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MINISTRSTVO ZA ŠOLSTVO IN ŠPORT



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INSTITUTE FOR ETHNIC STUDIES



Naložba v vašo prihodnost  
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Evropski socialni sklad

Mednarodna konferenca / International conference

# **Formalno in neformalno izobraževanje Romov: različni modeli in izkušnje / Formal and informal education for Roma: Different models and experience**

ZBIRKA POVZETKOV / COLLECTION OF ABSTRACTS

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DVIG SOCIALNEGA IN KULTURNEGA KAPITALA V OKOLJIH, KJER ŽIVIJO PREDSTAVNIKI ROMSKE SKUPNOSTI

Koordinator projekta: Inštitut za narodnostna vprašanja | Konzorcijski partnerji: Pedagoški inštitut, Geodetski inštitut Slovenije, Romski akademski klub, Društvo za razvijanje prostovoljnega dela Novo mesto, Osnovna šola Leskovec pri Krškem – enota vrtec, Center za socialno delo Trebnje

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# FORMALNO IN NEFORMALNO IZOBRAŽEVANJE ROMOV: RAZLIČNI MODELI IN IZKUŠNJE

Mednarodna konferenca v okviru ESS projekta  
"Dvig socialnega in kulturnega kapitala v okoljih, kjer živijo predstavniki romske skupnosti"

**Center Evropa (Dalmatinova 4, Ljubljana), 21. oktober 2011**

## PROGRAM KONFERENCE

8.30 – 9.00 Registracija in prihod udeležencev

9.00 – 9.30 Otvoritev in pozdravni nagovori

- dr. Sonja NOVAK LUKANOVIČ, direktorica Inštituta za narodnostna vprašanja
- dr. Igor LUKŠIČ, minister za šolstvo in šport v Republiki Sloveniji

9.30 – 10.30 *Formalno in neformalno izobraževanje Romov: dosedanje izkušnje v okviru projekta "Dvig socialnega in kulturnega kapitala, kjer živijo predstavniki romske skupnosti"*

Moderatorica: dr. Vera KLOPČIČ (Inštitut za narodnostna vprašanja, Slovenija)

Prispevki:

- dr. Miran KOMAC (Inštitut za narodnostna vprašanja, Slovenija):  
*Cilji projekta Dvig socialnega in kulturnega kapitala v naseljih, kjer živijo predstavniki romske skupnosti*
- dr. Janez PIRC (Inštitut za narodnostna vprašanja, Slovenija)  
*Izbrane demografske in prostorske dinamike romskega prebivalstva v Sloveniji*
- dr. Romana BEŠTER in dr. Mojca MEDVEŠEK (Inštitut za narodnostna vprašanja, Slovenija)  
*Romski izobraževalni inkubatorji - pomoč romskim učencem v procesu izobraževanja*

Diskusija

10.30 - 10.45 Odmor za kavo

10.45 – 12.00 *Formalno in neformalno izobraževanje Romov: različni modeli in izkušnje v državah Evropske unije in Kanadi*

Moderatorica: dr. Vera KLOPČIČ (Inštitut za narodnostna vprašanja, Slovenija)

Prispevki:

- dr. Marco BRAZZODURO (Sapienza – Univerza v Rimu, Italija)  
*Izobraževanje Romov – luči in sence*
- dr. István HORVÁTH (Inštitut za raziskovanje romunskih narodnih manjšin, Romunija)  
*Dve desetletji izobraževalnih politik za Rome – lekcije in dileme iz Romunije*
- Hedina TAHIROVIĆ SIJERČIĆ (Ministrstvo za človekove pravice in begunce, Bosna in Hercegovina)  
*Migracije – implikacije za izobraževalni sistem (primeri Romov v Bosni, Nemčiji in Kanadi)*
- dr. Zoran SLAVNIĆ (Inštitut za raziskovanje migracij, etničnosti in družbe, Univerza v Linköpingu, Švedska)  
*Od anticiganizma do pravic romske skupnosti na Švedskem*

Diskusija

12.00 – 13.00 Kosilo

13.00 – 14.30 *Formalno in neformalno izobraževanje Romov: različni modeli in izkušnje v državah Zahodnega Balkana*

Moderatorica: dr. Vera KLOPČIČ (Inštitut za narodnostna vprašanja, Slovenija)

Prispevki:

- dr. Dragutin BABIĆ (Inštitut za migracije in narodnosti, Hrvaška)  
*Izobraževanje Romov na Hrvaškem – statistični in empirični vidiki*
- dr. Dragoljub B. ĐORĐEVIĆ (Univerza v Nišu, Srbija)  
*Politika in praksa vključevanja Romov v izobraževalni sistem Republike Srbije*
- Ljatif DEMIR (Univerza v Skopju, Makedonija)  
*Romske kulturne obšolske aktivnosti kot instrument za boljše in lažje vključevanje romskih otrok in mladine v formalni izobraževalni proces*

Diskusija in zaključek konference

# FORMAL AND INFORMAL EDUCATION FOR ROMA: DIFFERENT MODELS AND EXPERIENCE

International conference within the ESF project  
"Increase in social and cultural capital in areas with a Roma population"

