for special schools are higher than for regular schools, these data therefore do not necessarily imply that special school teachers have lesser qualifications.
3.5 Education Attainment Rates

The Roma in Slovakia have traditionally obtained lower education attainment than the majority population. A 1955 literacy survey revealed 80% illiteracy among the Roma in six districts of Eastern Slovakia. Although the literacy levels gradually increased in post war cohorts, the 1970 educational statistics show that only 1.7% of the Roma had secondary education. Only 15% of those attending primary schools were actually completing it, the rest dropped out before completing.

After the reform introduced in 1976, raising educational standards and expectations, numbers of Romani children being placed in schools for the mentally handicapped, already disproportionately high prior to reform, also rose as they were unable to cope with new demands.

Table 17 - Education Attainment in 1970 and 1980

<table>
<thead>
<tr>
<th>Year</th>
<th>Women/Population Roma</th>
<th>Men/Population Roma</th>
<th>Women/Population SSR</th>
<th>Men/Population SSR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>61.5 82.5</td>
<td>64 81.3</td>
<td>61</td>
<td>51.7</td>
</tr>
<tr>
<td>Vocational</td>
<td>1.7 3.2</td>
<td>9.4 9.2</td>
<td>20.7</td>
<td>23.6</td>
</tr>
<tr>
<td>Secondary vocational</td>
<td>0.4 0.8</td>
<td>0.6 0.8</td>
<td>9.0</td>
<td>13.4</td>
</tr>
<tr>
<td>Secondary comprehensive</td>
<td>0.3 0.3</td>
<td>0.2 0.2</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Higher</td>
<td>0.0 0.1</td>
<td>0.1 0.2</td>
<td>3.0</td>
<td>5.2</td>
</tr>
<tr>
<td>Without school education or missing education data</td>
<td>36.1 13.1</td>
<td>25.7 8.3</td>
<td>2.4</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Source: Slovak Statistical Office, 1984
Note: SSR is the Slovak Socialist Republic, pre-1989 name for Slovakia

Table 18 – Education Attainment in the 2001 Census

<table>
<thead>
<tr>
<th>Education Attainment</th>
<th>Women 2001 Roma</th>
<th>Slovak</th>
<th>Men 2001 Roma</th>
<th>Slovak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>79.5</td>
<td>30</td>
<td>74.1</td>
<td>18.9</td>
</tr>
<tr>
<td>Vocational</td>
<td>8.2</td>
<td>18.3</td>
<td>14</td>
<td>32.1</td>
</tr>
<tr>
<td>Secondary vocational</td>
<td>1.4</td>
<td>4.5</td>
<td>2.4</td>
<td>5.5</td>
</tr>
<tr>
<td>Secondary comprehensive</td>
<td>1.9</td>
<td>36.4</td>
<td>2.2</td>
<td>30.2</td>
</tr>
<tr>
<td>Higher</td>
<td>0.2</td>
<td>9.2</td>
<td>0.4</td>
<td>11.6</td>
</tr>
<tr>
<td>Without school education</td>
<td>4.3</td>
<td>0.3</td>
<td>3.1</td>
<td>0.3</td>
</tr>
<tr>
<td>Missing education data</td>
<td>4.5</td>
<td>1.3</td>
<td>3.8</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Statistical Office of the Slovak Republic, 2001 Census of Population, Houses and Apartments

At present, education attainment of the Roma minority continues to differ significantly from the majority population. According to Census data, 48% of those who declared themselves as Roma had no education, or only attended primary school (count also include those who did not finish it, although the number is not specified). Among citizens with Slovak nationality, this category only constituted 20%.

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30 Ibid, p.12
Conversely, 8% of the Slovaks had completed a degree (first, second and doctorate) at institutions of higher education, whereas among the Roma, those who had completed some form of higher education only accounted for 0.2%. Only 9 percent of the Roma have completed secondary education, among which only 1% were those attending academic stream of secondary education. 50% of Slovaks completed some form of secondary education, 24% of which attended academic types of schools.

### 3.6 Drop-Out Rates

These data are not available by ethnicity. The following table shows the number of failing students in each year of the primary school and the number of Roma children (up to 1990/1991). From 1997/1998, the data cover instead of Roma children from “socially deprived environment”.  

The data in the table are quite difficult to interpret, but there are a few emerging patterns:

1. The drop-out rates for Roma children (and later for children from socially deprived backgrounds, who are likely to proxy well for the Roma) are the highest in earliest years of school attendance
2. Overall drop-out rates have risen significantly since the fall of communism

**Table 19 – Drop-Outs from Primary Schools by Grade**

<table>
<thead>
<tr>
<th>School year/grade</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>Total</th>
<th>Number of primary school pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976/77</td>
<td>2,208</td>
<td>1,021</td>
<td>1,358</td>
<td>1,272</td>
<td>1,086</td>
<td>1,316</td>
<td>872</td>
<td>426</td>
<td>25</td>
<td>9,584</td>
<td>678,383</td>
</tr>
<tr>
<td>Of that Roma children</td>
<td>1,504</td>
<td>782</td>
<td>946</td>
<td>842</td>
<td>651</td>
<td>650</td>
<td>269</td>
<td>67</td>
<td>3</td>
<td>5,714</td>
<td>44,636</td>
</tr>
<tr>
<td>1987/88</td>
<td>2,609</td>
<td>1,309</td>
<td>1,013</td>
<td>1,115</td>
<td>1,716</td>
<td>1,297</td>
<td>837</td>
<td>56</td>
<td>-</td>
<td>9,952</td>
<td>731,729</td>
</tr>
<tr>
<td>Of that Roma children</td>
<td>1,706</td>
<td>676</td>
<td>464</td>
<td>532</td>
<td>833</td>
<td>532</td>
<td>285</td>
<td>19</td>
<td>-</td>
<td>5,047</td>
<td>42,475</td>
</tr>
<tr>
<td>1988/89</td>
<td>2,569</td>
<td>1,397</td>
<td>1,023</td>
<td>1,069</td>
<td>1,769</td>
<td>1,297</td>
<td>838</td>
<td>81</td>
<td>-</td>
<td>10,093</td>
<td>728,421</td>
</tr>
<tr>
<td>Of that Roma children</td>
<td>1,690</td>
<td>760</td>
<td>512</td>
<td>494</td>
<td>899</td>
<td>532</td>
<td>287</td>
<td>34</td>
<td>-</td>
<td>5,283</td>
<td>42,269</td>
</tr>
<tr>
<td>1989/90</td>
<td>2,871</td>
<td>1,276</td>
<td>896</td>
<td>975</td>
<td>1,560</td>
<td>1,258</td>
<td>806</td>
<td>73</td>
<td>-</td>
<td>9,715</td>
<td>724,248</td>
</tr>
<tr>
<td>Of that Roma children</td>
<td>1,852</td>
<td>681</td>
<td>455</td>
<td>436</td>
<td>876</td>
<td>587</td>
<td>341</td>
<td>12</td>
<td>-</td>
<td>5,240</td>
<td>42,291</td>
</tr>
<tr>
<td>1990/91</td>
<td>3,162</td>
<td>1,438</td>
<td>1,071</td>
<td>1,182</td>
<td>1,989</td>
<td>1,687</td>
<td>1,399</td>
<td>166</td>
<td>-</td>
<td>12,098</td>
<td>720,326</td>
</tr>
<tr>
<td>Of that Roma children</td>
<td>2,148</td>
<td>847</td>
<td>602</td>
<td>668</td>
<td>1,166</td>
<td>890</td>
<td>621</td>
<td>75</td>
<td>-</td>
<td>7,017</td>
<td>42,727</td>
</tr>
<tr>
<td>1995/96</td>
<td>3,704</td>
<td>1,475</td>
<td>1,067</td>
<td>1,100</td>
<td>2,742</td>
<td>2,156</td>
<td>1,926</td>
<td>367</td>
<td>11</td>
<td>14,548</td>
<td>633,522</td>
</tr>
<tr>
<td>1996/97</td>
<td>3,529</td>
<td>1,530</td>
<td>1,080</td>
<td>1,124</td>
<td>2,773</td>
<td>2,382</td>
<td>2,281</td>
<td>535</td>
<td>17</td>
<td>15,251</td>
<td>616,383</td>
</tr>
<tr>
<td>Since the school year 1997/98 the number of failing students from socially disadvantaged environments is being tracked, marked with *</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1997/98</td>
<td>3,624</td>
<td>1,394</td>
<td>1,071</td>
<td>1,177</td>
<td>2,804</td>
<td>2,306</td>
<td>2,000</td>
<td>923</td>
<td>90</td>
<td>15,389</td>
<td>619,718</td>
</tr>
</tbody>
</table>

---

Roma pupils frequently fail and repeat grades during mandatory school attendance and thus complete the attendance requirement before reaching 9th grade. Effectively, this means that they do not have complete primary education and in many cases cannot apply to study in secondary school. The following table shows, in which grades children complete the 10-year school attendance requirement. Many pupils leave primary school already in 4th or 5th grade and these are mostly Roma children. Of all children completing the attendance requirement before reaching 9th grade, 78% are Roma.

### Table 20 – Grade of completion of school attendance requirement in 2001/2002

<table>
<thead>
<tr>
<th>Number of schools</th>
<th>Grade</th>
<th>Classes</th>
<th>Pupils</th>
<th>Of that Roma</th>
<th>10th year of MSA total</th>
<th>10th year of MSA Roma</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>0</td>
<td>87</td>
<td>1,047</td>
<td>985</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1,373</td>
<td>1</td>
<td>1,982</td>
<td>40,069</td>
<td>7,429</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1,367</td>
<td>2</td>
<td>1,902</td>
<td>40,038</td>
<td>5,870</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1,356</td>
<td>3</td>
<td>1,879</td>
<td>40,250</td>
<td>5,565</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>1,292</td>
<td>4</td>
<td>1,937</td>
<td>42,303</td>
<td>5,348</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>833</td>
<td>5</td>
<td>1,738</td>
<td>39,320</td>
<td>5,399</td>
<td>181</td>
<td>168</td>
</tr>
<tr>
<td>832</td>
<td>6</td>
<td>1,725</td>
<td>39,431</td>
<td>4,884</td>
<td>293</td>
<td>275</td>
</tr>
<tr>
<td>825</td>
<td>7</td>
<td>1,728</td>
<td>39,469</td>
<td>4,050</td>
<td>454</td>
<td>402</td>
</tr>
<tr>
<td>815</td>
<td>8</td>
<td>1,696</td>
<td>39,082</td>
<td>3,153</td>
<td>593</td>
<td>467</td>
</tr>
<tr>
<td>818</td>
<td>9</td>
<td>1,700</td>
<td>39,013</td>
<td>2,002</td>
<td>1,214</td>
<td>575</td>
</tr>
</tbody>
</table>

Source: Súcasný stav vo výchove a vzdelávaní rómskych detí a žiakov, MŠ SR, 2003
Note: based on self-reported ethnicity

A survey by the State School Inspection in 2002/2003 among schools educating children from socially disadvantaged background found that about 22% of primary school pupils in the sample and 8% of special schools pupils were repeating a grade at the time.

This is frequently a result of the unpreparedness of teachers to educate Roma children, the lack of preparedness of Roma children for the education process in primary school. Educators agree that the curricula are very demanding for all children. Teachers therefore let children sometimes repeat grades, effectively preventing them from completing primary education. Children are then motivated to leave school as soon as they complete their mandatory school requirement in order to contribute to the family budget by receiving social assistance.
4. Roma Educational Quality and School Performance

There is very little information allowing the comparison of schools over time. The only assessments are provided by the State School Inspection (SSI), which aims to cover each school at least once every two years. However, the inspection’s methodology has not been sufficiently stable over time to provide meaningful time-series and is not easily interpretable.

The most extensive information resource is a specialized survey of teachers aimed at pupils from disadvantaged backgrounds\(^{32}\) carried out by the SSI in 2002/2003. However, the survey suffers from serious methodological issues and also from the fact that a comparable survey has not been carried out for pupils not from disadvantaged backgrounds.

The following findings of the survey are of note:

- 68% of primary school teachers and about 50% of special school teachers met qualification requirements for the given type of school
- 95-99% of schools do not use the Romani language in teaching at all
- average grades of pupils from socially disadvantaged backgrounds in grades 1-4 in Math and Slovak language were between 2-4 and in grades 5-9 between 3-4

In some of the cases of segregated schools described by NGOs there were significant differences in school conditions and the availability of learning materials between Roma and non-Roma classes.

While the general trend in the Slovak education system has been one of demographic decline, in many areas with significant Roma presence the school capacity has not kept pace with the needs of children. There are numerous cases in Eastern Slovakia of schools with two-shift teaching (morning and afternoon shifts) particularly in areas with Roma children.

In comparison with other recognized minorities, the situation of the Roma in the education system is extremely poor. While the Hungarian minority enjoys the full possibility of primary, secondary and tertiary education in their mother tongue, the Roma do not have that possibility. Little of the state grant funding for minority education goes towards the Roma minority.

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\(^{32}\) As the survey itself admits, essentially a euphemism to describe Roma pupils.
5. Roma Groups Active in Education

5.1 Roma Associations

Združenie mladých Rómov (Young Romanies Association in Slovakia)
Trieda SNP 27
974 01
Banská Bystrica
zmr@youngroma.sk
http://www.youngroma.sk
Director: Mr. Ivan Mako

Young Roma Association is a non-governmental organization that was founded in 1999 and has a headquarters in Banská Bystrica. The activities of the organization focus primarily on development of Roma communities with special emphasis placed on upbringing, education and counseling. By the end of the year 2000, Young Roma Association has founded Centre for Education and Counseling in Banská Bystrica. It provides educational and leisure activities to Roma children, as well as social and legal counseling aimed to assist the Roma understand the system of public administration and the labor market. In 2003 the Association has started a project of Roma teacher’s assistants, within which more than 200 Roma assistants have been schooled. These are active on a secondary school level and special schools all across Slovakia. The Association also tries to mobilize the potential of young Roma and actively contribute to the process of assistance to Roma communities in Slovakia.

