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**Decade of Roma Inclusion
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**ISSUE OF INCLUSION OF ROMANY CHILDREN INTO THE EDUCATIONAL
SYSTEM**

Ladies and Gentleman, respected friends, even today, at the beginning of the 3rd millennium, Roms still aren't even on the beginning of its emancipation. Still, with them bare existence is an ultimately actual issue. Roms – that most-devastated, most-exiled, most-humiliated nation remained prevailingly on the very bottom of life, in the vast mass bulk of illiterates, uneducated, unemployed, for now. Romany community already for 2 millenniums lives in the conditions of Diaspora, which can be hardly compared with the Diaspora's situation of some other nation.

Century's persecutions, discriminations and troubles of Roms made that this suffering nation remain out of the basic human rights, and not to speak out of the cultural and social-economic movements of European civilizations.

Roms, for now, doesn't have schools in which lessons would be realized on their mother language. There have been some efforts in countries of South-western Balkan to introduce Romany language in some schools as a facultative, but finally that practise still isn't expressed in the normative' acts, and even less taken into the consideration seriously as a imminence of our numerous environments in which exist great concentration of Romany populace in the cities of some individual countries in which live more thousands of Roms. Probably, different organizational issues could be relatively easy solved.

During past few decades, educational systems in the Balkan's countries and countries of South-eastern Europe realized a nationalist's propaganda, which had long-term consequences. Even today, education about the human rights of Roms still isn't institutionalized and established into the curriculum. In such ethno-centric context of the Balkan's educational systems, children who originate from the dominant cultures are being traditionally nurtured to experience themselves as different, specific (and, of course, superior) in relation with their ethnical neighbours.

Problem of inclusion of Roms into the educational system is one of the most-actual problems, especially from the aspect of integration of Roms into the society. Roms are located in the “charmed circle of misery”, they aren't included in the work because they aren't educated, and they aren't educated because they don't have conditions for the

education. To experience an elementary social promotion, like a consistency of source of income, Roms, like others, have to possess completed at least primary school, and they aren't finishing primary schools because they don't have conditions for schooling, whilst should be added low level of aspirations of parents for the schooling of children, and so in circle. So, Roms aren't realizing the acquirement of the formal education as a pre-condition of inclusion in the work, and which presents one of the fundamental determinants of social integration of every, and by that Romany group. As a consequence of the early exclusion from the educational system, non-integration of Roms into the social community is continued.

Elementary bill about the lasting of consequences of exclusion of children from the regular schooling indicated that in the following period of time will be born generations which will still "reproduce" illiterates, and by that social-handicapped for the inclusion into the modern flows of social development.

Data also shows that discrimination in the enrolment of education has a double-side nature: it is a consequence of exclusion, but also its fundamental source. Agreeable with that, solving of given system's factors can bring to the decrease of discrimination.

Acquirement of the equal access to possibilities for education should be the main subject of policy which is addressed towards Romany communities. Integrated education should be observed as a main resource for achievement of equal possibilities for education.

All other efforts for the improvement of educational status of Roms should be applied in the context of integrated education as a long-term objective.

Inclusion into the pre-schools programs has a strategic significance for the possibility of education. This is a level on which starts exclusion from the educational system and on which could be evaded many future problems. If Romany children would be included into the educational systems from the very beginning, they would have better chances to avoid circle of poorness, unemployment and marginalization. Pre-school's education gives the best possibilities for integration of Romany children into the main educational flows.

Question about ethic and professional responsibility of psychologists and other members of commissions for categorizations should be pursued, who sorted many Romany boys and girls to the special classrooms? It is inhuman, it is a crime towards those innocent and adorable children, and their parents don't need that Romany children in schools are "children from the last bench" (!)

All relevant institutions and organizations must work together with the Romany communities on the improvement of access of children of Roms to the education within the current educational system.

In that sense, Ministry of education in some country must initiate a program which will be based on the positive discrimination and where will be enabled enrolment to the schools both for those pupils Roms whose marks aren't achieving enrolment's borders, especially for those who would like to be educated for higher or high occupations.

Education should enable to everyone equal opportunity in the inclusion into the public spheres of life and activity through the public institutions. Rights which are guaranteed to all human beings we can realize only when the starting position would be enabled to all of us through the system of education.