**Center Evropa (Dalmatinova 4, Ljubljana), 21 October 2011**

## CONFERENCE PROGRAMME

8.30 – 9.00 Arrival and registration of participants

9.00 – 9.30 The opening and welcome addresses

- dr. Sonja NOVAK LUKANOVIČ, Director of Institute for Ethnic Studies (Inštitut za narodnostna vprašanja), Ljubljana
- dr. Igor LUKŠIČ, Minister for Education and Sport of the Republic of Slovenia

9.30 – 10.30 *Formal and informal education for Roma: achievements and experience of the project " Increase in social and cultural capital in areas with a Roma population"*

Moderator: dr. Vera KLOPČIČ (Institute for Ethnic Studies, Slovenia)

Contributions:

- dr. Miran KOMAC (Institute for Ethnic Studies, Slovenia):  
*Goals of the project "Increase in social and cultural capital in areas with a Roma population"*
- dr. Janez PIRC (Institute for Ethnic Studies, Slovenia)  
*Selected demographic and spatial dynamics of the Roma population in Slovenia*
- dr. Romana BEŠTER and dr. Mojca MEDVEŠEK (Institute for Ethnic Studies, Slovenia)  
*Roma educational incubators – helping Roma children in education*

Discussion

10.30 - 10.45 Coffee Break

10.45 – 12.00 *Formal and informal education for Roma: different models and experience in the EU countries and Canada*

Moderator: dr. Vera KLOPČIČ (Institute for Ethnic Studies, Slovenia)

Contributions:

- dr. Marco BRAZZODURO (“La Sapienza” State University, Italy)  
*Schooling of Roma - Lights and shadows*
- dr. István HORVÁTH (Research Institute on Romanian National Minorities, Romania)  
*Two decades of educational policies for Roma - lessons and dilemmas from Romania*
- Hedina TAHIROVIĆ SIJERČIĆ (Ministry for Human Rights and Refugees, Bosnia in Herzegovina)  
*Migrations – implications for educational system: the cases of Roma in Bosnia, Germany and Canada*
- dr. Zoran SLAVNIĆ (Institute for Research on Migration, Ethnicity and Society – REMESO, Linköping University, Sweden)  
*From antiziganism to Roma rights in Sweden*

Discussion

12.00 – 13.00 Lunch

13.00 – 14.30 *Formal and informal education for Roma: different models and experience in the countries in Western Balkans*

Moderator: dr. Vera KLOPČIČ (Institute for Ethnic Studies, Slovenia)

Contributions:

- dr. Dragutin BABIĆ (Institute for Migration and Ethnic Studies, Croatia)  
*Education of Roma in Croatia – statistical and empirical insights*
- dr. Dragoljub B. ĐORĐEVIĆ (University of Niš, Serbia)  
*Policy and practice of Roma inclusion in the educational system of Republic of Serbia*
- Ljatif DEMIR (University of Skopje, Macedonia):  
*Roma cultural after-school activities as an instrument for better and easier inclusion of Roma children and youth in the formal educational process*

Discussion and closing session

## POVZETKI

**Janez Pirc**

Inštitut za narodnostna vprašanja, Slovenija

### **Izbrane demografske in prostorske dinamike romskega prebivalstva v Sloveniji**

Prispevek predstavlja izbrane delovne ugotovitve, nastale na podlagi projektne (pod)aktivnosti »Zgodovinska analiza demografskega in prostorskega razvoja ter analize sedanje demografske strukture naselij z romskim prebivalstvom v Sloveniji«. Ob proučevanju demografskih karakteristik romske skupnosti ter njene poselitve v Sloveniji ostaja še naprej eden temeljnih problemov v nepopolnih ter zastarelih podatkih o njenem številu in geografski razpršenosti.

Pričujoči prispevek tako najprej analizira in medsebojno primerja dela, ki so bila na tem področju narejena v zadnjem desetletju, poleg tega pa izpostavlja probleme ter izzive, ki so se in se še pojavljajo ob tem. Te kvantitativne podatke oziroma analize dopolnjuje oziroma nadgrajuje z nedavno zbranimi ter analiziranimi podatki za potrebe tega projekta. V trenutni fazi projekta so to podatki, ki neposredno ali posredno nakazujejo na število Romov in geografsko razpršenost njihove poselitve, zbranih pri centrih za socialno delo in Ministrstvu za šolstvo in šport. Analiza podatkov iz teh virov kaže v primerjavi z dosedanjimi podobnimi analizami še dosti večjo prostorsko razpršenost romske poselitve v Sloveniji izven njihovih »tradicionalnih« občin poselitve. Omenjeni podatki pa nakazujejo tudi na dokaj pestre prostorske dinamike Romov v nekaterih delih Slovenije. Na koncu se prispevek dotakne še odprtih vprašanj in izzivov, ki ostajajo aktualna na področju geografskih in demografskih raziskav romskega prebivalstva v Sloveniji.