Projekt Schola (Schola Project)
Krivá 23
040 01 Košice
schola@dodo.sk
Representative: Ms. Silvia Rigová

Project Schola is an independent non-governmental organization based in Košice established in 2001. The main goal of the organization is elimination of racial discrimination, monitoring of human rights and increasing tolerance in schools through implementing multicultural education in Slovak school system. Project Schola provides educational and training activities and releases publications in the field of multicultural education. Presently the organization conducts activities aimed at improving the access of Roma children to education and eliminating the practice of segregation of Roma children in special schools and Roma classes.

Nadácia dobrá rómska víla Kesaj (Good Romany Fairy Kesaj Foundation)
Považská 20
040 11 Košice
nadkesaj@ke.telecom.sk
Director: Ms. Anna Koptová
The Good Romany Fairy Kesaj Foundation is a non-governmental organization founded in 1993 in Košice. Since its founding it has focused on providing assistance to children, low-income families and ethnic minorities. The foundation has organized educational and cultural activities to maintain the culture of the Roma minority, as well as its values and identity. The focus on human rights led to establishing of the Legal Defense Bureau for Ethnic Minorities in 1996 which operates as a part of the Foundation. Since 1996 the Foundation has documented a number of human and civic rights violations against the Roma minority in Slovakia. Presently, the Foundation is engaged in education of Roma children. In a high school in Košice, it runs a pilot project of teaching in the Roma language.

Nadácia InfoRoma (InfoRoma Foundation)
Baštová 5
811 03 Bratislava
inforoma@netax.sk
http://www.inforoma.sk

Foundation InfoRoma basically focuses on multicultural education, especially in relationship with Roma population. InfoRoma systematically build up specialized library focused on Roma issue. The activities within the library focus on the systematic collection, processing and procurement of information on the Romany community. They build up and actualize mainly the profile fond of domestic and international memoir, beautiful, artistic, and linguistic and text-book literature, as well as the symposiums from domestic and international conferences and professional periodicals concentrating on questions regarding the life, language and socio-cultural traditions of the Romany people.

Inforoma collects information about projects that were or will be realized and focuses on issues related to co-existence of different ethnic groups and therefore positively influence prevention of interethnic conflicts. InfoRoma provides consultations in preparing new projects and reports of realized project. InfoRoma organize regularly meetings of representatives of Roma communities with experts to solve actual problems of Roma community.

5.2 Other Associations Involved in Roma Education

Nadácia pre rómske dieta (Foundation for Roma Child)
Hlavná 61
080 01 Prešov
nadacia@nextra.sk
Director: Ms. Edita Kovárová

The Foundation was established with the aim of assisting talented and gifted Roma children interested in improving their level of education and personal growth. Its main aims include organizing educational and training programs and providing stipends for college and high school students; at present, Foundation has fused with Foundation Inforoma, based in Bratislava.
Nadácia Škola dokorán (Wide Open School Foundation)
Dr. Janského 19/16
965 01 Žiar nad Hronom
nsd@nsd.sk
http://www.skoladokoran.sk/
Director: Ms. Eva Koncoková

Wide Open School Foundation is a non-governmental organization, which started its work as the Head Start Program, founded on July 4, 1994. The focus of the Head Start Program was stimulation of institutional and family education of preschool age children. Nadácia Škola dokorán was registered by the Local Authorities in Žiar nad Hronom on January 16, 1996. It became a legal body under the approval of the Ministry of Internal Affairs of the Slovak republic on August 26, 1997. Vision of organization is to create a democratic open society which provides people with fundamental human rights. Mission of the organization is to support social changes via internal school reform, providing equal opportunities for all children and learners to reach their full potential, encourage and motivate individuals, communities to create anti-bias and multicultural atmosphere in the process of life-long learning. The main goals are - elimination of discrimination against the most disadvantaged groups of the children/learners, provision of equal inputs and possibilities for developing the child's potential. Increase the quality of the learning and teaching. Strategy of the organization is to create a model for local implementation of internal school reform.

Nadácia Milana Šimecku (Milan Šimecka Foundation)
Panenská 4
811 03 Bratislava
nms@nadaciams.sk
http://www.nadaciamilanasimecku.sk/
Director: Mr. Ladislav Oravec

The Foundation's objective is to initiate and promote activities in the spirit of the philosophical message of Milan Šimecka, leading to the development of democracy, culture, humanity and civil society. The Foundation runs an extensive program focused on the Roma, including a field office in an Eastern Slovak Roma settlement of Hermanovce.

It focuses mainly on providing democratic knowledge and education to all who will show interest, in particular to the young generation. It supports in particular such educational, publishing, training, and counseling activities which will contribute to promoting and strengthening democratic values in the society, to applying ethical approaches in politics.
6. Policies and Feasibility Assessments for Catch-Up

6.1 Causes of Low Education Participation and School Performance of Roma

In identifying the causes of lower participation and poor performance of Roma children in education, available assessments point to a number of key factors.

6.1.1 Socio-Economic Deprivation

General poverty of marginalized Roma communities is a major contributing cause of problems in the education system. There are frequent anecdotes about Roma children attending school hungry, without adequate clothing and especially school aids.

Among other factors, reproductive behavior in marginalized communities results in a low age of childbirth with some women dropping out of school at ages as low as 13 years.

The socio-economic deprivation likely contributes also to attitudes towards education. In marginalized communities, educated role models are completely absent and in communities with total (or near total) unemployment of all inhabitants regardless of education attainment, education is seen as an extra cost yielding no benefits.

6.1.2 Language Barriers

Insufficient knowledge of the Slovak language and lack of availability of education in Romani are cited as a significant cause of poor performance of Roma children, especially those from isolated settlements. According to findings of the State School Inspection, in 99% of schools with pupils from socially disadvantage backgrounds (mainly Roma) surveyed the Roma language was not used in the teaching process in the school year 2002/2003. The 1% was composed of a few cases of use of Romani by Roma Teaching Assistants.

While there is no specific information on the share of Roma children who do not speak Slovak, general data show that some 60% of Roma have Romani as their mother tongue.

Language barrier issues are frequently cited as the cause for the need for Roma assistants, one of whose key roles is seen as translating to children.

34 SSI 2003
6.1.3 Cultural Barriers

A number of available reports argue that cultural barriers are a key cause of poor performance of Roma children in the education system. Children from segregated settlements often enter the system unadjusted to cultural habits of the majority and also lacking hygienic habits.

Children of unemployed parents who are not seeking employment often lack time-management skills, sense of responsibility. Children are also adjusted to a less hierarchic environment and lack respect for authority.

The issue of responsibility is often also highlighted by authors – children are not used to taking care of themselves.

Traditional education among the Roma has been home education geared towards community survival with less emphasis on individual performance.

6.1.4 Discrimination in the Education System

Data outlined above has shown that there are biases and patterns of discrimination in some parts of the education system.

Roma children in some regions are automatically or near-automatically placed in special schools for the mentally handicapped without receiving necessary individual attention.

Many of the discriminatory practices represent discrimination not necessarily on an ethnic basis but rather on the basis of social deprivation.

Overall, the school system, as discussed below, is not geared to serving children with special needs including handicapped and talented children.

6.2 Supply-Side Interventions

Supply-side interventions refer to interventions on the side of the education system.

6.2.1 Enrollment in Pre-School Education

There is a significant level of consensus among educators and Slovak and international experts on Roma education issues on the benefits of increasing enrolment of Roma children in pre-school education.

35 see e.g. Valachová (2002), Kušnieričová, N., Approaches to Educating the Roma in the Past, in: Vašekčová (2003)
Before 1989 one year of pre-school education was mandatory for all children. Children were placed in kindergartens in a so-called preparatory year designed to smooth the transition into formal education focusing on introducing classroom structure. These also allowed concentrated psychological testing of pre-school children. Therefore most Roma children attended kindergarten and entered first grade better adjusted to requirements.

In the early 1990s pre-school education requirements were abolished for ideological reasons. Enrolment gradually fell also with rising costs and decreasing availability of places. At present the monthly cost per child placed in kindergarten ranges from about 500-800 Sk\textsuperscript{36} (consisting of a fee between 150-250 Sk\textsuperscript{37} and a 24 Sk per day contribution to the cost of meals, although parents receiving social benefits are eligible for discounts.

According to research cited in Valachová et al. 2002, children placed in “preparatory years” in kindergartens showed significant improvements in mental abilities as compared to children who did not attend pre-school. The most significant improvements were recorded in the areas of graphomotorics and knowledge. Co-author of the research Miron Zelina\textsuperscript{38} said they attributed the effect to the different organization of pre-schools in comparison of the structured environment of schools.

Psychologists also claim that certain aspects of child development must be addressed at pre-school age and are very difficult or impossible to improve at school age.\textsuperscript{39}

Repeatedly, the idea of re-introducing mandatory pre-school education has been mooted by experts, policymakers, educators. However, the Ministry of Education officials interviewed said there were no such plans and believed there would be significant opposition to such proposals.

The question is whether, if pre-school attendance were to be made compulsory, this should compulsory for all children regardless of social status.

As experts agree that longer pre-school attendance is more beneficial, appropriate intervention may include creating incentives for parents to enroll their children at the earliest age possible.

The planned replacement of the 1984 School Act will very likely open the discussion on the subject.

Further plans exist in the Ministry of Labor, Social Affairs and Family to create incentives for parents on social benefits to place their children in the final year of kindergarten. However, these plans did not have a clear shape at the time of writing of the needs assessment.

As pre-schools are presently financed by a per-child normative, the institutions have an incentive to attract Roma children (especially in the view of their rising share on

\textsuperscript{36} Interface 4
\textsuperscript{37} 1 EUR = 40 Sk, 1 USD = 33 Sk
\textsuperscript{38} Interview, 16. 7. 2004
\textsuperscript{39} Jana Tomatová,
child population). This may address earlier problems of pre-schools creating difficulties for enrolling children of Roma parents.

It is important to note that in addition to publicly-financed pre-schools there are a number of alternative models developed mostly by NGOs. Several existing pre-schools can serve as a model and source of information for adjusting the existing public pre-school network to the needs of Roma children.

**Costing**

In estimating the cost of increasing attendance in pre-school education, we can base the calculation on existing normatives per child, although as many pre-schools would argue, these are not sufficient to adequately cover the operating and capital costs of preschools.

According to rough estimates by the Ministry of Labor, some 40,000 children aged 0-6 live in families of recipients of social benefits. Assuming uniform age distribution, some 20,000 children are of pre-school age or roughly 7,000 in each year.

According to a survey by the Roma Pedagogical and Methodological Centre in Prešov (ROCEPO), of 24,238 six-year old children in pre-schools, 1,145 (4.72%) are Roma. If the share of Roma children on overall children population is about 12% (a very conservative estimate based on projections by VDC Infostat), there should be some 3,149 Roma children in pre-schools to match the attendance patterns of the non-Roma population.

To enroll all Roma children in the final year of pre-school, some 10,000 Roma children would have to be enrolled every year (based on VDC Infostat estimates of Roma population in the 0-4 age group) or an estimated additional 9,000 children. If we derive an estimate for the same figure based on the survey by ROCEPO, we arrive at a lower figure of about 5,500 Roma children in each year cohort.

Using the present normative at the level of about 21,500 Sk, adding 10,000 Sk per year (covering the present fees of 500-700 per month and allowing for an incentive for the family), the additional public cost of supporting 5,500 extra Roma children would reach 173 million Sk per year, with the upper limit using the estimate of 9,000 extra Roma children in pre-school reaching 285 million Sk per year.

The total cost over a decade of increasing Roma pre-school enrollment to majority levels or to nearly full levels respectively will cost about 1.7-2.9 billion Sk.

However, since enrollment in pre-school significantly reduces the need for other measures such as 0th year education, the net fiscal burden would be significantly lower than the sum calculated above.

Additional cost would come in the form of capital costs for villages, which do not have any pre-school facilities. Preliminary results from Sociographical Mapping of Roma Communities suggest that some 182 villages and cities with a Roma community do not have a functioning pre-school. Since there is no information on the
state of facilities in these municipalities it is unclear in how many a capital expense would be necessary to create suitable space.

6.2.2 Primary school changes

There has been little to no reform in the format and content of primary school curricula since the Communist era. There exists a fairly broad consensus articulated in the government’s Millennium document that the education system has an excessive focus on memorization and overload children at primary school age. In addition, the pace of teaching often does not allow for individual attention and thus sidelines children with special needs.

The government program manifesto calls for curricular reforms and the Ministry of Education was to appoint a curricular council in 2003. These efforts are, however, progressing very slowly and it is not clear when any reform will take place.

However, experts broadly agree that curricular reform presents an opportunity to change the requirements in a way allowing schools to better accommodate children who are far above or below the average, thus presumably reducing the pressure to move disadvantaged children who would at present “slow down” the educational process into special education streams.

Availability of Assistance

a. Education Advisors

All schools are required to establish an “education advisor” who is formally in charge of tasks of school advice provision on issues of education, upbringing and professional orientation of pupils, as well as problems and delinquency of children. The advisor is also supposed to provide methodological assistance and information to teachers and parents.

In practice education advisors formally exist but are often overloaded and unable to effectively provide most of these services.

In theory, they should serve as one of the first points of assistance for Roma children with special needs.

While there is potential to strengthen the role of already established education advisors, the same advisory services can be provided in a number of ways.

Education advisors could receive extra outside funding to allow them to carry on the role full time and extra training. Again, it is impossible to provide specific costing because there isn’t sufficient information available on the status of the present network in terms of workload and qualifications.

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40 State School Inspection
In a maximum scenario of providing an extra full-time advisor at a half of all schools with Roma pupils (some 500 schools according to research by ROCEPO), annual cost would run at around 100 million Sk. or about 1 billion Sk for the decade.

b. Special pedagogues

Similarly to the system of education advisors, schools are required to have a special pedagogue to assist children at the school with special needs. The special pedagogue is in charge of preparing individual education plans, as well as advising parents and other teachers.

However, effective capacities for providing individualized assistance to pupils are limited both by capacity and the quality of these professionals.

