

**EUMAP monitoring on Equal access to quality education for Roma
CASE STUDY TEMPLATE**

I. ADMINISTRATIVE UNIT (1 page)

For this section reporters should compile data from the following sources:

- *Local authorities (mayor or vice mayor) of the administrative unit of which Roma community is a part*
- *Local/ regional school inspectorate*
- *Roma representatives in the local council*
- *Local Roma NGO leaders*

The Roma community's status inside administrative unit

- Number and percentage of Roma households legally registered as residents
- The status of Roma community: a distinct administrative unit or integrated in a broader administrative unit
- Census figures on the total population at the administrative unit level (data disaggregated by ethnicity where available)
- Local budget allocation for the Roma community
- Representation of Roma in the local council; institutional mechanisms to ensure participation of Roma in local governance

Educational statistics at level of the administrative unit

Preschool and school age population

3-6 years	
7-10 years	
11-14 years	
15-18 years	

Enrolment rates in percents						
		Basic Education		Secondary education		
	Preschool	Primary education	Lower secondary	Secondary overall (general, professional, vocational)	Secondary general (general)	Secondary professional and vocational
(%) – Boys						
(%) – Girls						

Drop out rates

	Primary education	Lower secondary
(%) - Boys		
(%) - Girls		

Preschool and School network

Local/district school network	Preschool	Primary education	Lower secondary	Secondary (general, vocational)	overall professional,
Total number of schools					
Number of pupils enrolled					
Total number of segregated schools					
Number of pupils enrolled in segregated schools					

- Criteria for allocating funds among the schools in a locality/ district.
- The sum allocated for a child in a segregated kindergarten or school as compared with the sum allocated for a child from a predominantly non-Roma kindergarten or school (calculate per-pupil spending for the year 2005-2006 for school units at the same educational level)

Special schools for children with intellectual disabilities			
	Primary education (7-10 years)	Lower secondary (11-14 years)	Secondary overall (college, professional, vocational)
Total number of special schools			
Total enrolment in special schools			
Roma pupils enrolled in special schools as a % of the total of pupils enrolled in special schools			

- The sum allocated for a pupil in a special school as compared with the sum allocated for a pupil from a mainstream school (calculate per-pupil spending for the year 2004-2005 for school units at the same educational level)

II. ROMA COMMUNITY (1 page)

For completing this section reporters should gather data from the following sources:

- *Local authorities*
- *Roma representatives in the local council*
- *School principals*
- *School teachers*
- *Local Roma NGO leaders*
- *Roma and non-Roma residents*

If the Roma community selected does not have a representative in local government or a local Roma NGO, teams should identify local community leader/leaders as a source of data.

Roma community population

Preschool and school age population

3-6 years	
7-10 years	
11-14 years	
15-18 years	

Responses to this section should be brief and for context only;

- Trends in the overall school age population (3 to 18 years) over the past five years
- Number and percentage of Romanes speakers
- Community infrastructure: roads, access to sewerage, gas, electricity, transportation
- Community institutional map- distances and access to schools
- Percentage of Roma formally employed at community level
- Main occupations; patterns of seasonal work (if present)
- Main income sources; the average household budget of a typical Roma family (5 to 6 persons)
- Roma community social structure
- Social and interethnic relations with non-Roma neighboring communities: are there institutional contexts for these relationships? Is the Roma community culturally or socially isolated?

III. SCHOOL (2 pages)

For completing this section reporters should gather data from the following sources:

- *School principals*
- *School teachers*
- *Local Roma NGO leaders*
- *Roma residents*
- *Roma pupils*

Decision making and school funding

- The school's autonomy with regard to the curriculum and human resources policy
- Percentage of the total per-school financing made up from local, tax-based resources

Administrative requirements for access

- Procedures for enrolling children in kindergartens
- Procedures for enrolling children in the first grade of school
- School enrolment regulations in regard with residence of the child

Costs

- Estimated costs incurred by the participation in local public preschool and school
- Estimated monetary value of the services (e.g. meals, accommodation) that families receive if they send their child to special school

School and class placement procedures

- **Percentage of Roma pupils in school and classes**
- Practices and criteria for allocating children in mainstream schools to segregated Roma classes
- Practices and procedures for placing children in special schools
- Practices and procedures of reassessment children in special schools

