Discrimination of Roma in Education: Review exercise

Aleksandar Baukal
abaukal@f.bg.ac.rs
Context

Discrimination of Roma related to access and quality of education is widely recognized
Lot of examples, no wider picture
Main obstacle: no data or not enough data or data are invisible (inaccessible? hidden?)
In such context, “real” monitoring is not possible
Without data and monitoring system, we can use only estimations by those who are
Purpose of the review

The purpose is **NOT:**

– To blame countries

– To compare countries

– To rank countries

The purpose is:

– To give opportunity to Ministries to share with other data and estimates that are in basis of policies and practice

– To map out different forms of discrimination

– To identified countries that share issues
Making an instrument: 
**DRiE questionnaire**

DRiE: Discrimination of Roma in Education Questionnaire

Enlist different forms of discrimination of Roma in Decade countries (based on previous experience and reports)

For each define small set of questions targeting some aspects related to form of discrimination

Collect more detailed information on one practice considered by informants as good one
What is considered as a form of discrimination?

Any form of unequal treatment of Roma in education...practices that make others “more equal” than Roma

It does not include de jure discrimination
(forms of unequal treatment inbuilt into legal regulations)

Three domains: access, quality of education, educational outcomes
Achievements (outcomes) gap: is it a form of discrimination?

From one perspective it might not be form of discrimination by itself:
– Lower achievements of Roma might exists even when education would treat Roma children in the same way like other children (because of factors beyond of control of education)

But, there are two reasons to include achievements gap on the list:
– Educational outcomes are ultimate goal
Some troubles with questionnaire

Distributed in very particular part of year
Lengthy
Not distributed to MoE properly
The questionnaires needs to be cross checked by Ministries before distribution
Answers were based on legal regulation (if it is legally banned it does not exist)
For some forms of discrimination question whether it is a form of discrimination was posed
## Received responses

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Some insights from the first analysis

Forms that hit highest number of Roma: according to MoEs

- **Roma history and culture** is not included in the curriculum and textbooks or it is included in a way that reinforce negative stereotypes and discrimination
- Roma children are overrepresented in the short, **vocational streams** of the secondary education

Forms that hit lowest number of Roma: according to MoEs

- **Lower quality of preschool education** for Roma children
- Segregation of Roma in different school classes (so called...
Some insights from the first analysis

Forms that hit highest number of Roma: according to GOs

**Roma history and culture**
Roma students and parents are disproportionately less involved in available forms of student or parents’ *participation* in the compulsory education

Barriers for *enrolment in preschool education*

Forms that hit lowest number of Roma: according to GOs

Segregation of Roma in different school classes (so called “Roma classes”) within regular compulsory education
Some insights from the first analysis

Suggested improvement: according to MoEs

- Lack of textbooks and teaching materials for Roma
- Harassment of Roma by peers and teachers based on their Roma identity
- Wrongful assignment to special education

Least improvement: according to MoEs

- Roma children are overrepresented in the short, vocational streams of the secondary education
- Disproportional drop out of Roma students from the compulsory education
Some insights from the first analysis

Suggest improvement: according to NGOs

- Lower enrolment rate in the post-compulsory education
- Barriers for school enrolment of Roma

Least improvement: according to NGOs

- Roma students and parents are disproportionately less involved in available forms of student or parents’ participation in the compulsory education
- Lower quality of education for Roma in regular compulsory education
- Roma student achievements at the end of the compulsory education is lower compared to non Roma students
Some insights from the first analysis

GOs estimation about scope of discrimination is less positive than MoEs one

In average MoEs estimate that **30-50%** of Roma children are victims of different forms of discrimination

...And NGOs average estimation is **50-70%**

MoEs estimation about improvement is somewhat more positive than NGOs one

In average MoEs estimate that **large improvement** was made in 2005-2008 period

...and NGOs average estimation is **very small improvement**
Next steps

Collect other questionnaires

Workshop in April (as a part of preparation for May Conference)

– To prepare together with experts nominated by Ministries set of instruments for monitoring of discrimination in education

May Conference: proposed set of instruments will be discussed and each country would decide how it will be used