Precise costing of increasing capacity for assisting students with special needs in schools is difficult to perform because insufficient information is available on the existing network.

c. Individual Work

There are recognized deficits in the quality of teachers ascribed to the remuneration conditions and age structure, as well as the quality of teaching training. Increasing the capacity of teachers to work with students with special educational needs (including children from socially disadvantaged backgrounds) can be accomplished by further training of teachers through different methods.

Two specific projects can be analyzed to estimate the cost of providing additional training to teachers:

Child-Oriented Teaching Approach training by the Wide Open School Foundation (WOSF)

Since 1996 the WOSF has trained some 3,000 teachers in providing individual child-oriented teaching. The course is a 60-hour course.

Training of Teachers for Roma Children – Specialization Innovation Study provided by the Pedagogical Faculty of the Comenius University in Bratislava and financed by the government. In 2003/2004 some 30 teachers went through the training and 40 applications have been received for next year. The training consists of 200 training hours and is carried out mainly by teaching experts and experts on Roma issues. The budgetary requests for 2005 indicate a unit cost of roughly 7,000 Sk. However, these may not include a number of overhead costs financed otherwise, which would need to be covered if the program were to expand. We will therefore use the amount of 10,000 Sk per teacher as a rough estimate.

A variety of further trainings are provided by the network of four state Methodological Centers. Unfortunately, because of the manner in which these are financed, it is virtually impossible to recover any unit cost information on training from their budgets.
Costing

While there exist no clear evaluations measuring the effect of such trainings on the quality of teaching or on learning outcomes, it is reasonable to assume that these trainings are beneficial.

Overall, according to the government report Sucasny stav vychovy a vzdelavania (2004) there were some 178 schools with 50-100% Roma student population and some 1,087 schools attended by 0-100% Roma pupils. Assuming uniform distribution of teachers across schools, the two numbers correspond to 3,080 and 18,800 teachers respectively.

In order to provide one half of these teachers training at a cost of 10,000 Sk, the total cost would be 15.4 million Sk for the minimum scenario and 94 million respectively. Providing one training course to each teacher in the majority Roma school would cost roughly 30.8 million Sk and to each teacher in schools with any Roma presence 188 million Sk.

6.2.3 Remedial assistance

0th Year

Given the current state of primary schools in Slovakia a portion of Roma children from disadvantaged backgrounds are unable to partake in primary education without some form of remedial assistance.

This has been recognized by the creation of the so-called 0th year education. 0th year experiments first began experimentally in 1992/1993 and have since been presented by the government as a part of its solution to the problems of Roma children in the education system.

Two forms are generally used for 0th year education:
   a. 0th year which allow the splitting of 1st year material into two years
   b. 0th year, which serves as preparation for the standard 1st year attendance

The 0th year is made legal by the amendment to the Law on Schools and a Decree of the Ministry of Education of 2002.

“0th year is intended for children who as of September 1 reached the age of 6 years, do not reach required level of school maturity, come from a socially disadvantaged environment and given their social and language environment, it is assumed they will not cope with the first year of schooling in one year.” [41]

0th year attendance is presently counted towards the mandatory 10-year school attendance. Thanks to this, attendance can be made mandatory for children. On the other hand, if a child fails a single time in primary school and has attended the 0th year,

[41] Law no. 29/1984, par 6, sec. 21 as amended by 408/2002
he or she will complete the 10-year requirement without completing primary education.42

In Phare 200143, 70 0th year classes were opened in primary schools with a high number of Roma children from disadvantaged environments.

Effects of 0th year classes were measured in a research carried out by ROCEPO44.

A further research report on the effectiveness of 0th years is forthcoming from the State Pedagogical Institute and will be available late in 2004. According to information provided in interviews, the preliminary research findings suggest that while 0th years are generally potentially beneficial, lack of coordination reduces potential benefits and no data exist on long-term treatment effects.

An issue raised in several interviews was of the use of Roma language as a support language in teaching 0th years.

A research carried out by the Pedagogical Faculty comparing the effects of placing 6-year olds in 0th year classes and 6-year olds in kindergartens. The sample consisted of 243 children attending preparatory classes (192 in primary schools and 51 in pre-schools, which casts a doubt on the validity and reliability of results). The study showed greater beneficial effects for children placed in kindergartens, but both groups accelerated. These results, however flawed, indicate that there may be significant benefits to any form of placement in kindergartens at any age.

The 0th year used in practice also involves a Roma Assistant. 15 children are the maximum allowed in a single 0th year class.

Costing

The Ministry of Education requested from the 2005 State Budget allocation for 307 0th year teachers (62,144,475 Sk or 202,425 Sk per teacher). The cost for an equivalent number of assistants was requested at 44,744,022 Sk or 145,746 Sk per assistant. The total staffing cost per 0th year equals 348,171 Sk per year.

Unfortunately, there is no underlying data available to estimate the actual need for 0th year classes. We can assume that the full need is not met due to restrictions on minimum class size and the fact that financing provided for 0th years is not a part of normative financing and schools therefore incur costs by creating 0th year classes not met by the respective subsidy.

If we assume as above that there are some 7,000 children of age 6 from socially disadvantaged backgrounds and all these require 0th year education, assuming class size of 15, the full requirement would be for 467 0th years or an additional 160 classes. The cost for staffing only would reach 55,707,360 Sk per year.

42 Completed primary education is a legal pre-condition for study in regular secondary schools.
43 SR0103.01
44 Výsledky výskumu...
To achieve a lower limit estimate, we use the figure derived from the ROCEPO survey of about 5,500 Roma children in every year. Here, assuming the class size of 15, the full requirement would be for 367 0th years or an additional 60 classes. The cost for staffing would reach 20,890,260 Sk per year.

**Preparatory Classes**

Preparatory classes exist in Special Primary Schools or in regular Primary Schools with Special Classes. These classes are intended to prepare children with special educational needs for entry into primary school (both special and regular).

Children are placed into preparatory classes by a psychologist but the decision between 0th year and preparatory class is often based on availability. Overall, the numbers of preparatory classes are very low and the numbers of pupils are in the low hundreds.

**(Roma) Assistants**

The use of teaching assistants or Roma assistants is along with 0th year the key form of compensatory measures recognized by the Slovak legislation.

Roma assistants as a concept go back to the early 90s in Slovakia, when this measure was first experimentally verified by the Wide-Open School Foundation. The experiments were designed to measure the extent to which the presence of a Roma teaching assistant leads to the adaptation of the pupil to the school environment, elimination of language barriers, improvement of school performance and improving the social climate. On all counts, Roma assistants were found to make a statistically significant difference to outcomes for pupils.

In general, other studies and anecdotal accounts have also found that when carried out properly, Roma assistants are beneficial to pupils, teachers and parents. However, there are practical aspects of the scheme that have to be resolved in order for it to be effective.

The roles of the teaching assistant can be manifold and have been conceived off differently in different projects implementing the measure. The assistant can serve as a mediator between the school and the Roma community, translate for Roma pupils not proficient in the language of teaching, introduced Roma language, culture and history in the educational process, help individual pupils with problems, etc.

Broader introduction of Roma assistants was hampered by the lack of a legal framework and thus was carried out only as a part of isolated projects or experiments, mainly driven by the NGO sector.

From late 2002 the Association of Young Roma initiated a large-scale project involving over 200 Roma assistants recruited by the Association and trained according to the methodology developed by the Wide-Open School Foundation. Following significant administrative setbacks the assistants were employed in 153

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45 Tomatová, p. 35
schools in 34 districts in the so-called publicly beneficial jobs for unemployed financed by a program of the National Labor Office. While generally seen as successful, there were repeated problems with the financing of the employment within the project, especially since the PBJ scheme was designed as a short-term scheme.

In 2002 the parliament amended the Law on Schools to allow for the introduction of 0th years and teaching assistants for children with special educational needs (without directly referring to Roma assistants). The methodological orders from the Ministry of Education stipulate that assistants can be employed wherever necessary regardless of the number of children in need but with the view to their handicap. The amended law also created an exemption to allow employing teaching assistants without complete higher or secondary education (to be phased out within 10 years).

The assistants can be allocated to a specific class but can also function for several classes or as a school-wide resource.

For the school year 2003/2004 the Ministry of Education allocated 40 million Sk to cover the wages of teaching assistants, although not all of this funding has been spent. At the same time to decrease costs many schools only hired the assistants with fixed-term contracts to be able to discharge them over the summer.

The normative financing scheme does not account for the assistants and thus there is no mechanism to cover costs other than wages. This reportedly creates a significant disincentive to schools to hire assistants more widely.

Requests of the Ministry of Education for the 2005 State Budget call for 974 assistants’ wages and mandatory insurance contributions at 145,746 Sk per assistant. The total requested was 141,956,604 Sk.

The requested need is to reflect total needs at the national level based on regional requests. Depending on how needs are defined and how the assistants’ roles are structured, the required number could be increased.

The additional costs are training costs and additional material costs related to the functioning of Roma assistants. Training costs in the ZMR/NLO scheme was 5,600 Sk per assistant in 2003.

If one assistant were to be hired for every year of every school with a share of Roma students over 50%, some 1,602 assistants would be required at 178 schools, leading to a total annual cost of 233,485,092 Sk and an initial training cost of about 9 million Sk.

Over the course of the upcoming 10 years, this cost could be pushed upwards by the increasing numbers of Roma children in the school system. Costs would also increase with the use of assistants for extracurricular activities or some forms of full-day education. Progressing integration could act in the opposite direction.

There are several other issues that arise in connection with the use of assistants. Firstly, a question is whether the assistants need to be Roma. Proponents of Roma
exclusivity argue in terms of cultural familiarity and language competence in Roma, beneficial effects on the social situation of the Roma community. On the other hand, within the self-help vs. missionary dichotomy, some educators argue that most benefits of the measure can be realized regardless of the ethnicity of the Teaching Assistant. In addition, should the scope of the scheme increase in Slovakia, present laws do not offer an easy way to require Roma nationality of applicants.

Advisory Work and Treatment by PPP, Special Pedagogical Advisory Centers

The state maintains a network of Pedagogical-Psychological Advisory Centers (PPP). These exist in each of the former 79 administrative districts. The PPPs, traditional advisory centers, are charged with carrying out psychological and pedagogical diagnostics and care (therapy).

The testing of “school preparedness” is carried in several ways:
- in pre-schools in some districts PPPs carry out depistage screenings of children
- when parents register their child for mandatory primary school attendance at the age of six, the teacher carrying out the registration can recommend to the parent that the child be kept out of school an extra year, enrolment in pre-school for the remainder of the school year or refer the child for further diagnostics, usually to a PPP
- on some occasions, PPP psychologists are present during primary school registration and can carry out diagnostics of all or some children
- children can also be referred to PPPs by pediatricians or at the parent’s request

PPPs can make recommendations for psychological and pedagogical compensatory treatments even at a younger age and are decisive in the placement of children in special schools.

General findings of research on psychological testing show that Roma children are mostly diagnosed at school registration or after the start of school year after referral from the school. There are some cases of field work by PPP psychologists who travel to villages with significant Roma populations or to Roma settlements.

Such work is not systematic and also not financed systematically. PPPs reportedly suffer from staffing and financial shortages and the budget allocations do not well reflect the special needs of Roma communities.

PPPs are now financed with normatives – 560 Sk per child per year in their jurisdiction. However, the workload of the given PPP varies significantly with the profile of the target child population.

There is insufficient data on the staffing and workload at district level. It is, however, clear that it would be beneficial for Roma children to have better and earlier access to psychological care. This would be easily done by a transfer to a performance-based financing model or normative financing reflecting special needs populations in each

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46 Roma competence is only key in some children and at early stages of schooling
district. A precise costing is impossible to obtain— it could include some re-allocation of costs between districts and some increase in budgets.

The current financing system incentivizes PPPs to minimize their client load (save for the responsibility of each individual psychologist).

An identical network exists of Special Pedagogical Advisory Centers. Special Pedagogical Advisory Centers are supposed to cooperate in education of children with special needs. The network, created quite recently, suffers from insufficient financing with many centers composed only of part-time employees. In addition, many schools do not cooperate with these centers (a State School Inspection survey in 2003 found that 77% of special schools in its sample did not work with the local Special Pedagogical Advisory Center).

**Full-Day Education**

Full-day education is a recognized form of programming for children from socially-disadvantaged backgrounds. Its philosophy reflects the fact that the home environment of many children is not suitable to allow them to do the preparatory work required for school.

In Slovakia, a full-day education model was tested for four years between 1982 and 1986, showing significant acceleration of intellect development in children. 47

Full-day education represents an expensive intervention consisting of extra staffing costs, additional costs of food provision, other material supplies. In many areas, however, there may also be a significant necessary capital investment as school capacities do not meet the needs.

A more precise costing, especially with regards to capital investment, is practically impossible. There are different ways of organizing full-day education with varied staffing requirements. A very rough estimate can be derived by multiplying the standard per student normative by a coefficient reflecting the additional cost of afternoon education and the additional required learning materials, provision of food, etc. It is quite likely that depending on class size the cost could be roughly equivalent to the special education normative.

Introduction of full-day education in forms other than experimental would require legislative changes (perhaps in the new law on schools).

**6.2.4 Desegregation Measures**

A number of mechanisms exist that allow the school system to segregate problematic pupils. In general, Roma children are some of the largest population affected, but similar effects can be observed with regards to other children with special educational needs.

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47 Interview with Miron Zelina, Pedagogical Faculty, Comenius University, July 14, 2004.
48 Hvozdovic et al. (2003)
Standard primary schools in Slovakia are heavily focused on encyclopedic knowledge. The workload is quite heavy, especially from 5th grade onwards. By law and practice, the child is expected to perform homework, implicitly requiring parental assistance. Many Roma children from weaker social backgrounds perform poorly especially in later grades due to a family environment and domestic situation not conducive to home study. There is also the problem of insufficient parental support – long-term unemployed parents often fail to provide an appropriate daily regiment for children. On the other hand, schools lack functioning mechanisms to support pupils who lag behind.