**Romana Bešter in Mojca Medvešek**

Inštitut za narodnostna vprašanja, Slovenija

### **Romski izobraževalni inkubatorji – pomoč romskim učencem v procesu izobraževanja**

Ideja o romskih izobraževalnih inkubatorjih se je rodila v okviru projekta »Dvig socialnega in kulturnega kapitala v okoljih, kjer živijo predstavniki romske skupnosti«. Romski izobraževalni inkubatorji naj bi predstavljali skupen prostor ali program v romskih naseljih, ki bi približal različne oblike neformalnega izobraževanja pripadnikom romske skupnosti in na ta način pripomogel tudi k boljšemu vključevanju romskih otrok v redni izobraževalni sistem. Do določene mere naj bi program Romskega izobraževalnega inkubatorja dopolnil vlogo staršev v procesu izobraževanja romskih otrok – t.j. nudil naj bi podporo, spodbudo in pomoč pri učenju in opravljanju domačih nalog, česar starši zaradi različnih razlogov pogosto ne zmorejo. Romski izobraževalni inkubator naj bi ponujal tudi možnosti za kvalitetno preživljanje prostega časa otrok v romskih naseljih. Del programa romskega izobraževalnega inkubatorja je namenjen tudi spodbujanju staršev k izobraževanju in aktivnejšemu sodelovanju v procesu izobraževanja njihovih otrok.

V prispevku bodo predstavljeni obstoječi Romski izobraževalni inkubatorji, ki so bili vzpostavljeni in delujejo v okviru projekta. Glavna pozornost bo posvečena programu učne pomoči kot osrednji dejavnosti Romskega izobraževalnega inkubatorja. Predstavljeni bodo cilji in namen programa, podatki o udeležbi otrok v šolskem letu 2010/2011, ovire in izzivi, ki spremljajo izvajanje učne pomoči, ter prvi rezultati kot se kažejo skozi poročila izvajalcev učne pomoči in partnerskih šol v projektu.

## **Marco Brazzoduro**

Sapienza – Univerza v Rimu, Italija

### **Izobraževanje Romov – luči in sence**

Položaj na področju šolanja Romov v Italiji je zelo raznolik, odvisno od tega, kateri od romskih skupnosti pripadajo. Na splošno lahko rečemo, da je povprečna stopnja izobrazbe precej nizka. Pravzaprav je tudi med Romi in Sintii, ki imajo italijansko državljanstvo, zelo majhno število tistih s fakultetno izobrazbo, saj še vedno živijo na obrobju družbe. V zvezi s priseljenimi Romi, ki tvorijo približno polovico vseh Romov v Italiji (okoli 170,000), je situacija zelo slaba. Razlogov je več: slabe življenjske razmere v barakarskih naseljih, brezposelnost in nepismenost staršev ter tradicionalna ustna kultura. V mnogih mestih so lokalne oblasti pričele uvajati projekte za spodbujanje šolanja romskih otrok. Toda do sedaj so rezultati zelo slabi. V prispevku avtor analizira možne razloge za te nezadovoljive rezultate ter poudarja, da je v tem primeru potreben poseben pristop k poučevanju, ki naj se izvaja po opravljeni poglobljeni analizi različnih težav romske skupnosti, s poudarkom na ekonomskih, socialnih in kulturnih vidikih, ki doslej niso bili upoštevani.

## **István Horváth**

Inštitut za raziskovanje romunskih narodnih manjšin, Romunija

### **Dve desetletji izobraževalnih politik za Rome - lekcije in dileme iz Romunije**

Prispevek predstavi posebne izobraževalne politike v Romuniji, ki so namenjene integraciji romskega prebivalstva v izobraževalni sistem. Politike se analizirajo glede na tri glavne smeri ukrepanja, na podlagi katerih romunska država spodbuja ali podpira posebne politike, namenjene vključevanju romskih učencev v šolo in znižanju osipa, ki je precej visok med mladimi, ki pripadajo tej etnični skupini. Avtor na prvem mestu med temi politikami predstavi politiko in posebne ukrepe za *institucionalno vključevanje* (šolski mediator, programi za drugo priložnost, rezervirana mesta za Rome na univerzi, itd.) Na drugem mestu so različni *vidiki posebnih vsebin* (poučevanje romskega jezika, predmet o zgodovini in kulturi Romov, itd.). Tretji vidik proučuje različna prizadevanja za uvedbo metodologije poučevanja, prilagojene posebnim kulturnim potrebam učencev, ki prihajajo iz romskih družin.

Drugi del prispevka vsebuje kratek razmislek o bolj splošnih ciljnih politikah in filozofiji kot ozadju različnih politik in ukrepov, ki so predstavljeni v prvem delu. Glavna dilema je, kaj bi moral biti glavni cilj izobraževalnih politik za Rome: omogočanje individualnega vključevanja posameznikov, ki prihajajo iz romskih skupnosti, ali pomoč Romom kot skupnosti, da razvije močan občutek kolektivne identitete. Izobraževalne politike za Rome za zdaj posredno podpirajo obe filozofski iztočnici, vendar pa se taka dvojnost v perspektivi za prihodnost ne zdi vedno neproblematična ali pa se dojema kot dilema.