School infrastructure and human resources

- The condition of the following items of school infrastructure: running water; indoor toilets; central heating; equipped laboratories; library
- Estimate of average space per pupil
- Estimate of average number of pupils per computer
- Overall physical quality of the school buildings; condition and quality of walls/floors/furniture, overall appearance
- Number of teachers without qualifications. Disciplines where a deficit of qualified teachers is likely
- Staff turnover

School results

- Roma pupils' results in national examinations or tests for exit/entry into critical points in the system (usually grade 5, 8, 12)
- The percentage of grade repetition for Roma pupils
- The participation of Roma pupils in national competitions for mathematics, literature, chemistry and so on
- Literacy among Roma pupils in the fourth and eight grades
- Other available data about Roma pupils' achievement

Curricular standards

- Difference in curricula in schools visited

School-community relations

- School governance body
- Types of decisions that the school governance body is usually taking
- Involvement of parents in the schools' everyday work; provisions for their participation; types of activities in which Roma parents are involved.

School inspections

- Number of inspections done in the school during the last year, and the types of measures (if any) that have been taken as a result of school inspection
- Findings of school inspectors' reports

IV. LOCAL EDUCATIONAL POLICIES AND PROGRAMS (2 pages)

Desegregation/ Inclusive education

- Local measures envisaged for desegregation
- Positive examples in eliminating practices of segregation of Roma in special schools
- Positive examples in the prevention of Roma segregation in special schools due to incorrect assessment

Roma teaching assistants / school mediators

- Presence of Roma teaching assistants / mediators mandate and their usual activities
- The status of Roma teaching assistants / mediators among school personnel

Educational materials and curriculum policy

- Roma pupils' access to school textbooks
- Roma pupils' access to textbooks on Romani history and culture
- Roma pupils' access to bilingual curriculum

Teacher training and support

- Training programmes for teachers; findings of evaluation reports
- Training programs in bilingual education; provisions for bilingual education training programs

Monitoring discrimination institutions

- Institutions and mechanisms monitoring discrimination in education at the local level
- Measures undertaken by local institutions (schools and school inspectorates) imposing sanctions for discriminatory action against Roma

V. EDUCATION AT THE ROMA COMMUNITY LEVEL (2 pages)

For completing this section reporters should gather data from the following sources:

- Local authorities
- Roma representatives in local council
- School principals
- School teachers
- School inspectors
- Local Roma NGO leaders
- Roma and non-Roma residents

Enrolment data

Enrolment rates in percents						
		Basic Education		Secondary education		
	Preschool	Primary education	Lower secondary	Secondary overall (general, professional, vocational)	Secondary general (general)	Secondary professional and vocational
(%) – Boys						
(%) – Girls						

Number and/or percentage of:

- Roma children who have never been enrolled in school
- Roma children who are attending “informal” kindergartens operated by NGOs and not recognised by the state as formal education
- Roma pupils enrolled in segregated preschools and schools as a percentage of the total number of Roma pupils enrolled
- Roma pupils enrolled in special schools as a percentage of the total number of Roma pupils enrolled

Retention and completion

- The average number of years Roma children spend in preschool
- The average number of years Roma children spend in school
- The average age at enrollment in preschool
- The average age of enrolment in first grade of school

Drop-out rates

Drop-out rates			
	Primary education	Lower secondary	Secondary overall (general, professional, vocational)
(%) - Boys			
(%) - Girls			

- Comparison of data from the school inspectorate with field data obtained from Roma community from leaders and Roma people.

Structural constraints in access

- The percentage of Roma children in community who cannot comply with the local procedures for enrollment in kindergarten due to a lack of documents or other barriers
- The percentage of Roma children who cannot comply with the local procedures for enrollment in first grade of school due to a lack of documents or other barriers

Language

- What level of proficiency do Roma children have in the language of instruction at the enrollment in kindergarten and school where this is not their mother tongue
- Preparedness of teachers to teach/conduct some instruction in Romanes or using bilingual techniques
- Evidence or examples of misdiagnosis of Roma in special schools due to the children's insufficient knowledge of the majority language at the time of examination

School mobility

- Evidence of the following types of transfers:
 - from a segregated Roma classes or school to mixed classes
 - from a remedial class to a mainstream one
 - from a special school to a mainstream school
- Evidence of non-Roma pupils transferring from schools with a high percentage of Roma pupils to schools with a low percentage of Roma (or without Roma) - "white flight"