The mandatory curricula and traditional teaching methods require teachers to cover extensive amounts of material in limited time. Pupils who slow down progress are seen as a nuisance.

Roma children unable to keep up with the workload and the environment are therefore moved out of the system at various points:

1. Roma children from segregated communities suffering from various forms of marginalization and social exclusion (rural settlements, urban ghettos) are sometimes placed in special schools automatically. The placement is performed either by schools themselves at the registration or enrolment stage and later legalized by psychologists or special pedagogues. Alternatively, the placement is made after psychological testing, sometimes using inappropriate testing instruments. These children are diagnosed usually as lightly mentally handicapped (low IQ, speech and other impediments).\footnote{As shown by Tomatová (2004) Roma children with borderline IQs are usually placed in special schools, while other children with the same IQs are placed in regular schools.}

These children can either be immediately placed in separate special schools (often predominantly Roma and located in the vicinity of segregated communities), in special classes of regular schools (either detached in separate buildings or integrated with other classes) or even in separate regular classes (again sometimes placed in separate buildings close to Roma communities). In the latter case the children need not be diagnosed as mentally handicapped.

While formally parental consent is always required to transfer a child into special school, there is significant evidence that this consent is not always well informed. In the UNDP Roma Human Development Project research in 2001 some 12% of parents of children attending special schools believed their child had been placed there automatically.

2. Some Roma children are transferred into special schools or classes with a mental handicap diagnosis after or during attending 0th year or years 1-4 of primary school. While formally this requires a complex procedure including a diagnostic stay, assessment by a team of experts (psychologist, special pedagogue, head of school, medical doctor, etc.) and parental consent these procedures are often carried out only formally or by-passed in practice.
Although the placement should be accompanied by the formulation of an individual learning plan, continued treatment by psychologists and special pedagogues, in practice many children receive little special attention.

3. Special schools and special classes for the mentally handicapped are considered inferior to regular primary school education. Successful completion does not allow attendance of secondary school, with the exception of special vocational schools.

Although formally, repeated diagnostics is possible and mandatory, cases of children transferring from special schools to regular schools are extremely rare. Diagnostics are often not carried out at all.

4. Roma children in special schools therefore can sometimes pass their primary education without learning even basic literacy and numeracy skills. Similarly, segregated children in regular schools often fail and repeat classes and frequently do not complete more than six or seven grades without completing primary education.

5. In some areas, due to demographic differences between the Roma and non-Roma, certain schools gradually increase shares of Roma pupils. This often results in “white flight” to more distant primary schools or private and parochial schools, which can practice greater selectivity.

6. Another pattern of segregation, albeit not necessarily seen as harmful, is the formation of “Gandhi-type” schools. Separate Roma schools or schools focusing on Roma children exist and new ones are being formed. These include:
   a. Roma secondary schools such as the Secondary Art School in Košice, Private Secondary Grammar School in Košice, Gandhi Secondary Grammar School in Zvolen
   b. Roma primary schools (Velká Ida, Košice)
   c. Roma schools or units of schools at other levels (pre-school, university programs)

Broadly speaking, desegregation interventions can be philosophically divided into forced and incentive-driven integration.

Forced integration measures aim at banning segregation and enforcing the bans. They can draw on human rights law, constitutional law, international obligations, criminal law and specific education legislation.

Possibilities include court challenges (strategic litigation), criminal proceedings against individuals or municipalities.51

These, however, require the cooperation with Roma parents who often have limited access to justice due to low legal awareness, mistrust in the criminal system, general

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50 based on the Hungarian Gandhi school model
51 e.g. against school directors who sign off on wrong placement of children as mentally handicapped
mistrust in the public sector. In theory, these can be overcome by activists through education and information measures, although practical experience is limited and accomplishments in this area are rare.

Incentive-driven integration measures have also not been successfully implemented. As stated above, room exists in the area of financing – both normative and various forms of state and non-governmental grant financing.

Possibility exists for both mandatory and incentive-driven placement testing and re-testing: given the government-acknowledged population of children erroneously placed in special schools such a program could either be mandatory or combined with financial incentives for both parents and schools to aid in the transfer into regular education.

This type of measures, however, must be accompanied by intervention to allow reintegration into regular schools including teacher training, capacity building, family support, curricula adjustments, etc.

Placement Testing and Re-Testing

Diagnostics used for placement of children in special schools and classes for the mentally handicapped are a contributing factor to wrong placement. There is broad agreement among experts acknowledged by the government that diagnostic tools used until recently by psychologists suffered from cultural biases and were often ill-suited to diagnosing Roma children. Prior to 2000, diagnostics were not even required – it was sufficient for a school director to confirm that a child is unable to cope with the school for the child to be transferred with parental consent.

At present, new testing tools have been developed and distributed in a Phare-funded project (see section 7.1).

Production of further tests and training of psychologists represents a simple and cost-effective intervention in the range of hundreds of thousands to a few million Sk.

Bussing

Bussing is another possible desegregation measure discussed in greater detail in section 6.3.3.

Abolishment of Special Schools

A widely mooted idea in the international context also recommended by a pre-accession advisor to the Slovak Republic calls for simply abolishing Slovakia’s special schools (or more precisely, abolishing the stream of special schools for children with light mental handicaps).

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52 PHARE VÚDPAP, Tomatová, Ferjancík, Národná správa o mládeži, Orgovánová, Stigmata, Koncoková
53 Report by pre-accession advisor Digne.
There is agreement among educators that the present situation in regular schools simply does not allow the en bloc transfer of all special needs children, because the schools are unable to cope with their educational needs.

Realistically, this would require a more gradual approach although a clear trade-off with respect to the rights of older children already wrongly placed in special schools. A less radical approach may consist of redefining the status of special schools so as to allow special school pupils and graduates a simple and effective way of gaining primary school equivalency.

Normative Financing Changes

The present system of normative financing, which allocates three times the amount of funding per child in regular school for each child in a special school, creates significant fiscal space for the transfer of children from special schools into regular schools.

A scheme can be designed with appropriate parameters to create incentives for municipalities to attract children wrongly placed in special schools. The room exists thanks to the generous allocation for special needs children, which makes them an attractive proposition for regular schools.

6.2.5 Language barrier interventions

One of the frequently cited reasons for weak performance of Roma children in early schooling is the insufficient knowledge of the Slovak language and the lack of education in Roma.

It is not clear what portion of Slovak Roma use the Roma language as their first language, although 2001 Census showed more persons with Roma mother tongue than persons of Roma nationality. Further evidence comes from the UNDP Roma Human Development Project, which showed that almost 60% of respondents in a quasi-representative sample from 10 districts used Roma language at home. In addition, there is ample anecdotal evidence of cases of Roma children considered mentally handicapped because they did not understand the Slovak language.

The Roma language was codified in Slovakia in 1971 but experts agree the codified form is not usable for teaching purposes because of regional variations in the language. The codification was based on Western Slovak Roma dialect, while most Roma reside in the East of the country. The differences are such

The 1998 Programme Declaration of the Slovak Government stated in the section on education: “The government will create conditions for the learning in the mother tongue also for the Ruthenian and Roma minority, while also increasing the quality of teaching of the state language.”

The 1999 government-approved Strategy of the Slovak Republic to Resolve Problems of the Roma ethnic minority and system of measures for its implementation – 1st stage
states that “in accordance with demand and interest, the Roma language will be implemented as an assisting language or supporting language in teaching, the teaching of the Roma language or teaching in the Roma language will be made possible (in accordance with the approved 1993 Teaching Plan of the Ministry of Education.”

Teaching plans for primary schools officially approved by the Ministry of Education for the school year 2003/2004 state: “The strategy for teaching Roma language, literature, culture and history, being prepared by the State Pedagogical Institute anticipates broader introduction of the teaching of Roma language and literature in primary schools only in the year 2007. The teaching plans presented here only expect the introduction of teaching plan alternatives with the teaching of the Roma language.”

In the Instructions on Pedagogical Organisational Issues for 2003/2004 the Ministry of Education instructed primary schools to always inform parents of children entering primary schools of the possibilities of alternative language instruction or supplementary instruction in minority literature for a number of minorities, including the Roma.

VÚDPAP has found that Roma children often do not speak either of the languages (Slovak or Roma) at a sufficient level for learning.

Over the past decade very few Roma-language teaching aids have been developed and approved for use by the Ministry of Education. A Romani Grammar book is available but only suitable as a teacher’s aid. The State Pedagogical Institute is presently developing a phrasebook and an additional dictionary.

In piloting stages, the State Pedagogical Institute is verifying primary school Roma-language curricula in two primary schools and three secondary schools (two with predominantly Roma students).

A report on pilot experiments of verifying the use of Roma language in schools is forthcoming in the second half of 2004. Authors have indicated that the experiments are seen as a major success. In addition, they said the experience showed that teaching of Roma as a support language in earlier years and as a second language in later years was feasible and suitable for Roma pupils.

The capacity for activities aimed at the Roma language are limited by human capacity. A decent costing can therefore be obtained by looking at the requests by the State Pedagogical Institute.

**Teacher Training**

54 Strategy of the Slovak Republic to Resolve Problems of the Roma Ethnic Minority and System of Measures for Its Implementation, Stage I, Presentation Report, Section Education and Training


58 ZŠ Košice and Velká Ida, 1. súkromné gymnázium Košice, Stredná umelčeká škola Košice, 8-ročné internátné gymnázium vo Zvolene, GJH Bratislava

59 Interview with Cangar
University department has been established at the University of Constantine Philosopher in Nitra with the aim of educating the Roma as well as non-Roma teachers and social workers.

The government has approved financing for two teacher training schemes (pre-school and primary school) for Roma language lecturers.

The Pilot Course preparation of teacher of Roma language and literature for primary and secondary schools will be carried out in cooperation with the Charles University in Prague, the UCP in Nitra and the ŠPÚ. The program will last 6-7 semesters and 30 students are envisaged for 2005-2007. These are to later act as lecturers in universities for future teachers. The budget (to be financed from the state budget) calls for 1.3 million Sk between 2005 and 2007.

An equivalent 2-semester program for pre-school teachers is planned to run twice a year from 2006 to 2010, training up to 300 teachers at a total cost of 2 million Sk or 400,000 Sk per year.

Other pedagogical faculties in Slovakia have presented plans to teach subjects related to educating the Roma. The Pedagogical Faculty of Pavol Jozef Safarik University in Prešov, Pedagogical Faculty of Comenius University in Bratislava and Pedagogical Faculty of Matej Bel University in Banská Bystrica have a number of specific programs.

**Issue of Roma Interest in Intervention**

Several experts raised the issue of whether the Roma are interested in learning the Roma language or learning other subjects in Roma language. The only relevant opinion survey on the subject stems from 1994. The Statistical Office found on a sample of 682 respondents who claimed Roma nationality that only at primary school level were there more people interested in having all subjects or some subjects taught in Roma than people who believed no subjects should be taught in Roma. The likelihood is that among Roma who do not claim Roma nationality the interest would be even lower.

<table>
<thead>
<tr>
<th>Table 21 – Interest of Roma in Using Romani Language in Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Primary school</strong></td>
</tr>
<tr>
<td><strong>Secondary school</strong></td>
</tr>
<tr>
<td><strong>Higher education</strong></td>
</tr>
</tbody>
</table>

Source: Statistical Office of the Slovak Republic, May 1994

Nonetheless, the European Charter of Regional and Minority Rights signed by the Slovak Republic stipulates that the option should be available and take-up would depend probably also on how the possibility would be marketed to the Roma.
6.2.6 Multicultural and Intercultural Activities

Multicultural education is presently not a significant part of school curricula or of teacher training. It is partially addressed within Civic Education in secondary schools and also in the teaching of optional ethics courses in primary schools (alternative to religion).

The introduction of multicultural approaches to the teaching of subjects in general is a potentially beneficial measure for the Roma. It is, however, so broad that its costing is virtually impossible to carry out.

The State Pedagogical Institute is charged with preparing a National Plan of Human Rights Education, which would define activities to implement multicultural education and their cost.

Since such plans can take various levels of complexity and comprehensiveness it is beyond the scope of this study to arrive at an alternative costing.

Further possible interventions in this domain include a variety of excursions, public cultural activities such as those implemented by NGOs and the Office of the Plenipotentiary for Roma Communities, activities aimed at teachers and activities aimed at children in the majority population.

6.3 Demand-side interventions

Demand-side interventions are focused on working with the Roma communities to raise interest in and access to formal education.

6.3.1 Clothing and Shoes and Basic Aids

Anecdotal accounts frequently refer to problems of Roma pupils from disadvantaged social backgrounds in terms of the ability of families to buy school aids. Teachers frequently report that children come to school in poor state of dress.

With regards to hygiene issues, interventions are being carried out in the form of Centers of Hygiene or various community centers. Some activists have also mooted the idea of integrating hygiene facilities in pre-schools and primary schools to enable children to use running water if it is not available at home. Many schools in Slovakia have shower facilities for physical education classes and these could be used for other projects.

A change in Slovak social system introduced in 2003 tied the payment of certain child benefits to school attendance. For children with lackluster attendance the school

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60 some with the support from the Ministry of Culture
61 these already exist mainly as projects or pilots
62 established by the Ministry of Labor, Social Affairs and Family
63 Law no. 658/2002
is required to report to the municipality, which can then become a “special beneficiary” receiving the child support and allocating it according to the children’s needs for the purchase of clothing, school aids, food, etc.

Many municipalities rejected the scheme due to the added workload, but the experience of some parts of Slovakia shows patterns of improved school attendance and is even supported by some parents. The MOLSA instituted a subsidy for municipalities to support the take-up.

Another reform of the social system introduced the payment of up to 1,000 Sk per child for school aids for children of social assistance beneficiaries.

### 6.3.2 Food

The Ministry of Labor, Social Affairs and Family instituted in 2004 subsidizing school meals for children of social assistance beneficiaries. Already before the end of the 2003/2004 school year some 20,000 children received subsidized meals within the program.