## **Hedina Tahirović Sijerčić**

Ministrstvo za človekove pravice in begunce, Bosna in Hercegovina

### **Migracije – implikacije za izobraževalni sistem (primeri Romov v Bosni, Nemčiji in Kanadi)**

Migracije so pojav, ki vpliva na oblikovanje novih identitet, kar je odvisno od identitetne politike držav, v katerih Romi živijo, in tistih, iz katerih se izseljujejo. Vendar pa je pomembno omeniti, da se migracije večinskega prebivalstva opredeljujejo kot migracije, migracije romskega prebivalstva pa so s strani večinskega prebivalstva pogosto tradicionalno in običajno opredeljene in označene z besedo nomadstvo. V primeru Romov nomadstvo ni stanje duha. Nomadstvo je v očeh ne-Romov kulturna vrednota, na kateri gradijo in ustvarjajo namišljeno identifikacijsko sliko in identiteto tega naroda. Ali so angleški in irski nomadi Romi? Nujnost gibanja Romov je nastala kot posledica ekonomskih, socialnih in političnih težav, preganjanja, diskriminacije in napadov ter vojn v državah, kjer Romi živijo. Njihovo "nomadstvo po sili zakona" je privedlo do težav pri opredeljevanju njihove narodnosti. Globalizacija identitete Romov, njihovih kulturnih in tradicionalnih vrednot, ter vrednotenje življenjskega sloga je privedlo do izgube romske narodnostne zavesti in s tem do izgube romske identitete že tako majhnega števila romskih izobražencev, ki se raje pridružujejo velikemu, močnemu narodu.

Zakaj Rome uvrščajo v kategorijo "črnih" in ne v vzorec lepote in podobe "belih", četudi je veliko Romov svetlopoltnih? Zakaj so oni, samo zaradi njihove identitete in identifikacije, žrtev diskriminacije na področju izobraževanja, bivanjskih razmer, zdravstvenega varstva in zaposlovanja? Kako različne romske migracije vplivajo na izobraževanje Romov? Obstaja veliko vprašanj, o katerih bi lahko razmišljali in pisali, vendar bi želela pisati o problemih, ki so prisilili Rome v notranje razseljevanje in migracije. Razen tega je za pojasnitev nekaterih vidikov romskih migracij potrebno omeniti nekaj dejstev o predsodkih, pristranskosti, diskriminaciji, rasizmu, preganjanju, nasilju, segregaciji, marginalizaciji in o tem, kako ti pojavi vplivajo na izgubo romske samozavesti, na identiteto in identitetno politiko ter na izgubo jezika in na njihovo izobraževanje.

## **Zoran Slavnić**

Inštitut za raziskovanje migracij, etničnosti in družbe, Univerza v Linköpingu, Švedska

### **Od anticiganizma do pravic romske skupnosti na Švedskem**

Nova nacionalna strategija za Rome na Švedskem vzame kot izhodišče redefinicijo problema. Prikrajšanost v položaju Romov ni posledica njihovega lastnega posebnega načina življenja, nizke izobrazbe in pomanjkanja vedenja o njihovih pravicah. Nasprotno, njihov slabši položaj na trgu dela in v družbi na splošno je očitna posledica dolgoletne in prodorne diskriminacije, s katero se Romi pogosto srečujejo v stiku z večinsko družbo.

Ta pristop je preusmeril pozornost od manjšinskih skupin na večinsko družbo. Če je večinska družba zgodovinsko odgovorna za ogroženi položaj Romov, mora tudi prevzeti polno odgovornost za njihovo vključevanje v družbo. Zato nova švedska strategija za Rome temelji na vsaj štirih bistvenih načelih. To so priznanje, partnerstvo (vključitev tako Romov kot vseh relevantnih družbenih institucij in organizacij pri izvajanju strategije), perspektiva človekovih pravic, ter dolgoročni/trajnostni/opredeljeni ukrepi vladne politike.

Eno od glavnih področij, tako za odrasle kot otroke, v tem smislu je izobraževanje. Ukrepi vključujejo naložbe v izobraževanje na vseh ravneh, to je v vrtec, osnovno šolo, srednjo šolo in izobraževanja odraslih, ter vključujejo različne pedagoške in organizacijske ukrepe. Nekateri od teh ukrepov so izboljšanje poučevanja maternega jezika (ki vključuje tako spremembe v učnem načrtu kakor tudi

naložbe v izobraževanje in nadaljnje usposabljanje učiteljev), poudarek na posebni podpori romskim otrokom v šolah, razvoj pedagogike in učnih pripomočkov, ki posvečajo posebno pozornost učencem z romskim jezikom - in kulturnim ozadjem. Hkrati pa bi morala imeti državna šolska inšpekcija posebno nalogo, da preverja uresničevanje ukrepov na tem področju. Ti ukrepi lahko vključujejo tudi prizadevanja za dvig splošne zavesti v družbi o zgodovini in kulturi romske manjšine ter spodbujanje stikov in razvijanje sodelovanja med romsko manjšino in večinsko populacijo v švedskih šolah.