Education of teachers and mentors should be improved so that methodology of work with children could be improved. Besides teachers and mentors, Romany assistants should be acceded to the work with children, who will have multiple roles and who will pass through all educational programs.

This method will enable to children better success in schools, mastering of obstacles in school and subject with which they can't manage to master and acquiring of good marks, inclusion of children to the competitive and other school's activities, supporting of children, and foremost girls, for the further education, better acceptance and tolerance in relations with its environment, and foremost offering of the basic elementary rights on equality in the system of education.

Education should be such so that members of minorities can learn something about its identity, but also that their neighbours know everything about them. There are few data about history, culture, art, literature, and there have been recorded both a lack of educational staff, which caused decrease of the number of schools on language of national minorities, while education of Roms represents a "Pandora's box", because Cathedra for Romology and Romology's institute aren't existing.

Without better education, aspirations of Roms for the equal opportunities and better life can't be realized. Breakage of the cycle of social exclusion and discrimination requires an active support for education, as the best mean of exit from the dead-end in which Roms are currently located. Unfavourable position of Roms in the Serbian society can't be surpassed if equal possibilities in the area of education aren't guaranteed to Romany children.

State who formulate a policy for the improvement of position of Roms should regard education as a priority. During formulation of such policy, they should have in mind unfavourable position of Roms in society, and especially their very often difficult social-economic situation.

Government should secure that teachers and other expertly staff in the area of education pass through the training in area of multi-cultural education.

Education for all children should have inter-cultural approach, and government should care that educational text contains a matter about Romany history and culture, especially in regions and places with noticeable Romany population.

National governments must make a joint effort to eradicate apparition of discriminations over Roms in schools, and to secure truly equal possibilities. National governments and other bodies with jurisdiction in the area of education should avoid undertaking of measures which as a consequence have separation of Romany children from the school's population in entity, especially practise of routing Romany children to the schools or classrooms for mentally retarded pupils.

Government of individual country could maybe consider giving of support to the pre-school's programs which helps that Romany children get prepared for the elementary school, as well to the programs of encouragement which offer some support to the Romany children during their attend of schools. Government should adopt programs which would secure that cost of meals, books and similar expenses related to the education are covered for children whose parents can't afford payment of such costs.

RECOMMENDATIONS AND CONCLUSIONS:

Romany language should be established as a subject in the schools which are located in municipalities with great number of Romany population.

Books on Romany language have to be used wherever there is a great concentration of Romany pupils.

Culture and history of Roms should be an integrative part of the educational plan and program, so that all pupils could acquire better understanding of Romany communities.

International organizations should help Romany communities to establish a dialogue with the competent authorities for education about a way on which will be fought against the systematic discrimination of Roms in educational system, and with which would be more efficiently responded to the needs of Romany children who wish to attend schools.

Minority's national contents have almost disappeared from the educational plans, and minority's communities don't have an influence on those plans and programs neither when it is about subjects like history, music or painting.

Education is the most important factor, which enables that national minorities exist and develop themselves. What mostly worries national minorities is a question when will language of minority enter into the schools, gymnasiums, high-school's institutions. This is an area where the government has obligation to plan as long-term as it is possible. Education is not only a matter of language – it is a matter of right to learn and be learned on the language of minorities.

Clause 14 point 1 of the Framework convention says: "Signatories obligates themselves to recognize right of every member of the national minority to learn its mother language". That is a right which depends from the members of minorities, they don't have right to ask from the state teachers or books. Here only exists obligation of state to not interfere.

Convention puts upon many conditions, and obligation of countries is to fulfill them as much as possible and in good faith. Many problems occur in relation with books, because states, what is especially highlighted in the countries of ex-communist bloc, aren't in condition to finance them. That's why it is difficult for countries with financial problems to on this plan realize what is expected from them. But, if they don't do that, if minority's languages can't be learned in schools, then we have realization of the assimilation, because minority's language can't survive if young people can't learn it and be learned on the mother language. This is an area where state can successfully cooperate with Advisory Committee, inherit experience that it systemize in its work, what can be very helpful. States must have good and strong legislature, which will adopt basic lines of Convention, and very close cooperation with Council of Europe and Advisory Committee.

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