The subsidy is received by the school (25 Sk per child per day) and there is a minor required co-payment by the parent. If over 75% of pupils are eligible for the subsidy, the subsidy is extended to all pupils within the school.

The MOLSA has had feedback showing improved attendance by children due to the food subsidy.

The 2005 budget for the food subsidy and the school aids subsidy is some 414 million Sk. The scheme is likely to cover most Roma children from socially-disadvantaged backgrounds.

### 6.3.3 Transport

While the number of children in the Slovak school system has been continually falling due to demographic decline over the past decade, the number of Roma children is on the rise. Hence schools in some areas are experiencing severe capacity problems.

Transportation of children to other schools with fewer children can offer several advantages: it can promote integration and reduce segregation, while allowing Roma to attend better schools.

Bussing can be a solution in areas where a certain type of schools is not available: where there are only special schools or only vacancies in special schools as is the case in some villages, where there are not 0th year are classes, etc.

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64 Wives of alcoholics, usury
However, while this is feasible in urban areas in many rural areas distances are too large to warrant a bussing solution.

In order to make meaningful estimates on the cost of bussing, significant amount of data on the school network is required. Perhaps a more feasible solution is resetting the normative financing incentives in such a way as to give municipalities a stake in the educational outcomes.

6.3.4 Stipends/Scholarships

The Ministry of Labor, Social Affairs and Family is planning to introduce a system of stipends (scholarships) for primary school children from families of social assistance beneficiaries.

The planned scheme would award children with grades up to 1.5 (on a scale from 1 to 5) 500 Sk per month, up to 2.5 300 Sk per month and 200 Sk per month for pupils who raised their GPA by 0.5 or more.

The scheme is slated to begin on January 1, 2005 and 176 million Sk are budgeted for the rest of the 2004/2005 school year.

The Ministry admits that there is limited international experience with scholarships for primary school pupils but expects the scheme to work in the same way as the equivalent scheme for secondary schools, which is structured in much the same way.

6.3.4 Recruitment and retention measures

Among socially disadvantaged Roma populations there are severe disincentives to continuing education past the 10-year mandatory school attendance. According to field social workers, even many Roma children who perform sufficiently well in primary school to progress to some form of secondary education drop out after completing 10 years. This is partly due to the financial burden of secondary education on the family (travel, etc.), social system disincentives (ability to claim social benefits past the age mandatory school attendance) and general lack of interest or belief in the value of education.

Due to high unemployment in many areas where the Roma live, experts argue that Roma children completely lack role models from their own community who would display the returns to additional education. In surveys, many Roma children claim their career choice to be social benefit recipients.

This creates possible room for interventions both in reducing social system disincentives and in edification and information.

**Stipends**

Until 2004 the Slovak Republic operated a decades-old system (based on a 1984 decree by the Ministry of Education) of social stipends for secondary schools. These
had not been adjusted to inflation and thus possible gains were very low, while household income limits had become so low that virtually no household qualified.

In 2004 the Ministry of Education introduced a new system partly (60%) financed from the European Social Fund designed to compensate previously existing disincentives to secondary school attendance in the social system.

The new system provides all students of secondary schools from families receiving social assistance in material need. Students with a grade point average on a scale of 1 to 5 below 2.0 receive 1,200 Sk per month, between 2.0 – 3.0 800 Sk per month and 600 Sk with a GPA below 3.0.

The scholarship system launched as of July 1, 2004 eliminates a significant disincentive to secondary school study. It is expected to be available to some 29,000 children of parents receiving social assistance between the ages of 15-18. The number of Roma among these is not known.

**Parent Motivation Measures**

A number of NGO projects have focused on providing Roma parents with information on the benefits of schooling for their children. Anecdotal accounts have reported success in some cases, where parents changed their perspective and protested, for example, the placement of their children in special schools.

If effective, measures that convince parents of the benefit of schooling in terms of future returns, especially in conjunction with individual incentives or elimination of disincentives (such as with the secondary school scholarship scene outlined above) can increase school attendance at all levels.

Because of the varied nature of these projects it is difficult to estimate unit costs. Possible distribution channels include the use of minority broadcasting and various forms of direct work in the community or with parents through schools.

**Support and Transition Counseling**

Talented Roma children from week social backgrounds may benefit from individual support and counseling especially in later stages of primary school, in transition to secondary education, during secondary education and potentially in transition to tertiary education.

There are a wide number of options for institutional arrangements to provide this kind of support – it can be organized on a communal level, school level (both from sending schools and from receiving schools). The existing system of education counselors may be employed in this regard, but significant room also exists for private and non-governmental initiatives (e.g. big brother/big sister programs).

These measures are too diverse to arrive at cost estimates but could be amenable to external project-based financing.
6.3.5 Active Anti-Discrimination Measures

The present legislative framework against discrimination is fully compatible with European Union standards since the passage of the Anti-Discrimination Law in May 2004. Slovakia is also party to international agreements and discrimination is banned constitutionally.

The problem lies partly on the implementation side – there have been very few legal challenges to potentially discriminatory practices in the education system, such as placement of Roma children in special schools based primarily on ethnicity, rejection of Roma children in certain schools, segregation practices, etc.

Potential benefits could be derived from strategic litigation based on techniques such as testing.

The Slovak National Center for Human Rights, which is the Monitoring Point within the Anti-Discrimination Law, has plans in the area of monitoring of human rights in Roma settlements.

Such activities by a variety of NGO entities could potentially benefit the position of Roma children through a few select exemplary cases. The costing to support such activities runs in the millions of crowns, although a specific sum cannot be estimated reliably.
7. Closing Special Schools

The issue segregation of Roma children in special schools has received very little formal recognition from the government, although it has been acknowledged in a number of government documents.

More active measures towards re-integration have taken place mainly within the framework of Phare pre-accession assistance from the EU and were touched upon above.

The rest of this section outlines two specific areas in the education system (normative financing and inspection activities), which provide some potential for interventions aimed at reducing the misplacement of Roma children in special schools.

7.1 Phare Re-Integration

The only major public initiative aimed at the issue of re-integration has been the Phare-funded project Reintegration of Socially Disadvantaged Children from Special Schools into Standard Primary Schools carried.

In 2004 the public Research Institute of Child Psychology and Patopsychology completed a PHARE financed project “Reintegration of socially disadvantaged children from special schools into standard primary schools”. The institute developed and experimentally verified a set of alternative diagnostic tools designed to eliminate cultural and social biases. The verification on a limited sample found that using new diagnostics some 10% of children in special schools could immediately be reintegrated and a further 40% are wrongly placed, although their reintegration would be highly problematic.

The new tests have been made available to all district Psychological Pedagogical Advisory Centers, which are now formally required to use them. However, VÚDPaP has reported that due to insufficient financing, there are problems with distribution. For districts with high Roma population, one set of tools may not be sufficient to allow the testing for all children who need it.

Following these efforts, a subsequent Phare-funded project is being launched in 2004 with the title Further Integration of Roma Children in the Area of Education and Upbringing and the Improvement of Living Conditions.

The project will create regular school classes in special primary schools to prepare special school children for re-integration into primary schools. These classes will be taught by teachers from regular primary schools to allow children to get acquainted with them.

20 classes of 6-10 children aged 6-8 will be formed.
The project consists of technical assistance (EUR 300,000) and purchase of materials (EUR 100,000) with resulting unit costs of EUR 2,000 – 3,333 per child depending on class sizes.

It cannot be used as a basis for broader costing of the measure as significant portion of the cost in the project is one-off (curricula development, etc.).

Assuming the success of the scheme, it should be reproduced at all special schools for the mentally handicapped with significant Roma populations. Paradoxically, rather than cost the project can mean effective money savings if any children are successfully transferred from special to regular primary schools. Over the 10-year required school attendance period, the savings per child can reach as much as 500,000 Sk.

If over the coming decade the incoming population of special schools for the mentally handicapped is halved (which is consistent with above-described findings on the possibility of reintegration of special school pupils), total savings over the period of 10 years can reach a staggering 5 billion Sk. This figure is very superficial – it does not account for increases in Roma children’s share on the total children’s population or possible declines in the incoming population of special schools caused by other factors.

7.2 Normative Financing

In 2003 the Slovak Government introduced a fundamental change in the financing of primary and secondary schools, replacing financing based on ad hoc negotiations and the so-called historical or incremental principle with per capita based financing.

The financing reform feeds into the recent decentralization of competencies over primary education. The responsibility for pre-schools and primary schools was devolved to municipalities. Secondary schools and special schools at all levels are under the authority of self-governing regions.

The new system of so-called normatives stipulated annual funding per child but takes into account whether the school is a small school, the only school in a municipality.

Special schools, which are not owned by municipalities but by self-governing regions, are allocated three times the amount per child in regular schools. This formula also applies to special classes in regular schools and individually integrated children with special needs in regular schools.

There are known cases of administrators of special schools actively recruiting children through their parents. In some Roma communities, special schools are seen by parents as the more suitable choice for their children.  

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65 For simplicity, the calculation assumes a constant size of incoming classes based on 2003/2004.

66 Some of the reasons cited by parents include: shorter distances to special schools, favorable experience of older siblings and other children in the community, better learning environment, easier curricula, smaller classes, etc.
The devolution of powers over schools in combinations with normative financing creates new interesting incentives with respect to placement of Roma children and children in general in special schools. By allowing the transfer to a special school the head of a school loses the finances attached to the child. While it is too early to judge the impact on Roma children in the education system of these measures, it is likely that we will see changes in the treatment of Roma children by primary schools.

### Table 22 - Normatives for Schools and School Facilities for 2004 (in Sk)

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Overall normative - minimum</th>
<th>Overall normative - maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary schools with years 1-4 with joint grades in one class and primary schools with years 1-9 with up to 150 pupils, if the only primary school in the municipality belonging to the given founder with the given teaching language</td>
<td>30 802 Sk</td>
<td>31 666 Sk</td>
</tr>
<tr>
<td>Primary schools with years 1-4 without joint grades in one class and primary schools with years 1-9 with 151 to 200 pupils, if the only primary school in the municipality belonging to the given founder with the given teaching language</td>
<td>25 758 Sk</td>
<td>26 622 Sk</td>
</tr>
<tr>
<td>Primary schools with years 1-9 except for those in categories above</td>
<td>20 876 Sk</td>
<td>21 740 Sk</td>
</tr>
<tr>
<td>Special primary schools</td>
<td>73 432 Sk</td>
<td>74 296 Sk</td>
</tr>
<tr>
<td>Pre-schools</td>
<td>20 932 Sk</td>
<td>21 457 Sk</td>
</tr>
</tbody>
</table>

Source: Ministry of Education

The normative financing system creates room for active desegregation measures: schools can be motivated by the appropriate setting of normatives to take steps to integrate Roma children with other children.

Due to the fiscal window of opportunity that exists for children placed in special schools such measures could even potentially be fiscally neutral at the central level. The cost difference per child per year between primary school and special school based on presently valid normatives is between 41,766 Sk and 53,420 Sk.

### 7.3 State School Inspection

The State School Inspection has carried out a number of thematic inspections in recent years focused on special schools, special classes and pupils with special needs in general.

In a few specific cases, the inspection found clear segregation: Roma children segregated in special classes of a regular school located in a separate building in the village of Hermanovce. In several other cases, while Roma children where formally placed appropriately, the inspection found evidence that they were not provided with individual learning plans and other facets of special education and their placement.
was in fact merely a cover-up for segregation – required documentation was missing and procedures were not followed.

In all cases, the inspection set out measures for the schools to undertake. The inspection has also declared readiness to act on other complaints of segregation.
8. Youth, Vocational, Higher and Adult Education

8.1 Secondary and Vocational Education

As discussed above, Roma attendance of secondary schools is extremely limited. According to the 2001 census as many as 79.5% of Roma women and 74.1% of Roma men have partially or fully complete primary education as their highest level of education attained compared with 30% of Slovak women and 18.9% of Slovak men.

On the other hand, the share of Roma women and men respectively with completed secondary or higher education is 3.5% and 4.5% compared with 50.1% and 47.3% for people who claimed Slovak ethnicity.

8.1.1 Vocational Education

An alternative strategy to second chance programs (discussed below), albeit with unknown results, is to bypass the primary school completion and allow Roma to acquire secondary vocational education (1-3 year programs) in specific vocations.

This has been the subject of several projects.

Government Decree 58/1997, point B.4 tasked the Ministry of Education with preparing the “Project of Education and Training of Roma focused on gaining work habits”. The ministry, in cooperation with the State Institute of Vocational Education began the verification of adjustment of certain selected vocational specialisations to the needs of Roma students. These were aimed at students who finish primary schools in lower grades and grew up in socially risky environments in localities with a high concentration of Roma. The Government Decree 796/1997 charged the Ministry of Education and Regional Offices with the task “to verify through an experiment the acceptance of Roma students for three-year courses with the possibility of leaving after the first year with a title schooled, second year with the title trained and a vocational certificate after the third year” and to evaluate the experiment after three years. The Ministry approved as of September 1, 1998 pedagogical documents for vocational schools in the experimental study “Construction Production”.

From the school year 1999/2000 the experiment also covers other areas of study. 107 students are undergoing the study at six different vocational schools and 148 male students are undergoing the study in Bratislava in the extended fields.

A field of study has also been created for women meeting the same conditions in the field “Practical Woman” covering household related work.

No data were available on the employment success of graduates of these programmes. The programmes described here have not been evaluated to allow gauging their
success. Given the state of the labour market, it is unlikely that they have had a significant impact.

SIOV is carrying out another project funded by the Canadian Agency for International Development (CIDA) with two specific schools in Eastern Slovakia.

8.2 Higher

8.2.1 Roma-Specific University Education Programs

In 1990 the Slovak government initiated the founding of the Chair of Roma Culture at the Faculty of Social Sciences and Health at the Constantine the Philosopher University in Nitra.

The mission of the chair was to prepare teachers for Roma children in grades 1-4 of primary schools. The Chair is open to both Roma and non-Roma students.

At present the Chair of Roma Culture teaches university students, preparing them to work with the Roma community in the study field of Social Work.