## **Dragutin Babić**

Inštitut za migracije in narodnosti, Hrvaška

### **Izobraževanje Romov na Hrvaškem - statistični in empirični vidiki**

Prispevek analizira institucionalni segment vzgoje in izobraževanja Romov na Hrvaškem od predšolske vzgoje, osnovne šole, srednje šole do visokošolskega izobraževanja. Romi so etnična skupina, katere subkultura se prenaša predvsem transgeneracijsko kot prenos temeljnih znanj o življenju, gospodarski dejavnosti in vključevanju v širšo družbo. Zaradi svojega nomadskega načina življenja in getoiziranosti v primerjavi z ostalim prebivalstvom v preteklosti šola ni imela skoraj nobenega mesta v tej etnični skupini. Nima ga še vedno niti v 21. stoletju, vendar pa so prisotne nekatere različne tendence. Vzgoja in izobraževanje Romov sta postali temi v širši družbi in med samimi Romi. Socialno-ekonomski pogoji in kulturni vzorci, v okviru katerih so socializirani mladi Romi, so bistveno drugačni v primerjavi z ostalim prebivalstvom Hrvaške. Zato pripadnike te etnične skupine dojemajo kot obrobno in izključeno skupino prebivalstva, kar se družbeno konstruira kot stigma, ki spremlja Rome že stoletja.

Ta dokument obravnava izobraževanje Romov na Hrvaškem. V tej meri, po teoretični analizi narodnostno manjšinskih identitet in družbeno-kulturnih in političnih stališč v odnosu do prevladujočega etnonacionalizma in evro-integracijski procesov na Hrvaškem, prispevek analizira poročila hrvaške države in njenih institucij o izobraževanju Romov, od vrtca do univerze. Empirične ugotovitve v zvezi z vprašanji izobraževanja Romov, s problematiko identitete in z njihovim vsakdanjim življenjem so zajete v rezultatih intervjujev v osnovni šoli v naselju Kozari Bok v Zagreb in fokusnih skupin, ki so bile organizirane s predstavniki Romov v Svetu romske manjšine v mestu Zagreb.

Rezultati, ki so bili pridobljeni z odgovori članov fokusnih skupin s predstavniki Romov v Svetu romske manjšine v mestu Zagreb, kažejo na nešteto težav, s katerimi se soočajo Romi v izobraževanju in še več v delovnem in vsakdanjem življenju. Vprašanje etnične identitete se pojavlja kot prednostna zadeva. Romska identiteta je še vedno zelo stigmatizirana v hrvaški družbi. Čeprav so bili sprejeti mnogi ukrepi in se je začela precej široka kampanja za vključevanje Romov, njihov dejanski in še bolj simbolični položaj kažeta, da so Romi še vedno precej bolj izključeni kot pa vključeni v hrvaško družbo. Tudi izobraževanje tukaj pogosto ne pomaga, saj po mnenju predstavnikov Romov delodajalci neradi sprejemajo romske učence na opravljanje šolske prakse niti jih ne želijo zaposliti po končanem šolanju, vse zaradi njihove etnične pripadnosti. Izboljšave pri vključevanju Romov v hrvaško družbo so možne samo z izvajanjem Nacionalne strategije za vključevanje Romov ter s sprejemanjem ukrepov zoper vse tiste posameznike in institucije, ki diskriminirajo pripadnike romske etnične skupine.

**Dragoljub B. Đorđević**

Univerza v Nišu, Srbija

## **Politika in praksa vključevanja Romov v izobraževalni sistem Republike Srbije**

Čeprav obstaja že nekaj tradicije na področju izobraževanja Romov v Srbiji, se je njihovo sistematično vključevanje v izobraževalni sistem v resnici pričelo šele po t.i. demokratičnih spremembah v letu 2000. Med drugimi strategijami, kot je tista o zmanjševanju revščine, je bila sprejeta tudi *Strategija za izboljšanje vključevanja Romov v izobraževanje v Republiki Srbiji*. Nekaj od tega so že prenesli v prakso in doseženi so bili nezanemarljivi rezultati - zlasti je uspelo uvajanje romskih pomočnikov v osnovne šole z velikim številom romskih otrok ali pa v šole, kjer so romski otroci večina, povečal se je vpis v srednje šole in presenetljivo je naraslo število vpisanih romskih študentov. V tem in na drugih področjih se najbolj napreduje v Vojvodini, zaostaja pa na jugu, kar je paradoks, saj so Romi tam zastopani v največjem številu. Na splošno, veliko morajo še storiti država, večinsko prebivalstvo, nevladne organizacije in romske skupnosti same.