The Chair has launched two separate units carrying out teaching in regions with higher shares of Roma: in Spišská Nová Ves (Košice Region) and Lucenec (Banská Bystrica Region).

According to information from the Chair, at present some 30-40% of its students were Roma.\(^{67}\)

There is a philosophical issue of whether it is worthwhile to support Roma-specific programs or take all steps necessary to open-up regular university programs to increasing numbers of Roma students.

8.2.2 Affirmative Action in Universities

In the school year 2002/2003 the Faculty of Medicine of Comenius University in Bratislava announced a plan amounting to affirmative action to accept three Roma students who would reach at least half of achievable points in the entrance exam. The plan spurred much controversy including rejections by some Roma leaders but was welcome by a number of other activists, both Roma and non-Roma.

Eventually, the Faculty dropped the plan and the only candidate who would have benefited from the scheme was not admitted.

Affirmative action in Slovakia has little tradition and its constitutional status is unclear as well. Provisions relating to affirmative action in the recently-passed anti-discrimination law are presently the subject of a constitutional challenge.

\(^{67}\) Head of Chair of Roma Culture Július Tancoš, as quoted in Rusnáková (2003)
As an alternative, a variety of special preparatory course for university track Roma students could be organized, although these may become applicable in latter parts of the Decade if programs aimed at earlier stages of education succeed.

8.2.3 Scholarships for Roma Students

The Open Society Foundation has for several years operated a Roma scholarship program, covering some 40 students per year. The effectiveness of such programming in terms of what portion of beneficiaries would otherwise not attend university is unclear.

Beneficiaries receive about USD 500-1,000 per year through the scholarship to cover school fees, textbooks, exam fees, cost of living.

Although public universities are formally free of charge, the costs of study are significant and may be prohibitive for low income families. There are at present plans to reform social stipends to bring them to a level that would provide meaningful support to low income students.

There is intervention potential in supporting students from low income Roma families but it is not clear how many such students qualified to study in university actually exist at present.

8.3 Adult Education

8.3.1 Second chance programs

Although the Slovak education system formally permits the formation of extraordinary primary school classes (evening classes) for adults without completed primary education, in practice these are very rare. These can be formed by the decision of an individual director of a primary school.

There are no incentives on the part of either the school (municipality, which owns the schools) or the persons who would attend such classes. The main problem lies in the lack of precise legislative and methodological treatment in state documents. The practical formation of such a class at present would require highly dedicated individuals within the school system to navigate the messy bureaucratic procedures.

Progress in this area may come from two possible sources: project initiatives and changes in the social system.

A project exists for the formation of second chance schools involving NGOs, the Košice Self-Governing Region, Ministry of Education, Ministry of Labor, and the City of Košice. The institutions have been involved with European counterparts in creating the framework for Second Chance Schools in Slovakia – training teachers, preparing curricula and quality standards and building public support.
Given the well known correlations between unemployment and lack of primary education, the Ministry of Labor is also considering promoting second chance primary education through stimulating demand in the social system. The Ministry intends to recognize attendance of Second Chance Schools as an activation measure, which allow an unemployed to increase their unemployment benefit. This may be an effective way of stimulating demand among the long-term unemployed to complete their primary education.

Completing primary education would constitute a significant measure in promoting labor-market integration. While this can hardly be seen as a solution for Roma unemployment, it is a necessary first step towards a solution. A very rough estimate of the number of potential Roma clients for Second Chance schools can be arrived at by estimating the total number of Roma of productive age without primary education with an upper age limit of 45 years. According to demographic projections from VDC cited above, there are some 191,899 Roma between the ages of 15 and 45. A back of the envelope calculation assuming that some 40% of Roma children finish special schools and an additional 10% finish regular primary schools without completing them, and assuming relatively constant proportions over time, there may be roughly 100,000 Roma second chance school candidates.

Another issue in the costing is the cost and length of second chance study. Because the methodology for second chance schools is not in place it is not clear what the requirements will be. Project data allowing the estimation of costs were not made available to the authors.

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68 Activation measures are designed for the long term unemployed. They are a condition for increasing their social benefits by a set amount through participation in a variety of measures such as volunteer work, training, etc.
9. Decade Goals Cost Estimates

- Consultants scheduled to discuss costing measures with National Decade Contact Point and Plenipotentiary of the Government for Roma Communities Klára Orgovánová in early August
- Action Plan, which could be used as a basis for costing, was handed to us with content virtually identical with the Decade Goals document

Goal: Improving the educational results of Roma
Target: All Roma boys and girls finish elementary school
Indicator: The share of registered children and children, who finished all classes of elementary school
Reducing the percentage of pupils with poor results
Improving the results of pupils
Reducing the percentage of missed, non-justified hours

Goal: Improving the training and preparation of Roma children
Target: All Roma boys and girls finish the preparation for the elementary school in the pre-school institution
Indicator: Increased share of children, who finished preschool preparation (improving the level of readiness of Roma children for school)

Goal: Increasing the percentage of Roma pupils attending high schools
Target: An increase of 15% of Roma pupils, who finish elementary education, attend the gymnasium
An increase of 50% Roma children finishing elementary school
Indicator: Increased share of Roma pupils registered and accepted to study on gymnasia, vocational and technical schools

Goal: Reducing the percentage of Roma children attending special elementary schools (SES) and special educational institutions (SEI)
Target: To 0% of Roma pupils incorrectly diagnosed in SES and SEI
15% reduction of Roma pupils classified into SES and SEI
Indicator: Reduced share of Roma pupils in special elementary schools and special educational institutions

Goal: Increasing the percentage of Roma pupils attending university education (increasing the percentage of pupils preparing for teaching profession;)
Target: An increase of 20% of pupils finishing high school
Indicator: Increased share of Roma pupils registered and accepted on universities

Goal: Improving the level of material equipment of schools and school institutions
Target: Fulfilling the normative
Indicator: Logically – fulfilled or unfulfilled normative
Goal: Global implementation of multicultural education
Target: Ensuring the multicultural education of pupils, students and professional preparation of pedagogical workers and teacher assistants on multicultural education
Indicator: Adjusted school curricula, standards
The level of achieved competencies

Goal: Improve the preventive, educational and supporting system for the prevention of negative behaviour of Roma pupils
Target: Reducing negative behaviour and increasing participation in positive leisure time activities
Indicator: Increased share of Roma pupils on positive leisure time activities
Reduced number of occurrence of criminal behaviour of Roma children and youth
Reduced occurrence of drug addicted behaviour

Goal: Invigorate the self-identity of Roma in the process of Roma transformation perceived as social group to national minority
Target: Inclusion of Roma ethnic also through the Roma language and Roma history and culture in school curriculum
Indicator: Teaching curricula, teaching syllabus and teaching texts for elementary schools, high schools and universities
The number of citizens in the Slovak Republic joining to Roma nationality

Goal: Establish study department of Roma language and literature in universities
Target: Preparation of 200 teachers of Roma language and literature
Indicator: The number of teachers registered for the study, finished the study and took up pedagogic praxis
The number of pupils, who chose Roma language in school

Goal: Support the lifetime education of Roma with unfinished education from the aspect of applying on the labour market (including carrier advisory)
Target: Reducing of 50% the ratio of Roma with unfinished education
Target: Establishing the system of offer (legislative and educational conditions) for finishing the educational level
Indicator: The share of Roma with unfinished education and who started the education
10. Comparison of Government Goals and Policies

- not yet possible as costing of Action Plan not yet carried out
- costing comments added by consultants

| Goal: Improving the educational results of Roma | Target: All Roma boys and girls finish elementary school |
| Indicator: The share of registered children and children, who finished all classes of elementary school |
| Reducing the percentage of pupils with poor results |
| Improving the results of pupils |
| Reducing the percentage of missed, non-justified hours |
| Costing: Depending on measures incorporated in action plan. Roma Assistants: If one assistant were to be hired for every year of every school with a share of Roma students over 50%, some 1,602 assistants would be required at 178 schools, leading to a total annual cost of 233,485,092 Sk and an initial training cost of about 9 million Sk. Over the course of the upcoming 10 years, this cost could be pushed upwards by the increasing numbers of Roma children in the school system. Costs would also increase with the use of assistants for extracurricular activities or some forms of full-day education. Progressing integration could act in the opposite direction. 0th Year: To achieve a lower limit estimate, we use the figure derived from the ROCEPO survey of about 5,500 Roma children in every year. Here, assuming the class size of 15, the full requirement would be for 367 0th years or an additional 60 classes. The cost for staffing would reach 20,890,260 Sk per year. If we assume as above that there are some 7,000 children of age 6 from socially disadvantaged backgrounds and all these require 0th year education, assuming class size of 15, the full requirement would be for 467 0th years or an additional 160 classes. The cost for staffing only would reach 55,707,360 Sk per year. Total cost over decade at about 210-560 million Sk. |

| Goal: Improving the training and preparation of Roma children | Target: All Roma boys and girls finish the preparation for the elementary school in the pre-school institution |
| Indicator: Increased share of children, who finished preschool preparation (improving the level of readiness of Roma children for school) |
| Costing: The total cost over a decade of increasing Roma pre-school enrollment to majority levels or to nearly full levels respectively will cost about 1.7-2.9 billion Sk. |

| Goal: Increasing the percentage of Roma pupils attending high schools | Target: An increase of 15% of Roma pupils, who finish elementary education, attend the gymnasium |
| An increase of 50% Roma children finishing elementary school |
Indicator: Increased share of Roma pupils registered and accepted to study on gymnasia, vocational and technical schools
Costing: Consisting of increased cost of extra number of students and cost of compensatory measures, which depend on the action plan.

Goal: Reducing the percentage of Roma children attending special elementary schools (SES) and special educational institutions (SEI)
Target: To 0% of Roma pupils incorrectly diagnosticated in SES and SEI
15% reduction of Roma pupils classified into SES and SEI
Indicator: Reduced share of Roma pupils in special elementary schools and special educational institutions
Costing: Short-term costs largely offset by difference between cost per special school pupil and primary school pupil.

Goal: Increasing the percentage of Roma pupils attending university education (increasing the percentage of pupils preparing for teaching profession;)
Target: An increase of 20% of pupils finishing high school
Indicator: Increased share of Roma pupils registered and accepted on universities
Costing: Cost of extra students attending university (gradually increasing over time) and costs of compensatory measures.

Goal: Improving the level of material equipment of schools and school institutions
Target: Fulfilling the normative
Indicator: Logically – fulfilled or unfulfilled normative
Costing: Depends on target levels.

Goal: Global implementation of multicultural education
Target: Ensuring the multicultural education of pupils, students and professional preparation of pedagogical workers and teacher assistants on multicultural education
Indicator: Adjusted school curricula, standards
The level of achieved competencies
Costing: Cost in tens of millions of crowns based on current estimates.

Goal: Improve the preventive, educational and supporting system for the prevention of negative behaviour of Roma pupils
Target: Reducing negative behaviour and increasing participation in positive leisure time activities
Indicator: Increased share of Roma pupils on positive leisure time activities
Reduced number of occurrence of criminal behaviour of Roma children and youth
Reduced occurrence of drug addicted behaviour
Costing: In a maximum scenario of providing an extra full-time advisor at a half of all schools with Roma pupils (some 500 schools according to
research by ROCEPO), annual cost would run at around 100 million Sk. or about 1 billion Sk for the decade.

**Goal:** Invigorate the self-identity of Roma in the process of Roma transformation perceived as social group to national minority

**Target:** Inclusion of Roma ethnic also through the Roma language and Roma history and culture in school curriculum

**Indicator:** Teaching curricula, teaching syllabus and teaching texts for elementary schools, high schools and universities
The number of citizens in the Slovak Republic joining to Roma nationality

**Costing:** Cost in tens of millions of Sk based on present estimates and additional cost of teacher training, already included in other items.

**Goal:** Establish study department of Roma language and literature in universities

**Target:** Preparation of 200 teachers of Roma language and literature

**Indicator:** The number of teachers registered for the study, finished the study and took up pedagogic praxis
The number of pupils, who chose Roma language in school

**Costing:** Total cost of study at about 20 million Sk with additional cost of program development in millions of Sk.

**Goal:** Support the lifetime education of Roma with unfinishe d education from the aspect of applying on the labour market (including carrier advisory)

**Target:** Reducing of 50% the ratio of Roma with unfinished education

**Target:** Establishing the system of offer (legislative and educational conditions) for finishing the educational level

**Indicator:** The share of Roma with unfinished education and who started the education

**Costing:** Depending on methods chosen, total cost to the tune of several billion Slovak crowns with ample opportunity to use EU Structura Funds for financing.
11. Program and Project Survey and Identification

11.1 Past Projects in the Area of Roma Education

Over the past almost fifteen years, there have been countless projects differing in scale from national level initiatives financed by pre-accession funds to very local and small initiatives. As is often the case, some of the most successful small projects have published very little information.

Although there have been some efforts at cataloging the efforts thus far, there is still no comprehensive database of past projects available. More importantly, very few projects have been evaluated by methods that would allow us to draw reasonably grounded conclusions on their success.

The following table is based in information in a database of projects compiled by the Open Society Foundation. The information on each project is very limited.

The larger and more influential efforts were mostly captured in our analysis of potential interventions in sections 6. – 8.