**Ljatif Demir**

Univerza v Skopju, Makedonija

## **Romske kulturne občolske aktivnosti kot instrument za boljše in lažje vključevanje romskih otrok in mladine v formalni izobraževalni proces**

Prispevek opisuje pozitivno prakso RCEC "Darhia" pri izvajanju kulturnih izven-šolskih dejavnosti za romske otroke in mladino, ki potrjujejo, da je kultura pomembno in koristno orodje, ki omogoča proces vključevanja Romov v formalni izobraževalni proces in s tem integracijo v makedonsko družbo. Romsko kulturno in izobraževalno središče "Darhija", Skopje (NVO) je bilo ustanovljeno leta 1998 s ciljem ohranjanja romske kulturne dediščine in v oporo mladim Romom v izobraževanju skozi vključevanje v dejavnosti, usmerjene k dvigu samozavesti mladih oseb, ki lahko sprožijo pozitivne spremembe v Romski skupnosti ter razvijajo in spodbujajo romsko kulturo v širšem večkulturnem okolju. Glavne dejavnosti centra za otroke in mladino so: tečaji romskega jezika in kulture, orkester mandolin in vokalna skupina, lutkovno gledališče, gledališke dejavnosti, medijske delavnice in novinarski klub mladih, knjižnica in ustvarjalne delavnice pisanja, itd. Orkester in vokalne skupine z uspešnimi koncerti v državi in v tujini promovirajo romsko glasbo. Lutkovna skupina prenaša bogastvo romskih pripovedi prek iger, namenjenih romski skupnosti v RM ter lokalnim šolam in vrtcem.

Poseben poudarek je na programu Romski mentor, ki se izvaja v sodelovanju s 15 osnovnimi šolami, ki nudijo občolske dejavnosti za romske in neromske otroke pod mentorstvom uspešnih romskih kulturnih izvajalcev/profesionalcev, ki so dobro uveljavljeni v makedonski družbi. Program vključuje vzporedne aktivnosti za otroke, učitelje in starše.

Ta program je povečal zanimanje med zaposlenimi na šolah in v dejavnostih lokalnih oblasti v RMP ter sprožil pozitivne rezultate in spremembe. Obstaja interes za nadaljnji razvoj te dejavnosti v okviru šolskih programov in učnih načrtov. Poleg tega so se te kulturne dejavnosti izkazale kot uporabno orodje za boljše vključevanje romskih otrok v šolo, na drugi strani pa omogočajo Neromom da se seznanijo v z romsko kulturo in premagajo predsodke do njih.

## ABSTRACTS

**Janez Pirc**

Institute for Ethnic Studies, Slovenia

### **Selected demographic and spatial dynamics of the Roma population in Slovenia**

The paper presents selected findings generated by the project (sub)activity "Historical analysis of demographic and spatial development and analysis of current demographic characteristics of the settlements with the Roma population in Slovenia." One of the basic problems of examining the demographic characteristics of the Roma community and its settlements in Slovenia remains in incomplete and outdated information on its size and geographic dispersion.

This paper thus first analyses and compares works which have been made in this area over the past decade, while highlights the problems and challenges that have been and are still occurring at that. These quantitative data or analysis are complemented and upgraded with the recently collected and analysed data for the purpose of this project. In the current phase of the project, these are the data that directly or indirectly indicate the number of Roma and geographical dispersion of their settlement. They were collected from the Centres for Social Work and from the Ministry of Education and Sport. Analysis of the data from these sources in comparison with previous similar analysis reveals much greater spatial dispersion of the Roma settlement in Slovenia outside their "traditional" communities of settlement. These data also indicate a fairly rich spatial dynamics of the Roma in some parts of Slovenia. At the end, the paper also touches the open issues and challenges that remain current in the field of geographic and demographic research of the Roma population in Slovenia.

**Romana Bešter & Mojca Medvešek**

Institute for Ethnic Studies, Slovenia

### **Roma educational incubators – helping Roma children in education**

The idea of Roma educational incubators was born in the framework of the project "The increase in social and cultural capital in areas with a Roma population." Roma educational incubators should constitute a common place or program in Roma settlements, which would bring various forms of informal education closer to members of the Roma community and thereby also contribute to better integration of Roma children in regular education system. To a certain extent, the program of a Roma educational incubator supplements the role of parents in the education of Roma children – i.e. should provide support, encouragement and help in learning and doing homework, which for various reasons, parents are often not able to do. Roma educational incubator should offer possibilities for quality leisure time of children in Roma settlements. Part of the Roma educational incubator program is intended to encourage parents to educate themselves and to play an active role in the education of their children.

This paper will present the existing Roma educational incubators, which have been set up and operate within the above mentioned project. The main focus will be devoted to learning assistance programme as the main activity of the Roma educational incubators. It will present the objectives and purpose of the programme, information on the involvement of children in the school year 2010/2011, the barriers and challenges that accompany the implementation of learning assistance, as well as the first results stemming from the reports of the providers of learning assistance and partner schools in the project.