<table>
<thead>
<tr>
<th>Type of organisation</th>
<th>Name of Organization</th>
<th>Project</th>
<th>Date</th>
<th>Donor</th>
</tr>
</thead>
<tbody>
<tr>
<td>foundation</td>
<td>Inforoma</td>
<td>Central European Romani Education Program CEREP - international project</td>
<td>1998 – 1999</td>
<td>Phare (European Union)</td>
</tr>
<tr>
<td>foundation</td>
<td>Dobrá rómska víla Kesaj / Good Romany Fairy Kesaj Foundation</td>
<td>Fairy Kesaj for Children from Lunik IX.</td>
<td>2000</td>
<td>Government</td>
</tr>
<tr>
<td>foundation</td>
<td>Dobrá rómska víla Kesaj / Good Romany Fairy Kesaj Foundation</td>
<td>Fairy Kesaj for Children</td>
<td>1998</td>
<td>Phare (European Union)</td>
</tr>
<tr>
<td>foundation</td>
<td>Inforoma</td>
<td>Roma assistants at schools</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>foundation</td>
<td>Inforoma</td>
<td>Central European Romani Education Program CEREP - international project</td>
<td>1998 – 1999</td>
<td>Phare (European Union)</td>
</tr>
<tr>
<td>university</td>
<td>Department of Romany Culture, University of</td>
<td>Educational Centre of the Department of Romany Culture</td>
<td>1999</td>
<td>Foreign Embassy or International</td>
</tr>
<tr>
<td>Organisation</td>
<td>Civic Association</td>
<td>Project Description</td>
<td>Year/Duration</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Constantin Philosopher, Nitra</td>
<td>Romany Women Club in Slovakia, Banská Bystrica</td>
<td>Free-Time and Educational Activities for Children from Socially Handicapped Families</td>
<td>2000 Foundation</td>
<td></td>
</tr>
<tr>
<td>Civic Association</td>
<td>Christian Association Word of Life</td>
<td>Educational program for children of preschool and school age in Plavecky Stvrtok</td>
<td>2000 – 2001 Phare (European Union)</td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>Fridrich Ebert Foundation</td>
<td>Conference “The Language and the Education of Minorities in Slovakia and Central Europe</td>
<td>2000 Foundation</td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>Nadácia pre rómske dieta / Romany Child Foundation</td>
<td>Educational Centers and Clubs</td>
<td>1999 Foundation</td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>Romany Child Foundation</td>
<td>Scholarships for Romany Students</td>
<td>1999 DONOR NOT STATED</td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>Wide Open School Foundation</td>
<td>Step By Step Program</td>
<td>1999 Foundation</td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>Wide Open School Foundation</td>
<td>Acceleration of the School Success of Pupils - Transformation into the University Curriculum for Teachers</td>
<td>1999 – 2001 Foundation</td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>Wide Open School Foundation</td>
<td>Reintegration of Roma students from Special Schools into the Mainstream Education</td>
<td>2000 – 2002 Foundation</td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td>Wide Open School Foundation</td>
<td>Central European Roma Education Project CEREP - Education of Roma children, Roma Assistants in Schools</td>
<td>1997 Phare (European Union)</td>
<td></td>
</tr>
<tr>
<td>Civic Association</td>
<td>Civic Association Pro Šobov</td>
<td>Club Activities for Romany Children from Special School Banská Štiavnica</td>
<td>1999 Church</td>
<td></td>
</tr>
<tr>
<td>municipal office</td>
<td>Municipal Office Zámutov</td>
<td>Courses and Lectures for Romany Girls Under the Age of 26</td>
<td>2000</td>
<td>Foundation</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------</td>
<td>----------------------------------------------------------</td>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>civic association</td>
<td>Educational Association of Romanies from Považie</td>
<td>The preschool preparation of Romany children and the education of mothers</td>
<td>1999 – 2000</td>
<td>Foundation</td>
</tr>
<tr>
<td>civic association</td>
<td>Educational Association of Romanies from Považie</td>
<td>Coverage of the expenses for the material-technical part of the educational activities and the increasing of the socialization level of Roma children and their mothers</td>
<td>2000</td>
<td>Government</td>
</tr>
<tr>
<td>university</td>
<td>Pedagogical faculty, University of Comenius</td>
<td>Multicultural Education - Teaching Tools, Teacher Training</td>
<td>1999 – 2001</td>
<td>Phare (European Union)</td>
</tr>
<tr>
<td>university</td>
<td>Pedagogical faculty, University of Comenius</td>
<td>EURROM</td>
<td>2000 – 2001</td>
<td>Phare (European Union)</td>
</tr>
<tr>
<td>civic association</td>
<td>Romani kultura / Romany Culture</td>
<td>Children’s journal Luludi and monthly journal ROMA</td>
<td>1993 – 1994</td>
<td>Phare (European Union)</td>
</tr>
<tr>
<td>civic association</td>
<td>Romani kultura / Romany Culture</td>
<td>Luludi</td>
<td>1997, 2000</td>
<td>Government</td>
</tr>
<tr>
<td>NGO</td>
<td>Slovak Helsinki Committee</td>
<td>Motivation of Romany Children to Higher Education and Employment</td>
<td>1999, 2000</td>
<td>Foundation</td>
</tr>
<tr>
<td>civic association</td>
<td>Young Romanies Association in Slovakia</td>
<td>The Educational and Advisory Center for Roma in Banská Bystrica</td>
<td>2000 – 2002</td>
<td>Foreign Embassy or International Organisation</td>
</tr>
</tbody>
</table>

Source: OSF database available at www.osf.sk

### 11.1.1 Past Phare Projects

The EU accession process has been a key driving force of efforts at improving the position of the Slovak Roma in the education system. Phare funded a number of major projects, with varied results. Certain Phare projects from the final years of Phare programing are still in the implementation stage at present.
Phare 1999 - MINORITY TOLERANCE PROGRAMME SR 9905.02

Project PHARE 1999 – Minority tolerance programme was dedicated to all national minorities and ethnic groups in Slovak republic also including Roma national minority. Project was divided into 3 smaller interconnected subprojects:

1. Training programme for local authorities and opinion-makers
2. Public information campaign on minorities
3. Increasing the Standards of Teaching and Learning Languages at Schools with Minority Language of Instruction and Establishing a Roma Education, Information, Documentation, Advisory and Consulting Centre

The ministry of Education of the Slovak Republic was heading the third subproject in the framework of the PHARE SR9905.02:

Sub-project No. 3. Increasing the Standards of Teaching and Learning Languages at Schools with Minority Language of Instruction and Establishing a Roma Education, Information, Documentation, Advisory and Consulting Centre

Aims of the project:

- to improve the position of national minorities by means of the education system development with special emphasis on the Roma minority
- to create better conditions for teaching and learning at schools with minority language of instruction to create positive environment supporting mutual understanding among the members of the society and thus straiten the social and racial discrimination in general

Slovak co-financing includes reconstructions of selected primary schools and financing of the new Education, Information, Documentation, Advisory and Consultation Centre for Roma, established at the Methodical Centre in Presov - /www.mcpo.sk/

PHARE grant: 197.000 € (technical assistance) + 1.181.000 € (equipment of schools)
Co-financing: 150.000 €

Phare 2000 - BETTER CONDITIONS FOR ROMA SELF-REALISATION IN THE EDUCATIONAL FIELD - SK0002.01

The project consists of following activities:

- reinforcing the pre-school education of Roma children including mothers’ involvement in the education process supported by trained Roma assistants – establishment of 50 classes of “mother&child” type of pre-school education
- fostering elementary education of Roma children coming from socially and linguistically disadvantaged environment by establishing 70 preparatory classes at primary schools, intensive whole day care and alternative education system supported by Roma teacher assistants
• developing a pilot project of vocational and training education for Roma pupils without completion of basic education at 4 secondary vocational schools
• supporting university education preparation of teachers for schools with high share of Roma students, Roma teachers-assistants and strengthening the capacities of the relevant universities and methodical centres

PHARE grant: 1.720.000 EUR
Co-financing: 240.000 EUR

Phare 2001 - SUPPORT OF THE ROMA MINORITY IN THE EDUCATIONAL FIELD - SR-0103.01:

The project is directly related to the series of Phare projects. Its purpose is to improve the educational standard of the Roma national minority, to support tolerance and integration of Roma into the society.

The aims of the project directly correspond with the content of the activities defined in the project:

- Improving pre-school education via the implementation of the “Mother and Child” module in 50 kindergartens with a high proportion of Roma children
- Improving the system of the whole-day care within the primary education system for pupils coming from socially disadvantaged environment – establishment of 70 classes at primary schools with high proportion of children from disadvantaged environment
- Reintegration of socially disadvantaged children from special schools into standard primary schools
- Establishment and operation of community centres in municipalities with high density of Roma population (this activity is directed by the Section of Human Rights and Minorities, Office of the Government of the SR)

In the framework of the reintegration of socially disadvantaged children from special schools into standard primary schools, technical assistance with the task to revaluate the diagnostic tests and thus help to increase the number of pupils reintegrated from special into standard primary schools, pupils adequately diagnosed when entering first grade of a primary school and pupils sufficiently prepared to be educated at a standard primary school, operates within this project. The contractor of this part of the project (FAS International) started his activity in January 2003, the completion of his task is expected for October 2003.

Supplies of information technologies, furniture and teaching aids to the involved training institutions are part of the project as well.

Co-financing of the project by the Slovak Republic, besides the operation of community centres, is dedicated to reconstructions of kindergartens, primary and secondary schools and to purchase of information technologies for primary schools.
PHARE grant: 1.700.000 EUR (including community centres)
Co-financing: 675.000 EUR (including community centres)

11.2. Proposed Projects and Active Donors

Social Development Fund

The Social Development Fund was created by the Ministry of Labor, Social Affairs and Family with the support of the World Bank. Its main philosophy is to serve as an additional instrument to EU Structural Funds financing for smaller community initiatives and pilot projects aimed at disadvantaged groups including the Roma.

The 2004-2006 programming period with a 15 million EUR allocation focuses on improving the employability of groups afflicted by and threatened with social exclusion through social exclusion partnerships. Specific measures supported are the building of local partnerships of social inclusion (up to 70,000 EUR per project) and Community microprojects (up to 25,000 EUR per project).

Both measures offer room for projects in the area of education.

European Social Fund

The European Social Fund through the Sectoral Operating Program Human Resource Development has a number of priorities and measures relevant to Roma education.

Program: Employment growth based on qualified and flexible labour force

The objectives of the operational programme are based on the analysis of the current economic and social situation. They principally aim at improving the situation which is characterised by the following main weaknesses: In general, the qualifications of the labour force are not sufficiently adapted to the needs of a knowledge based society; unemployment, which is particularly high among the young population, is of a largely structural nature, which is highlighted by a high level of long-term unemployment and which is partly due to existing disincentives in the wage, tax and social security system and to inefficient labour market policies, and mainly hits the less qualified groups of the population. Disadvantaged groups of the population and the Roma minority in particular are suffering economic and social exclusion. The main objectives of the project are:

1. Increase of employability and labour market flexibility
2. Development of inclusive labour market and equal opportunities
3. Increase of qualification potential and adaptability of labour force

The three specific objectives of the Operational Programme are translated into the following priorities:
Priority 1: Development of Active Labor Market Policy
Priority 2: Reinforcement of Social Inclusion and Equal Opportunities on the Labor Market
Priority 3: Improved Qualifications and Adaptability of People in Employment and of Those Entering the Labor Market

### Table XX - Indicative Financial Table for the SOP HR (for Priority 3)- in EUR

<table>
<thead>
<tr>
<th>Priority/Year</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>21,526,857</td>
</tr>
<tr>
<td>2005</td>
<td>30,744,337</td>
</tr>
<tr>
<td>2006</td>
<td>39,823,978</td>
</tr>
<tr>
<td><strong>Total (2004-2006)</strong></td>
<td><strong>92,095,172</strong></td>
</tr>
</tbody>
</table>

Opportunities for ESF funded projects may exist in the area of education for the Roma, particularly with respect to life-long-learning.

**Ministry of Education (Budgetary funding)**

The unit responsible for Roma education at the Ministry is requesting funding allocation from the 2005 budget for a number of specific projects. The large items are outlined below. In addition there are a number of specific allocations being requested for various state institutions involved with the Roma detailed in section 11.3 (State Pedagogical Institute, Methodological Pedagogical Centers, Research Institute of Child Psychology and Patopsychology, Faculties of Education).

### Table XX – Budget requests for Roma education for 2005

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and publishing of new textbooks, worksheets, methodological documents including Romani grammar with the focus on Romani culture, history and language necessary for the education and upbringing process</td>
<td>2 million Sk</td>
</tr>
<tr>
<td>Printing and distribution of methodological and other materials for teachers on human rights issues</td>
<td>2 million Sk</td>
</tr>
<tr>
<td>International seminar on experience with implementing freedom of opportunities in education for disadvantaged groups</td>
<td>500,000 Sk</td>
</tr>
<tr>
<td>Work of an expert team to detail tasks from the Conception of Integrated Education of Roma Children and Youth Including Development of Secondary and Higher Education, meetings of trainers, seminars on the issue, international conference</td>
<td>2 million Sk</td>
</tr>
<tr>
<td>Work of the expert group to prepare legislative, financial and material plans for Second Chance Schools within life-long learning led by units of the ministry, MPC Prešov, Košice Self-Governing Region, EU</td>
<td>500,000 Sk</td>
</tr>
</tbody>
</table>

Source: Roma Education Department Requests for 2005 State Budget

**Phare**

A key Phare project from the 2002 programming period discussed above aimed at education of the Roma is in its inception phase.
Phare 2002 - FURTHER INTEGRATION OF THE ROMA CHILDREN IN THE EDUCATIONAL FIELD AND IMPROVED LIVING CONDITIONS – SR 2002/000.610.03

This project is following up on previous Phare projects in the area of political criteria. The overall objectives of the project are the continuing improvement of the educational standard of the Roma population and the improvement of the living conditions of socially disadvantaged Roma groups of inhabitants.

The main goals of the project are:

- Successful implementation of the integrated system of educating the Roma, through establishing classes in specialized primary schools where students will receive education that will adequately prepare them for continuing education at standard primary schools. This will also enable Roma children to attend a standard primary school in the place of their residence.
- Technical assistance to municipalities in their preparation for infrastructure projects (water distribution, sewage systems, wastewater treatment plants, roads, pavements and electricity wiring) aimed at improving the living conditions of socially disadvantaged groups of Roma inhabitants. This will consist of preparation of technical documentation, notably the preparation of technical documentation required under Slovak Regulations (e.g. building permits, land use certificates, Environmental Impact Assessments) and a full set of tender documentation for public works.