**Marco Brazzoduro**

“La Sapienza” State University, Italy

## **Schooling of Roma - lights and shadows**

The situation of Roma schooling is very varied in Italy, depending on the community they belong to. In general one can say the average level of education is quite low. As a matter of fact there are very few Roma graduated in University even among Roma and Sinti with Italian citizenship because they are still living at the margin of the society. Concerning the Roma immigrants who are amounting about half of the total Roma in Italy (around 170.000) the situation is very poor. Reasons are several: the living conditions in poorly equipped shanty towns, parents' unemployment and illiteracy, traditional oral culture. In many cities the local authorities have been promoting projects in order to foster the Roma children schooling. But so far the success is very poor. The paper carries out an analysis of the possible reasons of these unsatisfactory results, underlying the need of a special teaching approach to be implemented after an in depth analysis of the several problems affecting Roma communities focusing on economic, social and cultural aspects that so far have been disregarded.

**István Horváth**

Research Institute on Romanian National Minorities, Romania

## **Two decades of educational policies for Roma - lessons and dilemmas from Romania**

The paper is a presentation of the special educational policies designated for the integration of the Romania's Roma population in the educational system. The policies are analysed according to the three major directions of action in which Romanian state initiated or supported special policies meant to integrate Roma pupils in the school and to lower the dropout rate, rather high in the case of the youngsters belonging to this ethnic group. First different policies fostering the *institutional inclusion* are presented (the school mediator, the *Second chance* programme, reserved places for Roma in the Universities, etc.). Second, various specific *content related aspects* are inventoried (Romani language teaching, the subject *History and Culture of Roma*, etc.). And the third aspect examines the various efforts to adopt the *teaching methodology* for the special cultural needs of the pupils coming from Roma families.

The second part of the paper is a short reflection on the more general policy aims and philosophies behind different policy undertakings presented in the first part. The major dilemma is what should be the major aim of the educational policies for the Roma: facilitating the individual integration of the persons coming from Roma communities, or assisting the Roma as a community to develop to a strong sense of collective identity. For the moment both philosophies are implicitly underpinning the educational policies for Roma, however such duality of the perspectives is not always unproblematic or assumed as a dilemma.

## **Hedina Tahirović Sijerčić**

Ministry for Human Rights and Refugees, Bosnia in Herzegovina

### **Migration – implications for the educational system: the cases of Roma in Bosnia, Germany and Canada**

Migration is a phenomenon that affects the formation of new identities, which is conditional on identity politics in a country where Roma live and from which they migrate. However, it is important to note that the migration of the majority peoples is identified as migration, but the Romani migration is identified and appointed by majority peoples traditionally and usual by the word nomadism.

In the case of Roma, nomadism is not a state of mind. Nomadism in the eyes of non-Roma are cultural values on which they build and create an imaginary picture identification and the identity of this nation. Are the English and Irish nomadic Roma? The necessity of movements was due to economic, social, political difficulties, persecution, discrimination and attacks, and wars in countries where Roma live. Their „nomadism by force of law“ led to problems identifying their nationality. Globalization of the Roma identity, of their cultural and traditional values, the value of Romani life style have led to losing Romani national consciousness, and thus losing the already small number of educated Roma identity rather attributed to a major, powerful nation.

Why Roma fall under the category „black“ and not a pattern of beauty and imagery of „white“ even though there are plenty of Roma white-skinned? Why they, just because of their identity and identification, suffer discrimination in education, housing, health care and employment? How much differently Romani migrations influence the education of Roma?

There are many questions we could think and write about, but I would like to write about the problems which forced the Roma to internally displacement and migration. Also, in order to explain some aspects of the Romani migration I would mention some facts about prejudices, bias, discrimination, racism, persecution, violence, segregation, marginalization and how they reflect on the loss of Romani identification, identity and identity politics, on the loss of the language and their education.

## **Zoran Slavnic**

Institute for Research on Migration, Ethnicity and Society – REMESO, Linköping University, Sweden

### **From antiziganism to Roma rights in Sweden**

The new national strategy for Roma in Sweden takes as point of departure a redefinition of the problem. Roma's deprived situation is not consequence of their own way of life, low education, and lack of awareness of their rights. On the contrary, their disadvantage position in the labour market and in a society at large is an obvious result of the longstanding and pervasive discrimination that the Roma often face in contact with mainstream society.

This approach has moved the focus from the minority group to the mainstream society. If the mainstream society is historically responsible for Roma's deprived situation, it should also take full responsibility for their integration in society. Consequently, the new Swedish strategy for the Roma relies on at least four essential principles. These are recognition, partnership (inclusion of both the Roma and all relevant societal institutions and organizations in implementation of the strategy), human rights perspective, and long-term/sustained/determined policy measures.

One of the main areas of focus for both adults and children in this context is education. Measures include investments in education at all levels, i.e. preschool, primary school, secondary school and adult education, and include various pedagogical and organizational measures. Some of these

measures are the improvement of mother tongue education (which includes both the changes in curriculum and investments in education and further training for teachers), focus on the special support of the Roma children in schools, and the development of a pedagogy and material that pay regard to students with Roma language - and cultural background. At the same time the State school inspection should be tasked, as part of its quality review, to pay special attention on compliance rate in this area. These measures eventually also include efforts to increase general awareness in the main stream society about the Roma minority history and culture, and promote contacts and develop cooperation between the Roma minority and majority population in Swedish schools.