In line with the above-mentioned goals, the project is divided into the following activities:

- Creation of detached classes of standard primary schools at 20 specialized primary schools in municipalities with a high number of Roma inhabitants
- Identification of municipalities most in need of infrastructure projects
- Preparation of technical documentation for municipalities with a high share of socially disadvantaged groups of inhabitants.

OSF

The Open Society Foundation has been a key force in financing Roma-assisting projects, although its funding is now significantly declined. The foundation also runs operating programs, notably the Roma Memorial University Scholarship Program.

In the school year 2004/2005 the program will be in its fourth year. It is financed from the OSI, C.S. Mott Foundation and the Remembrance, Responsibility and Future Foundation. Scholarships of 500-100 USD per year are awarded to Roma students at universities to cover fees, books, exam fees and partly the cost of living. The number of recipients is in tens.

Canadian Embassy, Canadian International Development Agency

The CIDA program in Slovakia was closed down last year. Support of the Roma has remained one of the few priorities with limited amount of funding still allocated to it.
**Roma Students at the Society for Higher Learning**

**$5,305**

**Jan 2004 / Dec 2004**

This project supports equal involvement of Roma students within the existing educational project for Slovak university students. The Society for Higher Learning offers academic approach, tutoring, seminars, lectures, retreats and stipend for talented and motivated students from all around Slovakia. In this pilot project, 5 chosen Roma students will have the opportunity to become an integral part of the Society, exchange knowledge with non-Roma students and experience elite educational approach supported by elite tutors. Non-Roma students will have the opportunity to experience inter-cultural differences and re-asses their prejudices towards this minority (co-financed by Open Society Institute Budapest).

**Improving Access for Disadvantaged Population (ITAD) – bilateral project**

**$600,000**

**Nov 2002 / Dec 2004**

Saskatchewan Institute of Applied Science and Technology (SIAST) and State Vocational Education Institute (SIOV)

The project will assist the Ministry of Education and its State Vocational Training Institute (SIOV) to develop new vocational training strategy and programs to help vocational schools to adapt policy, management and teaching practices to the needs of the Roma communities in Eastern Slovakia. The project will specifically focus on the Presov region, the second largest region with Roma settlements, and pilot secondary vocational schools in Bijacovce and Stara Lubovna.

### 11.3 Operating Institutions

This section outlines projects running and planned at various institutions at present.

**State Pedagogical Institute (ŠPÚ)**

Table XX – Budget Requests for Roma Education Project by SPU for 2005

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental verification of effectiveness of Romani language and literature curricula, subject Roma issues for primary and secondary schools with a high concentration of Roma pupils according to experimental verification approved by Ministry of Education</td>
<td>4.4 million Sk</td>
</tr>
<tr>
<td>Implementation of the national plan of education and teaching for human rights starting in 2005 – overseen by SPU for all levels of education with an emphasis on multicultural education Monitoring of the use of methodological guides from Phare programs in pre-schools and primary schools</td>
<td>1.2 million Sk</td>
</tr>
<tr>
<td>Support for the project Sokrates Comenius: Ethnic Minorities and Secondary Education (Roma pupils) – continuing project</td>
<td>120,000 Sk</td>
</tr>
<tr>
<td>Preparation and publication of a methodological guide for teachers working with migrant children</td>
<td>250,000 Sk</td>
</tr>
<tr>
<td>Operative tasks related to Roma education</td>
<td>500,000 Sk</td>
</tr>
</tbody>
</table>

Source: Roma Education Department Requests for 2005 State Budget
Pedagogical Faculties at Universities

Univerzita Konštantína Filozofa – Fakulta sociálnych vied
This university contains the department of Roma culture.

Table XX – Budget Requests for Roma Education Project by UKF for 2005

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation of learning materials for the field of study “Social and missionary work in Roma communities”</td>
<td>150,000 Sk</td>
</tr>
<tr>
<td>Building of a documentary, analytical, interpretational and publishing unit exclusively focused on research and publications on the Roma</td>
<td>300,000 Sk</td>
</tr>
<tr>
<td>Training of field social work in Roma communities</td>
<td>100,000 Sk</td>
</tr>
<tr>
<td>Implementation of alternative methods and techniques in educational work of the teacher with Roma children from a socially less stimulating environment, which make it more effective and optimal</td>
<td>120,000 Sk</td>
</tr>
</tbody>
</table>

Source: Roma Education Department Requests for 2005 State Budget

Prešov University

Table XX – Budget Requests for Roma Education Project by PU for 2005

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>To familiarize with the theory and methodology of working with children from a socially disadvantaged environment</td>
<td>10,000 Sk</td>
</tr>
<tr>
<td>Training for Roma youth – marital and family education</td>
<td>40,000 Sk</td>
</tr>
<tr>
<td>Helping the Roma to reach full secondary education</td>
<td>100,000 Sk</td>
</tr>
<tr>
<td>Prepare Roma with a completed state leaving exam for entrance exams in the field of study “Social Work”</td>
<td>100,000 Sk</td>
</tr>
<tr>
<td>Provide education participants with texts to help them learn knowledge (sic)</td>
<td>550,000 Sk</td>
</tr>
<tr>
<td>Presentation and analysis of education approaches aimed at developing motoric and graphomotoric abilities of pupils in 0th year</td>
<td>50,000 Sk</td>
</tr>
<tr>
<td>Presentation and analysis of educational approaches aimed at musical and physical movement, sensory education and mathematic imagination in 0th year</td>
<td>100,000 Sk</td>
</tr>
<tr>
<td>Presentation and analysis of educational approaches aimed at improving cooperation with Roma families</td>
<td>50,000 Sk</td>
</tr>
<tr>
<td>Presentation and analysis of methodological and scientific results in theory and practice of education of pupils from socially disadvantaged environment</td>
<td>120,000 Sk</td>
</tr>
</tbody>
</table>

Source: Roma Education Department Requests for 2005 State Budget

Comenius University in Bratislava

Table XX – Budget Requests for Roma Education Project by FPed CU for 2005

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for teachers – Roma in specific education</td>
<td>220,000 Sk</td>
</tr>
<tr>
<td>Preparation of school testing</td>
<td>80,000 Sk</td>
</tr>
<tr>
<td>Methodological guide for teachers – analysis of lessons for teachers – particulars of education disadvantaged children</td>
<td>240,000 Sk</td>
</tr>
</tbody>
</table>

Source: Roma Education Department Requests for 2005 State Budget
Table XX – Budget Requests for Roma Education Project by FPed CU for 2005

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary and pre-school teaching – teacher’s assistant and study program “Social and missionary worker with the Roma community”</td>
<td>900,000 Sk</td>
</tr>
<tr>
<td>Field work for students in a Roma mission</td>
<td>80,000 Sk</td>
</tr>
<tr>
<td>Research on effectiveness of reading and writing practice in the 1st grade of primary school for children from less stimulating social environments</td>
<td>75,000 Sk</td>
</tr>
<tr>
<td>Facility for physical education activities of children and pupils from socially disadvantaged environments at the Faculty of Education</td>
<td>550,000 Sk</td>
</tr>
<tr>
<td>Preparation of teaching and assistance materials</td>
<td>360,000 Sk</td>
</tr>
</tbody>
</table>

Source: Roma Education Department Requests for 2005 State Budget

Methodical Centers

Methodological-Pedagogical Centre Prešov

Table XX – Budget Requests for Roma Education Project by MPC Prešov for 2005

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for the Roma education, information, documentation, advisory and consultation center established by Phare 1999</td>
<td>2,500,000 Sk</td>
</tr>
<tr>
<td>Qualifying study to gain the qualification of teacher’s assistant for secondary school graduates</td>
<td>520,000 Sk</td>
</tr>
<tr>
<td>Alternative methods of upbringing and education for pre-school age Roma children with active participation of family</td>
<td>120,000 Sk</td>
</tr>
<tr>
<td>Roma studies course for teachers of Roma pupils</td>
<td>25,000 Sk</td>
</tr>
<tr>
<td>Concept for pupils with reduced learning motivation – Dalton School</td>
<td>620,000 Sk</td>
</tr>
<tr>
<td>Roma ethnic group in the system of multicultural education</td>
<td>25,000 Sk</td>
</tr>
<tr>
<td>Problems of educating Roma pupils from the point of view of special pedagogy</td>
<td>25,000 Sk</td>
</tr>
<tr>
<td>Increasing professional competences of class teachers, education advisors, prevention coordinators, head of subjects committee</td>
<td>100,000 Sk</td>
</tr>
</tbody>
</table>

Source: Roma Education Department Requests for 2005 State Budget
Table XX – Budget Requests for Roma Education Project by MPC Prešov for 2005

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain pro-social skills in solving pressure situations in school and non-school environments</td>
<td>88,500 Sk</td>
</tr>
<tr>
<td>Development of personal competencies in the area of social interaction and pro-social education on pre-school</td>
<td>90,000 Sk</td>
</tr>
<tr>
<td>Gain ability to formulate tasks to develop artistic skills of pupils</td>
<td>64,500 Sk</td>
</tr>
<tr>
<td>Drama games and improvisation as a means of child socialization</td>
<td>117,000 Sk</td>
</tr>
<tr>
<td>Ethics education for educators and teacher’s assistants</td>
<td>62,250 Sk</td>
</tr>
<tr>
<td>Experiment as a motivating element in the education process</td>
<td>71,250 Sk</td>
</tr>
<tr>
<td>Innovation of the education process using subject integration in grades 1-4</td>
<td>52,500 Sk</td>
</tr>
<tr>
<td>Gain basic skill in using the educational model of integrated thematic education</td>
<td>58,500 Sk</td>
</tr>
<tr>
<td>Stage appearance of Roma children in multicultural education</td>
<td>28,500 Sk</td>
</tr>
<tr>
<td>Compensation and regeneration activities in the daily schedule of teachers and pupils</td>
<td>42,750 Sk</td>
</tr>
<tr>
<td>Gain basic competencies supporting critical and independent thinking of pupils</td>
<td>35,000 Sk</td>
</tr>
<tr>
<td>Gain stimuli for individual approach to pupils</td>
<td>45,000 Sk</td>
</tr>
<tr>
<td>Gain knowledge and skills for education advisor work with pupils at risk</td>
<td>45,000 Sk</td>
</tr>
<tr>
<td>Gain interpersonal competencies for social interaction and pro-social education in pre-school</td>
<td>52,500 Sk</td>
</tr>
<tr>
<td>Pro-social action of teachers in conflict resolution at school</td>
<td>42,000 Sk</td>
</tr>
<tr>
<td>Gain stimuli and knowledge to support the program of family education in the area of socialization of children from Roma families and elimination of violence, xenophobia, racism on both the side of Roma and non-Roma</td>
<td>41,500 Sk</td>
</tr>
<tr>
<td>Gain skill in effective interpersonal communication in class</td>
<td>34,500 Sk</td>
</tr>
<tr>
<td>Gain ability to provide assistance to parents, teachers and pupils in the area of personal, education and professional development</td>
<td>49,000 Sk</td>
</tr>
<tr>
<td>Learn to apply activities on basic human rights, find legal support and protect the legal system – Open Society Foundation</td>
<td>34,500 Sk</td>
</tr>
<tr>
<td>Gain skill in creating rules of specific relationships in the education process</td>
<td>34,500 Sk</td>
</tr>
<tr>
<td>Gain knowledge on speech development diagnostics of Roma children and possibilities for correcting speech impediments</td>
<td>34,500 Sk</td>
</tr>
</tbody>
</table>

Source: Roma Education Department Requests for 2005 State Budget
### Methodological-Pedagogical Centre Bratislava

Table XX – Budget Requests for Roma Education Project by MPC Bratislava for 2005

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialization innovation study – education of Roma children towards values</td>
<td>25,000 Sk</td>
</tr>
<tr>
<td>I love you and myself – pro-social education and specific work with Roma children</td>
<td>30,000 Sk</td>
</tr>
<tr>
<td>Publication – Specific work with children from socially disadvantaged environments</td>
<td>40,000 Sk</td>
</tr>
<tr>
<td>Increasing ability of management and teachers to prepare children to cope with school</td>
<td>50,000 Sk</td>
</tr>
</tbody>
</table>

Source: Roma Education Department Requests for 2005 State Budget

### Research Institute of Child Psychology and Patopsychology (VÚDPaP)

Table XX – Budget Requests for Roma Education Project by VÚDPaP for 2005

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulation programs to develop speech, graphomotorics, learning and thinking for pre-school age a early school age for children from socially disadvantaged environments</td>
<td>60,000 Sk</td>
</tr>
<tr>
<td>Socio-psychological activities aimed at improved understanding of ethnic and cultural difference and mutual acceptance for primary school teachers</td>
<td>65,000 Sk</td>
</tr>
<tr>
<td>Research aimed at finding shared and differing cognitive and socio-emotional relationship development characteristics of Roma and non-Roma pupils in primary and special schools</td>
<td>100,000 Sk</td>
</tr>
<tr>
<td>Verification of specific methods of psychological prevention for children from socially disadvantaged environments with behavior problems</td>
<td>50,000 Sk</td>
</tr>
</tbody>
</table>

Source: Roma Education Department Requests for 2005 State Budget
12. Project Pipeline

NGOs
Foundation for Roma Child
- pre-school integration

State Institutions

Schools

Local Governments

Central Government

ŠPÚ – Roma Language in primary schools

Faculties of Education – training of teachers
Training of Teachers for Roma Children – Specialization Innovation Study provided by the Pedagogical Faculty of the Comenius University in Bratislava s
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**Interviews**

Štefan Cangár, State Pedagogical Institute, July XX, 2004.

Miroslav Chudý, Head of Department of Special Schools, Ministry of Education, July XX, 2004.


Elena Koncoková, Wide Open School Foundation (via telephone).

Katarína Ondrášová, Head of Department of Education of Roma Communities, July 12, 2004.


Ivan Pavlov, Director of ROCEPO, Prešov, July XX, 2004.


Miron Zelina, Pedagogical Faculty + Daniela Valachová, Comenius University, July 14, 2004.

Scheduled:
Adriana Botošová, Social Development Fund, scheduled.
Agnes Horváthová, Social Development Fund, scheduled.