### **Dragutin Babić**

Institute for Migration and Ethnic Studies, Croatia

## **Education of Roma in Croatia - statistical and empirical insights**

This paper will analyse the institutional segment of the education of Roma in Croatia, from preschool education, primary school, secondary school to higher education. The Roma are an ethnic group whose subculture and heritage is mainly transferred to younger generation as elementary knowledge of life, economic activity and involvement in wider society. In the past, due to their nomadic lifestyle and ghettoization in the relation to the rest of the population, the school did not occupy almost any place in the life of this ethnic group. It does not have it is still now in the 21 century, but there are also present some different tendencies. Education of Roma becomes a topic in the wider society and among Roma themselves. Socioeconomic conditions and cultural patterns of socialization of young Roma, are essentially different in comparison to the rest of Croatian population. Therefore, the members of this ethnic group are perceived as marginal and excluded population; it is socially constructed as the stigma that accompanies Rome already for centuries.

This paper deals with the education of Roma in Croatia. To that extent, after the theoretical elaboration of identities of national minorities and their socio cultural and political position in relation to the dominant ethnic nationalism and Euro-integration processes in Croatia, this paper analyses the reports of the Croatian state and its institutions on Roma education, from preschool to high school. Empirical findings on issues of Roma education, identity issues and their everyday lives, are contained in the results of interviews conducted in the elementary school in the Kozari Bok in Zagreb and focus groups organized with representatives of the Roma in the Council of the Roma minority in the Zagreb Municipality.

Test results obtained using method of *focus groups* with Roma representatives in the Council of the Roma minority in the Zagreb Municipality, indicate lot of problems faced by Roma in education and even more at the working place and everyday life. Issues of ethnic identity arise as a matter of priority. Roma identity is still highly stigmatized in the Croatian society. Although many activities and quite a broad campaign of Roma inclusion have started, their structural and even more symbolic position shows that Roma are still significantly more excluded than included in the Croatian society. However, according to the Roma representatives, even the education often does not help, as employers are reluctant to receive Roma pupils on the school practice or employ them after schooling, all because of their ethnic affiliation with Roma population. Only through the implementation of the National Strategy for Roma inclusion and the measures taken against all those individuals and institutions that discriminate against members of Roma ethnic groups, the possible improvements in the integration of Roma into Croatian society could be achieved.

**Dragoljub B. Đorđević**

University of Niš, Serbia

## **Policy and practice of Roma inclusion in the educational system of Republic of Serbia**

Although there is some tradition in the education of Roma in Serbia, their systematic involvement in the education system, in fact, started only since the so-called democratic changes in the year 2000. Among other strategies, such as the Strategy on poverty reduction, also the *Strategy of improving Roma education in the Republic of Serbia* has been adopted. Some parts of it were transferred into practice, and some outstanding results have been achieved - particularly successful with the introduction of Roma assistants in primary schools attended by large number of Roma children, or in schools where they constitute majority, with increasing enrolment in secondary schools and a surprising increase in enrolment of Roma students. In this, and also in other fields, the most advanced is situation in the region of Vojvodina, and backward in the south, where paradoxically, the majority of Roma live. Generally speaking, much more needs to be done by the state, the majority, NGOs and the Roma community itself.

**Ljatif Demir**

University of Skopje, Macedonia

## **Roma cultural after-school activities as an instrument for better and easier inclusion of Roma children and youth in the formal educational process**

This paper describes the positive practices of RCEC "Darhia" in carrying out cultural after-school activities for Roma children and youth that confirm the culture as an important and valuable tool that facilitates the process of their inclusion in the formal educational process, and thus integration of the Roma in the Macedonian society.

The Roma Cultural and Educational Centre "Darhija", Skopje (NGO) was established in 1998 aiming to preserve the Roma cultural heritage and support Roma youngsters in education through involving them in activities oriented to creating selfconfident young persons who might initiate positive changes in the Roma communities, develop and promote the Roma culture in the wider multicultural context. The main activities of the Center created for the kids and youth are: courses for Romani language and culture, mandolin orchestra and vocal group, puppet theatre, drama activities, media workshops and young journalist club, library and creative writing workshops, etc. The orchestra and the vocal group promote the Roma music through successful concerts in the country and abroad. The puppet group conveys the Roma narrative wealth through the plays staged to Roma communities in RM and the local schools and kindergartens.

Special emphasis is put on the Roma Mentor Programme realized in partnership with 15 elementary schools that offers after-school activities for Roma and non-Roma kids under the mentorship of successful and well established Roma cultural professionals in the Macedonian society. The programme includes parallel activities for the kids, teachers and the parents.

This programme increased the interest among the school staff and the local governmental authorities in the RMP activities, and its positive results and changes they initiate. There is interest in further development of such activities as part of the school programmes and curricula. Furthermore, these cultural activities are proven as useful tool for better integration of the Roma children in the school, and on the other hand, they enable the non-Roma to get acquainted with the Roma culture and overcome the prejudices against them.